



Bronte Heights

Day School

Parent Handbook

January 2023

Parent Handbook

Bronte Heights Day School would like to welcome you and your family to our centre. Our centre provides childcare services to Burlington and the surrounding communities.

The overall operation of Bronte Heights is managed by a Board of Directors along with the Director, Administrator, Principal, Education Coordinator and qualified staff who together provide the day-to-day operations of the centre and childcare programs.

This handbook has been designed to help you better understand our centre's organization, policies, procedures, and goals. We ask that you take the time to read through it carefully. If you have any questions after reading this handbook, please contact the Administrator or Principal. They will be happy to discuss your concerns and answer questions to ensure a pleasant childcare experience for all.

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Program Information

NAME OF ORGANIZATION

The name of this organization shall be Bronte Heights Day School or Bronte Heights.

HOURS OF OPERATION

Bronte Heights operates as follows:

Monday- Friday 7:30 AM – 5:30 PM

Please Note: Late base fees will be charged after 5:30 PM (including inclement weather days)

PURPOSE

The purpose of Bronte Heights is to create a safe, secure, and happy environment for all those involved. Our prime objective is to assist in the development of each child's academic future. We also provide activities for the enjoyment of children throughout the day in areas such as socializing, fine and gross motor, life skills and many more.

It is of the utmost importance to encourage and develop a positive self-image, self-confidence, open communication and a trusting relationship between children, staff and parents.

Our program will promote an environment which will enhance the various stages of social, emotional, physical, intellectual and creative development of each individual child. The children will be encouraged in areas of independence and taught decision-making skills to develop a sense of responsibility. Our program will provide the opportunity for choices in a stimulating environment and allow freedom within set limits.

Bronte Heights Day School Program Statement

Integrated Curriculum

Bronte Heights Day School has an individualized approach to early learning. Our integrated curriculum, which incorporates concepts of Montessori, Reggio Emilia, High/Scope and Academics, has been implemented in all programs from toddler up to 6 years, since 2010. By choosing to adjust and be flexible in how we incorporate different methodologies, we are able to customize a unique learning program to help each individual child reach developmental milestones while achieving school-readiness. We know that young children flourish in all areas of development when they are in supportive, caring and responsive relationships with adults. This is the foundation of quality childcare.

We understand the academic importance of early learning without compromising the nurturing environment that young children need. We provide children with a safe and secure learning environment where each child feels comfortable to explore and build confidence through carefully planned activities, environment and daily routine.

Our educators are true professionals who connect with the children, ensure safe environments, plan and extend play, reflect on successes, document the children's progress and development and communicate regularly with parents. Our educators prepare their weekly programming based on our integrated curriculum as well as our program goals.

Taking their knowledge of child development, how children learn, as well as a well-rounded understanding of children's needs, our educators construct weekly programs that reflect an academic curriculum to ensure the children are school ready.

Bronte Heights views all children as competent, capable, curious and rich in potential. We believe our school offers a unique experience as it incorporates the latest in contemporary design with the warmth of a home away from home feel. Great attention has been given to the look and feel of each classroom offering an organized and safe environment while still allowing each child the freedom to explore.

Our educators further support children's self-regulation through daily interactions by following the lead of children during free play, observing their interests and taking note of how they interact with others, as well as the physical environment in order to plan future curriculum activities. Through continual observation and attention, our educators support children in developing strategies to regulate their emotions while recognizing the effects of their actions on others.

At Bronte Heights we provide two semi-annual individualized reports assessing your child's cognitive, social, emotional, and physical progress, as well as a daily record through the Procure Application, that allows you to follow your child's daily routine and learning.

Core Principles

Our unique program incorporates Reggio Emilia's collaborative artistic program, Montessori's indirect teachings and practical life experiences and High/Scope's play to learn. The integration of these approaches allows children to develop based on their individual thinking and learning styles to reach their full potential.

Exceptional Educators

Bronte Heights' educators will

- Establish a supportive social environment that supports autonomy and self-esteem
- Provide child-initiated and adult-supported experience throughout each day
- Establish positive relationships, friendships, and conflict resolution
- Provide responsive care to all children in program while meeting their individual needs
- Design a supportive physical environment
- Provide new play possibilities through interest centres
- Be an involved play partner
- Foster, observe and document significant behaviour/developmental milestones
- Incorporate the community

Family Participation

Families are the primary caretakers and a child's best teacher. Our Bronte Heights educators play an important role in supporting families by caring for their children and augmenting their children's growth, development and well-being in a comfortable, home-like, safe and secure environment. Parent participation and decision making in their child's program develops personal growth, confidence in parenting and service to others.

Bronte Heights has an open-door policy and families are welcome without appointment. In addition, we provide opportunities for family involvement through program feedback and ongoing written and face-to-face communications.

Supporting Principles

The following supporting principles are recognized as areas of importance in programming:

- **Developmentally Appropriate:** Offers a variety of age-appropriate planned and spontaneous activities based on understanding child development, observations, and individually responsive programming.
- **Individual Programs:** Supports physical and emotional safety; facilitates individual learning, encourages intimacy and attachment, and provides a context for positive guidance strategies.
- **Positive Environment:** Allows children to make choices, creates aesthetically calm and pleasant rooms, stimulates learning, and encourages skill development with a variety of learning areas.
- **Cultivating Authentic Relationships and Connections:** Capitalizes on opportunities for one-on-one interactions throughout the daily routine, building connections between home and school through day-to-day communication with families
- **Choice:** Provides children with opportunities throughout the day to be leaders in their learning and allows initiative to select and complete tasks based on their interest.

Learning is extended to the outdoors from the indoor classroom, where the environment provides extended opportunities for all elements of learning through gross motor development, nature exploration and independent or cooperative games. When weather is inclement and unpredictable, alternative activities for the children are scheduled indoors.

All of our children have a scheduled two-hour rest/quiet period following the midday meal. Quiet time activities are posted on the monthly program plans.

Our qualified caring educators nourish and foster learning by developing the whole child, through exploration and academics.

