



*Trinity Bellwoods Community
Children's Group/C.A.R.E.*

155 Crawford Street, Toronto, Ontario M6J 2V6 ☎ 416-537-9021

FAMILY HANDBOOK

Our [Family Handbook](#) includes the following policies & procedures:

- Program Statement & Implementation
 - Parent Issues & Concerns
 - Withdrawal Policy
 - Accommodation Policy
 - Waitlist Policy
 - Safe Arrival



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Welcome to Trinity Bellwoods Community Children's Group/ CARE!

The Trinity Bellwoods Community Children's Group/ CARE is a collaborative effort between the City of Toronto Parks Recreation, parents, and local members of the community at large.

We are a non-profit, arts oriented, community based, licensed school age childcare program. We are licensed by the Ministry of Education and have a purchase of service agreement with the City of Toronto Children Services. This allows us to accept those families who qualify for childcare subsidies. For information on subsidized child care, please visit <https://www.toronto.ca/community-people/employment-social-support/child-family-support/child-care-support/paying-your-fees-to-the-child-care-program/>

As a school-age program, we do not qualify for the new Canada-wide Early Learning and Child Care (CWELCC) \$10-A-Day agreement. As such, regular monthly fees apply which are set annually in January by the Board of Directors.

The Trinity Bellwoods Community Children's Group/ CARE serves children ages 6 to 12 years of age and offers them the opportunity to play a major role in structuring their setting for play and creative experiences through a child directed, child focused program.

We encourage you to spend time with your child/ children at the program so that you too can experience all that we have to offer.

Please do not hesitate to discuss any of your concerns with staff and / or Parent Board members, as we are eager to work with you in efforts to provide a program that strives for excellence. For more information about our centre, please visit www.trinitycareprogram.ca additionally, copies of all of our policies are posted on the Parent information Board located right outside the main CARE room.

We hope that your experience with CARE is rewarding and enjoyable for you as well as for your family.

Once again, welcome!

Trinity Bellwoods Community Children's Group/CARE

PLAY BASED LEARNING MODEL

The Trinity Bellwoods Community Children's Group / CARE provides a **play-based, art-focused learning environment** that supports children's development and well-being.

Children learn best when they are **actively engaged, interested, challenged, and having fun**. Our program encourages children to explore, create, and learn through play while supporting development in the following areas:

- physical development
- social and emotional development
- cognitive development
- language and literacy

Educators provide both **planned and spontaneous learning experiences** based on careful observation of the children and their interests. Programming is designed to support each child's individual developmental needs.

CARE aims to give school-age children a sense of **ownership, independence, and responsibility** by allowing them to make meaningful choices in their activities and experiences.

Children are encouraged to explore a wide range of **natural and creative materials**, such as wood, water, sand, clay, and recycled materials. These materials help stimulate imagination, creativity, and problem-solving skills.

Creative expression is an important part of our program. Children have opportunities to participate in **visual arts, music, drama, and other creative activities** that support their social and emotional development.

CARE's programming approach reflects the principles of the Ontario Ministry of Education's early learning frameworks, including **How Does Learning Happen? Ontario's Pedagogy for the Early Years** and the **Early Learning for Every Child Today (ELECT)** framework.

For more information about these frameworks, please visit the Ontario Ministry of Education website: www.edu.gov.on.ca/childcare/oelf

DESCRIPTION OF PROGRAM

We are a non-profit, arts oriented, community based, licensed school age (6-12 year olds) childcare program which operates from September to June.

We are licensed by the Ministry of Education for 35 children after-school and have a purchase of service agreement with the City of Toronto Children Services.

This allows us to accept those families who qualify for childcare subsidies during the school year.

ADMISSION PROCEDURES

Once your child's admission and start date have been confirmed, the centre supervisor will schedule a meeting with the family prior to the start date.

During this meeting we will review the registration package such as any individualized or medical support plans, medication, allergies/Epi-pen training, etc. Families will also be provided with a tour of the centre, review any policies and answer any question the family may have.

At this time we also ask parents to please share any specific restrictions, instructions or custody arrangements with us concerning release or access to your child. Please be prepared to provide legal documentation for custody arrangements.

HOURS OF OPERATION

The licensed after school child care program operates daily from 3:00 p.m. to 6:00 p.m., from September to June.

On school Professional Development Days, December Break, and March Break, **full day programs may be offered based on enrollment.** Full day programs begin at 9 a.m. and end promptly at 5:30 p.m.

We request that our opening and closing times be respected. Parents will be charged additional Late Fees for days in which children are picked up after 6:00 p.m. (*See Late Fee Policy*)

Trinity Bellwoods CARE Program is closed for all statutory & civic holidays.

P.A. DAYS, MARCH BREAK & SCHOOL HOLIDAYS

We are a **small non-profit centre**, and all of our educators work elsewhere when the centre isn't running full-time. This means we only staff for full days like P.A. Days, March Break, and school holidays **based on the number of children who are registered in advance to attend CARE.**

Because of this, **we need all parents to respond to attendance survey emails sent out by the specified deadlines.** This is particularly important when we have booked trips, as trip sites require the number of children attending, and they need to know at least **two weeks in advance** and **we are unable to accept last-minute/day-of drop-off.**

If the centre closes due to low enrollment, regular fees still apply because we have fixed costs (such as staffing and operational expenses) that we must cover regardless of attendance (see Fee policy).

We know this might be different from larger centres, but it's how we're able to keep fees affordable and run quality programs for our families. Thank you for understanding and working with us!

LOCATION & ACCESSIBILITY

The Trinity Bellwoods Community Children's Group/ CARE is located at:
155 Crawford Street, in the lower level of the Trinity Recreation Centre.
 The major intersections are Queen Street West, and Shaw Street.

The building is wheelchair accessible and free parking is available on the north east side of Crawford Street.

CARE STAFF

Qualified staff from a variety of backgrounds provide developmentally appropriate experiences for all age groups and individual needs.

Staff include:

- registered early childhood educators
- local resident artists and:
- may include child & youth workers, certified teachers as well as
- one supervisor.

Our educators:

- Create a safe and supportive environment
- Provide love, guidance and support to each child
- Nurture independence
- Value individuality
- Foster self-worth
- Tie activities and experiences to children's individual interests.

All staff have Standard First Aid Certification and cleared Police Reference Checks for the vulnerable sector.

From time to time we provide guidance and instruction to College students (George Brown College, Seneca and Humber College) who are working towards an Early Childhood Education diploma/degree. All volunteers and students also have cleared police reference checks for the vulnerable sector but are never left alone with the children or included as part of our ratios. All students and volunteers are always under the supervision of an employee.

STAFF TO CHILD RATIOS

The number of staff in the main CARE room is based on staff to child ratios listed in the *Child Care Early Years Act*.

School Age ratios are 1 staff for every 15 children, however due to the nature of our program which includes swimming and picking up children after-school at different community schools, our ratios are approximately 1 staff for every 9 children.

During arrivals and departures, attendance fluctuates as children arrive and depart at different times, depending on their families' schedules. For this reason, childcare centres are allowed some flexibility in the numbers of staff required in the early morning (8:30 – 10 a.m.) and late afternoon (5:00 – 6:00 p.m.) when the number of children in attendance fluctuates.

Students and volunteers are never included or make part of our staff to child ratios.

ROUTINES AND TRANSITIONS ADMISSION

Children are picked up from designated schools, and walked safely to Trinity Bellwoods Community Children's Group/CARE, Monday to Friday.

Program activities are planned by the educators and are based on the interests of the children, and may include visual arts, drama, music and movement, woodworking, sports & cooperative games, swimming, etc.

- Attendance is taken, and the Lillio app is used to verify absences.
- Educators contact families or emergency contacts if need be, to ensure all children are accounted for before leaving the school premises and walking back to the centre.
- Parents may also drop off their children directly at CARE. Educators will connect with the parent dropping off the child and acknowledge this transition as well as ensure the child is checked in on the Lillio app and the attendance sheet if applicable.
- If a child is expected to be in attendance and they do not arrive to meet the educators at the designated meeting spot, or arrive at the centre at the expected time, CARE educators immediately call the parents or emergency contacts. Educators also check absences with school officials until the child's whereabouts are confirmed.

Children's days are filled with lots of time to play and explore the playroom but their day also includes a number of personal care routines; such as meal time, washroom and cloakroom time. As children move through these routines each day, educators support children's learning through positive and supportive interactions.

Transition times, such as, to/from the playground, school, or washroom are designed to be safe, positive learning experiences for children through planned routes which are carefully monitored by staff. We divide larger groups into small groups, each with a staff member to support the children's physical and emotional well-being, facilitate individual learning, encourage trust and attachment, and support children's ability to manage routines and self-regulate effectively.

OLDER CHILDREN WALKING HOME FROM CARE

Only children ages 10 and over will be permitted to walk home alone, however if we feel that this is not in the best interest of the child or there are concerns, we will discuss this further with you.

- Children ages 10 and over may walk home alone from CARE as long as parents complete an Authority & Release form found here: trinityCAREprogram.ca - Permission Forms and provide specific instructions.
- Each school year a new form will need to be completed.
- If a child does not arrive home after leaving the program, parents must immediately contact police and call CARE to confirm the child's departure time. You can also view your child's check out time on the Lillio app.
- If a child is leaving the centre later than their scheduled time, the child or CARE educator will contact the parents to notify them of their new expected time of arrival at home.

REPORTING ABSENCES & SAFE ARRIVAL TO CARE

It is our intent to create smooth transitional periods for the children between the school and our child care program. For this to occur, we need to know who are the children that will be attending the program each day.

