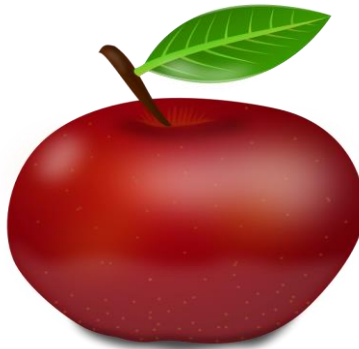

RED APPLE DAY CARE

Parent Handbook

RED APPLE DAY CARE (Overlea site)

Infant/Toddler/Pre-school
Ages: 3 months to 4 years
Located at: Marc Garneau Collegiate Institute
135 Overlea Blvd
Toronto, ON
M3C 1B3
Phone: 416-429-5437
E-mail: radc@look.ca



RED APPLE DAY CARE (St. John XXIII Site) EARLY LEARNING PROGRAM

Toddler/Pre-school/Kindergarten/School age
Ages: 1.5 years to 12 years
Located at: Saint John XXIII Catholic School
175 Grenoble Drive
Toronto, ON
M3C 3E7
Phone: 416-429-6662
E-mail: radc2@look.ca

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Additional information is available to all parents upon request. Please see last page for various policies and procedures that are available onsite. If you would like a copy of any of the policies, please let us know and we can email them to you.

RED APPLE DAY CARE & RED APPLE DAY CARE EARLY LEARNING PROGRAM

Our philosophy of the program is one that believes in the positive potential of all children. Each room develops individual goals for each child which is then incorporated into a group program. The staff observe the developmental level of the children and then plan a program that is fun and developmentally appropriate.

Our program is flexible and allows for some opportunities for children to follow their own interests and join in when they want to. There is a balance of quiet and busy activities, indoor and outdoor play, and individual and group needs.

It is important to recognize the specific goals for each age group and understand their developmental needs. We encourage independence and opportunities for children to acquire numerous skills.

The recognition of emotional support and nurturing is a strong component of our belief system. Each teacher works with each child and family to create open communication and support for the child learning. It is important for the parents to feel happy in their choice of child care and feel secure that their child is in a safe and nurturing environment.

Parents will learn about the program from the posted program plans, email communication and reminders, as well as talking to the staff daily. Infant and Toddler daily logs are emailed to parents daily.

Finally, when your child graduates from the center, a written letter outlining your child's progress will be provided to you.

We welcome your feedback and input on our program, particularly as it relates to your child and area of different cultures, customs and holidays.

HISTORY

RED APPLE DAY CARE was formed in 1986 by teachers at Marc Garneau Collegiate Institute with a desire to provide childcare for students and teachers in the former East York Board of Education. In September 2006, we expanded our program at Saint John XXIII Catholic School to include a Kindergarten program and in August 2007 we started the School age program. In 2013 we removed our half-day Kindergarten programs and added two before-and-after-care for our full-day Kindergartens. We then replaced our Kindergarten room with the Preschool program, and in September 2014, we added our Toddler program.

MISSION STATEMENT

We are committed to the provision of the highest level of quality, affordable child care for the children of students and staff of the Toronto and Catholic District School Boards and the surrounding community.

We Believe in:

- High quality child care in a safe, nurturing, stimulating and integrated environment
- The individuality and uniqueness of each child
- Individualized and small group programming
- The enhancement of each child's self-esteem
- Respect for our multicultural diversity
- Daily, open communication between caregivers and parents
- High quality early learning and care environments which combines learning expectations, activities and routines from childcare, family support programs and existing kindergarten.
- Continuum of support to respond to the changing needs of all families and children.

PROGRAM STATEMENT (see appendix 1)**ADMISSION REQUIREMENTS**

We are licensed by the Province of Ontario to accept children between the ages of 3 months to 12 years of age. Children are accepted in order of the date of Application, with priority given to students who attend Marc Garneau Collegiate Institute or Saint John XXIII Catholic School, followed by teachers of the Toronto and Catholic District School Boards and the surrounding community. Red Apple has a purchase of service agreement with the City of Toronto, which allows us to accept subsidized children. Parents may apply to Toronto Children's Services for a subsidy.

