BROOKHAVEN CHILD CARE & ST. BERNARD SITE

PARENT HANDBOOK

Revised September 29, 2026

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Licensed Child Care

Brookhaven Child Care- North York is licensed by the Ministry of Education under the Child Care and Early Years Act, 2014. Provincial Government standards ensure that our program provides a safe, healthy, and stimulating environment with quality care for the children we serve.

Welcome to Brookhaven Child Care- North York:

Brookhaven Child Care- North York is pleased to welcome your family to our Child care program.

This handbook will provide you with program information and policies regarding child care services. If you require further information, please feel free to contact us.

Thank you for becoming part of the Brookhaven Child Care- North York Family!

Introduction:

Brookhaven Child Care – North York is a non-profit community-based childcare centre. Being such, its aim and objective is to fulfil the needs of the community in which it is based. To this extent, we define needs as not only the practical issues such as the hours of operation, but also as the need for a truly enriching and outstanding child care centre for the children. Brookhaven childcare will provide an enriching educational experience for your child by providing services far beyond those of basic custodial care.

Our centre is available to all children aged 18 months - 9 years, regardless of race, sex, creed or economic circumstance.

Children aged 9 – 12 years require approval to remain at the centre. A letter requesting approval is required. Approval will only be given based on availability of space.

We operate a satellite program at St. Bernard Catholic School for children 3.8 years to 12 years of age.

Management:

Brookhaven child Care- North York is managed by a Parent Board. The Parent Board of Director's, who are volunteers, meet once a month regularly and more often when necessity dictates. The Director of the program attends these meetings to present a review of activities/concerns over the past month. This process serves to check whether the objectives of the program are being met, as well as to provide an opportunity for the Board and the Director to resolve matters of concern.
The Board members usually serve a one-year term. They are elected at the Annual General Meeting from among parents/community members wishing to serve. Elections are in May/June of each year.

It is mandatory that all Parents and staff attend the Annual General Meeting held once a year.

Parents are always welcome to attend any of the Parent Board meetings. Participation from parents to aid in the running of the Centre is welcomed and appreciated at any time. The Parent Board of Director's at Brookhaven Child Care- North York has the option to make changes and/or additions to the policies and procedures of the program as the need arises.

Parents' questions and suggestions are welcome throughout the year.

Parents are able to communicate with the Parent Board of Directors through written letter in a sealed envelope and given to Director / Supervisor or through an e-mail.

The e-mail address: brookhavenccparentboard@rogers.com

OUR MISSION/ PROGRAM STATEMENT

We believe that children, families, and staff are capable, competent, curious and rich in potential. We are committed to collaborating with children, their families and with each other as educators to create high quality early learning and care environments that take a strength-based approach to learning and development in which children, parents and educators are co-learners.

Through play experiences and guidance by specially trained Staff, the children are exposed to situations that will stimulate communication and social skills through child-child and adult-child interactions; fine motor development; gross motor development through physical activity and outdoor play; self-esteem, self regulation and decision-making capabilities; curiosity, initiative and independence. Children are guided by skilled Registered Early Childhood Educators (RECEs) and Assistant 's who establish a flexible program in an inclusive, supportive, and non-discriminatory environment. Children's ideas are the core of the emergent curriculum that is based on the interests and needs of the children. Open communication between and among staff, children, families and the school community is crucial to realizing a warm and safe environment in which the children at Brookhaven childcare can play, learn and thrive. We provide programs to support and foster the health and well-being of the child's development, including sports, dramatic and creative arts, self-help skills, and science experiences. Children are encouraged, but not forced, to participate in all activities.

We strive to provide a stimulating program that offers services to children, families and the community, within the framework of the Child Care and Early Years Act and ideologies in Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). The four foundations of HDLH are: Belonging, Well- Being, Engagement and Expression. Our goals and expectations integrate the six guiding principles of ELECT (Early Learning for Every Child Today)

Our emergent curriculum is organized around the following 5 areas of development: (i) physical (gross and fine motor); (ii) social (awareness, respect, ability to share and cooperate); (iii) communication (verbal and non-verbal); (iv) self-esteem (self-awareness and positive self-image); (v) cognitive (comprehension, problem solving, and skill acquisition).

At Brookhaven child Care- North York, *We believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children."* Our goal is to help foster anti-racist views and avoid gender biased values, attitudes, and practices. Our programs and activities reflect the ethno-cultural diversity of Toronto and promote respect and appreciation of differences.

***How Does Learning Happen? (*Ontario's Pedagogy for the Early Years) is the foundation of our program**

Using the common framework articulated in ***How Does Learning Happen?*** our centre will support the children to achieve the following **goals** and will meet the **expectations** for programs building on the four **foundations** for healthy growth and development:

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when he/she is connected to others and contributes to his/her world.	Cultivate respectful relationships and connections to create a sense of belonging among and between children, adults and the world around them.
Well-Being	Every child is developing a sense of self and health and well-being.	Nurture children's healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with her/his senses, bodies and minds.	Provide environments and experiences to engage children in active, creative, and meaningful exploration and learning.
Expression	Every child is a capable communicator who is able to express himself/herself in many ways.	Foster communication and expression in all forms.

We interpret these important foundations as follows:

BELONGING

Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

WELL-BEING

Well-being addresses the importance of the physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self regulation skills.

ENGAGEMENT

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

EXPRESSION

Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

Our Overarching Strategies

Our program has worked to incorporate and embed the *Early Learning for Every Child Today (ELECT)* principles, along with the provincial pedagogy for early learning as reflected in ***How Does Learning Happen?,*** to strengthen the quality of our programs and ensure high-quality experiences that promote the health, safety, nutrition and well-being of children.

Working collaboratively with families, we will plan for and create positive early learning environments that:

1) **Promote the health, safety and well-being of young children, families and educators.**

   You will see:

   - Photographs and names of all the staff posted;
   - We complete a visual daily health check of each child in the morning as the children arrive;
   - A process to sign your child in and out of the program, to ensure they are safely supervised;
   - Well organized environments, with lots of materials that are easily accessible to the children – the children don't have to ask for everything that they need;
   - Healthy menus, that follow Canada's Food Guide;
   - Children and staff washing their hands frequently throughout the day to promote good hygiene and to reduce the spread of illness;
   - Snacks are available to the children who arrive early and are set out for the children to serve themselves. Water is always available to the children throughout the day;
   - At meal times, educators sit and eat with the children and there is lots of conversation;
   - Children serve themselves and are encouraged but never forced to try new foods;
   - Water is available to the children throughout the day as they need or want it;
   - Lots of opportunities for gross motor play; children are encouraged to use their entire bodies to explore the world;
   - Children play outside every day for at least two (2) hours except in inclement weather;
   - Positive language that emphasizes accomplishment and effort;

- The centre is kept clean throughout the day, and is professionally cleaned on a nightly basis;
- All visitors will notify Executive Director/ Supervisor/ Assistant Supervisor when they arrive.
- Only prescription medicines are administered as per our medication policy; and
- Educators follow the health and safety guidelines set out by the Ministry of Education, the City of Toronto Health Department and the City of Toronto Children's Services Division.

Healthy Food and Active Play Make a Difference

Additionally, opportunities for rest and a balance between active and more reflective play are strategies that will be implemented to support positive interactions and facilitate healthy development.

2) Support positive and responsive interactions between educators, children and families.

You will see:

- During the process to enrol your child at our centre, the Executive Director or designate will provide you with a tour of facility, introduce you and your child to the Educators, and compile information about your child's specific needs, likes and dislikes, and what comforts your child. This will allow staff to begin to build an understanding of your child's individual needs;
- Educators will greet and welcome you and your child upon arrival at the program;
- Educators using calm voices and at the child's level for face-to-face interactions; and
- Parents and educators talking together, sharing information and knowledge about each child.

Strategies to Support and Strengthen Positive Interactions

Positive interactions are encouraged and supported by the development of enriched environments where all children belong and where there are a range of interesting, intriguing and developmentally appropriate activities offered to engage children including children with individualized plans. Educators are reflective practitioners whose knowledge and understanding of the individual children and child development supports positive behaviours on the part of children, educators and families. The focus on the positive is a key component of our affirming approach.

Questions educators ask themselves:

- How do I **engage** with children in a way that builds on their strengths as opposed to identifying what they are doing "wrong"?

- Am I **learning** too? How do I respond when a child asks me something that I don't know? Do I redirect the child to something else or do I respond: "Let's find out together!"
- Am I **moving away** from viewing play as just something children do and **moving towards** viewing play as intentional and inquiry based; a way for children to **express** themselves in multiple ways?
- Am I having fun? Is at least a part of each day filled with a **shared sense of joy** that is the wonder of new learning for me and the children with whom I engage? What are the clues that demonstrate that I am engaged and interested in what I am doing?

Our program also supports children's self- regulation, their ability to deal with stress and remain calm, alert and ready to learn. When children are calmly focused and alert, they are best able to control their emotions and impulses, pay attention, and understand the consequences of their actions. We are continually learning about how to create learning environments and programming that helps support children's self-regulation - to help children remain or return to a calm state.

Child guidance is to be exercised in such a way that the child's rights are respected and self-esteem is enhanced.

- Child guidance is carried out in a non-threatening, positive manner that is appropriate to the child's level of development. Each child is different, so our approach or method of dealing with a child may vary, depending on that particular child's need in that particular situation.
- Staff will interact at the child's eye level.
- Children are encouraged to verbalize their aggression rather than resort to physical action.
- Younger children who are unable to express their emotions will be redirected calmly by distracting them.
- Older children who do resort to physical aggression, the situation will be discussed with the child so he/she may gain an understanding of the problem. If another child is involved, both children will be separated until they have calmed down. Then discussions can take place.