We ask that parents confirm and directly report all absences to staff by marking their children absent on the Lillio app used at the centre. This will ensure that the safety of the children is not compromised while staff confirm absences with school officials during school pick up times. An invitation to join will be sent to each family once they are registered.

For longer absences, such as vacations, an email can be sent to trinitycareprogram@gmail.com. Please let us know when you are taking vacation as soon as you know the dates.

Safe Arrival and Dismissal Policy and Procedures

Date Policy and Procedures Updated: **January 17, 2024**

Purpose

This policy supports 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 child care 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

- CARE will only dismiss children to their parent/guardian or another authorized individual. **Children will not be released from care unless they are in the care of a parent/guardian, an authorized individual, or have written authorization to leave without supervision in accordance with this policy.**
- A parent/guardian may request that a child who is **10 years old or older** be released from child care without supervision. Parents/Guardians must provide written and signed authorization and instructions for the release of the child, including the time of dismissal. **Children under 10 years can only be released from Trinity Bellwoods Community Children's Group/CARE to an adult or someone over the age of 16.**

- Where a parent/guardian provides written instructions for the release of their child from care without supervision, the parent/guardian is aware that the child care is no longer responsible for that child upon their dismissal.
- When a child does not arrive in care as expected or is not picked up as expected, staff will follow the safe arrival and dismissal procedures below.

Procedures

1. A daily safety checklist completed by CARE educators of the room and any areas that will be in use by the program before any children are on site.
2. Attendance is completed daily on the Lillio app or on a portable (paper) attendance if needed.
3. **Children are escorted to any rooms in the Trinity Recreation Centre, including bathrooms by educators.**
4. **Children in the 10 Plus program who have parental permission to visit the bathroom unescorted do so in pairs.**
5. **Children under 10 years can only be released from Trinity Bellwoods Community Children's Group/CARE to an adult or someone over the age of 16.**

Parents to confirm and report all absences to staff by

- calling (416) 537-9021 (office)
- calling (416) 407-6138 (cell) OR (647) 518-6138
- email: trinitycareprogram@gmail.com
- message or email via the Lillio app
- Parents must review their emergency contacts and authorized pick up person and will be periodically reminded to update their emergency contact information to ensure it is accurate.

Accepting a child into care (arriving to CARE)

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - o Greet the parent/guardian or authorized person and child.
 - o 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).
 - o 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 the child's file (Lillio app registration) or if the individual is not listed, ask the parent/guardian to provide written authorization for pick-up in writing (e.g., note or email) before they leave the premises.
 - o Document the change in the pick-up procedure in the log book.
 - o Sign the child in on the classroom attendance record on the Lillio App

Where a child has not arrived at CARE as expected

1. Where a child does not arrive at the child care 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:
 - o The staff/educator must contact the child's parent/guardian no later than **10 minutes past the agreed-upon time** and let the supervisor or assistant supervisor know that the child has not arrived.
 - o The staff or supervisor will call, send text messages through the centre's Lillio app, leave voicemail messages, or email parents. The staff or supervisor will continue to contact parents until a verbal or written response is received and the absence is confirmed.
 - o If a child does not arrive to meet the group during school pick-up, the staff/educator will contact school officials (such as the child's teacher, principal or school secretary) to confirm the child's absence. Parents will also be contacted during this time to confirm the absence and reminded to either mark their child as absent on CARE's communication app and inform the centre of their child's absence.
 - o **Staff may not leave the school until confirmation is received from parents or school officials.**
 - o Once the child's absence has been confirmed, program staff shall document the child's absence on the Lillio app and portable attendance (include a note as to the reason for the absence and who the staff spoke with) and any additional information about the child's absence.

Releasing a child from CARE (departure from the centre)

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 child care may release the child to. This information is found on the child's registration on the Lillio app.
2. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual), the staff will:
 - o confirm with another staff member or supervisors that the individual picking up is the child's parent/guardian/authorized individual (check log book and child's registration file on the centre's communication app).
 - o verifying the identity of individuals picking up children, even if their names are listed in the child's file or have written authorization.
 - o 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.
 - o call the parent and guardian to confirm the identity of the individual picking up the child.
 - o **staff will not leave release a child unless confirmation from parents is received**

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

1. Where a parent/guardian has previously communicated with the staff a specific time or time frame that their child is to be picked up from care and the child has not been picked up by 6pm, the staff on duty will call the parent/guardian and advise that the child is still in care and has not been picked up.
 - o Where the staff is unable to reach the parent/guardian, staff must call again, text message parent via the Lillio app to make pick up arrangements.
 - o Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall contact the authorized individual to confirm pick-up as per the parent/guardian's instructions, or leave a voice message for them to contact the centre.
 - o Where the staff has not heard back from the parent/guardian or authorized individuals who was to pick up the child the staff shall, the staff will contact the emergency contact to arrange a pick up.
 - o If no one has picked up the child by or contacted the centre with pick up arrangements or an estimated pick up time **by 7PM**, follow the steps below, *'Where a child has not been picked up and the centre is closed.'*

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 7PM or contacted the centre with an estimated pick up time, the staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. If the staff is unable to reach the parent/guardian, or authorized individual who was responsible for picking up the child, the staff shall contact all emergency contacts to arrange a pick up time.
3. When all reasonable attempts to reach parents, authorized individuals and emergency contacts have failed, **and no pick up arrangements have been made by 7PM the staff shall proceed with contacting the local Children's Aid Society (CAS) at 416-924-4646.** Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

- Where a parent/guardian has provided written authorization for their child to be released from care without supervision, the designated staff member in the program must be responsible for dismissing the child from care.
- Prior to dismissing the child from care, the staff shall review the written instructions for release provided by the parent/guardian and release the child at the time set out in the instructions.
- Offer the child the opportunity to call their parents and leave a message letting them know that they are on their way or that they will be late.
- The staff shall document the time of departure from care and as well as their initials on the attendance record or make a note on the Lillio app.

Authorized pick up persons

- Parents must provide verbal or written authorization to staff in order for their child/children to be released to anyone over the age of 16.
- All authorized individuals must provide proper identification upon pick up.
- In cases of custody disputes, or restraint orders, legal documentation is required for child care staff to withhold access from one of the parents. Written visitation schedules in such circumstances would be needed.
- Parents must review their emergency contacts and authorized pick up person and will be periodically reminded to update their emergency contact information to ensure it is accurate.

Visitors to the centre

- All visits, including workshop, will be pre-arranged and confirmed and noted in the logbook.
- When a confirmed visitor arrives at CARE, their identification is checked to verify who they are. This includes any instructors facilitating workshops or outside agencies. If needs be, their office will be phoned to verify their identity. Whilst their identity is being verified the visitor MUST remain outside the CARE rooms.
- Any visitors from outside agencies or instructors, will need to provide a Police Reference Check for Vulnerable Sector prior to arrival.
- All visitors will be noted on the logbook located in the CARE room.
- Photos of the children cannot be taken by any visitors.
- Visitors must be accompanied by a staff member at all times while at CARE and if coming into the setting to work directly with the children, they must present a full police check for the vulnerable sector prior to arrival.
- When the visit is finished the visitor will be escorted out from the building.

INDIVIDUAL CHILD PHOTOS FOR FAMILIES

The use of personal cell phones, including cameras, by clients, students, volunteers or visitors is not permitted at CARE. CARE will provide parents with photos of their child taken within the program by staff to share child involvement or learning milestones. These can be viewed by parents with access on the child's Lillio App profile.

CLOTHING, TOYS & POSSESSIONS

Children should be dressed appropriately for the weather, as outdoor activities are incorporated daily into the program.

Comfortable play clothing and footwear are essential in allowing your child to actively participate in all aspects of programming. Ensure that all clothing items are clearly labeled including lunch boxes and/or bags.

Hat, sun screen (applied at home), bathing suits, towels, are extra items your child will need in the summer.

We ask that toys and other expensive items not be brought to the program in order to prevent loss or damage. Trinity Bellwoods Community Children's Group/ CARE will not be held responsible for lost, stolen or misplaced property of any kind.

Whenever there is specialty programming (e.g., pajama day, or dress up day) parents will be notified via email or Lillio app.

FOOD AND NUTRITION

The Trinity Bellwoods Community Children's Group/ CARE program adheres to the *Child Care and Early Years Act*, the *Toronto Operating Criteria for Child Care Centres* and *Canada's Food Guide First Nations, Inuit & Métis*.

CARE provides one (1) afternoon snack during our normal after-school operations and 2 snacks on full day programs such as P.A Days and March Break. These are dietitian approved and based on the Canada's Food Guide. Snacks consist of breads, grain, fruits, and vegetables, products. Snack is catered by **Wholesome Foods Catering**.

When allergies/ food restrictions are present in the child's diet, every effort is made to provide an alternative snack product to that child, or families can bring a (peanut safe) snack from home.

The weekly menu is posted in the main classroom and a copy is emailed to families with our registration package.

Lunch is not provided by Trinity Bellwoods Community Children's Group/CARE but we encourage you to send a nutritious lunch which meets Canada's Food Guide recommendations whenever the children are at CARE on full days.