Before admission, all medical information and necessary documentation must be submitted.

WHEN YOUR CHILD BEGINS RED APPLE

We recognize that leaving one's child in daycare may be a traumatic experience for the child and the parents. An important part of our philosophy at the center is to help parents relax enough and feel confident about leaving their child in our program, so they are invited to stay with their child and share important information about their child with the staff. This is an important component of building trust between the parents and the teachers.

An important aspect of our program is the recognition of each child's family's individuality. Our approach is geared to meet the needs of your child and family. We offer a wide variety of opportunities to make the transition to childcare easier for everyone.

On your child's first day, we suggest that you come and sit down on the floor, allow your child to explore the area and to feel comfortable in the new surroundings. Let us know your child's eating and sleeping pattern. A teacher will meet you and spend time describing the various aspect of our program and what goes on through the day.

ARRIVAL PROCEDURES

When you arrive with your child in the morning, please sign in and communicate any important information at that time, such as medicine requirements, etc. If a teacher is unable to be with your child immediately, get your child involved with a toy or in an activity. Try to get all the communication with the staff done, then you can say good-bye and leave.

Consistency in the time of day that your child arrives is very important in establishing a comfort level in their daily routine. In order for your child to get the most out of the program, please arrive before 9:30 a.m. If you are going to be late, it is important that you call and let us know, as we follow a staff-to-child ratio.

PROHIBITED PRACTICES

Our staff have specific guidelines with regard to prohibited practices which are signed annually by all staff, volunteers and students. The staff are regularly monitored for adherence to this policy.

List of Prohibited Practice that are not tolerated in our program:

- Corporal punishment of the child.
- Physical restraint of the child; such as confining the child to a high chair, care 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.
- Locking the exits of the child care center premises for the purpose of confining the child or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- Depriving the child of basic needs, including food, drink, shelter, sleep, toilet use, clothing or bedding or
- Inflicting any bodily harm on children including making children eat or drink against their will.

CAR SEATS

Red Apple Day Care requires that all young children coming to and leaving the day care be transported in a recognized approved child car seat. As per the Canadian *Child Welfare Act*, for more information, see portal at www.cwrp.ca. It is not recommended that you leave children under the age of 10 in the vehicle unattended.

ACCESS AND EQUITY POLICY

Staff members who witness a racial incident must intervene immediately. This means dealing with all those involved at the time of the incident. Ignoring an incident is the same as condoning the incident, as those involved must be informed about why the behavior is unacceptable and must be changed, and the action that must be taken. All staff will report such incidents to the Director. The Director/staff will record the incident on the "Recording Racial Incidents" form, and follow the protocol outlined in the policy and procedure manual. All forms of racial incidence are reported as a Serious Occurrence and kept on file.

What is a racial incident?

A person or group of people who exercise any form of abuse, based on a person's racial heritage, color, place of birth, language, religious customs or ritual, and cultural dress or adornment.

Verbal Behavior

Verbal abuse, name-calling, insults, threats, slurs, degrading or unwelcome remarks or innuendoes/ taunting, or racial jokes that attack the self-respect of another person.

Physical Behavior

Bullying or Harassment which undermines self-respect, threatening or rude, physical intimidation or assault, vandalism, insulting actions or practical jokes.

Avoidance, Exclusion or Inaction

Refusing to talk, play or work with someone due to his/her race, color, place or birth, language, religious customs or rituals or cultural dress or adornment.

Written Material

Creating, displaying or distributing racist, derogatory notes or other offensive materials (including literature), jokes, pictures or cartoons, written material that implies the inferiority of a group of people.

Encouraging others to engage in any of the above is also called RACISM.

COMMENTS, COMPLAINTS & SUGGESTIONS

Our staff, Director and Supervisor are always willing to discuss improvements to the policies and operation of the day care. If you have any questions or comments, you may also contact the President of the Board of Directors.

The Board contact information is listed on the Board of Directors Bulletin Board, beside the day care office.