Supporting Children to Manage their Behaviour

Children benefit socially, emotionally and physically from our positive approach. Educators focus on helping the children understand their feelings and emotions and provide support to help children regulate their behaviour.

The following are unacceptable behaviour management strategies and are not permitted at any time under any circumstances.

1) corporal (physical) punishment of the child.
2) physical restraint of the child, such as confining the child to a highchair, car seat, stroller, or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
3) locking the exits of the child care centre premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the emergency management policies and procedures.
4) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine his or her self-respect, dignity or self-worth.
5) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
6) inflicting any bodily harm on children including making children eat or drink against their will.
7) Sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the Early Childhood Educators Act, 2007)

3) Encourage and enable children to interact and communicate in a myriad of ways with each other, with educators and with their communities.

You will see:

- Many ways for children to communicate their ideas, thoughts and feelings including:
  - Painting, drawing, modelling with clay, plasticine and other art and creative / sensory materials;
  - Telling or writing stories;
  - Singing;
  - Dancing;
  - Talking with educators;
  - Talking with other children;
  - Building with blocks and other building materials;
  - Conducting experiments; and
  - Solving problems.

  - Planned excursions outside of the centre site, to promote children's connection to their local community.

Supporting children to communicate in multiple ways supports inclusion which strengthens children's sense of belonging. We seek to be aware of, foster, support, encourage, respond to and document the many ways in which children express themselves, with which they articulate their ideas and the variety of languages they use

to communicate. We also seek to honour and reflect children's home language and culture.

In our inclusive learning environment, we welcome children of all abilities. Respect for diversity, equity and inclusion is important for optimal development and learning.

Some of the ways in which we create an inclusive environment:

- Recognize each child as having equal rights to participate in program activities, neighborhood walks, and events.
- Recognize and respect the unique qualities of each child and family, including race, religion, culture, ancestry, ethnicity, language, gender, gender identity, age, sexual orientation, political beliefs, socio-economic status, marital status, parental status, physical ability, intellectual/mental ability, education, work styles, thinking styles.
- View the diversity of the children and families as an asset, and plan programs to reflect differences and enrich the environment by inviting families to share their ideas and knowledge.
- Classroom displays reflect current families.
- Classroom displays pictures of children with different abilities, diverse cultures and different types of families.
- A variety of play materials are available to the children includes multicultural, different abilities and diverse families.
- The childcare displays include different languages.

4) **Foster exploration and inquiry that is play based. Evidence from diverse fields of study tells us that when children are playing, they are learning**.

You will see:

- Children making sense of the world around them through play.
- Play that is supported by caring adults in environments with materials, space and time that encourage complex thinking and aid children to gain essential skills. These skills include: creative problem-solving, learning to get along with others, coping with challenges, overcoming obstacles, and learning to focus their attention. These are foundational activities that promote the development of literacy, numeracy and other important life skills.

<u>Supporting Healthy Development and Learning</u>

At Brookhaven Child Care Centre each child's specific strengths, needs and developmental goals are identified. Educators set goals through individual attention, inquiry play-based learning activities, and positive learning environments in which each child's learning and development is supported. Educators focus on children's social, emotional, physical, creative, and cognitive development in a holistic way. This approach will be strengthened by:

1) Preparing the environment to foster learning and development.
2) Building on the children's ideas, questions and theories as observed in play;
3) A collaborative approach that incorporates discussion amongst team members about how to support deeper exploration; and
4) Inviting and engaging others in the continuing process of program development including parents, the children themselves and other community partners including but not limited to educators within the school system.

Children learn through exploration, play, and inquiry with the educators as co-learners. Educators have thoughtful exchanges with children, which encourages them to interact and communicate in a positive way and promotes their ability to self-regulate. We use children's portfolios, learning stories, pictures, and other pedagogical documentation of children's activities on an ongoing basis to study, interpret, make visible, and help inform children's learning and development, as well as the overall program.

5) Provide both child initiated and adult supported experiences to foster development.

You will see:

- Weekly Program Plans posted with a variety of Educator planned activities, that will be added to throughout the week as the children expand on the activities or move forward in new directions;
- The number of transitions during the day are limited; children do not spend a lot of time lining up or waiting for activities to take place; and
- Times when the child takes the lead in planning the activity and times when the educator builds on observation to develop and implement activities that support each child to stretch his/her skills and abilities.

6) Provide many opportunities for a range of experiences that support each child's learning and development.

You will see:

- Children actively engaged in activities, usually in small groups;
- Children and staff are smiling, laughing and having fun; playing and learning together;
- Educators observing and making documentation about children to build on the children's experiences;
- Educators discussing the documentation with the children; and
- A focus on learning through play with educators encouraging and supporting questions, answers and problem solving on the part of the children.

7) Incorporate a range of different experience modalities including indoor and outdoor play, active play, quiet play, rest and quiet time considering the individual needs of children.

You will see:

- Well stocked toy shelves and creative materials available to the children;
- Quiet comfortable spaces for reading or quiet individual activities or rest;
- Children engaged in a range of different activities throughout the day;
- Children taking the lead; actively shaping their play;
- Educators listen and learn from the children as much as the children listen and learn from the educators;
- Educators encouraging children to explore nature and their natural environments; and
- Quiet activities provided for children who do not require a nap during rest times.

8) Foster engagement of and ongoing communication with parents about the program and their children.

You will see:

- Educators seek out opportunities to talk with parents every day without ignoring the needs of the children;
- A daily communication report through "PARENT" app will be completed each day for children 18 months to 30 months of age.
- A weekly communication report through “PARENT" app will be completed for preschool children 30 months to 44 months.
- Toddler and Preschool children will be assessed twice a year using the Nipissing District Developmental Screen.
- Parents accessing their child’s portfolio and documentation;
- Educators assessing each child’s development with the results being shared with parents;
- Opportunities, both planned and informal for parents and educators to share ideas about how best to support each child;
- Newsletters and resource materials being shared with parents;
- Portfolios for each child which are accessible to parents;
- Accident / Incident reports completed if your child has an accident to provide you with information as required. Accident/Incident reports to be given on the day it has occurred. A copy will be given to parent the following day.

Parents as Partners

Educators foster engagement and ongoing communications with families regarding the program and their children. We strive to build positive and responsive relationships with children and their families. We recognize and value each family for their unique strengths, perspectives, and contributions to our program. Families are encouraged to participate in our program; we are partners in supporting the development of healthy, happy, capable, and competent children.

A strong, respectful, and equitable relationship with parents is key to our ability to fully engage as co-learners with the children and with their families.
To this end, we seek out ways to engage parents in a way that meets their needs and builds on strengths while respecting the challenges that face young families including long commutes, time pressures and the busyness inherent in raising a family. Strategies include but are not limited to:

- An "open door" policy that welcomes parents to drop off and pick up at the times that work best for their family within the hours that the centre is open and allows them to drop-in to observe / participate whenever convenient for the parent;
- Informal discussions on a daily basis;
- Posted documentation of activities, interactions and engagement;
- Parent/educator (and sometimes child) interviews;
- Sharing resources and materials about community supports and activities;
- Inviting parent participation in the development of curriculum;
- Social and open house activities;
- Annual questionnaires; and
- Suggestion boxes.

Key ideas and messages we share with parents:

- Our program is **play and inquiry based** because research tells us that this is the way children learn best. A play-based program provides the kinds of opportunities that children need to be fully **engaged** and to learn how to **express** themselves many ways. We will be sharing our learning with and about your children in many different ways;
- What do you think that it is important that I know about your child to support his/her **well-being**?
- These are our **goals for your children,** and this is what we will be doing with your child to support the achievement of these goals; and
- How can we support your **engagement** with our program so that you feel that you **belong**? What works for you, your schedule and your family?

9) Actively engage with community partners and provide opportunities for the children and families to develop close connections with a range of community supports.

You will see:

- Parents are welcomed at any time and are encouraged to drop in when and if they have time to do so;
- Planned excursions to community services and programs such as the local library, grocery stores and other neighbourhood locations; and
- Use of community partners as a resource and support to families, children and staff.

- We partner with Toronto Public Health, Toronto Children's Services, Toronto District School Board, Toronto Catholic District School Board, our local library and community centre.

10) Strengthen the capacity of educators to collaborate effectively with children, families and their colleagues through the provision of ongoing opportunities for continuous professional learning.

You will see:

- Staff encouraged and supported to attend professional development.
- Registered Early Childhood Educators are required by their membership in the College of Early Childhood Educators to commit to their own ongoing professional learning.
- New ideas and strategies to support children's development introduced throughout the program; and
- Materials and research shared with parents.

<u>Continuous Professional Learning for Educators</u>

Our early learning and child care centres are environments that support educators, and others who interact with children, to continually self-reflect, have discussions, foster ongoing collaboration, and engage in continuous professional learning, in order to provide the best possible learning environment for children. Staff are provided with many mandatory health and safety related training sessions, such as Standard First Aid and Infant Child CPR; Occupational Health and Safety training, and WHIMIS. In addition,

- Staff are encouraged to participate in up to three personal professional learning opportunities each year, based on their Performance Management learning goals.
- Staff have scheduled planning time each week.
- Staff meet to share ideas and information and to develop programs.
- Staff are encouraged and supported to participate on community networks or committees; and
- RECEs must participate in the College of Early Childhood Educators Continuous Professional Learning Program.

11) Use many languages to document and review the experiences of the children and the educators to:

- Provide an ongoing record of development.
- Provide tools to enable educators to reflect on the impact of their activities and strategies; and
- Provide a visual and oral record that enables parents to review and explore the developmental path of their child.

  You will see:

  - Documentation posted on the walls that tells and shows you what the children are doing.
  - Different methods of recording observations about what the children are accomplishing.