Here are some suggestions for healthy lunches and snacks

<https://food-guide.canada.ca/en/tips-for-healthy-eating/parents-and-children/>

- There is no refrigeration or heating appliances, please avoid foods that will spoil quickly, and be sure to provide plenty of liquids for your child.
- Coolers will be available on full program days and it is encouraged that everyone stores their lunches in them.
- We request and recommend that on P.A Days, March Breaks and Winter December Break, your child's lunch is packed in an insulated lunch bag and ice-packs included to maintain food safety.
- **LABEL ALL OF YOUR CHILD CONTAINERS & SNACKS BROUGHT TO THE CENTRE.**
- Water will be available at all times (cups and water jugs available in our main rooms and there are water fountains located in the community centre).
- Please do not bring birthday cakes or any other food to the centre to celebrate your child's birthday, this includes peanuts or nuts. *We cannot serve food from outside the centre because many children and staff have food allergies or food restrictions.*
- If a child's lunch is forgotten at home during P.A Days, or if your child's lunch does not meet nutritional requirements, we will contact you to have you bring one, or will do our best to provide your child with one of our snacks once verbal &/or written approval is received from you.

CHILDREN'S REST TIMES

Children's work is play and their day is very active so it is important that they also have time to

rest and re-energize. School Age children are provided with opportunities to engage in quiet learning experiences independently or with their peers and teachers; such as, reading a chapter novel, puzzles, drawing, etc, to provide rest/down time.

OUTDOOR PLAY

We value the learning opportunities as well as the health benefits outdoor play provides children. Our outdoor play environments provide space and opportunities for active and restful play, loud and quiet play, individual and group play, as well as, opportunities to develop large muscle strength and skills through planned learning experiences and free play.

Children attending full day care (March Break, P.A Days, etc) are required by the Ministry of Education to participate in outdoor play (unless otherwise specified by the parents) as followed:

- for a minimum of two (2) hours a day, weather permitting on full programming days
- for 30 minutes during after-school, weather permitting.

Learning is extended to the outdoors from the indoor playroom and reaches out to the local Community. CARE utilizes common resources such as:

- Trinity Bellwoods Park
- Trinity Bellwoods Park skating rink
- Local school playground / field (Givins/Shaw Public School)
- Local walks to art galleries, grocery stores, Farmer's Market and nearby schools or off-site activities
- Community events/ performance events in the community / park.
- Local trips will mostly include the immediate area surrounding Trinity Bellwoods Park (Gorevale, Queen, Dundas, and Crawford Streets), and the 'after-school' pick up walks from the children's school to the CARE program.

When children are unable to play outdoors due to weather conditions, alternate indoor active learning experiences are provided in spaces identified for this purpose.
We use:

- Trinity Recreation Centre swimming pool
- Trinity Recreation Centre gymnasium
- Off site field trips (rock climbing, indoor gyms, bowling, etc.)
- Greenhouse gardening

TRIPS

From time to time the children will participate in planned and spontaneous, supervised (walking) trips in the community while she/ he attends the Trinity Bellwoods Community Children's Group/ CARE program (see Fees Policy).

Parents will be notified of upcoming day trips well ahead of time via email. Please read, and fully complete all the necessary information that is asked since missing items will not be added in by staff. Completed trip forms will guarantee and permit your child to participate on off location field trips.

TV & TECHNOLOGY

At CARE, we strongly believe that children learn by being engaged actively in play; Therefore, the board of directors in conjunction with staff members have chosen to not offer any computer/games screen time while the children participate in the program. Video/DVD materials are only used to support children's learning and interests through the use of materials related to programming, such as, video-taping a drama play put on by the children or a talent show.

Movies are watched or attended to twice per year; once during the March Break and once during the Winter Holidays.

MEDICATION

In accordance with the **Child Care and Early Years Act, 2014**, staff are **not** permitted to give over-the-counter medications (Tylenol, Tempra, cough or allergy syrups, etc.) **unless the medication is accompanied by a doctor's or pharmacist's instructions and written parental authorization.**

Parents must complete a **Medication Authorization Form** if medication is to be administered to their child by a staff member during program hours.

All medication administered by staff must be provided in its original container and clearly labeled with the child's name, dosage instructions, and expiry date

HEALTH POLICY

Prevention of illness is the basis of our health policy. By ensuring that all parents follow our health policies strictly, we are ensuring the best possible environment for each child's development.

When a child shows signs of sickness at home, it is the parent's responsibility to find out what the illness is and to keep the child at home or make alternative child care arrangements if the child's condition is infectious or has yet to be assessed by a medical practitioner.

If a child has been admitted to the program and is showing signs of illness, he/she will be isolated under the supervision of a staff member. Parents will be contacted immediately, and will be required to pick up their child as soon as possible, except when child abuse is suspected. In that circumstance, parents will be notified in accordance with instructions given to staff by police and children's aid society.

A child **may not attend the program with the following conditions:**

- **COVID-19**
- **Norwalk virus-** *for 24 hour symptom free or 48 hour symptom free during an outbreak. **Must also be reported to Public Health***
- **Measles / Rubella, Red Measles** - *exclude at least 4 days after onset of rash. **Must also be reported to Public Health Officials.***
- **Conjunctivitis** - *24 hours after appropriate antibiotics has started. **Must also be reported to Public Health***
- **Pink Eye-** *until assessed by a health care provider.*
- **Mumps** – *for 5 days after the onset of parotid gland swelling. **Must also be reported to Public Health***

- **Whooping cough /Pertussis** - *exclude for 5 days after treatment, or 3 weeks if no treatment given). **Must also be reported to Public Health Officials.***
- **Rubella/ German Measles-** *for 7 days after the onset of rash. **Must also be reported to Public Health Officials.***
- **Scabies-** for 24 hours after the first treatment is given.
- **Impetigo-** Until appropriate treatment with antibiotics for at least 24 hours. Lesions on exposed skin should be covered.
- **Ringworm** – *until appropriate treatment has been started.*
- **Scarlet Fever** –*for 24 hours after treatment has started and the child is well enough to participate.*
- **Diarrhea** *until symptom free for 24 hours*
- **Undiagnosed rash** (until evaluated and treated by physician)
- **Hepatitis A**
- **Tuberculosis**
- **Diarrheal Episodes.** **Must also be reported to Public Health Officials.**
- **Persistent vomiting**
- **High Fever** (accompanied by either a rash, difficult or rapid breathing, or poor skin color, irritability, listlessness, seizures)
- **Pneumonia** (until evaluated by a physician)

A child may attend, with the following conditions, unless the child is too ill to participate in program activities:

- **Hepatitis B** (*unless open sores are present*)
- **HIV virus**
- **Roseola**
- **Thrush / Candida**
- **Fifth Disease / Hand Foot & Mouth Disease** only if child is well enough to participate
- **Pinworms**
- **Fever** (only if child is well enough to participate in all activities and has been fever free for 24 hours)
- **Ear Infections** only if child is well enough to participate in all activities
- **Chicken pox** only if child is well enough to participate in all activities. **Must also be reported to Public Health Officials**
- **Common Cold** only if child is well enough to participate in all activities
- **Head Lice**

CENTRE CLOSURES AND EMERGENCIES

We have an emergency preparedness procedure in place which includes evacuation and lockdown measures.

You will be contacted as soon as it is safe to do so via email or via telephone and may be asked to pick up your child right away depending on the emergency situation.

Our telephone voice-message system may also have instructions, if email is unavailable.

Because we are housed in a City building, we required to follow the City of Toronto's emergency procedures which include lock down procedures.

If the emergency means that children must leave (evacuate) the premises/ centre, they will be taken to either of our evacuation sites below:

- **Long Term Evacuation Shelter: Cathedral of the Nativity of the Mother of God Church; 257 Shaw Street**

• **Short Term Evacuation Shelters:**

- 1) Givins/Shaw Public School: 49 Givins street.
- 2) Trinity Bellwoods skating rink house- at Trinity Bellwoods Park.

WINTER WEATHER CLOSURES

We will make every attempt to stay open; however, if the Toronto District School Board (TDSB) and Trinity Recreation Centre close because of an emergency or bad weather, the child care centre will also be closed.

When this happens, you will receive an email, or there will be a recorded message from the Centre Supervisor or Assistant Supervisor on the program phone announcing the closure as early in the morning as possible or as soon as we are notified.

EMERGENCY CLOSURES POLICY

SITUATION	HOW YOU WILL BE NOTIFIED	IS CARE OPEN OR CLOSED?
TORONTO DISTRICT SCHOOL BOARD (TDSB) OR THE TRINITY RECREATION CENTRE CLOSES DUE TO BAD WEATHER OR OTHER EMERGENCY SITUATION DURING NON-OPERATIONAL HOURS (BEFORE 2PM)	CARE Staff will: a) Email you via Lillio app b) Text your mobile device (SMS) via Lillio app.	CLOSED FOR THE TIME PERIOD THE TRINITY RECREATION CENTRE REMAINS CLOSED. WILL NOT PICK UP YOUR CHILD FROM SCHOOL. Because we are housed in a City of Toronto building, we are required to follow the City of Toronto's emergency procedures, including lock down procedures.
TDSB OR TRINITY RECREATION CENTRE CLOSED DURING CARE REGULAR OPERATING HOURS (AFTER 2PM)	CARE Staff will: a) Email you via Lillio app b) Text your mobile device (SMS) via Lillio app. c) Provide you with specific instructions.	CARE WILL REMAIN OPEN UNTIL YOUR CHILD HAS BEEN PICKED UP. YOU WILL NEED TO PICK UP YOUR CHILD AS SOON AS POSSIBLE AS THIS IS A TIME SENSITIVE ISSUE.
CARE NEEDS TO RELOCATE TEMPORARILY TO ANOTHER LOCATION.	CARE Staff will: a) Email you via Lillio app b) Text your mobile device (SMS) via Lillio app. c) Provide you with specific instructions. d) Signs will be posted	WE WILL TRY OUR BEST TO RELOCATE AND REMAIN OPEN IF POSSIBLE. You will be given specific instructions. Our Short Term Evacuation Shelters are: *Givins/Shaw Public School: 49 Givins street *Trinity Bellwoods skating rink house- at Trinity Bellwoods Park. Our Long Term Evacuation Shelter is: Cathedral of the Nativity of the Mother of God Church; 257 Shaw Street
TDSB OR TRINITY REC CENTRE CLOSES DUE TO LABOUR DISPUTE/STRIKE	TDSB AND CARE WILL NOTIFY YOU.	CARE will be closed.