CODE OF ETHICS/STATEMENT OF CONFIDENTIALITY

We understand how important it is to families that their privacy be protected and respected. Each staff member and Board member signs our statement of confidentiality and our code of ethics when they start and annually thereafter. These documents ensure that we adhere to a high standard of care and professionalism.

CHILD MINDING POLICY

The staffs of Red Apple Daycare are not permitted to babysit children attending Red Apple Daycare. This goes against our conflict of interest policy as well as The College of Early Childhood Education.

All of our Registered Childhood Educators are registered with the College of Early Childhood Educators. Under the Code of Ethics of Standards and Practices for the College it indicates that Early Childhood Educators:

- Do not engage in professional relationships that constitute a conflict of interest or in situations in which members ought reasonably to have known the child under their supervision.
- Early Childhood Educators do not provide a professional service while the member is in a conflict of interest.

- Early Childhood Educators are to avoid conflicts of interest and/or dual relationships with children under the member's professional supervision and/or their families or with colleagues or supervisees that could impair the member's professional judgment.

DEPARTURE PROCEDURES

Please speak to a teacher and sign your child out before you take your child from the center. In the Infant and Toddler Room, your child's soiled clothing and bottles will be set aside to be taken home. **IT IS IMPORTANT AND A MINISTRY REQUIREMENT THAT YOU SIGN YOUR CHILD OUT EVERY TIME YOU LEAVE THE CENTRE.**

DIAPERS / WIPES

Parent are required to supply diapers, wipes and cream, and other care products they would like their child to use during diaper changes.

EMERGENCY INFORMATION/PICK UP

Children in our care will not be released to taxis or sent home with any unauthorized persons. Only those individuals who are listed on the application as emergency contacts will be contacted if your child needs to be picked up. The child care staff require your written authorization if someone other than the usual person will be picking up your child on any given day. Please note that photo identification will be required from the alternate person picking up your child. *Red Apple Day Care is required by law to release children to either parent unless a court order indicating custody arrangement are in place and proof of such is provided to the Director in writing.*

EMERGENCY MANAGEMENT

In case of an emergency at the center, the center will evacuate and children and teachers will go to the designated emergency shelter. Parents will be notified via phone and/or email to indicate the nature of the emergency and the location where to pick up the children.

FEES

Fees are payable on the first Friday of each month. During intake a void cheque or direct deposit form is required. A fee of \$25.00 is be charged for any returned funds.

Fee for Service 2017

Infants: \$63.00 per day
Toddlers: \$53.00 per day
Preschool: 42.00 per day
Kindergarten: \$31.00 per day
School Age: \$31.00 per day

FOOD AND NUTRITION

The Day Care provides 4 nutritious snacks and a hot lunch daily. Homogenized and 2% milk is also provided by the Day Care. Infant cereal and jarred foods are supplied by the parents. Our catering company is Choice Children's Catering. We do provide specialized meals for children with allergies or who require halal, vegetarian, gluten free, etc.

Parents are responsible for supplying formula for their infants. Please supply enough formula for

your child's needs daily. **PLEASE NOTIFY IN WRITING TO THE STAFF OF ANY ALLERGIES OR SPECIAL DIETS SO THAT A SEPARATE MEAL CAN BE PROVIDED. NO PEANUT OR NUT PRODUCTS OR PORK ARE SERVED.**

FUNDRAISING

Fundraising is a key component of our budget process. This money is spent directly on improvements to the program i.e. to purchase new toys or equipment, or to repair old and worn items. We need everyone's support in this area.

HEALTH AND SAFETY PROCEDURES

Red Apple Day Care adheres to all fire, health and safety regulations, and requires all members and visitors to the premises to do likewise, as we are located in Toronto and Catholic Board of Education schools. We also follow Board regulations regarding the use of these properties.

HEALTH POLICIES AND PROCEDURES

Red Apple Day Care strives to have the healthiest physical environment that we can possibly have in a group setting. In order to achieve this objective, the following is incorporated into our policies and procedures.