A Commitment to Continuous Improvement

All new staff, students and volunteers are required to review the program statement prior to interaction with children in our care, and any time the program statement is updated. All staff are required to review the program statement on an annual basis. This will be accomplished at a yearend all staff team meeting which provides an opportunity to reflect on the successes and challenges of the past year and to set goals for the upcoming year. Policies and procedures to be reviewed during staff meetings as required. Staff are required to take professional activities throughout the year.

Volunteers and Students

The centre prides itself on the safe and secure environment that it provides to the children. Volunteers and students must be 18 years of age and must have a Current Criminal Check with Vulnerable Sector Search through the Toronto Police services or Regional Services. They participate in an orientation and review of relevant policies and procedures.

Volunteers and Students will NEVER be left alone with a group of children. They are paired with and mentored by a staff member.

General Policies and Procedures:

Privacy & Confidentiality:

Brookhaven Child Care - North York will ensure of our continuing commitment to protect all personal information in our custody and /or control. When personal information is transferred by Brookhaven Child Care to third parties, contractual or other means will be used to ensure that the information is handled confidentially and in accordance with applicable privacy legislation.

Duty to Report:

Every person in Ontario is required under the Child and Family Services Act to report his/her belief that a child may need protection. If the Director/Supervisor and /or staff of the child care centre have responsible grounds to suspect that a child may have been abused, the suspicion, and the information upon which that suspicion is based, must be reported immediately to a Children's Aid Society. The centre is not under any obligation to inform the parent (s)/ guardians that the Children's Aid Society has been notified.

Prohibited Practices:

Supporting Children to Manage their Behaviour

Children benefit socially, emotionally, and physically from our positive approach. Educators focus on helping the children understand their feelings and emotions and provide support to help children regulate their behaviour.

The following are unacceptable behaviour management strategies and are not permitted at any time under any circumstances.

1) corporal (physical) punishment of the child.
2) physical restraint of the child, such as confining the child to a highchair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
3) locking the exits of the child care centre premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the emergency management policies and procedures.
4) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.
5) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
6) inflicting any bodily harm on children including making children eat or drink against their will.
7) Sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the Early Childhood Educators Act, 2007)

Discharge / Termination Policy

The parent(s) will be kept informed of all efforts and areas of concern through formal and informal discussions with the staff and the Exe. Director / Supervisor. Centre will notify City of Toronto

Consultant prior to withdrawal. One-month notice will be provided in writing and referrals to other services will be provided.

The Board reserves the right to withdraw services for any of, but not limited to the following reasons:

- A child's persistent opposition to authority
- A child's wilful destruction of property
- Theft of personal or centre property
- Use of profane or improper language by child or parent
- Conduct that is injurious to the moral tone of the Centre
- Conduct that is injurious to the physical, emotional, or intellectual well-being of others in the Centre
- Lack of payment of fees, including late fees, by the designated time
- Lack of compliance with the parental/guardian responsibilities outlined in the contract and policies of the Centre
- Lack of parental support for the program goals, values, regulations and limits of the Centre
- Behaviour that creates a potential safety hazard to children and Staff
- Verbal abuse, harassment, or threatening of children and /or Staff
- Lack of respect for the multicultural makeup of the children, parents and Staff
- Lack of respect for the Staff and the Board of Directors

- Inability of the Centre's program and Staff to meet the child's individual needs
- Individual needs of a specific child that interferes with those of other children or puts other children at risk
- Repeated late pick up of child, as per late policy

Reasonable efforts will be made to avoid withdrawal of a child from the Centre. As such, the following steps of resolution may be followed prior to a Centre-initiated withdrawal of services:

1. A discussion may occur with the child's Parent(s), the Exe. Director/Supervisor and any required Staff to
    - Identify the existing issue and, if necessary, the reasons for its occurrence.
    - Discuss the impact the issue is having on the child or on the Centre's ability to properly satisfy its service mandate, and to advise the Parent(s) that, if the issue is not corrected, or does not improve, it could result in the child being withdrawn; and/or
    - Discuss ways of correcting or improving the misconduct or issue and, if possible, identifying resources that are available to assist the Parent(s).
2. Where appropriate the Centre may establish a plan which sets out conditions and efforts that must be made to ensure that the issue/misconduct does not persist. If a plan is deemed appropriate, in the
3. sole discretion of the Centre, the plan will be recorded and signed by all relevant parties.
4. Where a plan is considered appropriate in the Centre's sole discretion, the Centre may establish a trial period during which the Centre will monitor whether required conditions and improvements are being achieved.

5. In its sole discretion, the Centre may decide to end the trial period, at any time, terminate the Plan and proceed with withdrawal where improvements/conditions are not being met. The Centre will help look into other services or options for the child and family.

Discharge/ Termination Procedures:

Brookhaven Child Care- North York reserves the right to terminate centre services/membership for cause in any of the following situations.

1) A child's :

- **persistent opposition to authority**
- **wilful destruction of school/centre property**
- **use of profane or improper language**
- **conduct that impairs the operation of the Centre or the physical or mental well-being of others in the centre**

First Incident:
Staff will speak to the child and the parent(s) or guardian will be informed through daily verbal communication and discussions. Staff will keep a written record to indicate when the child and parent(s) or guardians was spoken to.

Second Incident:
Written warning will be delivered to the parent(s) or guardian. All written documentation will be signed by the parent(s) and returned to the Centre to be kept on file. The Director will inform the Board of Directors of the incident.

Third Incident:
The Board of Directors will notify the parent(s) or guardian in writing of termination of centre services/membership. The City of Toronto Children's Services will be notified.

2) A child's whose:
behaviour is dangerous or hazardous to the well being of the other children and Staff and/or is deemed a "Serious Occurrence" as defined in the Policy and Procedure Manual of the Centre.

First Incident: Documentation and reporting of the incident as a "Serious Occurrence" will be given to all the appropriate parties. Written notice will be given to the parent(s) or guardian to inform them that if a second incident of a serious nature should occur, centre services/membership will be terminated.

Second Incident: The Board of Directors will notify the parent(s) or guardian in writing of termination of centre services/membership. The City of Toronto Subsidy Consultant will be notified.

3) A parent(s) or guardian who:
becomes verbally or physically abusive to administration, Staff, board members, students, or volunteers of Brookhaven Child Care Centre. Incident may require Serious Occurrence Reporting.

- **Physical Abuse**
  First Incident: The incident will be documented and the Board of Directors will be informed immediately. The Director, of automatic termination of centre services/membership, will notify the parent(s) or guardian in writing.

- **Verbal Abuse:**
  First Incident: The incident will be documented by Staff and reported to the Exe. Director/ Supervisor. The parent(s) or guardian will be provided with a written warning specifying that a second occurrence will result in termination of centre services/membership.

  Second Incident: The Board of Directors will notify the parent(s) or guardian in writing of termination of centre services/membership. The City of Toronto Subsidy Consultant will be notified.

4) **A parent(s) or guardian who:**
makes unrealistic demands and/or threats on the program and /or Staff. The Board of Directors reserves the right to terminate the enrolment of any child, if in the opinion of the Board of Directors, continued enrolment (in light of the parents demands) interferes with the smooth and safe operation of the Centre.

First Incident: The incident will be documented by Staff and reported to the Board of Directors. The parent(s) or guardian will be provided with a written warning specifying that a second occurrence will result in termination of centre services/membership. All written documentation will be signed by the parent(s) and returned to the Centre to be kept on file.

Second Incident: The parent(s) or guardian will be notified in writing of termination of centre services/membership. The City of Toronto Subsidy Consultant will be notified.

5) **A parent(s) or guardian who:**
fails to comply with policies set out in the Parent Handbook and/or Policies and Procedures Manual of the Centre and/or a parent fails to comply with program regulations and limits.

First Incident: The Exe. Director / Supervisor will meet with the parent(s) or guardian to discuss the issue. A written record will be kept indicating when the parent(s) or guardian was spoken to.

Second Incident: Written warning will be delivered to the parent(s) or guardian specifying the next occurrence will result in termination of centre services/membership.

Third Incident: The parent(s) or guardian will be notified in writing by the Board of termination of centre services/membership. The City of Toronto Subsidy consultant will be notified.

6) **A parent(s) or guardian who:**
becomes more than thirty days in arrears in their fees and has been notified of such arrears in writing. (The Board of Directors has the discretion to consider extenuating circumstances upon written application by the parent(s) or guardian.)

The parent(s) or guardian will be notified in writing of suspension or termination of centre services/membership. The City of Toronto Subsidy Consultant will be notified.

Note: There will be no refund of fees upon termination of centre services/membership for any of the above circumstances.

Notwithstanding the items listed in paragraph one through six, the Board of Directors reserves the right to review and modify any disciplinary action if, in its opinion, it is in the best interest of Brookhaven Child Care- North York.

CONFLICT RESOLUTION: Complaint Procedures

The purpose of this policy is to provide all individuals who are involved, e.g. parents and staff, with avenues/opportunity for raising, clarifying and resolving problems and concerns. This policy does not reflect situations of discrimination, harassment and/or sexual harassment. A distinct policy exists for problems of that nature.

The needs of children and all members of the organization must be taken into account in the operation of the Centre at all times. Issues, concerns or problems may arise, from time to time, that require attention and resolution. The policy is to facilitate problem resolution as quickly as possible with due regard to the rights and responsibilities of those involved. Every attempt will be made to handle problems with sensitivity, ensuring that confidentiality is maintained.

It is the responsibility of the individual who has a complaint to initiate the process of resolution and to decide at which point the problem has been satisfactorily resolved.

Procedures for initiating problem resolution and for lodging formal complaints are outlined below. Formal complaints presented to the Executive Director must be communicated to the Board of Directors, along with the agreed upon resolution.

The Board of Directors is responsible for final decisions of complaints that are not resolved prior to being presented to the Board.

