

Queen's Daycare Inc.

Parent Policy Handbook

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WELCOME TO QUEEN'S DAYCARE!

OUR FACILITIES

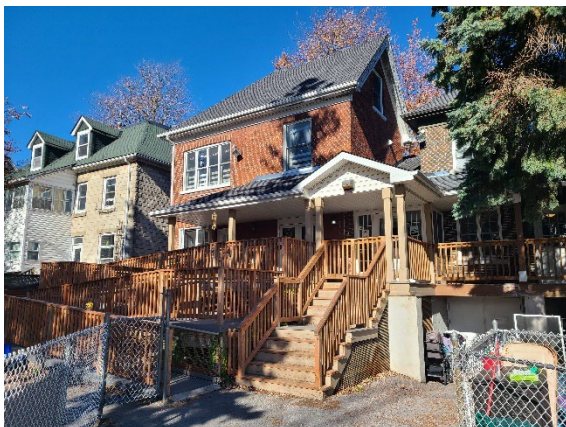
The Daycare Centre at Queen's University was started by a group of students in a room in the Students' Memorial Union in the fall of 1969 and was originally a complete parent co-operative centre. On May 14, 1974, a change in legislation made it possible for co-op centres to receive provincial funding, and the centre was approved as a provincially subsidized parent-operated organization.

Following a study of daycare requirements on campus, the University and the Board of Directors decided that 169 Union Street would be the most suitable location to establish enlarged facilities for the children. In the summer of 1974 Queen's Daycare Centre moved to 169 Union Street. In January 1980, an Infant and Toddler Centre (for 25 children) was created at 96 Queen's Crescent. On July 17, 2000, the Infant and Toddler Centre was moved into larger facilities at 184 Union Street.

In May 2014, we left the 169 Union location and in September 2015 we opened up our new second site in the Queen's Family Housing Complex officially known as "Queen's Daycare Centre West Campus at An Clachan" but commonly referred to as West Campus. In May 2018 the former Infant and Toddler Centre was renamed Queen's Daycare Centre, Main Campus.

Queen's Daycare Centre now has daycare spaces for 81 children ranging in age from birth to four (4) years at two separate locations. There are spaces for infants, toddlers, and preschoolers at both centres. There are three spaces in each infant group that accommodate children from birth to eighteen months. There is one full-time Registered Early Childhood Educator assigned to each infant group. The toddler room at Main Campus has fourteen spaces available for children ages 18-30 months, supervised by three full-time Registered Early Childhood Educators. The toddler room at West Campus has fifteen toddler spaces for children 18-30 months supervised by three Registered Early Childhood Educators. The preschool group at West Campus has spaces for sixteen preschool aged children ages 2.5-4 years each supervised by two full-time Registered Early Childhood Educators. The two preschool groups at Main Campus have room for a combined thirty children ages 2.5-4 years.

Each site is supervised by its own Director who oversees enrollment and supervision of program staff. Each site has its own Head Teacher in charge of dispensing medication, monitoring fire drills, securing supply staff, and operating as the designated person in charge should the Director be away from the Centre.



Main Campus

184 UNION ST

613-533-3008

DAYCARE@QUEENSU.CA

DIRECTOR - MELANIE

West Campus

47 VAN ORDER DR

613-533-3009

DAYCARE@QUEENSU.CA

DIRECTOR - CAMILLA

BOARD OF DIRECTORS

Queen's Daycare Centre is a parent-run centre managed by a Board of Directors. The Board of Directors administers the affairs of the Daycare on behalf of the general membership, which includes all parents or guardians of children in full time or part time attendance at the Centre. The by-laws governing Queen's Daycare Centre provide for the election of members to positions on the Board of Directors at the Annual General Meeting held each fall. Representation, hopefully, will encompass a mixture of members from both locations. Four positions may be held by appointees from Queen's University and one other may be held by a community member. The Directors are advisors to the Board, as are two staff representatives. The Board of Directors also oversees fundraising opportunities for the centre.

By-laws governing daycare operations can be viewed upon request. Please contact the Director.

We welcome your input and involvement! If you are interested in becoming involved, please contact the Board at daycare@queensu.ca for information regarding positions and responsibilities.



HOURS OF OPERATION

The regular hours of operation for the Daycare are 8:00 am to 5:00 pm.

The Daycare is closed on all statutory holidays corresponding with those recognized by Queen's University. The Daycare may also close due to inclement weather or an emergency. This event will usually correspond with the closing of Queen's University, which is at the discretion of the principal. If inclement weather causes schools to close, the daycare will also be closed. School bus cancellations do not affect the operation of the centre. If the daycare centre must close once the daily operation has already begun, all parents will be contacted by email immediately. Parents would then be expected to pick up their children within one half (1/2) hour of their notification of the closure. If the Centre is not going to open for the day, parents will be notified by email. This email would normally be sent to families by 7:00 am on the day we are closed.

There is no reimbursement of fees for these closures unless the centre is reimbursed for loss of revenue by the province of Ontario.

The Daycare Centre is closed during the **first two weeks of July**, with the specific dates being determined by the Board of Directors by January of the current year. The centre is also closed between Christmas Eve and New Year's Day. When New Year's Day falls on a Thursday, the Daycare will be closed on Friday, January 2nd.

STATUTORY HOLIDAYS

The Daycare observes the following statutory holidays. When a holiday falls on a weekend the designated weekday will be as determined by Queen's University.

Holiday	Date
New Year's Day	January 1 st or day holiday is taken
Family Day	3 rd Monday in February - date varies
Good Friday	Date varies
Canada Day	July 1 st or day holiday is taken
Victoria Day	3 rd Monday in May
Civic Holiday	1 st Monday in August
Labour Day	1 st Monday in September
Thanksgiving	2 nd Monday in October
Christmas Day	December 25 th or day holiday is taken
Boxing Day	December 26 th or day holiday is taken

CHILDCARE SUBSIDY

The City of Kingston pays up to 100% of the full fee rate of a licensed daycare for eligible families and depending on the individual family's circumstances. Families who are considering applying for subsidy should indicate this on your waitlist application, even if you are unsure of your eligibility. More information can be found here:

<https://www.cityofkingston.ca/residents/community-services/childcare>

FEES

Queen's Daycare has joined the Canada-Wide Early Learning and Child Care Plan (CWELCC). Fees were reduced by 25%, retroactive to April 1st, 2022, and rebates given to all families enrolled since that date. Further rebates of 37% were applied for December 31st, 2022. We continue to follow the guidelines as they are given by the Ministry of Education and the City of Kingston. Further fee reductions will occur according to the plan as the Ministry instructs.

We charge for all weekdays in a calendar year and have averaged them over 12 months for a set monthly payment for full time families. If you are registering for part time, please speak to the Director.

The current fee schedule is as follows:

Daily Fees/ Monthly payments Effective April 1, 2023

Age Group	Jan 1, 2023	Monthly payment
Infants	\$33.07	\$716.52
Toddlers	\$30.24	\$655.20
Preschool	\$26.93	\$583.48

Invoices are distributed monthly, and fees are due on **the first (1st) of each month**. All statements will be distributed by e-mail. Families without e-mail access can request to have a printed statement given to them.

Payment may be made by email money transfer to daycare@queensu.ca, or by cheque and placed in the fee mailbox outside of the office at each location. NSF cheques are subject to a nonrefundable \$25 fee and must be replaced immediately.

Income Tax Receipts are issued in January for the previous calendar year. Receipts are not issued monthly.

LATE PAYMENT FEES

A late payment fee of 1.5% per month or a minimum of \$10.00 will be added if fees for the month are not paid by the 1st of that month.

Reminder notices are sent home with parents/guardians as follows:

First Notice: Families are notified that their fee payment is late. The late payment fee is added to the amount owed.

Second Notice: Approximately one week after the First Notice is created, families are notified that if payment is not received by the 15th of the month, their child's space will be terminated. The appropriate by-law is quoted.

Final Notice: Between the 12th and the 14th of the month, families are given notice that their child's final day at the centre is the 15th of the month unless all fees in arrears are paid by the 15th.