We:

- Serve nutritious snacks and lunches
- Take your child outdoors daily, weather permitting, as per the Childcare and Early Years Act.
- Obey strict sanitary procedures
- Ensure that your child has sufficient rest during the day
- Follow strict health and illness policies which have been set in consultation with the Public Health Department
- We would like you to understand that when we send your child home due to illness, we are following guidelines that are given to us by Public Health
- We can only observe symptoms and ask for a professional to diagnose

SMOKE FREE ONTARIO ACT

No person may smoke tobacco or hold lighted tobacco in and around Red Apple Day Care. There are "No Smoking" signs posted at each entrance/exit of the childcare as well as the playground. Staff, parents, volunteers, students and visitors will be advised at intake that smoking is prohibited on the premises, on the playground and when away from the premises i.e., on field trips with the children.

ACCIDENT REPORTS

Please remember that bumps and bruises are part of every child's life. At Red Apple Day Care, we have safety standards and practices which are designed to minimize these occurrences. Upon request, we can provide you with these policies and procedures.

If your child has an accident while at Red Apple Day Care, we complete an accident report for you to read and sign at the end of the day. These reports are placed in your child's file and a copy will be sent home via email.

There may be occasions when your child has a minor accident that we are not aware of. Please understand that the staff are vigilant and these occurrences are few and far between. Please ask us if you notice a bump or scrape that we have not mentioned.

ACCIDENT AT HOME

Please let us know if your child has had an accident at home, so that we can observe them throughout the day and call you if there are any concerns regarding their health.

SERIOUS ACCIDENTS

If your child has a serious accident at Red Apple Day Care and we feel that further medical treatment is required, we will contact you immediately.

If required, we will take your child to the nearest emergency medical facility and meet you there via ambulance: Toronto East General Hospital at 825 Coxwell Avenue. Tel: 416-461-8272.

Reports of Serious Occurrences posted for 10 days.

COMMUNICABLE DISEASE/OUTBREAK

Any child with a communicable disease must be kept at home for the full quarantine period required by the Department of Public Health. All communicable diseases are listed on Toronto Public Health website and are posted in each class room and the kitchen.

If a child is suspected of having a communicable disease while in attendance at our childcare center, he/she has to be excluded/isolated from the program with a staff member in the designated space provided within the center/school (see note below). Parents will then be notified to come and pick up their child as soon as possible and to keep him/her at home for a minimum of 48 hours in the event of an outbreak or as per the recommendation from Toronto Public Health.

If a child is suspected of having a communicable disease at home, the parent/guardian is to notify the childcare as soon as possible, so that the center can look for symptoms in other children and notify the parents as well as Toronto Public Health.

If an outbreak occurs at the center, Toronto Public Health Department will be notified as soon as possible. The center will then follow the protocol set out by the Toronto Public Health Department and documentation will be completed accordingly.

Staff are subjected to the same policy as the children in the event of a communicable disease/outbreak and will be asked to leave the center as soon as possible, if they are suspected of having an outbreak.

Communicable Diseases include, but are not limited to, the following illnesses: Chicken Pox, Impetigo, Meningitis, Mumps, Pink Eye, Roseola, Rubella, Scarlet Fever, Strep Throat, and Whooping Cough.

DIARRHEA/VOMITING

Your child will be sent home if he/she has two or three loose, mucousy, discolored bowel movements which cannot be contained in the diaper, or two or more bouts of vomiting. Re-admittance to the Day Care is allowed once your child is diarrhea free or able to hold down food

for 24 hours. However, if the diarrhea recurs, or if we have an outbreak in the center, you may be required to take a stool sample to your child's doctor for analysis.

DOCTOR'S NOTE

Doctor's notes are often required for re-admission to the center. Any doctor's note must contain the following information:

Date of Visit, child's name, certification or confirmation from contagion, the date the child may return to the center and the doctor's signature.

If you are a parent receiving subsidy from Toronto Children Services and your child is away for 20 consecutive days, subsidy requires a doctor's note. **WITHOUT A DOCTOR'S NOTE YOU MAY BE REQUIRED TO PAY TO THE CENTRE THE FULL FEE FOR THOSE DAYS YOUR CHILD WAS ABSENT FOR MORE THAN 20 DAYS.**

FEVER

As a rule of thumb, any temperature over 38 degrees Celsius is considered out of normal range. Your child must be fever free for 24 hours without fever-reducing medication before they can return. A doctor's note is acceptable in lieu of 24 hours.