The procedure for conflict identification and resolution is as follows:

1. The individual who has a conflict should first discuss the issue with the other individual(s) involved and attempt to arrive at a solution that is mutually agreeable. Issues that concern activities within the classroom should be discussed first with the RECE teacher(s) assigned to the class. Problems with respect to the administration of the Centre should be discussed with the Exe. Director. In most instances, concerns are resolved through mutual discussion and generation of agreeable courses of action.

2. If a concern cannot be satisfactorily resolved through discussion between the parties involved, a formal complaint may be lodged. Formal complaints must be presented in writing to the Exe. Director, with a copy to the other individual(s) involved, except where the Exe. Director is the complainant or is the individual with whom the concern was first discussed in step 1, in which case the written complaint is presented to the Chair of the Parent board of Directors.

3. Investigate the complaint and discuss it with the individuals involved. Every attempt will be made to reach a solution that is mutually agreeable to the parties involved.

4. If an agreement cannot be reached, the complaint is referred to the Executive committee of the Parent Board. All parties involved will be given an opportunity to

present their views, which will be considered by the Committee in arriving at a decision regarding the most appropriate solution.

5. If the complainant is not in agreement, or considers the decision unjust, an appeal can be forwarded to the Chair of the Board of Directors who will table it for discussion at an emergency Board of Directors meeting. The decision of the Board of Directors will be final. A written letter of the decision by the Board of Director's will be given to the complainant within 5 business days.

An individual with a conflict or complaint may, instead of following the formal complaint process, request third party facilitated conflict resolution, whereby the individuals involved attempt to discuss and resolve the problem with the assistance of a qualified resource person who is not involved with the conflict. Requests for third party facilitation should be directed to the Chair of the Board of Directors.

The Exe. Director or member of the Board of Directors may be approached at any time for assistance in clarifying the conflict and for advice as to how to use this policy to resolve conflict.

A complaint may be withdrawn at any time. Formal complaints must be communicated to the Board of Directors by the Executive Director or Chair of the Board of Directors along with the outcome of the process.

It is understood that any individual who elects to use this procedure will be treated courteously and that the problem will be always handled confidentially.

COMPLAINT PROCEDURE

A complaint is a "concern that is expressed by an individual or group of individuals such as neighbour(s), community person(s), school Staff, government agency, Staff member, parent, child," etc.

Differentiating between a "comment" and a "complaint" is important. A complaint is generally an issue that cannot be resolved at the first level (Staff and/or Director) and proceeds further to the Board of Directors. An issue that can be resolved by the person receiving the "complaint" may be classified as a "comment."

All "comments" and "complaints" must be taken seriously, investigated and a mutually satisfactory resolution attempted.

The person receiving the "comment" or "complaint" should remain objective and try not to personalize the issue. He/she should:

- Allow the "complainer" to express their concern(s) thoroughly.
- Listen carefully to what is being said.
- Avoid responding defensively.
- Ask for clarification to ensure that the nature of the "complaint" is understood.
- Ask if the "complainer" has any suggestion or recommendation.

- Advise the person/group you need time to investigate (if applicable) and that you will get
  back to them as soon as possible.

- Document the incident and the action taken. This written document needs to be signed by both Exe. Director and the parent.
- Inform the Director or the Board of Directors immediately of the incident.

If parents have any suggestions and/or requests regarding any aspect of the program, they are encouraged to put these ideas in writing in a sealed envelope and give it to a Staff on duty or drop it into the suggestion box.

Complaints Addressed To Staff

Parents are asked to address concerns directly to the program Staff. The Staff members should provide feedback and recognize the importance and the urgency of a response.

Discussions between parents and Staff members must take place in an appropriate time and location, where confidentialities can be adhered to and the classroom will not be disturbed. The first priority for Staff members on program as per the C.C.E.Y.A. , 2014 is supervising and facilitating the children at all times. Anyone who has a concern or any parent who would like to discuss an aspect of the program or their children's progress, is invited to call the Centre to set up an appointment for a meeting. Staff members on program are not to be removed from supervising the children under any circumstances.

Complaints Addressed to the Exe. Director

If a parent feels that a Staff does not adequately resolve his/her concerns, they then must approach the Director. Staff may direct the parent to the Exe. Director if they feel that they are unable to solve the matter or if the matter should be addressed at management level.

The Exe. Director will contact the person/group who made the "complaint," investigate the specifics of the "complaint" and make every effort to resolve the issue. She will proceed with the Serious Occurrence Guidelines and all communication will be documented.

If, after addressing the issue with the Exe. Director, the parent continues to feel that the complaint has not been resolved, he/she may ask, in writing, for the matter to be brought to the Board of Directors. The Director may also advise the parent that the matter must go to the Board if the parent is not satisfied with the actions or response of the Exe. Director.

Complaints Addressed to the Board of Directors

Complaints made to the Board of Directors must be made in writing. The Board, collectively with the Director will make every effort to resolve the issue(s). During discussion with the parents, the Chair or any Board member must remain neutral and ensure that the outcome/answer suggested remains undetermined until the Board has met as a whole and a relevant resolution is passed.

The Board of Directors will contact a Legal Counsel if deemed necessary.

A written statement providing the outcome of the Board's decision will be delivered promptly to the person who issued the complaint. The written statement will be provided to the complaint within 5 business days of getting the complaint.

Inclusion: Ensuring Accessible and Inclusive Care for All Children and Families

Brookhaven Child Care - North York is committed in providing inclusive programming for children with special needs, working closely with parents, staff, school network and linking with other community partners who support children with special needs to ensure the child's individual needs are met. it is essential that all pertinent information specific to the child's unique needs be made available to the Exe. Director/Supervisor at the time of registration. This will ensure that appropriate support and resources are in place to ensure optimum success for the child.

Our Commitment to Accessibility

The Accessibility for Ontarians with Disabilities Act (AODA) sets out clear requirements to ensure that services and environments are accessible to all individuals, including children and families with disabilities. Our childcare centre is committed to providing an inclusive, welcoming, and accessible environment for every child and family in our community.

We strive to respect the dignity and independence of all families, ensuring that everyone has equal opportunity to participate in and benefit from our programs and services. We are dedicated to meeting the needs of people with disabilities in a timely manner and will do so by removing and preventing barriers to accessibility.

Accessible Services and Supports

- We will make reasonable efforts to ensure that our policies, practices, and procedures are consistent with the principles of independence, dignity, integration, and equal opportunity for people with disabilities.
- We provide communication supports and accessible formats upon request, such as large print, electronic formats, or plain language.
- Families are encouraged to inform us of any specific accessibility needs so we may work together to provide the best possible experience for every child.

Customer Service Standards

- We welcome service animals and support persons into all areas of our childcare facility.
- Reasonable accommodations, such as modifications to our programs, activities, or spaces, will be made to support children and families with disabilities.
- Staff are trained to communicate and interact with children and parents with various disabilities in a considerate and effective manner.

Accessible Facilities

- Our building is designed to be physically accessible, accessible washrooms, and barrier-free entryways.
- We conduct regular reviews to identify and remove potential barriers within our environment.

Emergency Procedures and Feedback

- Accessible emergency procedures and evacuation plans are available to families upon request.
- The centre conducts monthly fire and emergency drills that include accessible procedures.
- The centre will ensure emergency evacuation procedures accommodate children, staff, and visitors with disabilities.
- The centre will provide individualized emergency plans as needed.

We welcome feedback on our accessibility policies and procedures. Families can share comments or concerns. The centre accepts feedback in various formats (in person, phone, email, written form) and respond in a timely manner with information about what actions will be taken. The centre will ensure that the feedback will be accessible to people with disabilities.

Notice of Temporary Disruptions

- Notice will be provided to families with disability in the event of a planned or unexpected disruption to childcare services.
- A reason will be provided and its anticipated duration.
- The centre will ensure that notices are provided in accessible formats and locations.

Training and Awareness

- All staff receive training on AODA standards, the Human Rights Code as it pertains to people with disabilities, and best practices for supporting inclusion.
- Staff are updated regularly as policies or accessibility standards change, ensuring our centre remains compliant and inclusive.

Accessible Communication

- We strive to communicate with families in a way that considers their disabilities and preferences.
- Upon request, information regarding programs, schedules, and policies will be made available in accessible formats in a timely manner, at no additional cost.

Requests for Accommodation

- If your child or family member requires accommodation, please inform the Exe. Director or Program Supervisor. We will consult with you to understand and address your specific needs in a timely manner.

- We encourage open communication to create an environment where all children can thrive.

Review and Updates

Our accessibility policies are reviewed annually to ensure ongoing compliance with the AODA and to reflect the evolving needs of our families and staff.

For further information about this policy, to request documents in accessible formats, or to provide feedback on accessibility at the centre, please contact the Exe. Director or Program Supervisor.

Anti-Racism/ Diversity Policy:

We accept all children, respect race, belief system, gender, national origins, and socio-economic status.
Racial and ethno-cultural harassment are forms of discrimination. They constitute unequal treatment of an individual or group in that they limit the ability to function effectively because of demeaning treatment by others. Harassment occurs when an individual perceives that he/she is being treated without dignity and respect by another individual. Such impact may not have been intended. However, the definition of harassment in the Ontario Human Rights Code makes it clear that in some situations it should be anticipated that certain conduct or comments would be offensive or unwelcome.
Racial harassment is based on a person's race or colour.
Ethno cultural harassment is based on a person's ancestry, place of origin, ethnic or national origin, citizenship creed, faith, or any expression thereof.

Brookhaven Child Care - North York is a multicultural setting reflective of Toronto's population diversity. Our Staff, board, children, and their parents have differing lifestyles and come from all over the globe. We value diversity. The families who use this centre have diverse circumstances and we work our hardest to ensure they always feel welcome and safe here.