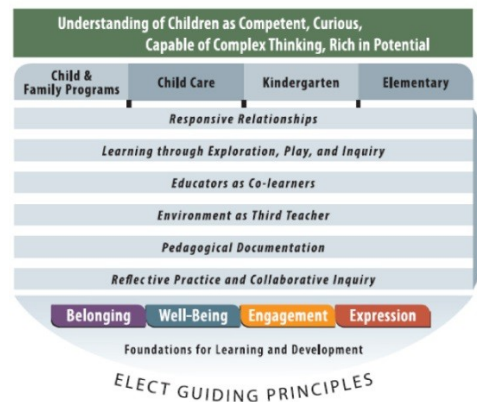
Educators connect with children by:

- Being available, sensitive, responsive, and caring, facilitating children's efforts and testing their limits so that children can gain confidence and a sense of mastery through active play, social interactions, and planned activities
- Supporting you in your role as a parent
- Providing a safe environment for your child
- Preparing spaces that are more conducive to learning
- Actively participating in your child's play experiences through observation and documentation of milestones in your child's life to ensure age-appropriate development
- Fostering inquiries by asking open-ended questions and providing children with an opportunity to expand on thoughts

Through our integrated curriculum, your child's educator is more involved and more aware of how your child develops and what your child is learning day to day to help develop confident and curious learners.

How Does Learning Happen? Ontario's Pedagogy for the Early Years

Our curriculum is consistent in approach with "How Does Learning Happen?" Ontario's pedagogy for the early years. The core and supporting principles mirror the Early Learning for Every Child Today (ELECT) guiding principles (as per diagram below, extracted from "How Does Learning Happen?" Ontario's Pedagogy for the Early Years). Our pedagogical approach requires educators to be partners, architects of the environment, planners, recorders, and communicators.



Our planning process, recording observations, determining curriculum activities and planning play opportunities in all developmental areas is prevalent in our daily routine. The teacher expands on learning opportunities by adding materials, developing activities, asking questions and scaffolding the children's learning by providing new challenges and ideas.

We are confident that this process will help facilitate the development of the children in our care and their transition to Ontario's school system.

Curriculum Assessment

Our educators reflect and assess their program and environment daily to ensure that the program is meeting the individual needs of the children and the group. The Education Coordinator and Principal review monthly program plans to ensure that they meet our curriculum guidelines/developmental milestones. The Education Coordinator demonstrates pedagogical leadership by observing each classroom daily and engaging in conversation with the educators and children regarding how the children are learning, what they need to learn and what is the best means for this learning to happen. Semi-annual assessments are completed to ensure the quality of the program is not compromised.

Ongoing Professional Development

Bronte Heights is committed to the ongoing professional development of all educators. All educators working with children in programs will receive orientation and training in the Bronte Heights policies and procedures. Supplementary training is offered to educators on an ongoing basis in keeping with the College of ECE Continuous Professional Learning program.

Nutrition

Our full day program provides breakfast, lunch, and afternoon snack to all the children. We believe nutrition supports health, emotional stability, and improves school performance. For this reason, we have partnered with

Real Food for Real Kids, whose daily mission is to change the way children eat and understand food along with inspiring future generations to make healthier choices, every day.

Other important nutritional information includes:

- Cook fresh from scratch everyday
- Globally inspired dishes
- Whole grain products used throughout the menu
- Focus on fruits, vegetables and products grown and produced locally
- Pasture-raised beef without added hormones or routine antibiotics
- Organic chicken, turkey, and tofu
- Wild Skipjack tuna and Canadian salmon- sustainably sourced
- No artificial colours, flavours, or sweeteners
- Avoiding GMO's (genetically modified organisms)
- Peanut and tree nut free facility
- No added nitrates or nitrites

Child and Staff Guidance

At Bronte Heights, our educators and faculty are more than just employees, they are (as our philosophy states) *"the soil /sustenance that nourish and foster learning"*. It is our mission to attract faculty members with a strong passion for learning, a keen interest in molding small minds and most importantly the willingness to inspire our youngest generation. They will ensure that every child has a sense of belonging, is developing a sense of self, health, and well-being. Every child is an active and engaged learner who explores their world with body, mind and senses and is a capable communicator who expresses themselves in many ways. Our educators support children in developing strategies to remain calm and to regulate their emotions while recognizing the effects of their actions on others.

When a child displays disruptive behaviour, we as educators use redirection to guide a child's behaviour to the appropriate outlet. By speaking to the child about what is acceptable behaviour and by modeling that behaviour, we teach them coping mechanisms to deal with children and adults in their environment. When children become a threat to other children, the educators or themselves they will be removed until they are able to manage in the classroom.

The law requires any person who suspects (or knows of) child abuse or witnesses a prohibited practice, to report it immediately to the local child protection agency. Therefore, any case of suspected abuse of a child or disclosure of abuse by a child attending the Centre will be documented and reported to the Principal and Children's Aid Services. Teachers, students, and volunteers must follow the Bronte Heights child abuse policy and comply and cooperate with child protection agencies.

The Principal will ensure that behaviour guidance monitoring of all employees, volunteers and placement student's is completed annually and/or immediately following an observed or reported prohibited practice. Placement students or volunteers will not be left alone with children.

Community Partnerships

Bronte Heights works closely with local community agencies to support the children and families in our programs. We view the community as a valuable resource and our educators plan learning opportunities to engage the public in our programs. We seek out opportunity to share our knowledge and to learn from others in the community.

Annual Review

All educators, volunteers and placement students must adhere to Bronte Heights policies and procedures, the Program Statement, as well as Ministry, Fire and Health Regulations. All educators, volunteers and placement students will review the Program Statement, employee handbook and all policies and procedures prior to working in the program with the children and annually thereafter or upon any changes or modifications to the Statement. Annual reviews of the Program Statement and these policies and procedures ensures our educators and volunteers are knowledgeable and prepared within the program.

Working Together

In closing, our overriding goal is to ensure the overall health, safety, and well-being of each child while in our care. We look forward to working together with you, the family, in the best interest of your child(ren) to provide them with an individual and positive journey for a seamless entry into their community schools. Thank you for choosing to place your child at Bronte Heights Day School. As noted, we have an open-door policy and are always available for feedback to ensure we are providing the best possible care.

Note: References and information in this living document are extracted from:

1. Bronte Heights Day School Policies and Procedures Manual
2. "How Does Learning Happen?" – Ontario's Pedagogy for the Early Years
3. Child Care and Early Years Act (CCEYA)
4. Real Food for Real Kids

PHILOSOPHY OF EDUCATION

At Bronte Heights our philosophy stems from a belief that much like the growth of a tree, a child's development is embedded in strong educational roots.

Our qualified caring teachers are the soil/sustenance that nourish and foster learning by developing the whole child through exploration and academics.

Our focus on a unique individualized program provides the growth of each individual branch/child and equips them with outstanding school readiness.

Our children grow and blossom in this environment into confident, enthusiastic learners.