We understand the difficulty parents have in taking time off from their work to be home with their sick child. We will not call you unless it is warranted, and only after our staff has consulted with their supervisor.

GENERAL POLICIES REGARDING ILLNESS

If we observe that your child appears to be ill, exhibits specific symptoms and is unable to participate in the program, we will refuse admittance. If your child develops symptoms throughout the day, we will call you and ask you to pick up your child **PROMPTLY**.

Your child will be refused admission or sent home, if he/she has any of the following:

- **Diarrhea**
- **Lice**
- **Discharge from eyes**
- **Severe diaper rash (*bleeding*)**
- **Discharge from the nose (*Green, mucousy*)**
- * **Earache**
- * **Rash**
- * **Fever**
- * **Inflamed eyes**

HEALTH AND SAFETY POLICY

Our children are provided with an environment that is safe, clean and conducive to good health. We follow Health and Safety regulations as specified by the Childcare and Early Years Act and the Toronto Public Health Department. Good sanitary practices are encouraged amongst the children as well as staff. This helps prevent the spread of germs. Preventative measures are taken to minimize the risk of accidents, or spreading of infections. Our staff are aware of and able to implement emergency procedures as a result of taking first aid training yearly.

ILLNESS REPORT

If your child is sent home, you will be asked to read and sign an illness report. It will go into your child's file and a copy will be sent home with you.

The illness report will include symptoms observed, conditions of your child's return to the center, etc. Please make sure that you receive this report before leaving the Day Care.

Toronto Children's Services requires parents who receive subsidy payments to provide a doctor's note prior to or following a vacation period. If your child is away sick for ten consecutive days, a doctor's note is required for re-admission to the Centre.

IMMUNIZATION

Your child must have a medical completed before admission to the child care center. All immunizations must be up to date. PLEASE REMEMBER TO ADVISE THE DAYCARE IN WRITING AFTER EACH INOCULATION.

MEDICINE

We are able to administer prescription medicines to your child. The medication **MUST BE PRESCRIBED BY A PHYSICIAN**. Over-the-counter medicine which your doctor prescribes may be administered, provided the following information is provided by your doctor on his/her letterhead and is attached to the bottle.

Child's name

Name of medication

Dosage to be given

Date note written

Doctor's Signature

Length of time it is to be administered

The medication must be provided in the original container. All medication must be placed in the locked medicine box in the refrigerator in the kitchen at the Day Care.

The medicine will be administered by a Registered Early Childhood Educator (RECE) in each room. If this RECE is unable to administer the medication, she/he will designate another RECE to administer it.

MEDICINE LOG

All medication to be administered by the Child Care staff must be recorded in the log book and signed daily by the parent/guardian.

ANAPHYLACTIC POLICY & PROCEDURE

Red Apple Day Care is both a nut-free and pork-free environment. We strictly adhere to all allergies and food restrictions as outlined and updated by parents upon enrollment of their children. All allergies, food restrictions and medical conditions are posted in each classroom and in the kitchen. As well, they are outlined on each child's emergency form and on their travel emergency card that accompanies them every time the child leaves the center (i.e. walks, field trips, etc.).

Children who are in danger of going into anaphylactic shock due to an allergy are required to have an epi-pen available at the Day Care. All staff are made aware of the need for and location of the epi-pen for all children who require it. Due to the severity of the allergy and the need for the epi-pen, if the child is old enough, they may carry their own epi-pen in a pouch throughout the day, but if they are not old enough, their teacher will carry the epi-pen on them at all times that the child is in attendance at the Day Care.

All staff, students and volunteers are trained on how to use an epi-pen at yearly first aid course, as well as **all staff** are trained by the parent or the child's physician through a videotaped session of the parent/physician regarding procedures to be followed if the child has an anaphylactic reaction and/or things to do before administering the epi-pen, what signs to look for when the child is going through an anaphylactic shock, how to use the epi-pen, etc. This record is kept in the child's file and reviewed every year. Parents are required to inform the Day Care in writing if any changes occur regarding the allergy or the administration of the epi-pen.