SPACE SHARING POLICY

April 16, 2020

At Queen's Daycare we aim to fill most of our spaces with full-time (5 days a week) children. Occasionally the opportunity to share a full-time space between two families arises.

For the Director (s) to approve the sharing of a single space, the following conditions must be met:

- The children must be in the same classroom, with similar ages (i.e., within the same birth year, and ideally only a few months apart – this is to ensure that the children “age” into the next classroom at approximately the same time).
- The family who approaches the daycare initially shall be the “Space Owner”, and the family filling in the off days shall be the “Space Sublessee”. The Space Owner will be financially responsible for the entire space should the Space Sublessee choose to leave the daycare or does not pay.
- Each family will be scheduled and invoiced for predetermined days per week, billed monthly as per policy. Individual “switching of days” shall be at the discretion of the families, and any differences in fees to be settled between them privately. Families are responsible for informing their child’s teachers if the children are switching days. This is especially important for children with medical needs or allergies.
- Should the Space Owner decide to become full-time (with 30 days’ notice, as per policy), the Space Sublessee will lose their part-time space.
- Should the Space Owner withdraw their child, the Space Sublessee will be offered the full-time space, until/if such time a new Space Sublessee can be found.
- Upon becoming eligible to move into a new classroom, both families shall be offered full time spaces before any new children are enrolled.



ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE (reg. 2008)

December 2012, Reviewed October 23, 2017

Queen's Daycare Centre Inc. is committed to maintaining compliance with the Accessibility Standards for Customer Service Regulations 2008 and actively seeks ways to reduce barriers for children, parents/guardians, and staff to engage fully in the activities of the daycare centre. We are committed to improving communication with and in support of the children, parents/guardians, and staff in a manner that ensures that they become active partners so they can fully benefit from our program.

This will be accomplished by:

- Identifying barriers for persons with disabilities and seeking ways to remove or reduce these barriers
- Maintaining an open creative mindset to generate solutions in collaboration with the child, parent and /or employee.
- Welcoming assistive devices, service animals, and support persons into the programs.
- Creating procedures for the effective safe use of assistive devices, service animals, and support persons in the environment.
- Seeking outside expertise when necessary.
- Identifying and providing training requirements for staff, volunteers, and students.
- Informing the public by posting this policy in our Policy Manuals and in other formats requested by persons with disabilities.



DIVERSITY

Queen's Daycare Centre will provide care for all children in a non-violent, non-sexist environment without discrimination due to race, color, sex, ethnic origin, or creed.

Queen's Daycare Centre will employ staff without discrimination due to race, color, sex, ethnic origin, or creed.

We believe that a child's ethnic identity is an important part of the child's self-concept. Staff will endeavor to be sensitive to the diverse backgrounds of the children and families we serve. Our programs are enriched and broadened when we offer concrete experiences in a multicultural context.

In order that we can increase the children's awareness and acceptance of their culture as well as others represented in our Daycare Family, we encourage parents to share their traditions, celebrations, music, dietary practices, etc.

Our aim is not to accentuate the differences of children in a negative manner, but to celebrate the uniqueness of each child as an individual in a multicultural society.

MISSION STATEMENT

The primary role of Queen's Daycare Centre Inc. is to provide high quality affordable childcare that is responsive to the needs of the families within the community of Queen's University.

Queen's Daycare Centre Inc. seeks to:

- Reduce barriers for parents to attend/work at Queen's University
- Provide care and education for children from birth to 4 years of age
- Supplement and complement parental care and values
- Ensure parental input in the delivery of childcare
- Nurture an appreciation and respect of human diversity
- Promote excellence in the field of childcare
- Advance the field of childcare in the community



PROGRAM STATEMENT

Revised April 2020

At Queen's Daycare Centre our core belief is the supporting principle that play is how children learn. A well-planned and developmentally appropriate program, that makes space for spontaneous activity and is responsive to the needs and interests of the children is most meaningful. In order to achieve this, we use the foundations of belonging, well-being, engagement and expression that are discussed in the pedagogical document [How Does Learning Happen](#). Our program values active learning through exploration, play and inquiry; we see play as enjoyable, spontaneous, and active and as an authentic and appropriate way for children to learn about the world around them.



The staff of Queen's Daycare Centre believe that relationship is the foundation of quality care and that children will thrive in environments that are positive and supportive of them as individuals and of their families and when they are in warm, caring, and responsive relationships with adults. Our educators join the children in their play as co-learners, collaborators, observers, and intentional communicators. We seek to establish nurturing and responsive relationships, form positive perspectives, and promote the development of self-regulation as we come alongside the children in our care to create an atmosphere where children feel supported to try new things, take risks, grow, and learn.

Our educators are professionals who devote time and energy to connecting with children to better understand who they are as individuals to make informed choices about setting environments, planning experiences based on children's interests, collecting and creating documentation and extending play.

Throughout the day the children will have access to a variety of centres and materials. Children will use blocks and manipulatives, work with art and craft materials, engage in sensory play, enjoy puzzles, books, storytelling, and puppets, listen to music, use musical instruments, and sing and dance together, work with numbers and letters and writing implements, enjoy imaginative and socio-dramatic play. The children will explore concepts and engage in scientific exploration.

Our Registered Early Childhood Educators are skilled observers of children. They carefully record observations, post the children's questions and interests, and document our investigations and explorations for reflection and to help us bring meaning to learning.

We endeavor to keep our environment more homelike and filled with natural materials to help bring a sense of calm into the environment. We have the children join in caring for the environment and the things we value; from the plants that we water together, the floor that we sweep up, the books that we treat with care and the materials that we sort nicely for the next time. We model concern for the earth, respect for diversity and respect for each other. We celebrate our individuality and our similarities. We learn and share about ourselves and each other in a supportive and open way. We listen carefully and answer questions honestly and act with integrity and great professionalism. We show authentic emotions and help children recognize and name their own feelings in a compassionate and empathetic way.

We have an open-door policy to enrolled families and parents are always welcome. We value our relationship with the child's family and engage in regular and meaningful communication to share information, gain understanding, support parental goals, values, and priorities, and build positive rapport. Families are the primary caregiver and a child's best teacher, and we need their voice, participation and decision making in their child's program.

Parents are encouraged to participate in their child's program in a variety of ways – through participation on the Board of Directors or committee; as a special visitor to their child's classroom; as an assistant on a field trip; through the sharing of celebrations, stories, music, photos etc.; by attending centre or room social events; through daily conversation or organized parent meetings with their child's teacher (s). We seek feedback from families through a variety of ways from encouraging questions to an annual survey to solicit input and suggestions.

We provide a healthy and varied menu of two snacks and one main meal prepared by our chefs that considers the child's palette and development and that is respectful and supportive of religious and, cultural exclusions, family choices and dietary restrictions for health reasons. We believe that mealtime should be a positive and relaxed time for conversation and planning together and refueling. We are appreciative of this time to sit together and connect about the things we've experienced over the day.

We believe children require a balance of active and quiet times through the day. All full day children will be offered an opportunity throughout the day to rest and have some quieter times. What form this will take depends on the child and the wishes of the child's parents. Some children will nap, some will rest, others will engage in quiet activity and from day to day this could change as we remain open to supporting what individual children need.

We understand and respect the need for children to be out of doors and in the natural environment and endeavor to make it possible for all children in consideration of individual needs to be outside two hours each day. Generally, this is shared equally between morning and afternoon however, there is flexibility so that we might be out longer one part of the day than another



dependent on weather, time of year, children's rest schedules etc. Some children might go out while others stay in to work on a project or finish an experience and then those children will switch off and go out later so that we build flexibility into our program.

We have adequate yard space so that all children can go out at the same time however, it can be nice from time to time to have a walk in the neighborhood either holding the rope for our oldest children or, in the strollers for the youngest.

We see children as capable and competent, curious, and rich in potential and offer experiences that are respectful and representative of that view of the child. We follow the child's lead as we encourage child initiated and adult supported experiences. We watch for explorations and projects that emerge naturally from the children's questions and fascinations. We offer choice so that children might have a say in the things they choose to participate in and in what is offered in the classroom.