Diversity refers to all the ways people can and do differ from one another, such as but not limited to: Race, religion, culture, ethnicity, language, gender, age, sexual orientation, political beliefs, socio-economic status, marital status, parental status, physical ability, mental ability, education, work styles, thinking styles…

We actively try to ensure that children respect themselves, each other and the Staff. This means that we will actively get involved in the following situations:

- Bullying or teasing
- Name calling
- Use of racist, discriminatory, or harassing behaviour or language between children
- Any other physical behaviour or verbal comments that we feel is, or may be, hurtful to any child.

The Centre is committed to the creation of a working, caring, and learning environment that recognizes the dignity and worth of every person, and to the provision of equal rights and opportunities without discrimination.

We strive to provide opportunities for all children, Staff, parents/caregivers and board members to develop positive attitudes towards and understanding of all forms of diversity.

Serious Occurrences:

Brookhaven Child Care- North York complies with all legislation regarding the reporting of serious occurrences, which supports the safety and well- being of all children in our care.

Serious Occurrence reporting is as follows: 1. Death of a child, 2. Abuse/neglect and allegation of abuse/neglect, 3. Life threatening injury or illness, 4. Missing or temporarily unsupervised child(ren), 5. Unplanned disruption of service.

In alignment with the Ministry of Education's intent to provide greater transparency for parents, Brookhaven Child Care- North York will post Serious Occurrence Notification Forms to keep parents informed of reported serious occurrences. The posting will give the parents information about the incident and outline follow-up actions taken and the outcome, while respecting the privacy of the individuals involved. The form will be posted in a visible area. (On the Child Care office door) for 10 business days.

Accident/ Incident Reports:

Communication about their child's well-being is important to parents. Parents will be informed regarding any accidents/incidents affecting their child's health, safety or well- being. If a child is injured, parents will be provided a copy of the Accident/Incident Report.

Health and Illness:

Immunization:

The child Care and Early Years Act, 2014 requires that prior to admission, each child must be immunized according to local medical officer of health. Therefore, we require that a copy of the child's immunization record or a letter of exemption, and a medical information sheet be completed and signed by the parent. These must be submitted at the time of admission and should be updated annually.

Illness:

To maintain a good standard of health, we conduct a daily health check. It is necessary to have suitable arrangements in the event your child is ill. If a child's ill health prevents him/her from participating or being comfortable in normal program activities, the child will be considered too ill to attend the Child Care.
All children play outside each day. If your child is not well enough to play outside, please keep him/her at home.

Should your child become ill during the day, you will be contacted immediately to pick up your child (see symptoms below). It is therefore essential that the Centre is able to locate the parent(s) or the emergency contact should an illness or emergency arise. If staff consider a child too sick to be in contact with others, the child will be isolated until the parent is notified and child is picked up. Children should not return to the centre until they are ready to participate in all aspects of the program, including outdoor play.

If your child is sent home ill from Brookhaven Public School or St. Bernard Catholic School he/she may not attend the Child Care Centre. A sick child does not function well at school and his/her presence may infect others.
In case of a serious accident or emergency, a child needing immediate care will be transported to a hospital via ambulance. Parents will be notified immediately and will be expected to meet the staff at the hospital.

Parents are to keep their children at home or may be refused care, sent home if they display any one of the following symptoms:

- undiagnosed rash/skin condition
- Communicable disease
- fever 38 C or higher
- Obviously infected discharge
- diarrhea and or vomiting two or three times.
- head lice
- persistent cough – with or without discharge
- persistent pain.
- Lethargy and irritability and cannot participate in the program.

It is the staff's duty to refuse or send a child home if any of the above symptoms are observed.

Medication:

The Child Care will administer only prescribed medication. Parents are required to sign a Medication Authorization Form outlining dosages and times to be given. Medication Authorization Form will be provided by the staff. For safety reasons, medication must be in the original container as supplied by the pharmacist, must be labelled with the child's name, date, and name of the drug, instructions for storage, administration of the drug and must be a current prescription. The same applies to natural remedies, a prescribed by a Registered Naturopath.
Any medication must be given directly to a program staff member. All medication will be kept in a locked box in refrigerator or locked cupboard.
Only prescribed medication will be given; children are not allowed to carry their medication and/or self- medicate unless an individualized plan and parent approval is developed. In addition to emergency allergy and asthma medication, staff or children may carry medications for epilepsy and diabetes, as well as any medication that a professional determines must be readily available to prevent a significant risk to the staff/child's health. An individualized plan will be developed and updated regularly. The centre will ensure that the medication carried by staff or children is not accessible to other children.
Safety of the child and children will the main priority.
It would be appreciated if you inform us of any medication your child is receiving at home.

Nutrition and Allergies:

The Child Care provides a morning and afternoon snack and a hot, nutritious lunch for our toddler and preschool program (children 18 months to 3.8 years of age) For children who stay after 5:00pm a third nutritious snack is offered.
FDK Before and After School / School-Age Program: (4-12 years) the Child Care does not provide a lunch during the regular instructional school year for children in school.
A nutritious snack will be provided for the school children in the morning and afternoon.

A nutritious lunch will be provided for the school children during P.D. days, Christmas Break, March Break, and the summer months.
All meals follow Canada's Food Guide and are monitored by government standards. All meals are catered by Real Food for Real Kids Catering. We encourage each child to try each type of food. Our goal is to help children develop a taste for a variety of foods.
Please notify staff if your child(ren) has/have any allergies or is on a special diet so suitable arrangements can be made. We do not provide food that contains pork or peanuts.

Menu plans will be posted on the main bulletin board for parents to view. Also the menu will be posted on the PARENT APP.

Strategies to Reduce the Risk of Exposure:

- Children with extreme allergies that the centre cannot accommodate will be asked to bring their own food from home.
- Foods with “may contain nuts” warnings will not be served
- All labels will be read by a staff member prior to serving.
- Staff purchasing food on behalf of the centre must read food ingredients labels every time they purchase a product.
- Any person or company supplying food to the centre will be notified of all life-threatening allergies in the centre. The list of allergies will be revised as necessary.
- All staff and children will wash their hand before and after handling food.
- Children, staff, students, volunteers, and parents will be instructed not to share food.
- All surfaces will be cleaned in accordance with the Ministry of Health’s guidelines prior to and after preparing and serving food.
- All cleaning supplies, medication and any other product that may be of danger or produce allergic reactions will be stored in a locked container or room.
- Garbage bins will be emptied after lunch and snacks.
- Extra special supervision will be given to anaphylactic children during eating. Staff will sit beside or opposite the child.
- Playground areas will be checked and monitored for insects such as wasps, bees.
- Staff will take a cell phone on all excursions.

Consent by the child’s physician is required for any child carrying their own epinephrine auto-injection. (Epi-pen)

Please note that Brookhaven Child Care is a NUT FREE environment. Kindly refrain from bringing in any items that may contain traces of nuts.

Under certain special circumstances food is required to be brought from home, the food must include the child's name, list of ingredients and be given to the staff so that can be stored safely.

Anaphylaxis Food Allergies:

Our Child Care follows an Anaphylaxis Protocol to ensure the safety of all children with allergies in our program. Upon registration, parents of children with a risk of an anaphylactic response will complete an Anaphylaxis Action Plan. Parents are to inform the centre of any food allergies or restrictions as soon as they are aware of it. A written letter needs to be provided informing the centre of the any allergy or food restrictions.

There are children at the Centre who have severe allergies which can cause an anaphylaxis reaction. An anaphylaxis reaction is an allergic reaction so severe it can cause death. Nuts and peanuts are a common trigger anaphylaxis. As a result, the Centre does not permit nuts, peanuts or nut/peanut products to be brought into our Centre. If your child is entering the Centre after recently eating peanut butter or other such products, please ensure that hands are thoroughly washed and teeth are brushed. A peanut/nut allergy can be so severe that even touching or inhaling a trace amount can trigger a life-threatening reaction.

Inclement Weather & Emergency Closures:

Outdoor play:

Toddler and Preschool Children are required to go outdoors for two hours per day. They go out for one hour in the morning and one hour in the afternoon. Kindergarten and School age Children are required to go outdoors for 30 minutes each day. Children need to be dressed appropriately for outdoor play. Children will not go out on rainy days, when severe weather warning is in effect, or on cold days that are -15 degrees Celsius or colder.

They will not go out on hot days that are considered to be severe heat or during smog alerts. In addition, trips involving longer walking distances will also be cancelled during inclement weather.

Sun Safety:

All children go outside every day, weather permitting, and our staff promote sun safety. All children should have hats to wear outdoors, as well as sunscreen in warmer weather. Sunscreen with an SPF of a least 30 is required for each child in attendance. The parent should put the sunscreen on their child before arriving to the centre each morning. The staff will reapply the sunscreen in the afternoon.

Inclement Weather /Emergency Closure:

If the centre is required by the Toronto District School Board or the Toronto Catholic District School Board or Centre's decision to close due to weather, health or safety reasons, there will be NO rebate of fees.

In case of severely inclement weather (environment Canada severe warning) the centre will make every attempt to remain open, however, we cannot operate without proper staffing and require taking steps to ensure the safety and well-being of children and staff. Even during

severe weather proper and qualified staff/child ratios are to be met. Therefore, we are asking for your patient and kind consideration to listen to the news or call the child care before you leave your home to the status of the centre. An updated message will be on the answering machine by 6:30am. All families will receive an email as soon as possible to notify if the centre will be closed. Please check your emails when severe weather has been announced. Also, if severe weather occurs during the day, we would appreciate if you can pick up your child as soon as possible. Late fees will apply. See Late Fee Policy.

Sleep Supervision :

Pursuant to the *Child Care and Early Years Act* (CCEYA), Brookhaven Child Care- North York is required to develop a Sleep Supervision Policy that includes provisions for children who sleep in the program that is consistent with the recommendations set out in publications by the Public Health Agency of Canada or by recommendations from the child's physician (in writing)..