LATE PICK UP FEE

A late parent can be very upsetting to a child. Therefore, it is essential that children are picked up on time.

- Every time a child is picked up late, parents must sign and date the late pick-up form as part of CARE's documentation process.
- Only parents or an authorized person may pick up the children. Children are never released to non-authorized persons.
- Educators will 'check out' the child on the Lillio app or sign them out on the attendance sheet if applicable.
- If an adult arrives to collect a child that is not someone who would usually collect the child, staff will contact the parent for verbal or written confirmation or parental consent.
- Educators will check for valid identification when parents authorize new adults to pick up their child.
- If a child is not picked up at the time the centre closes, parents are immediately contacted. If parents are non-responsive, the child's emergency contacts are called.

There is a late pick up fee of **\$1.00 per minute/per child** for each minute that your child remains at the centre after 6:00 p.m. This fee is paid immediately to the staff caring for your child/ children at the time of pick up.

Late fee charges will be based on CARE time. Any discrepancies in time differences will be left at the discretion of the staff on duty for that evening.

Late fees are paid separately and are not carried over, adjusted or paid in conjunction with your "regular" child care monthly fees.

As child care workers, we are compelled by law to forward any concerns that would constitute child abuse. This includes when children are left at the centre and not picked up after our closing time and/or no arrangements have been made by the parents to pick up their children, and/or the emergency contacts/parents cannot be located.

PROHIBITED PRACTICES

All CARE employees, volunteers and students are to use behaviour guidance strategies that support children to develop appropriate social and emotional skills and must comply with CARE's Program Statement.

When a child is having a challenging time, demonstrating behaviours that may hurt them or others, educators may be required to remove other children from the play space to provide that child with privacy and time to resolve their issues, with the support of an educator.

For the safety of both the child and educator, another educator will provide support and relief to the educator supporting the child, if required. Physical restraint is avoided however; it may be used only when a child may endanger themselves or others.

When physical restraint is used, the educator will document the situation and report to the supervisor and parent/guardian to develop a plan to support the child and minimize the recurrence of such situations.

CARE and *the Child Care and Early Years Act* prohibits the following practices:

- A. corporal punishment of the child;

- B. physical restraint of the child, such as confining the child to a high chair, 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 himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
 - C. locking the exits of the child care 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;
 - D. 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;
 - E. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
 - F. inflicting any bodily harm on children including making children eat or drink against their will.
- O. Reg. 126/16, s. 34.

Additionally, parents are never to discipline other children in the program nor should they strike their own children within the premises of the centre.

APPROVED PRACTICES

Children need the opportunity to explore their environment and discover their abilities. This sometimes involves testing limits and experimenting with social interactions, and may include behaviour that is dangerous or inappropriate.

When negative or unacceptable behaviours occur, they are considered to be learning opportunities where educators support children to identify and express emotions and issues appropriately.

Building strong, healthy relationships with each child will help educators to know what works best for each child.

When these situations occur, the role of the staff is to assist the child by helping them identify acceptable behaviour. They establish limits, to maintain the health and safety of all children and follow through with logical consequences when reasonable expectations are not met.

Consequences of behaviour should be calmly addressed with children, keeping in mind tone of voice, body language and facial expressions. Our staff participate in annual staff development training workshops to expand their knowledge on how to best program experiences and guide children's learning as well as challenging behaviours.

We believe that providing acceptance, clear guidance, positive reinforcement, age appropriate and interesting programming, and encouragement will support the children in their process of acquiring self-regulation.

Adults set up an environment of trust in order to develop self-esteem in the children and give them the confidence to explore their world. Children learn that it is all right to show emotions, but that there are safe ways in doing so.

The adult's challenge is to present and facilitate a stimulating environment based on the children's observed interests, while at the same time acting on the learning opportunities initiated by their curiosity. The decreased need for refereeing makes the effort worthwhile.

BOARD OF DIRECTORS

The Trinity Bellwoods Community Children's Group/ CARE Parent Board, is composed of volunteer parents whose children are enrolled in the program, and other members of the community at large. The board meets on a regular basis to provide, review, and make decisions regarding the overall operation of the CARE program.

Without an active Board of Directors, CARE cannot operate. All interested are welcomed and encouraged to join.

FEE POLICY

2026 Fees

Starting January 1, 2026, the monthly After-School CARE fee will be \$643 per child or \$29.56 per day for After-School care (an increase from \$624).

This 3% (an additional \$18.7per month) fee adjustment will allow us to continue providing a safe, high-quality, and well-supported program for all children in our care.

The increase supports essential needs, including:

- Staff wages to align with cost-of-living and pay-equity standards
- Required annual audits to maintain financial transparency and compliance
- Higher insurance premiums
- Healthy, high-quality snacks for children

For more information, visit our website here: trinityCAREprogram.ca - Fees

Payment Schedule and Methods

Fees are due at the beginning of each month (September to June) and must be paid in full to secure your child's spot in the program. This applies regardless of attendance (including absences due to illness, vacations, or unexpected centre closures).

Payments are only accepted via e-transfer to: trinitycareprogram@gmail.com

Registration Fee

A one-time, non-refundable registration fee is required upon enrollment. This fee is 50% of your monthly fee and must be paid along with the first month's payment.

Base and Non-Base Fees

- **Base Fee:** This is the standard monthly fee that covers your child's spot in the program for child care services provided. This monthly fee is paid on the first of each month for the school year, from September to June (no fees are charged in July and August).
- **Non-Base Fees:** These fees cover additional costs outside the standard program for extra services or activities (e.g., special events or field trips). These fees will be clearly communicated to you in advance and billed separately from the base fee (your monthly fee).

Examples of non-base fees include:

- **CARE's non-refundable registration fee**, which is 50% of your monthly fee and is due upon enrollment. This fee covers the administrative costs for processing enrollment, preparing materials, setting up the program, and covering staff hours outside of their regular duties to complete these tasks. It is non-refundable, as it goes toward these upfront costs. The fee is set by the program and cannot be waived, refunded, or altered under any circumstances.

As a part-time program, any work done outside of staff's regular (part time) hours, including enrollment processing, setup, and planning, is included in these costs.

- **Charges for all field trip admissions or special activities** (such as those that occur on P.A. Days or during March Break). Participation in field trips is optional.
- **Any other optional services or extra costs**, such as meals/snacks or supplies for specific events.

Refunds and Credits

CARE reserves child care spaces based on enrollment. The following outlines when refunds or credits may or may not be provided.

Refunds or credits will **not** be provided for the following circumstances:

- Child absences due to illness
- Family vacations
- Personal days
- Statutory holidays
- Unexpected or emergency centre closures
- Withdrawal from the program
- Days when a child is scheduled but does not attend

Child care fees are charged to **reserve a child's space in the program**, regardless of attendance.

Billing Errors

If a billing error or overpayment occurs, CARE will provide either a **refund or a credit toward future child care fees** to correct the error.

Special Circumstances

In exceptional circumstances, parents may submit a written request to the Board of Directors to request a review. Requests can be sent to trinitycareprogram@gmail.com to the attention of the "Board of Director."

The Board will review the request and determine whether a **refund or credit may be granted** based on the circumstances. Decisions are made on a **case-by-case basis** and are **not guaranteed**.

Tax Receipts

Tax receipts will be provided annually in February. A fee of \$30 administrative fee will apply for any duplicate receipts requested.

Unpaid Fees

If child care fees remain unpaid, CARE reserves the right to **suspend or terminate child care services** until the account is brought up to date.

Fee Adjustments

The Executive Parent Board of Directors reviews fees annually. Any changes will take effect in January of each year.

Child care fees are reviewed **annually by the Executive Parent Board of Directors**. Any fee adjustments will take effect **January 1 of the applicable year**, and families will be notified in advance.

Centre Closures

Refunds or credits will not be provided for emergency or unexpected centre closures.

Canada-Wide Early Learning and Child Care System (CWELCC)

CARE is **not currently enrolled** in the Canada-Wide Early Learning and Child Care (CWELCC) system. As a result, fee reductions under this program are not available through CARE. Families may apply for subsidized child care through the city of Toronto [here](#).

By enrolling in our program, parents/guardians acknowledge and agree to the **payment terms, refunds and credits policy outlined in this handbook**.

CHILD ABUSE

As professionals working with children, have a double duty to report any and all suspicions of abuse, to the proper authorities, otherwise, we are severely penalized (professionally & financially) for not doing so. In such instances, we are compelled by law to break our confidentiality and report our suspicions.

Parents will be notified in accordance with instructions given to staff by police and Children's Aid Society (see *Child Abuse Policy*).

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent is be advised to contact the **(CAS) Children's Aid Society at 416-924-4640**

WITHDRAWAL POLICY & PROCEDURES

The Board of Directors of Trinity Bellwoods Community Children's Group CARE recognizes that a child's enrollment in the program is of great significance to both the child and their family. The importance of uninterrupted child care arrangements cannot be over emphasized. The circumstances below will outline instances where withdrawal from the program/child care centre becomes our last resort, and only possible solution.