This statement will be reviewed before starting work/placement by all Queen's Daycare Centre staff, students, and volunteers and as a group annually thereafter or when changes or additions occur. It will also be reviewed with staff at their annual performance review as part of individual reflections and professional goal setting.



PROGRAM STATEMENT IMPLEMENTATION

Reviewed June 11, 2018: Replaced Child Guidance Policy March 2020

Rather than setting out practices to be used to manage children's behavior, we instead examine and set out guidelines on how we will support positive interactions between children, families, staff, and the community.

Research from diverse fields of study shows that children who attend programs where they experience warm, supportive relationships are happier, less anxious, and more motivated to learn than those who do not. Experiencing positive relationships in early childhood also has significant long-term impacts on physical and mental health, and success in school and beyond. HDLH provides information on ways adults can engage in positive, responsive interactions and why this is critical for children's overall learning, development, health, and well-being.

The following constitute **Prohibited Practices**:

- Corporal punishment of the child (which may include but not be limited to hitting, spanking, slapping, pinching)
- Physical restraint of the child, such as confining the child to a highchair, car seat, stroller, or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting themselves, 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 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 centre'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
- Inflicting any bodily harm on children including making children eat or drink against their will

'Early childhood educators make the well-being and learning of all children who are under their professional supervision their foremost responsibility. They value the rights of the child, respecting the uniqueness, dignity, and potential of each child, and strive to create learning environments in which children experience a sense of belonging. Early childhood educators are caring, empathetic, fair and act with integrity'. - **Code of Ethics and Standards of Practice, 2011**

Failure to comply with the Child Guidance Policies and Procedures could result in:

For any Employee, Student on Educational Placements, Volunteer

1. Immediate dismissal for use of any of the prohibited practices
2. For other unacceptable methods of discipline:
 - Counseling
 - Verbal warning
 - Written warning
 - Possible dismissal

For Parents:

1. Use of a prohibited method of discipline on a non-custodial child could result in the person not being permitted on the premises.
2. Use of a prohibited method of discipline on a child who is in their legal custody on our premises could result in:
 - A verbal warning
 - A written warning with a copy directed to the Board of Directors
 - The parent not being permitted on the premises.
 - Report to Children and Family Services

OUTDOOR PLAY

At Queen's Daycare we know the benefits outdoor play has on young children and that is why we feel so strongly about exploring the natural environment that we have easy access to.

Here are a few of the skills children gain from playing outside in all types of weather.

- Kids who play outside in challenging weather are more positive, more creative, and more adaptable.
- Children who play outside in challenging weather find joy in nature – in all seasons... rain & shine!
- Children who play regularly in natural environments have more advanced motor skills, such as agility, balance, and coordination, and are sick less often
- Children who grow up having regular contact with the natural world are more likely to develop a lifelong love for nature and care to preserve it
- Children who play outside engage in more imaginative games, interact more, and get along better.
- Children who are exposed to the natural world develop stronger awareness, reasoning, and observation skills.

“There's no such thing as bad weather, only unsuitable clothing.”
Alfred Wainwright

If the children are dressed for all types of weather, they will enjoy all types of weather! We go outside every day, so please dress your child accordingly.

What your children will need...

SPRING & SUMMER - Children will need a complete set of rain gear; rain pants, rain jacket, (or a rain suit), rain boots, rain hat as well as warm clothing to layer under the rain gear. Children will also need a wide brimmed sun hat as well as sunscreen (if you are not using the centre provided sunscreen). Waterproof shoes/sandals (water shoes, crocs, etc.). A lightweight jacket or sweater may help when the temperatures fluctuate.



FALL & WINTER - Children will also need a complete set of winter gear; snow pants, snow jacket (or a one-piece snow suit), snow boots, neck warmer (no scarves please), a winter hat that covers their ears, waterproof snow mittens (2 pairs if possible) and waterproof boots. Providing layers as well as a lighter weight Fall coat will help with the fluctuating temperatures.

NEW CHILDREN ORIENTATION

The degree of anxiety experienced by a child upon separation from parents varies enormously and manifests itself in many ways. We always give extra help and support to a new child. However, a settling-in period for both children and parents are to be expected. You know your child and we advocate that you handle this in a manner with which you feel comfortable. We will support you through this period. However, the time will come when you must go, and your child has to stay. Try to maintain a positive approach, give your child a hug and a kiss and say something like, "I have to go now, but I will be here tonight to take you home for supper". Then firmly leave. Give us a call to see how things are going. So often a parent goes to work upset, while the child has soon recovered and is playing happily.

A child who has been in school for a considerable period will sometimes regress and decide that he/she does not want to come to school on a particular day. This can sometimes arise after a child has been away sick, on holiday, or when Grandma and Grandpa have been visiting. Again, the firm approach is the best, with some recognition of the child's feelings: "I know it is hard for you to come back to school after having so much fun at home, but I have to go to work, and I know you will enjoy playing with your friends".

COMMUNICATION

It is in the best interests of the child if the parents and staff communicate freely daily. It is important that we know if your child had a restless night and is tired, or you have moved to a new house, or Grandma is in town; because these changes may show up in a child's behaviour and we like to know why a child seems overly excited or is having a "down" day. Similarly, it is important that you know what kind of day your child had in school. We will make every effort to keep you informed.

The daycare uses Storypark; a website and app designed to allow teachers to document the children's learning through pictures, stories and quotes. These learning stories can then be shared with individual children's parents, who have control over who is able to view their child's photos. This has become a great tool to communicate with the classroom teachers directly as well. More information can be found here: <https://ca.storypark.com/>

EMAIL COMMUNICATION

Queen's Daycare has an outgoing email service to provide you with information of an administrative nature. We will also provide you with classroom, program, and general school information via email. Please communicate directly with the teachers with information about your child(ren), i.e., illness, absence, alternate pick-up arrangements, etc.

PARKING / DROP-OFF AND PICK-UP

Two spaces are allocated for pick-up and drop-off at 184 Union Street (Infant and Toddler Centre). If these spaces are taken you may also park on the street. Parents with children at West Campus may park along Van Order Drive and walk to the centre. There is no parking in the lot at West Campus as it is reserved for maintenance and emergency vehicles.

LATE PICK-UP POLICY

If parent/guardian is late picking up a child, the following shall apply:

1. Staff will attempt to contact the parent or emergency contact. After thirty (30) minutes, the Director, or a Board Member shall be notified if a parent/guardian/emergency contact cannot be reached.

After sixty (60) minutes, the staff will contact the police and CAS. At this point, the child will become the responsibility of CAS.

2. Fines will be levied against the parent / guardian in the following amounts:
 - Up to 15 minutes late - \$20.00,
 - 15 minutes but less than 30 minutes late - \$25.00,
 - 30 minutes late and over - \$1.00 per minute late
3. Patterns of late pick-up shall be addressed by the Director and can result in termination of daycare services.

ALTERNATE PICK-UP AUTHORIZATION

Parents are responsible for the safe delivery and pick-up of their children. **Children should be brought into the Daycare Centre and delivered to one of the teachers** and not left outside the gate to come in alone. At pick up, parents must ensure that their child's teacher is informed that the child is leaving for the day.

If a third party is involved in the pick-up of a child, the following must be in place before the staff can release your child to this person: A letter, delivered by a parent / guardian, email, or a telephone call from the parent with the following information: the name and description of the person who will pick up your child and the date for which this authorization applies.

Ideally, the person's telephone number is also given. When the person arrives to pick up your child, he/she must have photo ID to prove their identity. **Staff will not release your child to this person without photo ID.**

Children will not be sent home in taxis without being accompanied by a parent or guardian.

Children will not be released to anyone under the age of 12, including a sibling.

CONFLICT OF INTEREST

Staff / Board members who have a conflict of interest regarding any item of business must declare the situation. Staff / Board members must not use their position to advance their personal interests.

What constitutes a conflict of interest is a legal question and its definition may vary; however, the perception of conflict of interest is just as important. In general, conflict of interest means that a staff / board member has two opposing obligations. If it may be perceived by the public that staff / board member has a conflict of interest, then this should also be declared.