PROGRAM STANDARDS

Bronte Heights programs incorporates program standards in accordance with Child Care and Early Years Act, *How Does Learning Happen?* and includes age and developmentally appropriate opportunities such as:

Physical Development

- Provide indoor and outdoor activities that encourage the development of large and small motor skills appropriate to each child's level of development
- Promote the development of self-help skills
- Encourage good health and safety skills
- Develop a daily program that responds to the needs and interests of the children
- Provide an environment of curiosity, reasoning, and problem-solving skills

- Provide age-appropriate activities which encourage development of the following concept building skills: classifying, ordering determine direction and perceiving spatial relationships
- Provide activities and materials that encourage creative endeavors such as music, art, movement play, storytelling, and construction
- Provide activities and materials that foster a greater understanding of the environment

Language Development

- Model comprehensive language and listening skills
- Provide opportunities for children to develop receptive and expressive language skills
- Encourage communication

Emotional Development

- Help the children develop a positive self-concept
- Help the children develop a perception of self
- Help the children express positive and negative feelings in appropriate ways
- Provide a comfortable atmosphere in which the children feel proud of their cultural heritage and cultural sharing is encouraged

Social Development

- Provide an environment for children to work independently and to share and work co-operatively in small groups
- Provide an environment that fosters positive behaviour in children
- Help children appreciate differences and respect the personal feelings and property of others
- Provide opportunities for social interactions that help children develop appropriate skills for social relationships
- Provide opportunities that facilitate a child's feelings of belonging to family, community, and the world at large

Prohibited Practices Policies

Implementation Commitment

Our goal is to ensure the overall health, safety, and well-being of each child while in our care. Our Program Statement describes Bronte Heights specific goals for children's learning and development, and the approach that will be implemented.

Monitoring Practices

Bronte Heights management will:

- Conduct an annual review of the Bronte Heights Day School Program Statement
- Conduct observations of the program and teacher/child interactions to ensure program goals are being met
- Record parent feedback and ensure it is considered when reviewing program goals
- Respond immediately to concerns of prohibited practices
- Provide coaching and guidance to staff that is reflective of program core values
- Ensure all staff and volunteers are oriented prior to beginning work within the program
- Conduct quarterly and annual performance reviews with staff, set goals and provide feedback

Guiding Children's Behaviour

Young children respond positively to approaches that are encouraging and supportive. Our program statement sets out approaches that support positive interactions between educators, children, and families.

When children are displaying unwanted behaviour, we as teachers use redirection to guide a child's behaviour to the appropriate outlet. By speaking to the child about what is acceptable and by modeling that behaviour, we teach them coping mechanisms on how to deal with children and adults in their environment. When children become a threat to other children, the teachers or themselves they will be removed until they are able to manage in the classroom.

Bronte Heights does not permit:

- Corporal punishment of a child by any employee, volunteer, another child, or parent;
- 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;
- Locking the exits of the childcare centre or home child care 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 licensee's emergency management policies and procedures;
- 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;
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding or;
- Inflicting any bodily harm on children including making children eat or drink against their will

Contravention of Prohibited Practices

The following steps will be taken if staff or volunteers do not comply with these policies:

1. Verbal discussion with the Principal and Administrator and noted in their personnel file

2. Placed on a Performance Improvement Plan with daily observations made by the Principal and weekly meetings
3. If no improvement in behavior within the set time frame, termination will be evident

If a serious incident has occurred where a staff member or volunteer has blatantly defied the policies and procedures of the school, then immediate removal from the school will occur. This may be suspension without pay or termination, depending on the severity of the situation and will be decided upon by the Principal, Administrator and Human Resources. Any allegations of abuse will be addresses as per the child abuse policy.

BEHAVIOUR PROTOCOL

1. The staff will document negative behaviour that occurs more than twice. The matter will be discussed with the parent at the time.
2. Continued negative behaviour will be discussed with the parent and solutions sought.
3. If the proposed solution is not effective, the parent's will be consulted a second time on this matter and a new solution proposed. Parents will be advised that their child be removed from the program if this solution is unsuccessful.
4. A third consultation and a third chance to resolve the problem will only be offered at the Director's discretion.
5. Extreme physical aggression will not be tolerated. The staff will document the incident and the parent called to pick-up the child immediately.

**** Negative behaviour refers to swearing, hitting, running away from the staff/program, disrespect of others and continual disregard to authority and program rules.**

CHILD ABUSE POLICY

Bronte Heights Day School is committed to taking a pro-active position regarding the prevention of child abuse through:

- Ongoing observations of the children in our care
- Professional education with respect to early identification, effective response and adherence to legal obligations including reporting
- Keeping abreast of developments in legislation and relevant issues
- Communication and support of the child and family
- Working with other community service providers

The following policies and procedures are designed to make staff/students/volunteers/board members aware of their responsibilities for the recognition, documentation and reporting of suspicions of child abuse.

Legal Requirements

A person is defined as a child from birth until his/her 16th birthday.
The Child and Family Services Act (Section 72)

Duty to Report

In accordance with the *Child and Family Services Act*, it is the responsibility of **every** person in Ontario, including a person who performs professional or official duties with respect to children, to immediately report to a Children's Aid Society if s/he suspects that child abuse has occurred or if a child is at risk of abuse. This includes any operator or employee of a day nursery. An individual's responsibility to report cannot be delegated to anyone else.

Failure to Report

It is an offence under the *Child and Family Services Act* for a professional to contravene one's reporting responsibilities. The penalty imposed (a fine of up to \$1,000) emphasizes that a child's safety must take precedence over all other concerns.

Confidentiality

The duty to report suspicions of child abuse overrides the provisions of confidentiality in any other statute, specifically those provisions that would otherwise prohibit disclosure by a professional or official. The only exception to this is solicitor/client privilege.

Protection from Liability

All persons making a report of suspected child abuse are protected against civil action, unless that person is proven to have acted "...maliciously or without reasonable grounds for the belief or suspicion..."

Child Care and Early Years Act

The Child Care and Early Years Act requires behaviour management policies and procedures to be in place, which can be found in the Bronte Heights Employee Handbook and the Policies Binder in the office. It is also a requirement under this legislation, that if a staff person is suspected of abusing a child, the Ministry of Education will be notified within 24 hours. Within 7 days, a Serious Occurrence Inquiry Report will be submitted to Ministry of Education and to the Attention of Program Advisor. The specifics regarding how to handle serious occurrences is found in the Policies Binder in the office.

– All staff/students/volunteers must follow through on the legal duty to report.