Brookhaven Child Care-North York shall ensure that there are written procedures in place with respect to every child that regularly sleeps at the Centre. Toddlers and Preschool children who receive care for 6 hours or more each day have a rest period, not to exceed 2 hours in length. The intention of this policy is to ensure the safety of the children who are sleeping by monitoring sleep patterns and performing visual checks of the children, while taking into account parent requests, recommendations of the child's physician and/or Public Health.

Brookhaven Child Care staff shall:

- Periodically perform a direct visual check of each sleeping child by being physically present beside the children while the children are sleeping. Staff will walk over to each child to look for indicators of distress or unusual behaviours.
- Visual Checks will be performed every half an hour and documented on a weekly sleep checklist, initialed by staff and will be kept in a sleep binder. These records will be kept for 3 years.
- Ensure that any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents and will make any necessary adjustments to the manner in which the child is supervised during sleep.
- If there is significant change in child's sleep pattern where a child experiences distress or unusual behaviour, staff will call parent immediately to inform them of this concern.
- Signs of distress or unusual behaviour include:
    - Change in skin colour
    - Change in breathing
    - Signs of overheating
- Sleep Supervision Practices: Staff to ensure that:
    - Child is breathing
    - Child's temperature is normal (visual check – child is not red, flushed or sweating. Child looks comfortable)
    - Blanket is not covering child's face or head
    - Sleep toys are soft in texture
    - Children are sleeping adjacent to one another are positioned head to toe

- Ensure that there is sufficient light in the sleeping area or room to conduct direct visual checks.
- Each child is assigned their own cot which is identified with their name located directly on the cot itself. Toddlers under 18 months of age will also be assigned a cot. Parents will agree by signing the parent contract.
- Parents are required to supply a blanket for your child's sleep time to remain at the centre.
- Each child will have a sheet on their cots each day. Sheets and blankets will be washed weekly.
- Children sleeping adjacent to one another will be positioned head to toe to deter face to face.
- Placement of cots is indicated on a posted cot plan located in the sleep room information board.
- Revisions to the cot plan are made when new children are assigned to a cot.
- Children who do not fall asleep within 60 minutes are permitted to get off their bed and engage in quiet activities.
- Staff will abide by each child's sleep preference and will accommodate accordingly (rubbing child's forehead, patting child's back etc.)
- Children who wake up are permitted to get off their beds are engage in quiet activities.

Upon enrollment, parents will be consulted with respect to their child's sleep patterns and arrangements through a questionnaire in the enrollment package. In addition, at any other appropriate time such as during transitions between programs or rooms or upon a parent's request.

Requests from parents regarding a child's sleep pattern or change in requirements from a parent must be made in writing and retained in the child's file.

A copy of this policy will be provided to parents by including it in the parent handbook. Any changes to this policy will be provided to parents as an amendment to the handbook.

This policy will be reviewed with staff, volunteers, or students upon hiring and annually or sooner as required.

Children's Clothing:

Children should be dressed in comfortable clothing that allows them to explore and play without fear of getting dirty: indoors and outdoors. Clothing should be appropriate for the weather and the season. We recommend snow pants, mitts, and boots in the winter; sunscreen and a hat in the summer; an extra sweater or jacket for spring and fall, etc. It is also necessary that your child has indoor shoes at the centre. Accidents can happen, so please provide an extra set of clothing. To minimize losses, please label clothing with your child's name.

Diapers / Toilet Training:

Diapers:

Parents are required to provide the centre with diapers and wipes and/or any creams for their child each day. Any non- medical lotions and creams require permission by parents. A separate form will be required to be completed.

Toilet Training:

Our program includes scheduled washroom visits. During the remainder of the day, children are encouraged to be aware of their toilet needs. If training is required, the staff will work with the parents to help to train the child.

Toys from Home:

Our centre has a variety of age-appropriate toys and activities for your child to enjoy, and children are encouraged to share as part of their learning experience. We ask that children keep their own toys at home.

Photos and Videos:

Please be aware that as part as our program the children are often photographed and videotaped by the staff. If you chose not to have your child photographed, please indicate this to the Director. The pictures and videos are used exclusively for the centre. It is required for staff to document learning experiences of each child enrolled at the centre.

Birthday Celebrations:

All children are treated equally. The centre will acknowledge and celebrate each child's birthday. To celebrate, the child will receive a crown and a certificate on their special day.

Field Trips:

During the year, trips are made to special places of interest. These are apart from the regular activities planned throughout the week as a walk to the library, park, and community.

Notice for special trips will be sent home in advance informing the parent of the destination, time, and date with a consent form. Parents are welcomed to join us.

During the summer program kindergarten and school- age children will not be taken to any public swimming pools. A safer alternative to keeping cool during the hot summer months will be using splash pads, sprinklers, hose or water tables. Children will be always under close supervision of adults when using any water play exploration.

Also, children will walk to the community park but will not use the park's playscape structures. Park playscape structures are not approved for childcare use.

Electronic Device Use:

Children attending the childcare should not be carrying any cell phones or other electronic devices. The centre will not be responsible for any lost electronic devices brought in. Parents should not be on their cell phone when pick up their child from the centre. The staff will have to right to not release your child(ren) until you are off the phone and ready to greet your child (ren).
Staff use an electronic device to record children arriving and departing. Also to take pictures of children learning experiences to post on the Parent App.

Smoke-Free Centre- Smoke Free Ontario Act:

Smoking is prohibited anywhere on school property, childcare setting or in a playground area. "Smoking" is defined as the inhaling, exhaling, burning or carrying of any lighted cigar, pipe, or other lighted smoking equipment.

Every staff/student/volunteer/parent/visitor is to be informed that smoking is prohibited. "No Smoking" signs are posted throughout the school, the centre and in all washrooms.

Any person who refuses to comply is in contradiction of the Smoke-Free Ontario Act. Smoking is always prohibited in a school/childcare setting.

Non- Compliance Procedure:

Any person smoking will be asked to put it out or asked to leave the premises immediately. Non-compliance of this policy will be brought to the attention of the Director and/or Supervisor for further action.
Public Health may be contacted if required at 416-338-7600.

Preventing Unauthorized Access:

The child care centre always maintains locked doors to ensure the safety and security of all children, families, and staff. Entry to the centre is controlled through a **buzz-in intercom system**, and only authorized individuals will be granted access.

Locked Door Requirement

- All exterior doors remain **locked at all time**.
- Doors must never be propped open or left unsecured.
- Staff are responsible for ensuring doors latch properly after every entry or exit.

Buzz-In Entry System

- Families and visitors must use the **intercom/buzzer** to request entry.
- Staff will verify identity before unlocking the door.
- For safety, **do not hold the door open** for anyone, even if they appear familiar.
- If an unknown or unauthorized person attempts to enter with you, notify staff immediately.

Patience & Safety

- Staff may be actively supervising children and may not be able to respond immediately.
- Please be patient while waiting for the door to be opened.
- Responding to the buzzer may interrupt programming, so delays may occur during busy periods.

Emergency Management Procedure:

Brookhaven Child Care has a emergency management policy. In case of an emergency, staff are trained in dealing with situations including cases that require any evacuation. In the event of an emergency that requires us to evacuate the childcare, the staff will walk the children to our emergency meeting place:

Sts. Constantine and Helen Greek Orthodox Church, 1 Brookhaven Drive, Toronto, Ontario 416-241-2470

Once we at the emergency meeting place, you will be contacted by phone to pick up your child as soon as possible. Also, an email will be sent out informing that we have been evacuated and of our location. The answering machine will have the details of our location and if possible, a note will be left at the entrance with the information.

Lockdown, shelter in place or hold and secure procedures:

Brookhaven child Care follows all TDSB/ TCDSB lockdown or hold and secure procedures to ensure the safety of all children and staff in the event of an emergency.

In the event of an emergency lockdown or hold and secure the childcare will inform parents as quickly and effectively as possible.

1. The Director/childcare will communicate with parents by email, the PARENT App and post a notice on the front entrance.
2. The Director/childcare will provide parents with clear and concise information about the emergency and the steps that are being taken to keep their children safe.
3. The Director/childcare will keep parents informed throughout the emergency lockdown by providing regular updates on the situation. The Director/childcare will inform parents when the lockdown has ended and when it is safe to pick up their children.
4. The director/ staff will be available to answer any questions parents may have and provide as much information as possible.
5. After the lockdown has ended, the Director/staff will inform parents on how their children coped during the emergency and to provide any further information or support that they may need.

   Overall, our goal is to keep children and staff safe and to inform parents during an emergency lockdown or lock and secure as quickly, clearly, and effectively. No one will be allowed to leave or enter the building during any lockdown or hold and secure emergency.

Administration/ Registration Policy:

Hours of Operation:

The hours of Brookhaven Child Care- North York are 7:00am- 6:00pm., Monday through Friday. The centre is open full days on all school board Professional Activity Days, Breaks and summer months.
The centre will close for all statutory and civic holidays as well as Easter Monday and one other day during the Christmas season. There will be early closing on Christmas Eve and New Year's Eve at 12:00 noon.
We are closed on the following days and fees will still be charged:

- New Year's Day
- Good Friday
- Easter Monday
- Victoria Day
- Canada Day
- Family Day
- Civic Holiday
- Labour Day
- Thanksgiving Day
- Christmas Day
- Boxing Day
- **September 30, National Day for Truth and Reconciliation** (If falls on the weekend, the closing day will be announced in July of each year.)
- In **lieu of Remembrance Day**, centre will be closed one extra day during the Christmas Season to be announced in November of each year.
- The Centre will close at 11:00 am on Christmas Eve and New Year's Eve.