If the child goes into anaphylactic shock requiring their epi-pen to be administered, 911 is called immediately, then parents or guardians, are asked to meet the child and supervisor at closest hospital. The supervisor accompanies the child to the hospital with all their emergency information and the epi-pen, if the parent has signed a consent form for administration of medication treatment (i.e., hospitalization) upon enrollment of their child in our center.

HOURS OF OPERATION

Red Apple Day Care is open Monday to Friday from 7:30 a.m. to 6:00 p.m., 12 months of the year. We are closed for every statutory holiday. Parents will be notified in advance if the Day Care must close for any additional days for school closures when there is no caretaking staff. The Day Care will attempt to assist parents with alternate arrangements for any unexpected closures. All statutory holidays, closed days, March Break and Easter Monday are billed days.

The Day Care closes at 6:00 p.m. on a daily basis. Parents are asked to arrive on time daily to pick up their children. If they are late, parents must call the Day Care to state that they will be late and what time they will arrive. Arrivals after 6:00 p.m. will result in a warning letter, a charge of \$1.00/minute and referral to the Board of Directors if continually late. If the problem persists, the Child Care Centre reserves the right to give notice to the family to withdraw their child from the program.

Note: The Centre closes at 2:00 p.m. on Christmas Eve.

CELEBRATIONS

We are pleased to celebrate special events in your child's life, such as birthdays. We bake a cake for all the children to celebrate this special milestone. Due to allergies, we cannot allow outside food to be brought in to the center. We do, however, ask parents to share with us your special cultural celebrations. If you celebrate a culturally significant occasion, please let us know.

VACATION & SICKNESS POLICY

Red Apple Day Care is in operation for all twelve months of the year. All operating costs are paid for by parent fees. For this reason, no refunds will be given to the parent if the child is away on vacation. Parents who receive subsidy must adhere to the vacation regulations set out by Children's

Services. The same policy applies to sickness.

WITHDRAWAL

Two weeks' written notice must be given if your child is to be withdrawn from Red Apple Day Care. Red Apple Day Care also reserves the right to ask a family to withdraw from the program. If the Director, after consultation with the Board Executive, feels that we can no longer provide services, or there is non-payment of fees, the steps that will be followed are:

- Documentation of circumstances
- Consultation with parents
- Consultation with Program Director, a Children Services Consultation or the Ministry of Education Program consultant
- Two weeks' written notice will be given to the parents

SPECIAL NEEDS

Red Apple Day Care works hard to meet the needs of all children and as such, children with special needs are accommodated whenever possible. We have access to special needs consultants who assist us to develop an individual program plan for those children in our care.

ACTIVITIES OFF PREMISES

As part of our programming at Red Apple Day Care, the children are taken out for walks and community outings throughout the year. We have included a consent form in our Parent Contract for that purpose.

For the Preschool, Kindergarten and School Age programs, we plan various school bus and TTC trips in the summer. For these trips, we will send out a special consent form to all parents to sign in order to allow us to take your child away from the premises.

When parents and students volunteer for our field trips, they must sign and adhere to the Centre's field trip policy and procedure which is given out to volunteers before each trip.

CHILD ABUSE POLICY

If a staff/person has reasonable grounds to suspect that a child is or may be in need of protection, they must promptly report the suspicion, and the information upon which it is based, to the Children's Aid Society. The duty to report is an ongoing obligation.

The staff/person does not need to be sure that a child is or may be in need of protection to make a report to the Children's Aid Society. Reasonable grounds are what an average person, given his/her training, background and experience, exercising normal and honest judgment would believe.

The staff/person has an official obligation to report that a child is or may be in need of protection even if the information is supposed to be confidential or "privileged". If a civil action is brought against a person who made the report, that person will be protected.

STAFF

Each staff member is experienced in working with infants, toddlers, preschoolers, junior/senior kindergarten and school age children. There are qualified Early Childhood Educators along with

Teaching Assistants in each room.