BRONTE HEIGHTS POLICIES

CONFIDENTIALITY

Staff will always respect the confidentiality of all our families. In case of an emergency or injury, information may be released to the proper authorities, medical staff or in case of suspected abuse, the appropriate child welfare authority.

UNACCEPTABLE BEHAVIOUR

The following acts will not be permitted on Bronte Heights property under any circumstances: **smoking, drinking alcoholic beverages, or the use of illegal drugs or cannabis.**

In accordance with local by-laws, Bronte Heights is a designated smoke free environment.

TOYS FROM HOME

We ask that you leave toys at home. There are plenty of toys to play with and many activities to participate in throughout the program. A stuffed animal may be brought for naptime. This policy is in place to prevent accidental loss, breakage or fighting over toys. Please note that staff cannot accept responsibility for lost or damaged toys.

NO GUNS, WAR TOYS OR OTHER TOYS OF DESTRUCTION are allowed in the centre.

These items promote aggressive behaviour. We encourage children to find other means to express themselves.

TRANSPORTATION

All parents are responsible for delivering and picking up their children from the program. Childcare staff are not permitted to transport children home from the program. Should the program require transportation for field trips, or special outings the City Transit System, a school bus or a van will be used.

VOLUNTEERS

Volunteers and students assisting the staff at the Centre will not be included in the staff to child ratio and will not be left unsupervised with the children in the program or be left alone with children. Criminal record checks, up-to-date immunization and references will be mandatory before a volunteer will be able to assist in the program.

PERSONAL BELONGINGS

Staff will encourage children to care for their own personal belongings, however, staff cannot be held responsible for lost, broken or stolen items.

Each child will be provided with a hook for outdoor clothing. We encourage all parents to supply their child with two changes of clothes to be kept at the centre at all times in case of accidents.

STAFF ABSENTEESIM

In the event that an educator is ill, has an accident, or requires time off for training or personal reasons, a substitute teacher may be called in.

PARENT CORRESPONDENCE

All correspondence will be sent via email or Procare. Parents are encouraged to read all correspondence and newsletters as they contain pertinent information to the program's operations and upcoming events.

Parent Issues and Concerns Policy and Procedure

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child-care licensee, and staff to use when parents/guardians bring forward issues/concerns.

Definitions

Licensee: Bronte Heights Day School

Staff: Individual employed by the licensee (e.g. program room staff)

Policy

Parents/guardians are encouraged to discuss any concerns they or their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, childcare providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children.

All issues and concerns raised by parents/guardians are taken seriously by Bronte Heights Day School and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties, as quickly as possible.

Issues/concerns may be brought forward verbally to the office or in writing to the classroom teachers. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within two business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial, and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct

Our centre maintains high standards for positive interaction, communication, and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff member feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the situation to the Principal and/or Licensee.

Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, are required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#) (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - the classroom educators through the Procure Application message centre (Speaking to a teacher during programming hours effects ratio and puts children at risk) - the Principal or Administrator verbally - book a meeting to discuss the issue through the office 	<ul style="list-style-type: none"> - Address the issue/concern with the program staff or - arrange for a meeting with the parent/guardian within 2 business days. or (In the communication book) Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - the Principal or Administrator 	Provide contact information for the appropriate person if the person being notified is unable to address the matter.
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the classroom educators through the Procure Application message centre (Speaking to a teacher during programming hours effects ratio and puts children at risk) - the Principal or Administrator verbally - book a meeting to discuss the issue through the office 	Ensure the investigation of the issue/concern is initiated by the appropriate party within two business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
Student- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the classroom educators through the Proare Application message centre (Speaking to a teacher during programming hours effects ratio and puts children at risk) - the Principal or Administrator verbally - book a meeting to discuss the issue through the office 	

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Principal and/or Administrator.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts:

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca Halton Children's Aid:
905-333-4441

Principal (Chyanne Deira): 905-336-7777 or contact@bronteheights.com Administrator (Kaylee Bogert: 905-336-7777 or contact@bronteheights.com Director (Ron Cecillon): ron.cecillon@cefa.ca

CWELCC

As of July 19th, 2023, we applied however we are not enrolled in the program.

Wait List Policy

Bronte Heights maintains a waiting list for anyone interested in programs that are at capacity. Please note that there is no charge to be placed on the wait list and that siblings of currently enrolled children have priority.

Parents are asked to complete the online wait list form on the schools website which provides Bronte Heights with the required information to adequately search for a spot for the desired start date.

Families will be offered spots on a first come-first serve bases based on the date they are added to the wait list. Please speak to the Administrator about placing your name on our waiting list or to check your status on the list.

Regulatory Requirements: Ontario Regulation 137/15**Parent issues and concerns**

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- (c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

- (a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

EVACUATION & EMERGENCY PROCEDURES

Fire

As a preventive measure to ensure against accidents or injuries during a fire, Bronte Heights has put in place preventive measures. These include emergency lights, regular inspections from the Fire Department, emergency exits that are clearly labeled and easily accessible, fire extinguishers that are serviced regularly and up to date, as well as a fully stocked first aid kit along with an established Fire Safety and Escape Plan, which the staff and children practice monthly.

The children will exit the building through the closest exit and meet at the large field at the back of the centre. Upon exiting the building, staff will collect the attendance sheet and first aid kit. We will perform a roll call.

Every attempt will be made to contact parents to advise them of our situation. Children will not be allowed to re-enter the building until the fire department has inspected the building and declared it safe to do so.

In the event that children cannot re-enter the building, they may be picked up at the following locations:

Primary:

K.N. Crowder MFG. Inc
1220 Burloak Drive, Burlington

Secondary:

SWAT Health Burlington Inc.
5540 Mainway, Burlington

Power Outage

A power outage will result in the loss of lights, telephone service and the ability to prepare snacks, lunches, and heat. Smoke alarms, along with the alarm system will also cease to function.

In the event of a power outage, staff will follow these steps:

- 1) A call will be made to Halton Hydro to determine the cause of the outage and an estimated time for service to be restored.
- 2) Ministry of Education will be called and advised of the situation.
- 3) If Halton Hydro estimates a power outage of 2 hours during winter months (November – March) and 2 hours during summer hours (April – October), the program will be closed immediately for the remainder of that day and will remain closed until hydro is restored.
- 4) If the power outage is in existence at morning drop off, staff will inform all parents of the probability that childcare operations may be cancelled for that day.
- 5) If the power outage occurs during regular operating hours during the day, parents will only be informed of our situation when the decision to close has been made. (This policy is based on the fact that all telephone calls will have to be made using a cell or pay phone).
- 6) Parents whose children are in attendance at the time of the decision to close will be contacted and informed of our situation and asked to make arrangements to collect their child. (Parents are responsible for maintaining up to date information on their child's file including work numbers, home numbers, emergency contacts, etc)
- 7) Notices of our closure will be posted on the front door.