1. Every effort will be made to meet the individual needs of children at our centre. This may mean contacting an outside agency to assess the program, the staff, and/or the individual child (a consent form must be signed by the parent / guardian of the child before an assessment can take place).
2. If the director determines that a child cannot adjust to the program or that the parents

have not complied with their obligation of providing all the necessary information upon enrollment, or if your child is physically aggressive/abusive and the safety of the children and staff is a risk, the director must report the matter to the chair of the board of directors & children's services consultant and services may be terminated

3. All meetings with parents &/ or outside agencies will be documented. Emergency meetings to address important matters may take place via conference telephone call, video conference (e.g., zoom, teams, google meets etc) without advance notice.
4. The board of directors will welcome and carefully consider the recommendations made in an assessment where outside professional help has been sought. Depending on the results of such information, the board of directors has the right to terminate child care services if it determines that the Trinity Bellwoods Community Children's Group CARE cannot adequately meet the current needs of the child.
5. Should a parent choose not to have their child assessed, the board of directors reserves the right to withdraw the child from our child care centre if they feel that the child's continued participation in the program would be detrimental to either the child, the program, and where the safety of the others (children, volunteers, staff, etc.) is at risk. Trinity Bellwoods Community Children's Group CARE may then be compelled by law to contact the respective Children's Aid Society and file a report in addition to notifying the City of Toronto Children's Services.
6. Written notice of withdrawal is required one **(1) month** in advance. If such notice is not given, parents/ guardians will be held responsible for fees incurred during that time period.
While one (1) month's notice is our standard notice period, Trinity Bellwoods Community Children's Group/CARE reserves the right to amend the notice period based on the severity of the situation and the health and safety risks to the child and staff who are in contact with the child.
7. Upon the recommendation of the director, the board of directors may elect in its sole and unfettered discretion not to enroll a child, or withdraw/remove a child from Trinity Bellwoods Community Children's Group / CARE.
8. Whereas child care fees remain outstanding and have not been paid upon receipt of final notice statements, the Board of Directors, or a Committee of the Board of Directors, has the right to commence legal proceedings against any parent(s) for **outstanding fees at any time and may remove a child from the program immediately.**
9. If parents continually refuse to observe our closing time of 6:00 p.m, a review will be conducted. If patterns of abuse of Late Pick Up policy are concluded, the Board of Directors may terminate child care services with the family.
10. The Trinity Bellwoods Community Children's Group CARE is committed to providing an environment free of harassment and anti- bias where everyone is treated with dignity and respect. If a parent, guardian, staff, and/or guest of our centre is observed harassing, being abusive or discriminating against another parent, guardian, staff or guest of our centre, a zero tolerance model will be followed. An incident report will be filed with the board of directors and the outcome will be to withdraw the family from care.

In all circumstances, the board of directors will attempt to ensure that the family of a child withdrawn from the centre is promptly informed of the availability of alternative child care arrangements and/or resources should these be available and known to the director or board of directors. While one (1) month's notice is the usual standard notice period, Trinity Bellwoods Community Children's Group/CARE reserves the right to amend the notice period based on the severity of the situation and the health and safety risks to the child and others who are in contact with the child.

CHILD CARE ACCOMMODATION POLICY

Trinity Bellwoods Community Children's Group/CARE is committed to creating a program that is inclusive and barrier-free to ensure the full participation of all children. *Trinity Bellwoods Community Children's Group/CARE* aims to foster an environment that encourages and supports accommodation requests by working with parents/guardians on strategies to accommodate the needs of their child.

In working towards this goal, the Trinity Bellwoods Community Children's Group/CARE will strive to provide support for and facilitate parent/guardian requests for accommodation consistent with the protected grounds outlined by the *Ontario Human Rights Code* and the *Child Care and Early Years Act* and the *Accessibility for Ontarians with Disabilities Act*.

The *Trinity Bellwoods Community Children's Group/CARE* is committed to striving to the extent possible to accommodate children who have behavioural issues related to a disability or perceived disability when administering this policy. The Trinity Bellwoods Community Children's Group/CARE may, where it is possible and reasonable to do so and does not cause undue hardship:

- alter existing practices,
- adopt new policies or practices,
- make adjustments or modifications to services provided where the parent/guardian has provided the appropriate documentation to support the request for accommodation.

PURPOSE

The purpose of this policy is to provide *Trinity Bellwoods Community Children's Group/CARE* with:

- A clear statement of the obligations and responsibilities that are inherent in the Trinity Bellwoods Community Children's Group/CARE's accommodation process
- Set out guidelines and standards for the implementation of this policy
- Recognizing the need for accommodation can be either requested by a parent/guardian or recognized by a staff member working with the child

OBJECTIVES

Within the guidelines and requirements of the *Ontario Human Rights Code* and the *Child Care and Early Years Act* the Trinity Bellwoods Community Children's Group/CARE is committed to:

- Ensuring that each request will be considered individually, and on a case-by-case basis, to determine accommodation requirements
- Working to eliminate barriers that prevent children from accessing or participating in the program
- Achieving a culture and program environment that is supportive of children including reviewing policies and practices to ensure they are not discriminatory
- Ensuring compliance with all applicable legislation and the Trinity Bellwoods Community Children's Group/CARE's policies
- Establishing an efficient and timely accommodation process that is consistent and addresses accommodation requests promptly, to the extent possible.
- The Trinity Bellwoods Community Children's Group/CARE will develop jointly with the parents/guardians, the treating physician if appropriate, and/or other professionals an accommodation plan that respects the dignity of the individual child, promotes integration and full participation and respects confidentiality
- Clarifying roles, responsibilities, and accountabilities for the accommodation process
- Ensuring all parents/guardians are advised of their right to be accommodated.

CARE'S RESPONSIBILITIES

- Respect the dignity of the parent/guardian by accepting a parent's/guardian's request for accommodation in good faith
- Advise parents/guardians of available accommodations, support services, and resources
- Ensure that the accommodation provided meets the specific circumstances, while at the same time working to ensure general accessibility for all children in terms of spatial and physical requirements
- Ensure the necessary steps are taken to determine what modifications might be required for a child to participate fully in the program
- Be Inclusive by ensuring that the parent/guardian participates in the process
- Obtain signed consent to share relevant information with other professionals.
- Consult with appropriate specialists, obtain expert advice where needed to determine individual accommodation requirements
- Ensure that all accommodation requests are considered on an individual basis
- Limit requests for information to those reasonably related to the nature of the need or limitation, and only for the purpose of facilitating access to the program;
- Deal with accommodation requests in a timely manner;
- Ensure that the child care environment is welcoming and that all children treat one another with respect;

- Take immediate remedial action in situations where bullying and harassment is or may be taking place; and,
- Collaborate with parent/guardian to address any aggressive behaviour exhibited by the child which may potentially harm staff or another child.
- Take an active role in ensuring that alternative approaches and possible accommodation solutions are investigated, review various forms of accommodation and alternative solutions up to the point of undue hardship.
- Educate all staff and placement students about disability-related issues.
- Work to identify an appropriate accommodation which meets the needs of the child in an equitable and financially responsible manner.

PARENTS/GUARDIANS RESPONSIBILITIES

- Inform the Trinity Bellwoods Community Children's Group/CARE of the need for an accommodation related to disability or perceived disability in writing to the Executive Director/Supervisor
- Provide sufficient information regarding known limitations and restrictions that impact the child's ability to participate in the program
- Cooperate and be involved in the development and implementation of a reasonable accommodation plan based on the child's current abilities
- Communicate any known accommodation needs to the Executive Director/Supervisor. In order to facilitate the accommodation process, parents/guardians will not unreasonably withhold such information
- Provide the Trinity Bellwoods Community Children's Group/CARE with all medical and/or other relevant information that pertains to the accommodation request
- Provide the Trinity Bellwoods Community Children's Group/CARE with any changes to the child's medication or circumstances that may require a change in the accommodation plan.
- Participate in the accommodation process. The Trinity Bellwoods Community Children's Group/CARE reserves the right to determine the nature of the accommodation.
- Communicate any issues or problems with the accommodation plan in writing to the Executive Director/Supervisor as required

PARENT ISSUES AND CONCERNS

Parents/guardians are encouraged to take an active role at **Trinity Bellwoods Community Children's Group/CARE** and regularly discuss what 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, child care providers and staff, and foster the engagement of ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by **Trinity Bellwoods Community Children's Group/CARE** and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request.