Admission Requirements:

We are licensed to admit children eighteen months to twelve (18 mos. - 12 yrs.) years of age. Parents will receive an admission / registration package and information about our program. Before admission, registration forms are to be completed and brought in. All forms must be returned before your child's first day. It is essential that all information be completed.
A copy of your child's immunization record is required with admission/ registration package.

Change of Address or Place of Employment:
Please inform the childcare of any telephone and /or address change at home or at work. Also, provide an up-to-date telephone number where you can be reached in case of an emergency. It is very important to be able to reach you at any time during the day.

Waiting List Policy:

Brookhaven Child Care uses a waiting list to allocate spaces as they become available. Prospective parents should be assured that the waitlist is administered objectively, based on guidelines established by the Parent board of Directors. Admission is on first come, first serve basis, subject to the priorities and considerations outlined below. No registration fee will be charged to put your child(ren) on the wait list. It is important to realize that being on the waitlist does not guarantee that you will be offered a space in the program and timeline you required.

Application:

Prospective parents can call or visit the centre . The prospective parents will then go on our website: www.brookhavenchildcare.com to be put on the list. You need to provide your child's name, birth date and date for required care. The indicated date when care will be required should realistically match your needs, as this is your only indication of when it is appropriate to contact you. Therefore, it is recommended that you give a specific date rather than simply "as soon as possible". Also consider you current childcare arrangements and the time required to cancel them.

If you would like to tour the facilities, please call 416-249-6587 to schedule an appointment.

Waitlist Guidelines for Admission to the Toddler and Preschool Program:

Based on the age of the child at the time care is required, the child is assigned to the appropriate age group on the waitlist. Within each of these groups, names are further grouped, in order of priority as follows:

- families that have siblings in our centre.
- Families who live or work in the community
- Priority will be given to accommodate younger children.
- Toddler children moving into the preschool program will be given first priority over the oldest children.
- Preschool children will be given 4 weeks' notice if we are not able to keep them in the preschool program based on the above priorities.
- All other children

Waitlist Guidelines for Admission for the FDK and School -Age Before and After School Program"

- All children entering FDK and are registered in another school will be asked to withdraw. 4 weeks notice will be provided.
- Families who have siblings in our centre and Brookhaven Public School / St. Bernard Catholic School is their home school.
- Families who reside within designated attendance area and attend the school.
- School -Age children will be asked to withdraw from the centre if no space is available. Older children will be asked to withdraw first and so forth. 4 weeks notice will be given to those families asked to withdraw.

When a space is about to become available, the Executive Director will determine the appropriate age of a child who best fits the vacancy.
The space will be offered to the child who is highest on the list, whose age is appropriate at "date of required care". In case of siblings entering the Centre, consideration will also be given to the date of enrolment of the first child enrolled at Brookhaven Child Care- North York.

Offer of Space:

As a spot becomes available, we will offer it to the first child on the waiting list as of the date of availability. You will be required to accept or reject the offer within 2 days.
Every effort will be made to give as much notice as possible if a space becomes available. It is your responsibility to keep your contact information updated and to keep current about your child's status on our waiting list. Please, inform the centre if you would like to be removed from our wait list.
In order to maintain privacy and confidentiality of the families listed in our waiting list, you will be verbally informed of your placement number on the list.

Waitlist Duration:
The childcare can provide an estimate of how long the wait might be, although this can fluctuate based on availability and demand. The waitlist will be updated periodically.

Waitlist Expiration:

The waitlist will have an expiration date, after which the families need to reapply. The waitlist for our centre will remain active for **one year** from the date of application and only for the age group requested on the waitlist. If you have not been offered a space within this time frame, your child's name will automatically be removed from the waitlist after the expiration period. After your child has been removed from the waitlist, you may reapply to be put on the list. Please note that your child will be placed further down the list or have a new waitlist.

Fees: (Base and Non Base Fees)

Fees are set according to the on-going costs of operation. The Parent Board of Director's can increase fees at any time during the year to meet operation costs. One-month notice will be given for any fee changes. Fees are due monthly, paid on the first of each month. Payments can be made through **Pre-Authorized Debits**. **(PAD's)** Funds will be withdrawn on the 15th of each month.
If payments are made by cheques, cash, or money orders, please put all payments in a sealed envelope with your child's name at the front. **Cheques are to be made payable to "Brookhaven Child Care".**

The reimbursement of parents' fees, when a credit is available, will be provided within two weeks after the child has been withdrawn.

Non-Base Fees:
In the event the bank returns any cheques for payment of fees marked NSF, the parent will be required to replace the payment immediately, by cash, money order or certified cheque. In addition, a $25.00 charge will apply to all NSF cheques or returned cheques. If an adjustment on your payment is required, it will be reflected in the following month. Fees will be charged on all Statutory/ Civic holidays and on any absences or vacations that families take.
Parents with accounts past due will be notified by letter and care will be terminated unless payment arrangements are met successfully.
Receipts for Income Tax purposes will be issued each February. Income Tax receipt will not be issued if there is a fee balance due.

Vacation / Sick Day:

All Families are required to pay fees for childcare during any temporary absence caused by vacation or illness. No refunds will be provided for absent days, sick days or holidays. Subsidized families are entitled to 50 absent days per calendar year. If your child(ren) exceeds allowable number of absent days, the parent is responsible for paying for the full fee cost of care for the days that are not covered by subsidy. **(Non base fees)**

Withdrawal:

Parents must give two (2) weeks' written notice of withdrawal. The notice would have to include the date notice is given and the date of the child/ren's last day of care. This notice will be retained in the child's file. Parents are responsible for payment of fees until the stated date of withdrawal, regardless of whether the child is in attendance during this period. A child may be withdrawn from care by Toronto Children Services due to a loss of subsidy (no longer eligible for subsidy) or due to a non-payment of fees. The centre will be given notice from Children Services regarding the system-initiated withdrawal. The parent will also receive this notice via mail or email. The Executive Director will discuss the withdrawal with the parent and advise them to seek a resolution in advance to have the situation resolved to ensure the child/ren can return to the daycare. The Executive Director will need to be advised in advance of the withdrawal date of the retraction or the withdrawal for services to be continued. If there has been no notification of retraction of withdrawal from Children's Services, the withdrawal will take place. During a withdrawal period the child is to attend the childcare up to and including the last day of care (withdrawal date.)

Should a child be absent, and the parent does not contact the centre, the Director will seek a resolution with the parent within the first 5 days of absence. If unable to contact the parent, the child will be withdrawn on the 5th day. The Supervisor will inform the parent that their child has been withdrawn. Notice of withdrawal will be communicated by phone immediately.

Brookhaven Childcare- North York 2026 Daily Full Fee Schedule:

BASE FEES

Toddler full fee rate:	$22.00 per day
Preschool full fee rate:	$21.98 per day
Kindergarten Before & After Care full fee rate: Brookhaven: St. Bernard Site:	 $15.82 per day $14.41 per day
Kindergarten fees during P.D. days, January Break, March Break, December Break, teacher strike days, summer months. (non-instructional days) full Fee rate: Brookhaven:	$21.55 per day

St. Bernard Site:	$20.80 per day
School - Age Before & After Care full fee rate: Brookhaven: St. Bernard Site:	 $31.93 per day $28.17 per day
School- Age fees during P.D. days, January Break, March Break, December Break, teacher strike days, summer months. (non-instructional days) full fee rate: Brookhaven: St. Bernard Site:	 $41.82 per day $37.80 per day

Brookhaven Child Care Centre- North York is enrolled in the Canada-Wide Early Learning and Child Care System (CWELCC).

Late Fee Policy: Non -Base Fees

Parent/guardian must notify the Staff if their child will be picked up earlier or later than the usual time. Children must be picked up no later than 6:00 PM, or late fees will be applied as follows:

Late fees are incurred when your child is at the centre after 6:00PM, according to the designated clock on the cell phone. Also, a late fee will be charged for remaining in the hallway after 6:00PM. The date, time of late pick up, parent and Staff signatures will be recorded in the late fee book.

It is not acceptable for parent/guardian to be repeatedly late, as it is not fair to the child nor to the Staff. The Director will monitor frequent lateness and further action may be taken to ensure that the child is picked up by the end of the program in the future.

Procedure:

1) Parent/ guardian arriving after 6:00 PM time will be charged a late fee of $3.00 per minute from 6:01PM to 6:05PM. Then $5.00 per minute from 6:06PM onwards.
   On early closing (12noon) on Christmas Eve and New Year Eve the late fee charge will be $5.00 per minute from 12:01 onward.

2) The Staff is only responsible for having a parent sign the late pickup form. No payments are to be given to Staff directly but must be submitted directly to the Director. The fee will be added to your fees due. Late fees must be paid within two weeks from the date of lateness.
3) Parents must make every attempt to contact the centre if they are going to be late. If the centre has had no communication from the parent/guardian of the late pick-up, at 5:50pm the staff will begin to contact the parent/guardian or authorized individuals. If the child has not been picked up by 6:45 PM and the centre has not been successful in contacting the parent/guardian or authorized individuals, Children's Aid Society (CAS/CCAS) will be contacted.

4) The Centre administration continues to reserve the right to make decisions around the late policy. Late fees will still be charged during any unforeseen circumstances.

Parents in disagreement with decisions made by the Director regarding late fees may appeal the matter to the Board of Directors in writing. Upon receipt of the letter, a member of the Board will contact the parent to resolve the issue. Again, these decisions are also final.

Payments for unresolved late fees will lead to the withdrawal of your children from the Centre.

A confirmation of having read and agreeing to the terms of the policy will be kept on file as a record for your continuing complicity with the policy.

NSF fee payments returned will be charged a $25.00 bank fee.

SAFE ARRIVAL AND DIMISSAL POLICY

This policy and the procedures are intended to support the safe arrival and dismissal of children receiving care at Brookhaven child care- North York.