STAFF

All staff are responsible to the Director of the Daycare Centre who, in turn, report to the Board of Directors. All staff are carefully selected and must provide a clear Criminal Reference Check with vulnerable sector screening prior to being offered employment with the Daycare Centre. All Registered Early Childhood Educators must maintain membership in good standing with the College of Early Childhood Educators.

<https://www.college-ece.ca/en>

All the Registered Early Childhood Educators, the Cooks, and the Cleaner are members of CUPE local 2665.



VOLUNTEERS AND ECE STUDENTS

As part of our professional role, Queen's Daycare Centre is committed to the mentoring and training of ECE students. We further recognize that students and volunteers from a range of disciplines can enrich the learning environment and experience for everyone.

For these reasons, each year we may choose to host a limited number of students and volunteers. This is done at our discretion based on the needs of the children, the staff, and those of the centre in general. This policy for the supervision of volunteers, work study students and placement students is in place to help support the safety and well-being of children attending the centre and to clearly define roles and responsibilities.

- No child will be supervised by any person less than 18 years of age
- Volunteers and students are not allowed to be left alone with children as there is to be no direct unsupervised access to children permitted for persons who are not employees of Queen's Daycare Centre
- Volunteers and students are not counted in our staffing ratios
- All students and volunteers are subject to the Criminal Reference Check (CRC) policy and will provide a clear City of Kingston CRC and vulnerable sector screen before they are interviewed for potential placement. They will also be required to provide proof of current immunization. Non-ECE or Non-Queen's students and volunteers will be required to provide a resume and two professional references and a statement of why they are interested in volunteering or having a placement with us.
- Students and volunteers must show proof of current immunization.
- All students and volunteers must complete a review of policies and sign and date this review before having contact with children. This includes but is not limited to review of confidentiality, behavior guidance, the program statement, anaphylaxis, and playground supervision.
- All students and volunteers will be informed of any/ all children with anaphylaxis emergency plans including a demonstration on the administration of epinephrine.
- Volunteers will sign a volunteer waiver of liability in the unlikely event of injury on our site.



COMMITTEES

There are a variety of committees that become active within the centre as the need arises. Parents are encouraged and welcome to join. Notices will be posted at both centres regarding active committees. If you are interested in volunteering contact the Director or the Board of Directors at daycare@queensu.ca

GUARDIANSHIP

Should you be a separated or divorced parent or a parent with sole custody, a copy of any legal forms stating who has legal guardianship should be in your child's file. This will be kept in strict confidence on a need-to-know basis. It is necessary that we have a copy of your Court Order if you do not want your child to be picked-up by or have access to their other parent. **By current legislation, we cannot refuse a biological parent from taking their child off site, even if they are not on the emergency card, unless there is a current court order.**

CONFIDENTIAL INFORMATION / RECORDS POLICY

This policy applies to all confidential information received and all confidential records created while carrying out the care and education of the children. All records are the property of the daycare centre and cannot be removed from its care and control or be destroyed except under the authorization of the Director. The Director will ensure that records are created, maintained, and stored/destroyed as outlined in this policy.

All board members, staff; students, and volunteers shall maintain confidentiality when they are participating at the Daycare Centre.

What is Confidential?

- All client information (both child and family)
- All personnel matters (e.g., salaries, evaluations, interpersonal conflict, etc.)
- Children's files: Each child's file is confidential and any information verbal or written should not be disclosed without the authorization of the parent/guardian except as outlined below.

Release of Information

Access to a child's confidential records without written parental consent or a staff's file without the staff members written consent, may only be given to officials of the following jurisdictions:

- Medical Personnel in the event of an emergency
- Children's Aid Society / Police in the event of a suspicion of child abuse or neglect
- Authorities vested in provincial or federal statutes such as Public Health Personnel and MCSS Personnel
- Minister and officials to whom he/she has delegated the authority
- Audit/ legal Personnel.

Storage of Information

We safeguard personal and financial information to the best of our ability. Only the Director has open access to all records. We store confidential information only for as long as we need it or as required by law. Information will be

disposed of in an appropriate, legal manner.

Comments and Concerns

The Director should be contacted for the following situations:

- To view a personal file
- To lodge a complaint about this policy or the way information is handled

SMOKE- FREE POLICY

June 11, 2018

As required by the ***Smoke –Free Ontario Act, 2017*** smoking or holding lit tobacco or medical cannabis as well as the use of electronic cigarettes is prohibited by all persons accessing Queen's Daycare Centre for any reason whether or not children are in attendance; this extends to both the buildings and the grounds. Compliance will be enforced by the management team or the designated person in charge.

<https://www.ontario.ca/laws/statute/17s26>

SCENT FREE POLICY

May 17, 2018

Queens Daycare Centre realizes an increasing number of people have developed sensitivities to scents and wants to limit the exposure of staff and children to scents and supports the creation of a scent free environment so that scent barriers will not prevent access to Queens Daycare Centre for people having scent sensitivities.

This policy applies to all staff, families, students, volunteers, and visitors who are asked to refrain from using, wearing, and bringing scented products and materials into Queens Daycare Centre.

To limit exposure all are encouraged to:

- Use non-scented body and laundry products (e.g., perfume, cologne, hair products, hand cream, detergent, fabric softener)
- Refrain from bringing optional scented products (e.g., potpourri, smelly markers)

To ensure staff, families, students, and visitors are informed of these guidelines, signage is posted at the entrances of our centre, in adult washrooms and in staff rooms. The signage shall state – scented products can cause allergic reactions, headaches, and respiratory distress in sensitive or allergic individuals. Staff, students, families, and visitors are encouraged not to wear or use any scented products while working or visiting Queens Daycare Centre. Non-compliance of this policy will be brought to the attention of the supervisor for further action.



WORKPLACE VIOLENCE, HARASSMENT, AND BULLYING

Workplace Bullying Policy

Queen's Daycare Centre considers workplace bullying unacceptable and will not tolerate it in any circumstances.

Queen's Daycare Centre believes all employees should be able to work in an environment free of bullying and encourages all employees to report workplace bullying. This policy can be viewed upon request.

Workplace Violence and Harassment

Queen's Daycare Centre is committed to providing a safe, healthy, and supportive work environment by treating our employees, children, parents and visitors with respect, fairness and sensitivity. We have a Violence and Harassment Prevention Policy. This policy can be viewed upon request.

CHILD ABUSE

RECEs and other staff in the centre who have contact with the children are aware of, and prepared to act on, their legislated duty to report suspicions of harm or misconduct towards children and to report any suspicions of Child Abuse, neglect, and family violence to the proper authorities i.e., Children and Family Services (formerly CAS). All RECEs have a Duty to Report if any kind of child abuse is suspected.

<https://www.facsfla.ca/>

FIELD TRIPS

For walks on campus for our main campus children or within a three-block radius of West Campus, field trip forms will not be completed. Your agreement for these types of trips is given on your child's application form.

From time to time, groups will leave the Centre's grounds to visit a place of interest or go for a longer walk (example: The Library, Market, etc.). For these special trips, you will be asked to sign a Field Trip Form.

Due to safety considerations, no child can be dropped off or picked up while on a field trip.



ILLNESS

The Daycare Centre adheres to all KFLA Public Health recommended sanitary practices and exclusion policies for ill children, staff, students, and volunteers. As such, the Daycare follows the guidelines as set out by KFL&A Public Health.

Daily observation and interactions with children allow for early recognition of symptoms or changes in behaviour that may be caused by a communicable disease. By providing prompt notification to parents and recommendation to consult with their family physician or nurse practitioner staff members can decrease the likelihood of a communicable disease outbreak.

Staff will contact parents if a child becomes ill at daycare with any of the following symptoms:

- Vomiting or diarrhea
- Elevated temperature (38.0 C or higher)
- Lethargy
- Red eyes or ears
- Acute cold symptoms (runny nose, cough, sore throat, etc)
- Undiagnosed skin rash or infections
- Unusual irritability or restlessness, complaints of pain
- Changes in energy, appetite, or pallor

A child displaying any of these symptoms should be isolated, if possible, from the other children, as per guidelines from Public Health. Children are to be excluded from care for a **minimum of 24 hours of symptoms improving** after the day of onset of any sign of ill health.