Lockdown/Hold and Secure/Shelter in Place

Overview

Although we hope that an incident that requires response from emergency personnel never occurs in our school, we must be prepared to respond quickly and effectively in case it does. The goal of emergency preparedness is to ensure a rapid, coordinated, and effective response is possible when an emergency occurs.

This procedure provides guidelines for emergency situations when a school cannot be safely evacuated (e.g., in the event of a serious accident, violent incident, or act of terrorism). This procedure does not capture all situations/eventualities and recognizes the uniqueness of each school site. It is to be used as a guideline, but in all cases, careful planning must take place; staff must be familiar with the plan; and practice must occur.

Definitions

The **School** refers to: Bronte Heights Day School

CIRK: The Critical Incident Response Kit contains items that will be needed by emergency personnel and staff members in the case of a lockdown. The Principal/Administrator will email the documents to the police when requested.

Emergency Evacuation Plan: Every school must have an emergency evacuation plan that addresses threats that range from imminent building threat (e.g., fire) to national emergency. Every school must identify an emergency evacuation site.

Hold and Secure: Hold and Secure (formerly a cautionary Lockdown) is a response to a threat in the general vicinity of a school, but not related to the school. This could be a police pursuit, a crime in progress or an active search by local police for a suspect. Staff, students, and visitors are considered to be safe inside the school when they do not leave

the building. If feasible and safe to do so, building entrances should be **LOCKED** so as to restrict access of unwanted individuals. If safe to do so, school activities may continue as usual inside the building only.

Lockdown: A lockdown is a response to an emergency situation wherein the evacuation of a school building is neither safe nor advisable and steps are required to isolate students and staff members from danger.

During a lockdown, lights are turned off in the classroom/office; curtains/blinds/panels are closed; and all interior windows/glass panes (including door glass) are covered to prevent visibility into the classroom, if possible, to do so safely. Staff, students, visitors, volunteers, etc. will take direction from the Principal/designate or individual in charge. Records of lockdown drills will be kept along with fire drill records.

Shelter-In-Place is used during hazardous environmental situations when it is safer to remain inside (e.g. a gas leak in the neighborhood, toxic fumes from a fire, etc.).

PROCEDURES

Emergency Policy & Procedures

CEFA has mandated that in the case of an emergency, on premise or an evacuation, families will be contacted through an emergency SMS message right away.

Some emergency situations may prevent the safe evacuation of a school building and may require steps, including the initiation of a Hold and Secure or Lockdown, in order to isolate students and staff from danger. The Lockdown/Hold and Secure procedure includes specific plans to keep students, teachers and other Bronte Heights personnel safe in the event of a threat in the vicinity of a school, a violent incident or an act of terrorism.

Bronte Heights will ensure that there is staff available to assist with these guidelines.

Bronte Heights Preparations for Lockdown Procedures

The Principal/Administrator is responsible for the overall safety of staff and students. This includes the final content of the lockdown plan and the scheduling of lockdown drills.

Bronte Heights MUST hold one (1) lockdown practice drill each month. The Principal/Administrator must keep a record of the date and times of the lockdown drills.

Bronte Heights will develop specific lockdown procedures as part of their Safe Schools planning process. Such procedures will take into account site-specific special needs, such as mechanisms to communicate messages to those who may not adequately hear verbal communications and those who may not be readily mobile without assistance. Specific designated areas within Bronte Heights are to be taken into consideration for those with special needs.

The Principal/Administrator must review Bronte Heights lockdown/hold and secure plan annually.

Admission Requirements

ENROLLMENT POLICY

Bronte Heights offers the following childcare

- Toddler Care – for children ages 18 months to 30 months
- Preschool – for children ages 30 months to 3 years
- Junior and Senior Kindergarten- for children ages 4 years to 6 years

Enrollment in any of the above childcare programs is open to any child within our age limits provided the program can meet the needs of the child. Enrollment is granted without discrimination regarding gender, race, creed, religion, or political belief/disabilities.

DAILY ATTENDANCE

All parents are responsible for dropping off and picking up their children. The centre will assume no responsibility for children until they are signed in and after they are signed out of the program.

DROP OFF POLICY

We ask that all children be dropped off no later than 9:00 AM. Snack is promptly served at 8:00 AM and will remain available until 9:00 AM, when programmed activities commence. Please understand that at this young age, children have a hard time transitioning into their day when arriving late. This affects both the child and the other students in the class.

If your child is going to arrive after 9:00 AM, please make arrangements with the office team for late drop-off options. If you are unable to adhere to the drop-off policy, we ask that you please consider a school/program that works better with your schedule and/or has flexible drop-off times.

If your child is going to be late, due to a medical appointment or an emergency, please phone and discuss it with a staff member prior to bringing your child to the Centre.

Parents are required to contact Bronte Heights no later than 9:00 am, in the event that:

- The child will not attend that day
- The child will be away for an extensive period of time
- An authorization person other than the parent/guardian will pick up the child. Children MUST arrive for class before 9:00AM or will be considered absent for the day. Please understand that at this young age children have a hard time transitioning into their day affecting both the child and the class.

REGISTRATION CHECKLIST

In order to completely participate in our program, your child will require the following items on a daily basis:

- Completed and signed Admission Forms
- Photocopy of your child's immunization records
- Medical information and emergency contact information
- Water bottle (no straw and to remain at school)
- Child release authorization
- Permission for Bronte Heights to administer: Creams, sunscreen, Epi-Pens
- Deposit (non-refundable) \$200 registration fee
- Extra clothing for your child: socks, underwear, pants, t-shirt, long sleeve shirt (season appropriate)
- Diapers and wipes (if applicable)
- Extra clothing appropriate of the season and indoor shoes
- Read Privacy Policy & Anaphylaxis Policy (if applicable)

***Please ensure that all items brought into Bronte Heights are individually labeled with your child's first and last name.**

ENROLLMENT REQUIREMENTS

To finalize your registration and reserve your space in the Bronte Heights Program, parents are required to complete the following steps:

1. Pay registration base fee of \$200.00. Please note that this amount is non-refundable in the event that you decide to cancel your space.
2. Meet with the Supervisor to discuss policies such as drop off, pick up, payments, etc.
3. Return completed admission forms and updated immunization record to the Principal of the program. (Note: a child will not be accepted into a childcare program without these documents.)
4. Please ask Administrator for details on transition days if required.
5. All the items listed in the Registration checklist are handed in.