The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

Every effort will be made to respond to an initial issue or concern brought forth by 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

Trinity Bellwoods Community Children's Group/CARE maintains high standards for positive interaction, communication and role-modelling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or the **Trinity Bellwoods Community Children's Group/CARE** Board of Directors.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the **(CAS) Children's Aid Society at 416-924-4640**

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/childrensaid/reportingabuse/index>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Supervisor / Board Of Directors in responding to issue/concern:
Program Room-Related E.g.: schedule, indoor/outdoor program activities, snacks, trips, school pick up, supervision of children, etc., or any issues unable to be solved by immediate supervisors	Raise the issue or concern to - CARE staff directly or - the supervisor or assistant supervisor	- Address the issue/concern at the time it is raised or - Arrange for a meeting with the parent/guardian within 2 business days as soon as reasonably possible thereafter.
General, Centre- or Operations-Related E.g.: child care fees, hours of operation, policies and procedures, staffing, waiting lists, centre closures, snack concerns, room equipment, refunds, any issues unable to be solved by the supervisors	Raise the issue or concern to - Trinity Bellwoods Community Children's Group/CARE Board of Directors	Document the issues/concerns in detail. Documentation should include: - 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;
Staff-, parent volunteers-, Supervisor-, and/or Board of Directors -Related issues	Raise the issue or concern to - the individual directly or - the supervisor/ assistant supervisor or Board of Directors All issues or concerns about the conduct of staff, parent volunteers, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	- 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. 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.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Supervisor / Board Of Directors in responding to issue/concern:
Student- / Volunteer-Related issues	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the supervisor / assistant supervisor All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
Trinity Community Recreation Centre , Parks & Recreation programs, building maintenance, building structure	Raise the issue or concern to - the area supervisor or program coordinator assistant supervisor (416) 392-0743 - OR contact www1.toronto.ca/parks/prd/facilities/complex/287/index.htm	

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 **Trinity Bellwoods Community Children's Group/CARE Board of Directors** (Board of Directors contact information is posted in the office)

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.

CONTACT INFORMATION

Issues/concerns may also be reported to other relevant regulatory bodies e.g. 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.

Ministry of Education, Licensed Child Care Help Desk	1-877-510-5333 or childcare_ontario@ontario.ca
City of Toronto Children's Services Program Consultant: Nicole De Sousa	416-397-7388
Ministry of Education's Child Care Quality Assurance and Licensing Offices	www.edu.gov.on.ca/childcare/offices.html
Children's Aid Society	416-924-4646
Jewish Family and Child Services	416-638-7800
Catholic Children's Aid Society	416-395-1690
Native Child and Family Services	416-969-8510
Public Health	416-338-7600
Trinity Community Recreation Centre	416- 392-0743
College of Early Childhood Educators Ontario	416 961-8558 info@college-ece.ca

WAIT LIST POLICY

Trinity Bellwoods Community Children's Group/CARE will strive to accommodate all requests for the registration at our child care centre. However, where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed. We will add your name to our waiting list and let you know as soon as a space becomes available.

1. No fee will be charged to parents for placing a child on our waiting list.
2. Spaces are offered on a first come-first served basis and are non-transferable.
3. Priority will be given to a sibling of children already enrolled in the centre. However, parents must make arrangements well in advance in order to secure space. For instance, siblings can be registered in June (for September) using the in-house registration form given to current families in April.
4. Wait list forms can be completed in person or virtually here: trinityCAREprogram.ca - Registration Waitlist requests will be filed in order according to the time and date the form was received in our office.

5. Completed wait list forms are confidential and will be kept in the CARE office. Only child care personnel can access forms and inform individual families of where they are on the waitlist. Information on where other families are on the wait list is confidential and will not be shared with anyone.
6. The supervisor or Assistant supervisor will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program. The supervisor or assistant supervisor are the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
7. It's up to each individual family to ensure that the correct contact information is on the waitlist form. If calls are not returned within two (2) days (48 hours) of when a space is offered (by the requested deadline), or if contact cannot be made with the family, their file will be put at the bottom of the waitlist..
8. Parents will be provided a time frame of two (2) days in which a response is required before the next child on the waiting list will be offered the space. Where a parent has not responded within the given time frame, the parent of the next child is on the waiting list to offer them the space.
9. Families not interested in a childcare space at the time that it is offered, or have not responded within the specified time, will be removed from the waitlist. If a family wishes to remain on the waitlist, the family's file will be put at the bottom of the list to allow other families waiting the opportunity to enroll.
10. Our childcare fees go up each January. Please email us to get a copy of our current fee schedule or visit our website here: trinityCAREprogram.ca - Fees

ADMISSION PROCESS

Once your child's admission and start date have been confirmed, the centre supervisor will schedule a meeting with the family prior to the start date. During this meeting we will review the registration package such as any individualized or medical support plans, medication, allergies/Epi-pen training, etc. Families will also be provided with a tour of the centre, review any policies and answer any question the family may have. At this time we also ask parents to please share any specific restrictions, instructions or custody arrangements with us concerning release or access to your child. Please be prepared to provide legal documentation for custody arrangements.



*Trinity Bellwoods Community
Children's Group/C.A.R.E.*

155 Crawford Street, Toronto, Ontario M6J 2V6 ☎ 416-537-9021

PROGRAM STATEMENT

THE VALUE OF PLAY

While children are engaged in play, they are learning and developing a variety of skills such as:

- Literacy,
- Numeracy
- Emotional and social skills
- learning cognitive concepts
- developing their small and large muscles through physical movement

We provide a variety of art materials and art mediums for children to explore and manipulate in various areas and at various times of the day. Children learn when they engage in:

- Dramatic play (pretend play, storytelling)
- Creative and sensory experiences (clay, gardening)
- Games and puzzles
- Small and large group times (school pick up, 'store day')
- Physical play experiences (mini-hockey, capture the flag)

WHAT IS PEDAGOGY?

Pedagogy is the ways that children learn and what educators and resident artists do to support child development and learning.

We view children as competent, active, curious and capable learners, and rich in potential. Our programs support each child's personal well-being, health, safety and nutrition with a team approach that includes Registered Early Childhood, Resident Artists, Supervisors and our active Board of Directors.

At CARE, every child belongs and we are committed to providing fully inclusive environments that support the health and well-being of every child in our care. With support from Children Services and the Child Development Institute, we provide programs that meet each child's developmental needs.

Daily learning experiences (activities) are developed and adapted to reflect and support children's individual stage of development and interests. Each element of the children's day, indoor and outdoor play, active play and quiet time are considered by CARE to provide unique and valuable learning, developmental experiences, and opportunities that are supported by planned programs and child initiated learn

WHAT IS "HOW DOES LEARNING HAPPEN?"

How Does Learning Happen? (HDLH?), Ontario's Pedagogy for the Early Years is a professional learning resource for those working in child care, and child and family programs. It includes goals for children, expectations for programs and questions for reflection. It provides a starting point for thinking about the environments, experiences, and interactions that bring out the best in children, families and educators.

HDLH? identifies four (4) foundations that are important for children to grow and flourish to their optimal development:

1. **Belonging**, plan programs that reflect the diversity of families, children and community
2. **Well Being**, child centered, child initiated

3. **Engagement**, reflective of children's interests, development and choices.
4. **Expression**, self expression through different mediums

CARE strives to support optimal development by ensuring that these four conditions are considered in all aspects of our programs in partnership with parents.

Our educators in particular our resident artist support children's learning in each of these play areas by providing real (modified) art materials that extend and challenge their learning and creativity

Staff, volunteers and students are to implement all of the approaches specified in the program statement that follows, as required under Child Care Early Years Act,

The following chart identifies the Four (4) Foundations of Learning & Development from How Does Learning Happen? and the practices that CARE implements to support children and families.

The Four (4) Foundations of Learning & Development	How We Support the Four Foundations of Learning & Development
Well-Being	We recognize that children and families are unique and come with different experiences, personalities and cultures. We respect these differences by centering arts experiences around individual children (community, parents, and children). Our program therefore is child-centered and child-initiated. When planning our weekly schedule, we take into consideration the specific needs, requests and desires of the children and plan accordingly.
Expression	Teachers encourage children's self-expression through their play, art mediums; painting, clay creations, music and movement, sports & games and the use of open ended questions and by providing time for children to reflect, hypothesize and share their responses. Staff initiated learning opportunities are designed to expand on what has been observed and generated by the children as well as to meet their needs in all developmental areas
Belonging	We support children and families to have a strong sense of belonging. Educators develop environments and plan programs that reflect the diversity of the families, children, and community we serve via art materials, photographs, posted material and diversity in race, culture, family composition, abilities, etc.
Engagement	Planned programs/ experiences are developed to reflect the children's interests and individual development enabling children to choose the learning experiences, materials and play partners they want to engage with. Educators encourage and support children to make their own decisions, solve problems, experience logical consequences and hypothesize through their play to support children's feelings of engagement and value within the program and with others.

This chart outlines the approach CARE uses to respond to the Six Guiding Principles from ELECT in all children's programs.

The Six (6) Guiding Principles	Our Approach to Each Principle
Responsive Relationships	Educators build trusting relationships, positive and nurturing interactions, take cues from children, reinforce positive social skills and demonstrate positive role-modeling.
Learning Through Exploration, Play & Inquiry	Children are capable, competent and curious learners. They learn best when they are engaged in play-based learning experiences. Staff carefully chooses materials and projects that can be used freely to allow exploration, manipulation.
Educators as Co-Learners	Educators learn with the children, ask meaningful and thoughtful questions, provide a variety of new and challenging materials, and learning experiences to enrich the children's learning.
Environment as Third Teacher	The play based environments (playrooms and centre) are designed to enable children to make choices and be independent. They stimulate learning and encourage skill development. They provide a natural, seamless, welcoming, unstructured calm place to explore and learn.
Pedagogical Documentation	A quality weekly program plan of activities is developed using: documented observations of children throughout their day, input from the children, their families and the knowledge and experience of the educator and artists. Documentation may include written or photographed observations from staff and the children's own creations being displayed in our environments (e.g. art work, writing).
Reflective Practice & Collaborative	Educators reflect on their own practices and collaborate through open discussion and enquiry with other educators to implement best practices and to ensure a high quality early learning and care program through training, weekly meetings and informal chats.

A. HEALTH, SAFETY AND NUTRITION

By ensuring that all parents follow our health policies strictly, we are ensuring the best possible environment for each child's development.