All symptoms, illness, and medication must be noted on the class communication log daily.

Children must be **fever free for 24 hours**, without the use of medication, before returning to daycare. Children who have been vomiting or had diarrhea must be home for **48 hours after their last bout**. These guidelines are subject to change as per the recommendation of Public Health in the event of an outbreak. Children returning to daycare should be well enough to fully participate in the program upon return.

Help your child prevent the spread of illness by following these suggestions:

- Keep children home when they are ill to prevent the spread of germs to other children.
- Remind children to clean their hands regularly using soap and water or hand sanitizer.
- Make sure children always clean hands after using the toilet, touching pets, playing outdoors, coming home from school/daycare, coughing/sneezing/blowing, or wiping their nose
- Clean shared surfaces such as doorknobs, light switches, and bathroom taps.
- Increase cleaning when someone in the house is ill.
- Keep vaccinations up to date. Follow the schedule for vaccines as closely as possible.

Notify KFL&A Public Health when your child receives an immunization to keep their record current.

The following information and chart is copied from the KFL&A website

<https://www.kflaph.ca/en/resource-catalogue/common-childhood-illness-and-exclusion.aspx>

Common Childhood Illnesses and Exclusion

Illness	Exclusion
<u>Chicken Pox (Varicella virus)</u>	No exclusion required if well enough to participate in regular activities and does not have a fever. Non-immune pregnant women should contact their physician.
<u>Diarrhea or vomiting</u>	Exclude until 48 hours symptom free.
<u>Fifth Disease (Parvovirus B19)</u>	No exclusion required if well enough to participate in regular activities. Pregnant women who are not immune should contact their physician.
<u>Hand, Foot, and Mouth Disease (Coxsackie virus)</u>	No exclusion required if well enough to participate in regular activities.
<u>Impetigo (Staphylococcus or Streptococcus)</u>	Exclude until 24 hours after antibiotic treatment begins or until blisters are healed.
<u>Influenza</u>	Exclude until well enough to participate and free of fever for 24 hours without use of fever-reducing medications.
<u>Measles</u>	Exclude for four days after onset of rash.
<u>Meningitis - Bacterial or Viral</u>	Exclude according to advice from KFL&A Public Health.
<u>Meningococcal Disease (Neisseria meningitidis)</u>	Exclude according to advice from KFL&A Public Health.
Mumps	Exclude until five days after onset of swollen glands.
<u>Pink Eye (Conjunctivitis)</u>	No exclusion required if fever-free and well enough to participate in regular activities, unless otherwise directed by child's health professional.
Rubella (German measles)	Exclude for seven days after onset of rash; pregnant women should contact their physician.
<u>RSV (Respiratory syncytial virus)</u>	No exclusion required if well enough to participate in regular activities.
<u>Strep Throat or Scarlet Fever (Group A streptococcus)</u>	Exclude until 24 hours after start of antibiotics, if untreated, exclude for 21 days.
<u>Whooping cough (Bordetella pertussis)</u>	Exclude until 5 days of antibiotic treatment has been completed; if untreated exclude for 21 days. Infants less than 1 year, pregnant women in the third trimester, and their families who have had exposure may receive antibiotics for prevention.

SLEEP SUPERVISION

Revised August 2018

Parents will be advised that the centre has policies and procedures regarding sleep and sleep supervision. Parents will be consulted about their child's sleeping arrangement at the time of enrollment and at any other appropriate time or when requested by the parent. Parents of children under 12 months are informed at the time of enrollment that their child will be placed for sleep in a manner consistent with the recommendations set out in the Joint Statement on Safe Sleep i.e. placed on their backs, unless a **child's physician recommends otherwise in writing**.

<https://www.canada.ca/en/public-health/services/health-promotion/childhood-adolescence/stages-childhood/infancy-birth-two-years/safe-sleep/safe-sleep-your-baby-brochure.html>

Children 6 months or younger will not be alone in a sleep room, rather a staff member must be present in the room. Infants should not have warm blankets or toys etc. in their cribs. A sleep sack or one light cover is all children should have on over their clothing.

Staff working with infants under 18 months are to perform checks every 15 minutes that includes touching the infant to ensure they are breathing and that they are not overheated. These checks are to be documented by the staff who performs the check and noted on the child's sleep chart.

Children over 18 months will be offered the opportunity to rest, sleep, or engage in quiet activities according to their needs and the wishes of their family. Sleep checks for toddlers will be recorded every 30 minutes.

A staff member must be physically present in the sleep room throughout the sleep time. In each toddler room, the staff must circulate through the sleep room every 30 minutes to perform a direct visual check of all sleeping children checking for indicators of overheating, distress, or unusual behavior. Any observed concerns or significant changes will result in adjustments to the way the child is supervised during sleep i.e. Children who are experiencing any distress i.e., acute coughing must be supervised more closely; all symptom of ill health are to be noted and communicated to parents. Parents will be consulted when there is a concern (see illness policy)



WEATHER SPECIFIC CONDITIONS

Summer

In general, between May and September the children and staff should engage in outdoor programming before 11:00 am and after 3:00 pm only, except in unusual circumstances. Prior approval for planned outdoor activities between 11:00 am and 3:00 pm i.e., a field trip must be given by the Director or her designate.

Whenever possible, the staff should encourage the children to play in shaded areas and should change the nature of play by adding more water play, quieter play opportunities, focused explorations, and less running/high activity play. An outdoor drinking water station will be always available, and children will be encouraged to drink. Staff must be alert to the beginning stages of heat exhaustion and encourage water consumption and rest in shaded areas.

The use of hats and sunscreen is encouraged by Public Health. Parents will be reminded through the monthly newsletter that their children should have the initial coat of sunscreen applied before they arrive at daycare. Top up coats will be applied by the teachers at least 30 minutes before going outdoors and more often when outdoors if the children are engaged in water play or are visiting off site splash pads.

If a parent provides a hat for their child, the staff will assist the child in putting on their hat and remind them to keep it on during outdoor play time. Likewise, if a parent provides long sleeve shirts for their child to wear to reduce sun exposure, the staff will assist the child in putting it on before going outdoors.

The Health and Safety Committee encourages staff to wear sunscreen, wear hats and drink lots of water while engaged in outdoor programming with the children. This is not only for their personal safety but has an added benefit of good modeling for the children.

Winter

During the Winter, children must be kept indoors if:

- The temperature is below -25°C
- The wind chill is -25°C or greater (on cold weather days children can be brought in for warming breaks)



FOOTWEAR FOR CHILDREN

Robeez style slippers are only allowed in the Infant Program for non-walking infants. Once children are walking, they need to be in regular footwear or bare feet (in the infant room). We recommend closed toe sandals in summer and non-slip footwear throughout the year. We don't ask parents to send in indoor and outdoor shoes, rather we ask for rain boots and snow boots as appropriate and one pair of indoor shoes.

EMERGENCIES

The centre has emergency policies and procedures in place. Should parents need to be notified we will reach you by email or by phone therefore it is important that your contact information and the contact information of your emergency contacts be current. **We are not able to text, and we do not use Facebook or Twitter.**

To view a copy of the emergency management policy and procedure please send an email request to daycare@queensu.ca

ACCIDENTS

For minor accidents, cuts, bruises, etc. an accident (pink) form must be filled out by the Educator on duty and presented to the parents. This form must be signed by the parent and kept in the child's file. A parent is to be given a copy of the accident form. All accident forms should be read and initialed by the head teacher and noted in the centre's daily log. The Serious Occurrences Policy must be followed for major accidents or injuries as defined in the Policy.

ALLERGIES

All children, who have allergic reactions to food or other items i.e., Medication, environmental allergens or who have dietary restrictions for other reasons i.e., religion, culture, parental choice, have their names posted on the allergy lists located in the kitchen, the office and in their playrooms and lunchroom. In the case of a food allergic child or a child with a food restriction, alternate meal are prepared that are similar to what the other children are having. All staff involved in the preparing and serving of food must check the allergy list regularly to ensure that no child is fed or given the wrong food. Should an accidental ingestion occur the Director and the child's parent/guardian parent or guardian will be notified right away. Any variation to the regular menu for any child must be recorded in the group's communication book.