Only after receiving all of these items will your child be allowed to start the program.

Without these items in place the space can be offered to other potential parents also seeking childcare. Please avoid disappointment and fully complete your registration.

TERMINATION OF CARE

By the Parent

Parents who wish to withdraw their child from the program are required to submit a **written notice 45 days in advance** at the beginning of the month for the proceeding month, to the Principal. **Those who provide less notice will be required to pay for their space for the 45-day term of notice.**

****Requests to terminate childcare during the month of September (of any given year) must be provided in writing to the Principal on or before August 1st (of that particular year). If this request is not met, parents will be required to pay for the entire month of September.***

Safe Arrival and Dismissal Policy and Procedures

Bronte Heights Day School will ensure that any child receiving childcare at the childcare centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the childcare centre may release the child to.

Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, the staff will message through ProCare. The Principle or Administrator shall then contact the parent/guardian by phone if there is no response to the ProCare message and advise that the child is still in care and has not been picked up.

PICK UP

From the Program

Upon registration parents are asked to submit a list of names of persons authorized to collect their children. Any changes to this list must then be made in writing. Only in an emergency situation will a child be released by verbal permission.

When a person unknown to Bronte Heights staff comes to pick up a child, staff members will ask for a piece of photo identification and compare that person's name to the list of persons authorized by the child's legal guardian. If the individual's name does not appear on this list then the child will not be released, the person will be asked to leave the program area and the parent notified by phone.

Children may only be released to an adult or child over the age of 16.

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

Please remember it is very important to notify staff of any special circumstance regarding pick up i.e.: custody arrangements, restraining orders, threat of abduction etc.

If any person (including the child's legal guardian) arrives to collect a child and staff has reason to believe that individual to be under the influence of alcohol or illegal drugs, staff is within their rights to refuse to release the child. An attempt will be made to contact another authorized individual.

The intention of these policies is to protect children from potentially dangerous situations.

Late Pick Up

If you know that you will be late due to an emergency situation please advise program staff as soon as possible. If a child remains at the centre after 5:30 P.M., the emergency contact person will be called. If the child is not picked up by 6:30 P.M. and the program staff is unable to contact anyone on the emergency pick up form, Social Services will take your child into their custody until the parent is located. A note will be left at Bronte Heights stating where your child may be picked up. (Please refer to Late Fees: Financial Section of Handbook)

ROLE OF THE PARENT

Expectations

- Please communicate any concerns about the program or staff to the Principal or Administrator. We also need to hear your positive feedback in order to help us continue to provide the highest level of care you will come to expect.
- Please speak to your child in a positive way when dropping them off and picking them up from Bronte Heights. Your relationship with your child can impact the other children in our care when you are at the facility. It is our goal to provide a secure and happy environment for all the children at Bronte Heights.
- Communicate daily with the staff about your child's day and please don't forget to pick up your child's art bag.
- Please adhere to all our program policies. Actions will have to be taken if policies are not consistently being followed.
- Please use ProCare to interact with your child's teacher.
- We will be emailing a copy of our monthly newsletter, calendar and menu. Please ensure that the calendar is reviewed daily so that your child has the opportunity to participate in many of our fun extracurricular activities.

Policies

- The first action regarding a policy not being followed will be a verbal reminder.
- If policies continue to be disregarded, a meeting will be scheduled between the Administrator, Principal, Education Coordinator, and the parent
- If the proceeding steps do not resolve the issue(s), the Principal then has the right to discharge the child from the program

Parental Obligations

- To furnish medical information on or before the enrollment date.
- To drop-off the child prior to 9:00 AM daily
- Bronte Heights Day School does not allow any outside foods as we offer a full catering program. Outside food may be allowed into the centre on special occasions with the Administrator's approval and a full list of ingredients (original packaging must be provided). All outside food must be peanut and tree nut free.
- The person bringing the child to school must inform staff members of their arrival so the child can be signed in.
- The person picking up the child from school must inform the staff members of their arrival so the child can be signed out before leaving.

- To notify the school when someone other than the parent is picking up the child. The parent should also notify the alternate pick-up person that they will be asked for identification if they are not familiar to staff members.
- To see that the child is dressed appropriately for the season and is equipped with extra clothing in their bucket. In the event that a child has to change clothing throughout the day and they do not have extra clothes, parents will be called to provide clothing for the child.
- To notify the school when your child will be absent, and for what reason. Notify the school if your child has had exposure to a communicable disease.
- To give forty-five (45) days written notice to the school when withdrawing from the program. Failure to do so will result in a charge equal to one month's fees.
- To notify the school immediately if the child will not be picked up before 5:30 PM (when the centre closes.)
- To respect the non-religious nature of our program.
- To treat all Bronte Heights staff members with respect.
- To respect other children in the centre and refrain from reprimanding them while on school premises.

Note: Clients that have registered before their start date and have paid their first month fees and the registration fee are not entitled to a refund for the reimbursement of their fees if they have changed their mind.

Outdoor Play

1. Parents are responsible for providing their child with adequate protection from the sun, which includes:
 - Ensuring their child is sent to the program each day with a hat
 - Ensuring their child has sunscreen provided to the centre for application in the morning and following lunch.
2. Parents are responsible for ensuring their child has footwear that provides support to the foot and does not pose a tripping hazard
3. Parents who have special requests for the care of their child while involved in outdoor play need to communicate these requests on their child's registration form or in writing to the Principal
4. The program will not provide hats in order to prevent the spread of head lice – these are the responsibility to the parent
5. While staff will make every effort to ensure that children are protected from the harmful effects of the sun. Parents who fail to supply adequate protection including hats, sunscreen, and clothing, cannot hold the program responsible should their child become ill due to sun related injuries.
6. During the season of Winter, children are required to have waterproof gloves, snow pants, toques that cover their ears, coat (neck warmers are optional).