Health:

When a child shows signs of sickness at home, it is the parent's responsibility to find out what the illness is and to keep the child at home or make alternative child care arrangements if the child's condition is infectious or has yet to be assessed by a medical practitioner.

If a child has been admitted to the program and is showing signs of illness, he/she will be isolated under the supervision of a staff member. Parents will be contacted immediately, and will be required to pick up their child as soon as possible, except when child abuse is suspected. In that circumstance, parents will be notified in accordance with instructions given to staff by police and children's aid society.

Nutrition:

The Trinity Bellwoods Community Children's Group/ CARE program adheres to the Child Care and Early Years Act, the Toronto Operating Criteria for Child Care Centres and Canada's Food Guide First Nations, Inuit & Métis when providing snacks on full day programs. These are based on the Canada's Food Guide, and usually consist of breads, grain, fruits, and vegetables, products.

We also view meal times as learning experiences. Meal times enable children to interact with other children and adults, learn about different foods, learn their own likes and dislikes and develop self-help skills. Educators interact with children during mealtimes to support their intake of adequate and nutritious foods as well as to support the development of a variety of skills and abilities, including social and self-help skills. Meal times provide a unique opportunity to build strong relationships and appreciation for new and different foods.

Safety:

Safety is paramount when our program is housed in a public accessible building. Because of this, children are escorted throughout the building by a staff member and are never left unattended.

Additionally, individualized support plans are created upon enrollment in conjunction with the families to further support children ensure their well being and safety. When physical/dietary or special needs are present, every effort is made to provide accommodations for that child.

B. POSITIVE & RESPONSIVE INTERACTIONS

At CARE, we value the importance of relationships between the educators/caregivers and children and families.

We strive to develop a strong partnership with parents based on respect, trust and a common goal of supporting children to reach their optimal outcomes.

Educators and caregivers respond to children in distress to support and form a trusting, caring and respectful connection with the child.

Responding promptly to children in distress supports children to develop lifelong skills; such as, the ability to self-regulate, solve problems, communicate, and develop strong relationships based on trust.

Children whose needs are promptly met also develop a strong sense of belonging, self-expression, and the knowledge that they are cared for and loved.

Educators support school-age children to problem solve, communicate their issue or needs and use conflict resolution strategies to resolve issues with others. Educators support children to work through problems or anger by supporting them to talk about their feelings and issues. Children will learn to use strategies when they are actively involved in the solution. Children are, by nature, problem-solvers. Staff use a problem-solving approach which is simple and meets the developmental level of children to help them think about the problem and develop a solution.

This process involves supporting children to:

- identify issues
- think of alternatives
- predict consequences, and make decisions/develop solutions

Responding to a child may mean;

- talking or singing to a child in a soothing voice
- providing for a need; such as, food, rest or, sitting in close proximity to a child while
- engaging in their play,
- assisting a child to solve a problem or a conflict

- providing a child with engaging materials or learning experiences
- meeting with children and parents to develop strategies for optimal development.
- Supporting art projects ideas and facilitating completion.

Educators and parents work in partnership to ensure children's needs are:

- Consistently met
- Share ideas and gather information regularly through verbal (pick up/drop off times) and written communication (emails)
- Families share any observations or changes about their children as needs arise.
- The Trinity Bellwoods Community Children's Group/ CARE Parent Board, composed of volunteer parents and other members of the community at large, meet on a regular basis (with staff) to provide, review, and make decisions regarding the overall operation of the CARE program.

Our Supervisors, RECE's and Artists work as a collaborative team to provide for children's needs and to support their learning and development by:

- supervising children's play and daily routines,
- documenting general care information,
- following the child's lead to extend and enhance learning and development,
- responding to children's individual needs,
- developing positive, supportive relationships with each child,
- demonstrating respect and empathy for children's emotions and challenges
- encouraging problem solving
- supporting the development of positive peer relationships, establishing positive relationships and partnerships with parents to fully support children's learning and development,
- modeling the behavior they wish to teach children, and
- establishing professional and positive relationships within the team of staff.

C. SELF –REGULATION SKILLS

One of the most important set of skills that children need for future success are those relating to self-regulation.

This includes the ability to:

- wait their turn
- share materials
- listen to others,
- demonstrate empathy and kindness
- communicate emotions and thoughts to others in a positive and constructive manner.

Our view of the child as capable, competent and curious is critical in supporting children to self-regulate and demonstrate behaviours that are positive to developing positive social relationships, self-esteem and confidence.

Most unwanted/negative behaviours demonstrated by children are due to the inability to self-regulate. Skills children have not yet developed and those they need support to develop and refine.

When children demonstrate unwanted or negative behaviours, we look to support them to learn how to manage their response to various situations; such as, the need to tidy up when they don't want to, to join play with other children in a positive way or to communicate their emotions with words or gestures rather than using aggressive physical or verbal behaviours.

Rather than "managing" children's behaviours, CARE promotes the use of positive, developmentally appropriate strategies and techniques using a proactive approach to support children in learning and demonstrating positive behaviours on a consistent basis.

CARE staff encourage children to learn to respond in a positive manner and resolve situations by:

- giving back a toy they took from their peer
- helping a peer rebuild the creation they broke
- being gentle and using words the next time they are upset, rather than hitting.
- taking time away from an area

Children will learn to feel and demonstrate empathy to others as they learn through their own experiences and observe adults role modeling positive social skills.

Sharing is a concept that is very challenging and nearly incomprehensible for children under three (3) years of age but also for our school-agers, therefore, we strive to have a number of the same materials available to the children to minimize the need for children to share, and we help children to learn to wait for their turn through redirection and verbal support.

D. EXPLORATION, PLAY AND INQUIRY

The Trinity Bellwoods Community Children's Group/CARE (CARE), uses a play-based, art learning program model to support children's optimal learning and development.

We offer an imaginative, art based, inclusive environment where the children take a major role in structuring their setting for play and creative experiences. Children learn when they are engaged, active, interested, challenged and having fun.

Therefore, we support learning and development in all areas: physical, social/emotional, cognitive and language and literacy.

Planned and spontaneous individualized programming that responds to developmental needs is implemented through careful observations by staff and guided by the children's own interests. CARE aims to give school-age children a sense of ownership and the means of working towards becoming increasingly independent by giving them the opportunity to make meaningful choices.

In doing so, we extend children's exploration, play and inquiry through the implementation of program enrichment based on their observed interests. We do this by:

- Hiring local Toronto artist as part of our team of staff. Their extensive backgrounds help to add a dynamic dimension to our program. Artists' additional skills/ craft is paramount to extending children's creativity and sense of exploration to new levels by using different art mediums, challenging their base skills, facilitating large and long term projects.
- Through the exploration of a broad range of natural materials [such as wood, water, sand, clay, etc,] as environmental catalysts, we stimulate the children's imagination and creative problem solving opportunities. Furthermore, the school-age child's repertoire of expressive experiences is expanded through interactions with creative, visual and performing arts. Our art based curriculum approach then springs from dynamic interactions between children, materials, physical environment, the social context and the adult facilitators (staff)

- Additionally, we may bring professionals on-site in their specific field. This may include, but is not limited to theatre and music, hands on crafts and physical movement experiences that are brought into our programs to support the children's learning.
- Parents are also invited to share their skills, knowledge and abilities with their child and their peers. They do this by reading a story or singing a song in their home language, playing a musical instrument or engaging children in art.

E. CHILD INITIATED & ADULT SUPPORTED PROGRAMMING

Planned and spontaneous individualized programming that responds to developmental needs is implemented through careful observations by staff and guided by the children's own interests.

CARE values the benefits of a planned program. Educators document observations of children throughout the day in the children's individual Observation (posted on each child's Lillio App profile page) to help track the children's interests, ideas and developmental needs. The Continuum of Development, an excerpt from Early Learning for Every Child Today (ELECT), describes predictable sequences of development for children from birth to eight years of age within the broad domains of development. This framework assists us to observe and document children's emerging skills, based on an understanding of child development a planned program that is responsive to the needs and interests of each child.

Our educators are Registered Early Childhood Educators as well as our resident artists responsible for developing and implementing planned and responsive programs; We do this by:

- Monthly observations and the documentation of activities and behaviors of children
- Developing and implementing planned child initiated and adult supported programs with a wide variety of challenging and stimulating learning opportunities and experiences for children.
- Creating an accessible environment that enables children to actively explore and learn independently and with adult support,
- Supporting children's learning through positive interactions as play partners and co-learners,
- Sharing information and resources with parents, partnering with the community (Parks & Recreation, local schools, Public Health, Children Services, Child Development Institute) and childcare centres) to engage children to learn about and understand their world.
- Adapting the program and materials to meet children's request/interests to ensure all children are able to actively explore and engage in play on their own and with their peers,
- Working with external partners to ensure the program meets the needs of children with extra support needs, (Children Services, Child Development Institute).
- Implementing individual program plans to support children who have extra support needs,
- Working in collaboration with children's team partners to evaluate, develop and implement the planned program, and being active, life-long learners.

A weekly program plan is posted in or near the CARE room and on our Lillio App. The ELECT Framework is also posted on our website here trinityCAREprogram.ca - [Child Care License](#) helps us identify the root skills and the learning experiences that we support each week.

Educators follow the lead of the child. Planned learning experiences are adapted by children as they play and explore; bringing new materials and ideas to their play.

Educators also adapt this planned program to support children's spontaneity, abilities and interests. The educators expand the children's interests by adding materials, asking open-ended questions and building on the children's learning by providing new challenges, materials and ideas.