ANAPHYLAXIS POLICY

Sometimes children in our Centre are at risk for potentially life-threatening allergies and/or have medically diagnosed life threatening allergies. Anaphylaxis is a severe allergic reaction that can be caused by foods, insect stings, medications, latex, or other substances. Education and awareness are key to keeping children with potentially life-threatening allergies safe.

When parents register their children, they are asked about their children's medical conditions including anaphylaxis and asthma. All staff, students and volunteers must be aware of the conditions that children might have.

Note: Use of the word staff throughout this policy includes supply staff as well as other staff whose work may be impacted on by a child's or staff member's anaphylactic allergy i.e., cook in the event of severe food allergy or cleaner in the event of a chemical allergy.

Parent/Guardians

Before their child attends the Centre, parents/guardians are responsible for:

- Informing the Director of their child's allergy and/or asthma
- Completing medical forms and the Anaphylaxis Emergency Plan which includes a photograph, description of the child's allergy, emergency procedure, contact information, and consent to administer medication. This plan must be signed by the child's parent **and** the child's physician and will be placed in the playroom, lunchroom, kitchen, office, and a copy in the classroom binder
- Providing required medication
- Providing training about their child's individual anaphylaxis emergency plan

Once their child has begun attending the Centre, parents/guardians are responsible for:

- Ensuring that updated medications are provided to the centre before existing medications reach their expiry date
- Ensuring that the plan is reviewed and signed off on annually or when there are any changes to medication, protocol, or contacts.
- Providing a note from the child's allergist or physician that the child has outgrown a diagnosed allergy or no longer requires an Epi-pen

Parents are encouraged to have their child wear medical identification i.e., Medic Alert ® bracelet

Daycare

Whenever a child or staff member has been identified as having an anaphylactic allergy, the Centre will conform to the following procedure:

- The Director will explain to the families/staff members that the Centre cannot guarantee that the child/adult will not be exposed to insects or food the person is allergic to
- Not all sunscreen companies will guarantee their products are peanut or nut oil free. Parents can provide sunscreen for us to use along with appropriate documentation that it is peanut and nut oil free or may be offered the option to participate in the daycare sunscreen program

The Centre will also take the following measure to further reduce the risk of anaphylaxis by:

Food:

- Informing families that food from home cannot be brought into the centre without prior consultation with the Director
- Reviewing menus to adjust what we serve in the Centre
- Reading all labels on prepared foods
- Having parents sign a letter of waiver that it is safe for their child to consume food that "may have come in contact with" or that has an ingredient listed the parent knows is not problematic e.g., palm kernel oil or cotton seed oil
- Ensuring children wash hands before and after meals and often in between
- Teaching children not to share food or utensils
- Placing a barrier (plate, napkin) between food and the table
- Ensuring that appropriate sanitary practices are followed in the kitchen and lunchroom

Insects:

- Eat inside the Daycare Centre
- Wash hands and faces well before going outside
- Store food garbage in tightly sealed containers
- Arrange to have the nest destroyed immediately, staying indoors until it is completed.

Identify the child/adult by:

- Placing their name; allergy; reactions; remedies on the Allergy List posted in every room children/staff eat

- Displaying their individual emergency plan and photo in their own play and lunchrooms, the kitchen and the office next to the allergy list.

Staff, Students, Volunteers:

- a) Staff will review and sign the anaphylaxis policy before they are employed at the Centre and at least annually thereafter. Students and volunteers will review and sign the anaphylaxis policy before they begin to provide care or guidance at the Centre. Staff, students, and volunteers must supervise children and assist them in following basic health and safety.
- b) Staff will be educated:
 1. Immediately regarding the individual child. This training will provide a review given by the parent or physician of the child with the anaphylactic allergy to the supervisor and at least one other designated staff who in turn, will provide this training to all other staff, students and volunteers on the child's individual anaphylaxis emergency plan which includes: monitoring and avoidance strategies for the child; signs and symptoms of an anaphylactic reaction; and the emergency procedures to be followed in the event of an anaphylactic reaction.
 2. On use of the epinephrine auto-injector if one is to be used on a child/adult. This training is to be provided by the parent of the child with an anaphylactic allergy, an individual having received the train the trainer model from Anaphylaxis Canada, a physician, a designate from the health unit or another individual who has certification as an epinephrine auto-injector instructor. As there are standard methods of administering epinephrine it is not necessary that this part of the training be provided for the staff, students or volunteers who have received training by one of the above listed persons in the administration of epinephrine within the past year
 3. Ongoing at staff meetings and through memos and posters
 4. Opportunities to practice with the auto-injector trainer

Availability and Storage of Emergency Medication:

Epinephrine auto-injectors will be carried in a fanny pack by the staff in the child's/staff's room, always when the child is present in the Centre including outdoor play and field trips. When the child is not in program the pack will be kept in cupboard in the child's classroom; the pack must be worn from the time the child enters program for the day until the child leaves for the day. *A physician may indicate on the emergency plan that an epinephrine auto injector for an allergy to stinging insects need only be carried seasonally.*

Food Brought from Home:

Generally, parents are not to bring outside food into the centre to reduce possible exposure to allergens. Should the Director, in consultation with the family, determine that an extenuating circumstance exists (e.g., an infant who is unable to eat from our menu) the following rules shall apply:

- All food brought from home must be peanut/nut free
- All containers/lunch bag/bottles must be clearly labelled with the child's name
- Any homemade food should be labelled with contents

It is recommended that parents follow Canada's Health Food Guide when planning meals for their children. All food will be stored appropriately in the kitchen until it is time to be served.

Communication:

- a) All parents will be notified by signs and through newsletters regarding any foods/non-food products that pose a danger to children with allergies at the Centre. Parents will be informed that they are not to bring any food into the centre and that products containing peanuts and other nuts are not permitted anywhere on our site.
- b) Posters which describe signs and symptoms of anaphylaxis and how to give an epinephrine auto-injector will be placed in relevant areas e.g., playrooms, office, staff room and food preparation areas
- c) When an allergy has been identified within the centre, all families will be sent a reminder about our anaphylaxis policy.

CHILDREN WITH MEDICAL NEEDS (non-anaphylactic)

New August 25, 2017

Children with medical needs whether acute (severe and sudden in onset and requiring treatment i.e., asthma, seizure) or more chronic in nature (i.e., diabetes, cystic fibrosis), and requiring of additional support, accommodation or assistance require their own individualized plan. When the medical condition is known at the time of enrollment, a plan will be developed with the family, and any involved community agency. All required training and provision for appropriate storage, additional support etc. should be in place in advance of the child beginning childcare. If a condition develops during the time a child is with us the plan will be developed as soon as the condition becomes known and with the same consideration for training, provision for storage, required additional support, etc.

MEDICATION

Revised January 2017

The Head Teacher administers medication. If she or he is absent another staff member will be designated to administer the medications. Prescription medication must be labeled and prescribed by a legally qualified physician. It must be in its original container from the pharmacy. The name of the medication, the name of the child, the dosage and frequency of administration must be listed on the label. Over the counter medication can only be administered on a limited basis. When possible, we encourage medication to be dispensed in two bottles so that one can stay at the centre until the medication is finished. The requirements for the original container and all required information on the label remain necessary. It is best to discuss the medication with the Director or the Head Teacher prior to bringing the medication to the centre.

Written consent of a parent or guardian for the administration of medication must be obtained. Please speak with the staff to receive the appropriate form. The telephone number of the prescribing physician shall be maintained on file in case of an emergency.

All drugs or medications will be always kept inaccessible to children in a locked container or area (e.g., In a refrigerator, cabinet, cupboard or drawer). There are exceptions for emergency medications as outlined below. Emergency medications will never be locked up and will be made easily accessible to all staff while being kept out of reach of children. Where a child's individualized plan includes written authorization from the parent of that child to administer drugs and/or medication and sets out all information required on the medical authorization form (i.e., name on medication, dosage, schedule, signs and symptoms and parent signature), the medication authorization form is not required.