Closures & Absences

STATUTORY HOLIDAYS + SCHOOL CLOSURE DAYS

Bronte Heights Day School is **closed** for the following holidays:

- New Years Day
- Family Day
- Good Friday
- Easter Monday
- Victoria Day
- Canada Day
- Civic Holiday (August)
- Labour Day
- Thanksgiving Day

- Christmas Closure (to be decided in January of each calendar year)
- Boxing Day
- New Years Eve (close at 12:00 P.M) If not included in the Christmas closure

BRONTE HEIGHTS INCLEMENT WEATHER POLICY

Bronte Heights reserves the right to close due to inclement weather. Every effort will be made to provide parents with as much notice as possible. To find out if the school is closed you may; call the school (a member of staff or voicemail will advise of this), email or check Kindertales.

Bronte Heights does not provide make-up days or discounts for any missed time or closure of the centre therefore regular monthly fees are payable for sick days, vacations, centre closures, statutory days, and inclement weather days.

*late fees apply for children picked up after 5:30 PM

SEVERE WEATHER CONDITIONS

If severe weather begins after programs have opened and accepted children for the day, attempts will be made to phone parents and announcements regarding our intent to close.

In the event that Bronte Heights experiences a power failure for more than 2 hours the center will be closed and all parents will be notified to pick up their children as soon as possible. Power failure results in the loss of lights, heat, security system, hot water, and telephone intercom services.

*late fees apply for children picked up after 5:30 PM

VACATION POLICY

We do not provide vacation time at Bronte Heights. Vacation time taken must be paid in full in order to hold your spot.

SICK DAYS

Bronte Heights Day School does not provide make up days or discounts for days missed due to sickness.

Financial Information

*****NOTE*** To allow Bronte Heights to continue to maintain the level a high level of excellence, fees will increase annually on September 1st.**

School fees are processed in advance of care, on the first of every month. Upon enrolment, we require a one-time, non-refundable \$200 registration base fee.

2023 School Fee List (Monthly)

Toddler 18 months – 30 months

- [] \$771 - 2 days (Tuesday and Thursday)
- [] \$1,105 - 3 days (Monday, Wednesday and Friday)
- [] \$1,690 - 5 Days (Monday to Friday)

Preschool 30 months – 45 months (Only if potty trained, if not select toddler)

- [] \$737 - 2 days (Tuesday and Thursday)
- [] \$1,066 - 3 days (Monday, Wednesday and Friday)
- [] \$1647 - 5 Days (Monday to Friday)

***No rate change if child is not potty trained**

Kindergarten 45 months – 72 months (Only if potty trained, if not select toddler)

- [] \$719 - 2 days (Tuesday and Thursday)
- [] \$1,040 - 3 days (Monday, Wednesday and Friday)
- [] \$1,603 - 5 Days (Monday to Friday)

***No rate change if child is not potty trained**

PAYMENT POLICIES

Bronte Heights Day School will automatically process children's school base fee payments in the amount listed below through your debit account. Payments are processed on the 1st of every month. School base fees are processed in advance of care.

Each parent will be supplied with a receipt once a year for tax purposes.

PLEASE NOTE: Childcare fees do not cover pull-ups and diapers, wipes, sunscreen or a change of clothing for emergencies. These items are the parent's responsibility.

OVERDUE ACCOUNTS

- All accounts are subject to late base fees if they are not paid by the due date agreed upon at time of registration. The below table details late fee charges:

Payment received <u>after</u> the due date, but before Friday of that week: \$75.00 Flat non-base fee
Payment not received within one week: Late non-base fee as listed above, and child(ren) will be removed from the program. Repayment plan to be agreed upon with both the Principal and Administrator

Any accounts with outstanding debts will result in the following:

- Should your child be removed from the program, his/her spot will be replaced with someone from the Bronte Heights waiting list.
- Repayment plan to be discussed and reviewed with the Principal and/or Administrator.
- Bronte Heights holds the right to seek reconciliation of delinquent accounts through the services of a collection agency.
- Should your accounts be paid in full and you wish to have your child return to Bronte Heights, you will be added to the waiting list.

***** Changes to this policy can be made at anytime at the discretion of the Director. *****

LATE NON-BASE FEES

Bronte Heights opens at 7:30 A.M and is closed at 5:30 P.M. **Late fee charges are applicable after 5:30 P.M. under all circumstances.**

Please notify Bronte Heights' staff when you are going to be late, if possible arrange for an alternate pickup, especially on days with inclement weather.

Late non-base fees will be charged as follows:

\$2 per minute

Please note that late non-base fees will be charged through Kindertales and taken out of your debit account.

Health

Smoking is prohibited in the building and on the property.

In developing our school's policy on smoking, we have sought to:

- Build on our commitment to community well-being
- Act as a role model to our students and family
- Meet ministry guidelines

It is the policy of Bronte Heights Day School that smoking will not be allowed at the school, at any function or anywhere on the school premises. This includes:

- Inside the building
- The school grounds (including the outdoor play space)
- All off-site activities
- All educational and other visits

The policy applies to EVERYONE involved with the school community in any way:

- Employees
- Students
- Voluntary helpers
- Visitors
- Outside contractors working on-site
- Anyone attending an outside event

As a school we believe that everyone connected with us has a responsibility to be actively involved in the implementation of our no-smoking policy, and to assist in taking all necessary and appropriate steps to ensure its full implementation.

STAFF

All staff must meet the Ministry requirements showing they are in good health.

These requirements include medical clearance from a doctor and an up-to-date immunization record.

CHILDREN

All children must be in good health. **Sick children will not be allowed to attend the program at any time.** All newly enrolled children are required to submit a complete immunization record for Diphtheria, Tetanus, Polio, Measles, Mumps, Rubella and it is further recommended that children be immunized for Haemophilus influenza type B and Whooping cough.

COMMUNICABLE DISEASES

Parents are required to notify the Principal whenever their child has been exposed to a contagious disease. (Please refer to the list at the end of this handbook.) When a child has been diagnosed with a contagious disease, the parents are asked to make alternative arrangements for their care and call the centre to inform staff of their child's illness. When a child has contracted a disease of a serious nature, a Doctor's letter stating good health will be required prior to the child's return.

CONDITIONS A CHILD SHOULD NOT ATTEND THE PROGRAM

In an effort to keep children from spreading viruses and illnesses to the other children in their childcare program, parents are asked to keep them at home if they are displaying any of the following conditions:

- The child is running a fever of 100 F or higher, even if it is being controlled by Tylenol. A fever is the body's way of fighting an infection or telling us something is wrong; a child with a high fever needs to see a doctor as soon as possible.
- The child has vomited two or more times in a 24-hour period. Excessive vomiting can lead to dehydration.
- The child has a body rash, especially with fever or itching.
- The child has diarrhea (two or more watery stools in a 24 hour period)
- The child has an eye infection i.e. thick mucus or pus draining from the eye
- The child complains of a sore throat & has a fever and swollen glands
- The child is not feeling well and does not want to take part in any activities, is pale, has a lack of appetite, is confused, sleepy and cranky.