Staff meet weekly to reflect on how the program, interactions and procedures support the children and families and make modifications as needed.

They share ideas collaboratively to develop, and adapt the program and environment that best meets the children's needs.

In addition, educators reflect and assess the program daily to adapt the environment or learning experiences that support the children's spontaneous interests and learning as these occur.

F. POSITIVE LEARNING ENVIRONMENTS TO SUPPORT DEVELOPMENT

Our goal is to encourage and support children to reach their optimal development and future lifelong success.

Our play based program is planned to enable each child to interact with materials, learning experiences, peers, adults and the outdoors at their individual stage of development and through their own interests.

Staff extend and adapt learning experiences to challenge and stimulate children's interests, inquiry, skills, abilities, and knowledge through the use of documented observations, team work, research, resourcing, and sharing information and knowledge with parents.

At times, some children may need additional support from specialists, such as resource consultants, speech and language therapists, physiotherapists, etc. If the family and staff members collectively feel that the child would benefit from additional supports; they will meet with the parent to discuss what services may be available and how they may be arranged. As children begin to develop language skills and a better understanding and awareness of others, educators use a variety of strategies; such as, conflict resolution, learning experiences, natural consequences along with redirection to support children's development and the development of strong social skills.

McCoy et., al (2016) identified five core competencies that lead to positive life outcomes.

The five (5) core competencies are:

1. a positive sense of self,
2. the ability to practice self-control,
3. effective decision-making skills,
4. a moral system of belief of what is acceptable and unacceptable, and
5. positive connections with others.

Children who develop these five competencies are better equipped to become happy, productive adults.

The children's play environments are set up in a child friendly manner that encourages free exploration and manipulation of materials along with learning experiences that they may engage in independently, with a peer or in a small or large group.

The main CARE room furnishings and décor are chosen to reflect elements from nature (e.g. wood) and are child size for the comfort and safety of the children but also of adults.

We believe that an environment that provides for quiet, thoughtful play, as well as loud, active play are essential to support children's individual needs and ways of expression.

The materials in the rooms are set up in a manner that enables children to easily find and return materials independently and to create on their own or as part of a group. They provide a variety of stimulating and challenging learning experiences to engage children.

G. INDOOR & OUTDOOR PLAY

We value the learning opportunities as well as the health benefits outdoor play provides children.

Outdoors

Our outdoor play environments provide space and opportunities for active and restful play, loud and quiet play, individual and group play, as well as, opportunities to develop large muscle strength and skills through planned learning experiences and free play.

Children attending full day care (March Break, P.A Days, etc) are required by the Ministry of Education to participate in outdoor play as followed:

- for a minimum of two (2) hours a day, weather permitting.
- for 30 minutes during after-school, weather permitting.

In Toronto, we are fortunate to have four seasons to enjoy the outdoors and at CARE, we support children to participate in all of them. Children's work is play and their day is very active so it is important that they also have time to rest and re-energize. School Age children are provided with opportunities to engage in quiet learning experiences independently or with their peers and teachers; such as, reading a chapter novel, puzzles, drawing, etc, to provide rest/down time.

Learning is extended to the outdoors from the indoor playroom and reaches out to the local Community. CARE utilizes common resources such as:

- Trinity Bellwoods Park
- Trinity Bellwoods Park skating rink
- Local school playground (Givins/Shaw Public School)
- Local walks to art galleries, grocery stores, Farmer's Market and nearby schools or off-site activities
- Community events/ performance events in the community / park
- Local trips will mostly include the immediate area surrounding Trinity Bellwoods Park (Gorevale, Queen, Dundas, and Crawford Streets), and the 'after-school' pick up walks from the children's school to the CARE program.

The outdoor learning environment provides extended opportunities for all elements of learning. Children's interactions with nature further supports their knowledge of science and helps them develop an understanding of the fragile nature of the environment, and how they can care for and nurture it.

Indoors

When children are unable to play outdoors due to weather conditions, alternate indoor active learning experiences are provided in spaces identified for this purpose.

We use:

- Trinity Recreation Centre's swimming pool, gymnasium and dance studio.
- Off site field trips (rock climbing, indoor gyms, bowling, etc.)
- Greenhouse gardening (when available)

We provide children with a variety of opportunities to develop their large muscles skills as well as athletic skills, such as throwing, kicking and catching a ball, and playing structured sports

(basketball, hockey, skating), to support them lead a healthy active lifestyle for long term health and well being.

Educators closely monitor the weather and the children's activity levels to ensure their health and well-being. Areas of shade as well as drinking water are provided throughout the year.

H. FAMILY ENGAGEMENT

We strongly believe that families are their child's best teacher and view parents as our partners.

It is our role to support families by providing programs where their child can grow and develop in a healthy, safe and secure environment that supports both the child and family's personal well-being and sense of belonging. We recognize that parent participation and involvement in their child's program is essential to ensure children's optimal learning and success.

We strive to provide opportunities for parents to express their ideas, feelings and concerns as partners in their child's learning and care.

Parents are welcomed and encouraged to spend time in their child's program.

In addition, we implement regular parent involvement through seasonal newsletters, workshops, emails and verbal communication, and encourage parents to volunteer in our Board of Directors.

We strive to partner with families and parents to support their child's learning and development by sharing play experiences and how the child's play is linked to learning through our Weekly Program Plans posted on the Lillio App found here: trinityCAREprogram.ca - [Lillio App](#) our observations and regular communication.

Parents are encouraged to share their observations of their child's learning and development with the staff. When parents are involved in their child's program, the child is able to see themselves and their family in their room which provides a sense of belonging and engagement. Photos, diverse materials, the use of home languages and learning experiences relating to diverse families and people further support children and families' sense of belonging.

I. PARTNERING WITH OUR COMMUNITY

CARE partners with a wide range of community partners to support an integrated approach to early learning and care.

We pride ourselves on working collaboratively with other City services to share resources and improve the quality of our programs and services to children and families. Some of our City of Toronto partners are:

- Toronto Public Health (workshops hosted at CARE when available)
- Toronto Parks, Recreation & Forestry (supports our Art In The Park summer camp and after school program throughout the year)
- Child Development Institute (staff training and resources when available)
- Local child care centres (networking)

In addition to these partnerships, we also have strong partnerships with the Toronto District School Board of Education system as we pick up our school age children from schools each day. Each staff works to develop relationships with each of the schools in their area to support seamless transitions for children moving from school to CARE.

J. STAFF PROFESSIONAL DEVELOPMENT AND TRAINING

CARE is committed to the ongoing professional development of all staff.

Qualified staff from a variety of backgrounds provide developmentally appropriate experiences for all age groups and individual needs. Staff include registered early childhood educators, artists and may include child & youth workers, certified teachers as well as one supervisor.

Our educators:

- Create a safe and supportive environment
- Provide love, guidance and support to each child
- Nurture independence
- Value individuality
- Foster self-worth
- Tie activities and experiences to children's individual interests.

All CARE staff participate in mandatory training as required by the Child Care & Early Years Act, 2014, Occupational Health and Safety Act, Accessibility for Ontarians with Disabilities Act, and by the City of Toronto, including, Standard First Aid & CPR Certification.

In addition, staff participate specific training both in-house, held annually, and off site to support their professional learning and development, and to ensure they have a strong understanding of current policies, procedures and research materials.

- Registered Early Childhood Educators; are required to meet the Standards of Practice and Continuous Professional Learning requirements of the College of Early Childhood Educators (CECE).
- Resident Artists are encouraged to attend child development training workshops and participate in all areas of the curriculum to support children's learning and artistic curiosity.

All staff in turn plan in response to current research in the child care field, mandatory/legislated training and employee and parent feedback.

J. COMPLIANCE AND CONTRAVENTION

Compliance and contravention of this policy and procedure will be monitored as per the Employee Compliance & Contravention Monitoring Policy.

Contraventions of the program statement of any other policies that govern the Trinity Bellwoods Community Children's Group/CARE may lead to termination with just cause.

PROGRAM REVIEW AND EVALUATION

CARE ensures that the Child Care & Early Years Act, 2014 regulations are met to provide high quality early learning and child care services to families.

We strive to meet/exceed the City of Toronto's Assessment for Quality Improvement (AQI) in all programs.

We encourage parents to provide us with ongoing feedback on the services we provide at Parent Board meetings, via email, in person during drop off/pick up.

The program statement will be reviewed and signed off by all staff and students prior to commencing employment/unpaid placements with CARE and annually thereafter, and at any time, when a change is made.

The review will be documented on the Annual Sign-Off Form which is part of the annual contract. A hard copy will be retained in the individual's file for a minimum of three (3) years

PARENT ACCESS AND UPDATES

Copies of CARE's Program Statement and Parent Handbook are provided to families at enrollment and at the beginning of each program year (September). The Program Statement and Parent Handbook are also available on the CARE website here trinityCAREprogram.ca - Policies & Procedures for families and members of the public.

If major updates are made during the year, families will be **notified in writing** and the updated version will be posted on the CARE website.

All staff, students, and volunteers are required to **review and follow the Program Statement** in their daily interactions with children.

RESOURCES / REFERENCES

Child Care & Early Years Act, 2014 (CCEYA)

How Does Learning Happen?

City of Toronto Assessment for Quality Improvement (AQI)

McCoy, S.S., Chou, C.P., Guerra, N.G. (2016). Core Competencies. In: Levesque, R. (eds) Encyclopedia of Adolescence. Springer, Cham.
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Approved by: Trinity Bellwoods Community Children's Group/CARE Board of Directors in October 2020.