General:

Brookhaven Child Care- North York will ensure that any child receiving child care at the centre arrives safely and is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization that the centre may release the child to. The centre will not release any children from care without supervision. Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedure set out below.

Procedures:

In the interest of the Centre's security and the children's safety, all parents and guardians must follow the following procedures.

The Centre opens at (7:00) a.m. Staff members on duty due to strict licensing and insurance regulations will not accept children earlier.

- When child/ren arrive each day, the parent/guardian must remove outer clothing as required and place them in the child's cubby. Parent/guardian is required to bring the child/ren into the classroom. Parents must ensure that the child(ren) is/are under the supervision of the staff in the classroom before leaving the premises.
- When accepting a child into care at the time of drop-off, staff in the room will greet the parent/guardian and the child.
- Parent can communication to the staff on any information that is required about the child or any changes to pick up procedures.
- If staff receive any information about the child or changes to pick up, it must be documented in the daily communication book.

- The Staff will sign the child(ren) in on the classroom attendance record.
- To allow children to settle into the program and maintain the continuity and smooth operation of planned activities, all children are requested to arrive by 9:30 a.m.
- **If a child/children will be absent from the childcare, the parent must inform the centre by 10:00am. Parent must contact the centre of the absence by a phone call (leave a voice message), email or thru the PARENT APP.**
- The absence will be documented by staff in the daily communication book.
- If a school child is being picked up directly from the School, the Centre must be notified that he/she will not be attending the childcare.
- School children enrolled in our program are not allowed to attend any other After School programs offered in the school.

Where a child has not arrived in care as expected: (Parent has not communicated about the absence)

- Where a child/ren does not arrive at the child care and the parent/guardian has not communicated to staff of the absence, the staff in the classroom must:
  - Inform the Director/ Program Supervisor or Assistant Supervisor
  - The Director/ Program supervisor or Assistant Supervisor will commence contacting the child/ren's parent/guardian via the PARENT APP, email, or phone call (leave voice mail)
  - If no response is received, a second attempt will be made to contact the parent/guardian via the PARENT APP, email, phone call (leaving a second voice message).
  - All contact attempts will be documented in the daily communication book.
  - Once the child/ren's absence has been confirmed, staff shall document the child/ren's absence on the daily attendance record and in the daily communication book.

Procedure For Before and After School Arrival:

The centre will follow the above procedures on non-instructional days (PA days, Christmas break, March break, summer months) for children in the before and after school program.

Procedure For Before and After School Arrival Attendance: On Instructional days

Before school Arrival:

- Staff will greet the parent/guardian and the child/ren.
- Parent to communicate any information about the child.
- Any information about the child received by the parent/guardian must be documented by staff in the daily communication book.
- Take attendance as child/ren arrive.

- In the morning children are dismissed to the school staff at 8:50am. At St. Bernard at 8:20am.

After school Arrival:

- When children are picked up at school directly from their classroom, staff must ask and confirm with the schoolteacher why child/ren is not present for pick up.
- Check the daily communication book to see if the child was to be picked up early or was not going to school that day.
- If a child has not arrived by 3:30 p.m. St. Bernard by 3:15pm, the Staff must inform the Director/ Program Supervisor or assistant supervisor that the child should be present but has yet not arrived at the program.
- Confirm the child's attendance with the school office.
- If the child was in school, ask the office to make an announcement for the child to come to the Centre and quickly check the playground.
- Call the parents to let them know that the child did not come to Childcare.
- If the child is not located, call the police to report the child missing.
- If a child is missing, this is a Serious Occurrence and all procedures for a serious occurrence must be followed.
- Staff to document all procedures taken to locate child in the daily communication book.

Dismissal:

Once the child/ren is dismissed with the parent/guardian or authorized individual, the staff will sign the child/ren out on the attendance record. Once the child has been picked up and signed out, the staff are no longer responsible for your child. Once the child(ren) is picked up you must leave the premises and cannot bring your child back into the premises. Parents and children are not allowed to loiter in the hallway. We will charge a late fee if a parent and child(ren) are in the hallway after closing at 6:00pm.

Authorized Pick Up: Releasing a child from the centre

Children will be dismissed only to the individuals who the parent/guardian has authorized. Any unauthorized individual will be directed to leave the premises. Staff will inform the Director/ Program supervisor and the child/ren's parent/guardian will be notified.

No one under the age of 16 may pick up a child, unless signed permission form is on file authorizing release to someone underage of 16.

Children will not be released in taxis, sent home alone or with any unauthorized person. Staff will release the child/ren to the parent/guardian or individual that the parent/guardian has provided written authorization that the staff may release the child to.

Where a staff does not know the parent/guardian or authorized individual picking up the child, the staff can confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual. If that is not possible, the staff will ask that individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name in the child's emergency card or written authorization.

Any legal Custody and Access documents must be on file providing any information on Divorce/Separation/Guardianship rights of a child. A copy of the legally enforceable Divorce/Separation/Guardianship agreement or Court Order must be on file to be enforced.

Parents' instruction, requests, or direction to limit or deny access or custody cannot be met unless accompanied by a legal document which outlines custody and access information. Unless this is in place, Brookhaven Child Care Staff **cannot** limit access or custody to a parent/guardian.

If a legal document is on file, and a parent or guardian arrives to pick up the child when it is not her/his legal time, Brookhaven Child Care will NOT release the child to this person. As with any unauthorized person who arrives to see or pick up a child, the Director/ Program supervisor will check with the custodial parent, and/or call the Police if the situation warrants it.

It is imperative that the child's best interest and safety be met first and foremost. The child's physical and emotional safety is a priority and must be attended to immediately.

During *access* times, the parent who is entitled to pick up his/her child may appoint an alternate to do so by providing the full name, contact information and relationship, in writing, to the Centre. This note must be signed and dated by the parent. The person designated to pick up the child must be prepared to provide photo identification.

It is the parents' responsibility to ensure relevant pick up and drop off information is updated and provided to the Director/ Program supervisor in writing, to be enforced.

Where a child has not been picked up and the centre is closing/ closed:

Where the parent/guardian or authorized person who was to pick up a child/ren from the centre has not yet arrived by 5.50pm, staff will proceed to contact the parent/guardian to advise that the child/ren has not been picked up yet.

- One staff will ensure that the child/ren is given a snack and activity, while they await their pickup. The second staff proceeds with calling the parent/guardian to advice that the child/ren is not picked up and still in care. If the parent/guardian cannot be reached, then the staff will contact authorized individuals listed on the emergency card.

- Staff will continue to make every attempt to contact the parent/guardian or authorized individuals.
- Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child/ren's emergency card by 6:45pm, the staff shall proceed with contacting Children's Aid Society (CAS, CCAS). Staff shall follow the CAS/CCAS's direction with next steps.

PARENTAL CODE OF CONDUCT

Brookhaven Child Care provides a summary of guidelines that aim to highlight the values of the Centre. The Centre recognizes the important role that parents must play in achieving the program's mandate to provide a stimulating and nurturing environment for the children. This Code reinforces the Centre's commitment to foster the spirit on which the program is based between our Board of Directors, the Staff and Parents.

OUR VALUES

Open and Honest Communication

Without good lines of communication between the Board of Directors, Staff and parents, the Centre will fall short on its goal to provide an atmosphere in which all children feel free, safe and comfortable to learn and thrive. For this reason, we require parents to communicate with Staff in an open, non-confrontational manner when expressing concerns about their children or the program. Where a Staff member is not in a position to resolve the issue to the parent's satisfaction, the Director is available for further discussion should the parent request it. Concerns should not be brought to the Board of Directors until the Director has had the opportunity to discuss the matter with the parent with a view to resolving the issue. Where the Director is not able to resolve the issue, the parents will have an opportunity to forward concerns to the Board of Directors. When parents, Staff and the Board of Directors engage in respectful, open, and honest communication, conflict is kept to a minimum and the interests of the children are best served. The Centre cannot tolerate confrontational, disrespectful, or mean-spirited behaviour as it is disruptive to the Centre's curriculum.

Providing a Safe and Comfortable Environment for the Children

The Centre prides itself on providing an environment that encourages children to develop a love of learning. This is not possible without the co-operation and support of the parents. To achieve this goal, parents must abide by the policies of the Centre that seek to provide the tools necessary for fostering a safe and caring environment.

Parents must respect and abide by all of the policies contained in the Parent Handbook. These policies are the tools that enable the Centre to provide a safe, healthy and nurturing environment for the children.

Graduated Behaviour Guidance

As a child progresses through each developmental phase, there will often be times when a child exhibits certain behaviours that can have negative consequences for both the child and the other children in the Centre. In most cases, this behaviour will correct itself with Behaviour Guidance techniques such as resolve/reason, redirect, remove and natural

consequences (for more detail on these methods, please refer to Parent Handbook). These techniques seek to ensure the developmental growth and safety of all children as they learn appropriate and acceptable behaviour.

There will be times, however, when children are unresponsive to these behaviour guidance techniques. In such circumstances, it is imperative that parents be supportive of the Centre's attempts to correct the behaviour in question. Any failure on the part of the parent to be fully cooperative in any of these circumstances could result in the withdrawal of the child/family from the Centre.

Brookhaven Child Care & Brookhaven Child Care St. Bernard Site

For more information, please contact us at: 416-249-6587 or St. Bernard site at 416-845-2205

email: brookhavencc@rogers.com

Childcare website: www.brookhavenchildcare.com

Parent Board of Director's e-mail: brookhavenccparentboard@rogers.com

Please Visit: Ministry of Education: www.edu.gov.on.ca- childcare

Toronto Children Services: www1.toronto.ca- children

Toronto Public Health: www.toronto.ca/ChildCareSafe

Parents play an essential role in the success and safety of the children in our program.