IF A CHILD BECOMES ILL IN THE PROGRAM

Children who become ill while at Bronte Heights (temperature of 100F or over) and cannot fully participate in the program will be made comfortable in a separate area away from other children, and the parent will be contacted immediately. If the parent is unavailable the emergency contacts will be called to pick up the child. Persons named, as emergency contacts must also be authorized for pick up. Children who become ill while in program must be picked up as soon as possible. **Please note that the parents might be asked to refrain from bringing their child in for 24 hours after being sent home to prevent further contamination to other children.**

Any child who is a health risk to other children must be removed from the program as soon as possible to prevent the spread of the condition. If a parent refuses to pick up their child, then medical attention will be sought on the child's behalf and the proper authorities notified.

SICK POLICY

If your child is experiencing 1 or more of the following symptoms (fever and/or chills, cough, shortness of breath or decrease or loss of taste and smell), the child will need to self-isolate and not attend Bronte Heights until the fever has gone and symptoms have been improving for at least 24 hours (48 hours if they are experiencing gastro-intestinal symptoms: nausea, vomiting, diarrhea).

If your child is experiencing 1 of the following symptoms, muscle aches or joint pain, extreme tiredness, sore throat, runny or stuffy/congested nose, headache or nausea, vomiting and/or diarrhea, the child must stay home until the symptoms have been improving for at least 24 hours (48 hours if they are experiencing gastro-intestinal symptoms: nausea, vomiting, diarrhea).

****Please note that if your child is experiencing 1 or more of the symptoms stated in this paragraph, they are to follow the guidelines of the first 4 symptoms: Self-isolate and not attend Bronte Heights until the symptoms have been improving for at least 24 hours and they have no fever.****

If your child is experiencing 1 of the following symptoms, abdominal pain, pink eye, decreased or no appetite, the child must stay home until the symptoms have been improving for at least 24 hours.

Please note that this information can be found on the Ontario Government website at the following link:

<https://covid-19.ontario.ca/school-screening/>

FEVER POLICY

If a child has a fever of 100 degrees F or more the parents will be contacted and advised that the child is ill and needs to be picked up.

Tylenol or similar over-the-counter medication will only be administered to children in our toddler program to control fevers caused by teething or children who are at risk of seizures due to high temperatures only if the parent has completed a permission to administer medication form, Individualize Plan, and have supplied staff with the original bottle.

MEDICATIONS

Childcare staff is unable to administer any medications to children except prescribed medication, accompanied by a signed permission to administer medication form and written instructions from the child's legal guardian. Only children with a history of febrile seizures are able to have over the counter, Patented and prescribed medications to reduce fever. All medication must be in the original container with the child's name on it.

All medications remain in a lock box. It is parent's responsibility to take them **home each night**.

If your child requires medication on a daily basis, has allergies, or has a medical condition which may require special care, please advise the Principal in writing immediately.

SERIOUS INJURIES/EMERGENCY TREATMENT

Any injury requiring first aid or medical attention that occurs within the program will be reported to the parent, the Principal, the Administrator, the Director, Ministry of Education within 24 hours of the incident.

A Serious Occurrence report shall be completed by witnessing staff and signed by the Administrator.

LIST OF CONTAGIOUS DISEASES

Campylobacter

COVID-19

Chicken Pox

Cytomegalovirus

Epstein-Barr virus

Fright Disease

Haemophilus Influenzae Type B Meningitis

Hand/ Foot/ Mouth Disease

Hepatitis A

Hepatitis B

Impetigo

Influenza

Head Lice

Lice

Measles

Meningococcal Meningitis

[Molluscum contagiosum](#)

Mononucleosis

Mumps

Pertussis (Whooping Cough)

Pink Eye

Pinworms

Polio

Ringworm

Roseola

Rubella (German measles)

Scabies

Streptococcal

Strep Throat

Tetanus

Tuberculosis

Safe Arrival and Dismissal Policy and Procedures

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the childcare Centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

General

Bronte Heights Day School will ensure that any child receiving childcare at the childcare centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the childcare centre may release the child to.

- Bronte Heights Day School will only dismiss children into the care of their parent/guardian or another authorized individual. 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 procedures set out below.

Additional Policy Statements

- Children may only be released to an adult or child over the age of 16.
- If any person (including the child's legal guardian) arrives to collect a child and staff has reason to believe that individual to be under the influence of alcohol or illegal drugs, staff is within their rights to refuse to release the child.

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on ProCare or where the individual is not listed,

ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).

- document the change in pick-up procedure in the daily written record.
- sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - inform the Principal or Administrator and they must commence contacting the child's parent/guardian no later than 9:00am. Office staff shall message through ProCare first. If no response after 5 minutes, office staff shall call parent/guardian. If no answer on the first call, staff will leave a message and wait 5 minutes before calling again. Staff will repeat this once more. If still no response, staff will repeat method with emergency contacts.
 - If no response after contacting parent/ guardian as well as emergency contact, staff will call CAS and inform them of the missing child.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the childcare may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, the staff will message through ProCare. The Principal or Administrator shall then contact the parent/guardian by phone if there is no response to the ProCare message and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must inform Principal or Administrator, who will call parent/guardian. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - If the Principal or Administrator has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff will call emergency contacts leaving a message stating the child is still in care.

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 5:30pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while the Principal or Administrator will proceed with calling the parent/guardian to advise that the child is still in care and inquire about their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall call the parent/guardian first, if no answer, proceed to call another authorized individual.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall then call the remaining list of authorized individuals.
4. If the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:30 the staff shall proceed with contacting the local Children's Aid Society (CAS) (905) 333-4441. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Option 1: Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care program staff in writing can pick-up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

Regulatory Requirements: Ontario Regulation 137/15

Safe arrival and dismissal policy

50. Every licensee shall ensure that each childcare centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,

(a) provides that a child may only be released from the childcare centre or home child care premises,

(i) to individuals indicated by a child's parent, or

(ii) in accordance with written permission from a child's parent to release the child from the program at a specified time without supervision; and

(b) sets out the steps that must be taken if,

(i) a child does not arrive as expected at the centre or home childcare premises, or

(ii) a child is not picked up as expected from the centre or home childcare premises

Authority for review/revisions:

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Date of last revision: January 8th, 2023