Epi-pens will be carried in a fanny pack and will always be with the teacher while the child is in attendance.

IMMUNIZATION OF CHILDREN

New July 2018

As part of enrolling your child you will be asked to provide a current copy of your child's immunization record and to further provide us with a copy of any updated boosters your child receives.

Parents of children who object to immunization based on religious/conscience or medical reasons must complete a standardized form prior to their child beginning childcare. These forms must be notarized, and a copy retained at Public Health as well as at the childcare centre.

For information about obtaining these forms, and to obtain the current vaccination schedule in Ontario, please go to:

<https://www.kflaph.ca/en/partners-and-professionals/Immunization-Schedule.aspx>

Should a family need to exclude an unimmunized child there will be no deduction in fees.



ADMISSIONS / WITHDRAWALS

In partnership with the child's family the Director works out the optimal placement of the child in our program, based on the individual needs of each child/family. All parents will complete an enrolment package and provide proof of current

immunization prior to their child starting at the centre. Children and families who would benefit from community support agencies are linked with the appropriate agency, when agreed to by the family. Specialized services include, but are not limited to speech and language therapists, enhanced support workers, occupational therapists, organizations which provide subsidies, etc. When outside agencies are involved with the child / family, staff will attempt to include specialized individual needs into the daily program.

A deposit equivalent to one weeks' fees will be required for each family upon acceptance of a space that will start more than thirty days after the acceptance of the space. The deposit will be held until your child starts the daycare centre. The deposit will be applied towards your child's first month's fees. If your family is fully subsidized, the deposit will be returned within sixty days of starting with the daycare centre. **The deposit will not be returned to families who choose not to attend the Centre.**

A child may be withdrawn from the centre with **thirty (30) days** written notice to the Director.

A temporary withdrawal may be applied for a minimum of two (2) months and a maximum of twelve (12) months once in any twelve (12) month period. A space will not be guaranteed for your child's return, but rather, your child will be placed at the top of the waiting list.

Note: Parents are responsible to pay 1 month's fees per child if they fail to give the centre 1 month's written notice of withdrawal. This is to compensate the centre for the financial loss. However, if the centre can fill the vacancy during the 30-day period, the parents will be reimbursed for the days the space(s) is/are filled.

If a child should age out of a group, but no space is available in the next age group, the fees will be charged as follows:

In the month they age out and for the two consecutive months that follow we charge the current age group's rate; in the third consecutive month and onwards we charge the older group's rate.

WAITLIST POLICY

Queen's Daycare Centre is open to children age birth to five years. All children are drawn from the City of Kingston's Centralized Waitlist. Families can access the waiting list by registering on the City of Kingston's Centralized Waitlist at www.kingstonchildcare.ca Please review the policies and procedures on the website. There is a help line number affiliated with the site for you questions and concerns.

Queen's Daycare Centre does not control the guidelines of this waiting list except for the information below:

- There is no fee levied for placement on the waiting list.
- Families do not need to tour the centre before being placed on the waiting list. It is important to note that being placed on the waiting list is not a guarantee of a space.
- Children who are not yet born or adopted can be placed on the waiting list if there is an expected due date of birth or arrival.

Families shall be offered spaces based on the following priorities:

- The date of their application
- Siblings of children of university-affiliated families currently enrolled at the centre
- Part-time children of university-affiliated families currently enrolled who are waiting for full time spaces

- Children of university-affiliated families covered by the Temporary Withdrawal Policy
- Children of permanent or term staff employed at the centre
- New children from university-affiliated families
- New children who do not fit in the above categories

Families who are not affiliated with Queen's University will be offered spots on a condition that they may only have the space until the end of August of the current school year.

When a space becomes available, the Director contacts the appropriate family based on the waitlist priorities outlined above.

- If the family has not contacted the Director within 48 hours of the initial contact, the Director will try to contact them a second time. If the family still does not contact the Director within 24 hours, the Director goes to the next family on the list. The original child does not lose their place on the list.
- When a family is offered a space, they have 48 hours after a tour of the facility to accept the space. Failure to contact the Director within 48 hours will result in the loss of the space. The Director may extend this time for extenuating circumstances such as a family emergency.
- When a family accepts a space conditional on receiving subsidy approval, they are entitled to only one rescheduling of an appointment with the subsidy office. If they fail to attend this rescheduled appointment, the family is removed from the waiting list.
- If the child will not be filling the space within 30 calendar days of acceptance of the space, the Director must receive a deposit equal to one week's fees within 7 days for families living in Canada, and within 14 days for out of country families. In the event a family is waiting for subsidy approval, this deposit is reduced to \$100. The director may extend this timeline for extenuating circumstances. This deposit is credited against the child's first month of fees. If the child does not attend the centre or is a no show for their first day without notice, the family forfeits the deposit and is removed from the waiting list. If the family is subsidized and their fees are waived, the deposit will be returned to the family within 30 days of the receipt of the subsidy form from Children's Services.

SICK DAY CREDITS (Families Not Accessing Subsidy)

In recognition of the fact that some children may develop a long-term illness, the Board of Directors has developed a policy for sick credits.

Sick Credits are subject to the following conditions:

- Parents must apply for the credits in writing.
- Credit will only be given if the child's fees are paid in full.
- Credits may not be transferred from one child to another.
- Credits cannot be used for holidays.
- Credits can only be applied for consecutive days.
- Credits are not cumulative; if they are not used within the calendar year, they cannot be forwarded to the next year.
- When a child is withdrawn from the centre for any reason, any accumulated unused sick credits are lost.
- Parents must pay for the first two consecutive days that their child is away. The credits then apply to the following consecutive days (3rd, 4th, etc.) depending on the child's enrollment status.

- If the Director has a suspicion that sick credits are being abused, a family may be required to provide a doctor's note at their own expense.
- Full time children (4 days per week or more) are awarded a maximum of 8 sick day credits annually.
- January 1st to June 30th – a maximum of 4 credits.
- July 1st to December 31st – a maximum of 4 sick credits plus any unused credits from Jan. to June.
- Part time children (3 days per week) are awarded a maximum of 3 sick credits annually with a maximum of 2 credits used between January 1st and June 30th.
- Part time children (2 days per week) are awarded 2 sick credits annually. A maximum of 1 credit can be used between January 1st and June 30th.
- Part time children (1 day per week) are awarded 1 sick day credit annually.

TRANSITIONING CHILDREN

Revised August 2018

Children are grouped by age so that broad similarities in interest, ability, and attention span may be considered in program planning, physical space, and equipment. However, the use of mixed age grouping allows for the exercise of other options. Mixed age approval has been granted by the Ministry to allow children from one age group to transition into the next older age group in a way that is responsive to the developmental progression of each child and to provide flexibility in enrolment.

In toddler and preschool age groups, a centre that has been granted approval for the use of mixed age grouping can include no more than 20 per cent **younger children** in a licensed age group, based on licensed capacity for that group.

As a centre we consider the developmental needs and abilities of a child when considering placement in an older age group as part of a mixed age group. Discussions with parents occur and parental support is obtained before transitioning the child to the older group. We take steps to support the transition of the younger child to an older age group to be sure that the placement in the group is appropriate for the child. Factors we consider in protecting the child's physical and emotional well-being when transitioning to a new age group may include:

- Whether the play materials and environment are safe for the child in the age group, e.g., no potential choking hazards, child has experience on stairs.
- How a child's individual physical needs for diapering, meals or rest time will be accommodated.
- The emotional response to changes, e.g., allowing for a gradual transition to reduce stress and allow the child to become comfortable with different educators, children, and environment.

In general, children are classified as infants between 0 and 18 months; as toddlers between 18 and 30 months; and as preschoolers between 30 and 60 months. There is some flexibility regarding age for the purpose of determining optimal placement i.e., 20% of children based on licensed capacity for the group can be from a younger age group assuming they can physically, socially, and emotionally safely manage the older space and program – this includes children under 18 months walking before entering the toddler program.

Due to high enrollment children are unlikely to move at exactly the time they can by age – i.e., a child could be 30 months in March but must wait until July for a preschool space to open. This is a reality all busy childcare centres face over the year. This means two things; first, we want the initial placement to be as optimal as possible and second, our skilled educators will thoughtfully meet the child's learning needs by offering a more advanced program and experience.

When we know that children are approaching the age and stage that they will soon be ready to move to the next group, and when there is space we believe it is wise to begin giving the children some experience in the next room so that they can start to build up familiarity and comfort and so that as educators we can observe them in the new environment to better know what they might need in order to be truly prepared. This could happen over a few days or weeks or even a few months.

Ideally these visits might happen in a small group with one of the child's current educators; children might also visit on a quiet day when the child asks or is invited by an educator in the next class and that educator's observations shared with the child's current educators. We want our families to know that we make these kinds of decisions in consideration of a child's preparedness and interest in visiting and to support the child's growth and development. We believe it is important that parents are aware of our practice and have given permission to allow for these sorts of impromptu visits.

In an emergency we might ask for a parent's permission to move a child who has had the benefit of preparation to the next group for a full or part day. We do not do this casually and it would happen because of an educator becoming ill and needing to leave or not being able to come in at all and our inability to replace them. While we have plans in place for these types of eventualities, there can be times when moving children is all we have left to do.

PARENT ISSUES AND CONCERNS

Revised October 13, 2017

We value our relationship with our families and engage in regular and meaningful communication to share information, gain understanding, support parental goals, values, and priorities, and build positive rapport. We also recognize that from time-to-time parents may have questions or concerns, or that issues may arise requiring more discussion. Should you have a question, a concern or an issue with our program, your child or family's experience, your interactions with a member of our staff, a safety concern, or a concern about our general operation it is important to bring it to our attention as quickly as possible so that we might endeavor to address your concern quickly and in the most appropriate way.

To ensure that all issues and concerns have been addressed we have established the following steps for parents to follow.

In general, the procedure is as follows:

1. Educators: Discuss your feelings/concerns with your child's educator. The educator will listen closely to address your issue/concern at the time it is raised or arrange a meeting within one (1) business day to strategize with you about how we can best address your concerns to effectively meet your child's and family's needs. If an educator needs to consult with team members, review written documentation or consult with the Director, they will let you know that; the most appropriate person will then follow up with you. If the conversation is better had when children or other families are not present, we will endeavor to create that opportunity as quickly as possible as we want to maintain confidentiality for all and keep adult conversations away from the children.
2. Educators will document the issues/concerns in detail (date and time the issue/concern was received; name of the person who received the issue/concern; name of the person reporting the issue/concern; 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 referrals.

3. Director: If you are not satisfied with the educator's responses or explanations or if for any reason you feel you cannot address your concern with the educators directly, please contact the Director 613-533-3008 or 613-533-3009 or at daycare@queensu.ca . The Director will contact you within 24 hours or on the next business day to set up to time to meet or to talk to listen to your concern clarifying information as necessary. There may be a need to consult with the educators before working with the family to find a solution.
4. Board of Directors: Generally, the Board does not get involved in the day-to-day running of the centre, but you may still contact the Board of Directors at any time. Contact the Board of Directors by writing a letter and placing it in the black fee collection mailbox in the centre. The Board of Directors will review that all steps and related policies have been followed.

In general, the following steps are taken by the educators/ Director/Board of Directors in responding to an issue/concern:

- Address the issue/concern at the time it is raised OR arrange for a meeting as noted above.
- Document the issues/concerns in detail (date and time the issue/concern was received; name of the person who received the issue/concern; name of the person reporting the issue/concern; 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 referrals.
- Provide contact information for the appropriate person if the person being notified is unable to address the matter.
- Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.
- Provide a resolution or outcome to the parent/guardian who raised the issue/concern (either verbally or in writing).

The Director is the best person to contact should you have concerns about any of the following as the educator will not have answers to these questions:

- The waiting list
- Your fee statement
- Changing your child's days of care
- Questions about subsidy
- Difficulties paying fees
- Financial and Business Policies of the Centre
- Child Care legislation, etc.

Children's Services: Any concerns with respect to funding, service system management in the City of Kingston, fee subsidies and wage subsidies can be directed to Childcare Programs (613-546-2695 ext. 4950).

Ministry of Education: Any concern or complaint related to licensing issues and all reports of illegal operations can be directed to Ministry of Education 1-877-510-5333 or information.met@ontario.ca

College of ECE: Concerns regarding professional practice can be brought forward to the College of Early Childhood Educators: <https://www.college-ece.ca/en/Public/Parents>

FOOD / MENUS

There is a lot of thought and planning behind the menus at the Centre. We are obliged to comply with standards regulated by the KFL&A Public Health and the CCEYA through the Ministry of Education. Our menus are designed to offer children a minimum of two-thirds (2/3rds) of their daily nutritional requirements as set out by the Canada Food Guide. Every effort is made to modify menus in response to the dietary restrictions (medical, cultural, etc.) of our children. Unfortunately, we cannot accommodate individual children's likes and dislikes. However, it is our experience that there is enough variety and choice throughout the day that no child should go hungry. Menus are posted at the entrance to each building and any changes made are noted daily.

Meals are typically made from scratch, and baked goods such as muffins and tea biscuits are prepared in-house regularly. We do not serve juice, and items like smoothies or popsicles are homemade with fresh and frozen fruit.

Due to a high number of life-threatening allergies among our children, no foods (other than special milk, and infant food/formula), can be brought from home. Exceptions due to medical/cultural/religious reasons may be made on an individual basis and must be approved in advance by the Director.

All food and formula brought from the child's home must be labelled with the date and the child's full name.

Sample Menu

Monday	Tuesday	Wednesday	Thursday	Friday
Cheerios Milk	Peach/Pear Crisp Milk	Oatmeal Milk	Tea Biscuits Milk	Shreddies Milk
Minestrone Soup With Bean Puree Whole Wheat Noodles Crackers Apples	Macaroni and Cheese with White Bean Puree Peas and Carrots Pears	Turkey and Brown Rice Casserole Green Beans Whole Wheat Bread Mandarins	French Toast Carrots Applesauce	Vegetarian Pizza with Tomato Lentil sauce Corn Fruit Salad
Soya Butter Banana Roll-ups Water	Blueberry Muffins Water	Cheddar Cheese Apple Butter Whole Wheat Bagels Water	Corn Bread Smoothies Water	Sweet Potato Hummus Cucumbers Water

SPECIAL STUDIES

Testing and/or observation of the children in the Daycare Centre by anyone outside of the Daycare Centre may be performed on site only with the written consent of the parents of the children involved and with the express prior approval of the Director and President of the Board.

Under no circumstances will children be removed from their group without the written consent of the parents.

REQUIREMENT TO POST SERIOUS OCCURENCES

The safety and well-being of our children in licensed childcare programs is the highest priority. Operators of licensed childcare centres and private-home daycare agencies work diligently to provide a safe, creative, and nurturing environment for each child. Despite all the best precautions, serious occurrences can sometimes take place.

The Ontario government has introduced a new policy that requires licensed childcare centres and private-home daycare agencies to post information about serious occurrences that happen at a centre or a home location effective November 1, 2011. To support increased transparency and access to information, a “Serious Occurrence Notification Form” must be posted at the centre or home location in a visible area for 10 days.

A serious occurrence could include:

- Life threatening injury to a child or life-threatening illness,
- Fire or other disaster on site,

Licensed childcare centres and private-home daycare agencies are already required to report serious occurrences to the Ministry of Education, which is responsible for childcare licensing. This new policy requires childcare operators to post information in their facilities so that parents also have access to it.

This posting will give parents information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the childcare program.

This new policy supports the government’s efforts to increase access to information about licensed childcare programs in Ontario. This includes the recent launch of childcare licensing inspection findings on the Licensed Childcare Website which is available at: www.ontario.ca/ONT/portal61/licensedchildcare.

We encourage you to speak to the operator of your childcare program for more information about serious occurrences and the new Serious Occurrence Notification form posting policy.

We can’t wait to meet you!