The Red Apple Board of Directors chooses staff who are professional and who strive to maintain a high standard in their career of Early Childhood Education.

Red Apple Day Care is a non-profit, community-based childcare center with a six to nine-member Board of Directors, who are elected at the Annual General Meeting. Members of the Board of Directors are comprised of parents, teachers and interested community members. The Red Apple Board meets about every two months to discuss budget matters, fundraising, futures and personnel committees.

STUDENTS AND VOLUNTEERS

At Red Apple Day Care, we have college students pursuing their Early Childhood Education diplomas, as well as high school students and members of the community who volunteer. Red Apple Day Care's volunteer policy states that volunteers and students do not have unsupervised access to the children in the center. A full-time staff member is always present and volunteers are not permitted to be left alone with children.

INFANT PROGRAM

The Infant Program maintains a ratio of 3 teachers to 10 infants. Infants who enter the Infant Room will react differently for a variety of reasons. Age is a major factor which determines how well a baby will cope with entering group care and separation from Mom and Dad. We will talk to you about what you might expect and offer some suggestions for coping with the situation.

In the Infant Room, the Teacher's program for each baby is developed on an individual basis every week. The programs are displayed in the Infant Room Bulletin Board. Please read this valuable information and share your child's achievements at home with us.

We plan a variety of experiences for the infants which encourage the development of the whole child: language and cognition, motor skill development, social and emotional growth. In order to assist the children in their development, we offer a wide variety of activities and experiences. As well, we make good use of many routines associated with infant care.

Sensory exploration is very important to children of this age to help them learn about their world. Babies love to paint with pudding, pour cornmeal and oatmeal, and participate in water play.

Our main emphasis in our infant program is to foster the infants' sense of trust by ensuring that individual needs are met immediately by a warm and caring adult. We offer experiences that appeal to the infants' senses and contribute to their overall growth and development.

TODDLER PROGRAM

The Toddler Program maintains a ratio of 1 teacher to 5 children. The Toddler Room focuses on encouraging independence, developing self-esteem and providing variety for busy toddlers. At this age, the children are learning to express themselves and develop many new skills. They learn to explore using their whole bodies, so plan to bring your child dressed in clothing that is comfortable and easy to wash.

By the time the child is ready to leave the toddler room, we will work with you and your child to encourage the toilet training process. The staff in this room take the children on short walks and picnics to local parks.

PRESCHOOL PROGRAM

The ratio in the Preschool room is 1 to 8 children. The focus of the Preschool room is to continue down the road of independence. The staff develop a program that has a good balance of activities and promotes your child's learning cognitively, physically and emotionally.

The main emphasis in the Preschool program is to provide the children with a rich, interesting environment where they can explore with all of their senses. We encourage children's feelings of competence by giving them opportunities to experiment, problem-solve and build positive social skills with other children. We foster a sense of autonomy by ensuring flexibility and choice for each child and helping them to develop their self-esteem by ensuring that they feel valued.

KINDERGARTEN PROGRAM

The Red Apple Day Care Junior and Senior Kindergarten child care programs run in conjunction with Saint John XXIII Catholic School Junior and Senior Kindergarten classes located at 175 Grenoble Drive. The programs have a teacher to child ratio of 1 teacher to 13 children.

The learning program is integrated with the school board curriculum with a focus on literacy and social skills development.

The Catholic School Kindergarten is available onsite and we also provide supervised transition to and from offsite Public and French Emersion Kindergarten. The program hours are 7:30 a.m. to 6:00 p.m. Monday to Friday.

The Kindergarten program operates from Monday to Friday, 12 months of the year. During regular school days, it is open from 7:30-9:00 am and again from 3:30-6:00 pm. On P.A. Days, March Break and Christmas Break and during summer months, the program is open from 7:30 am until 6:00 pm.

SCHOOL AGE PROGRAM

The Red Apple School Age program is designed for children 6-12 years of age. The program runs in conjunction with our Kindergarten program located in Saint John XXIII Elementary Catholic School at 175 Grenoble Drive. The teacher to child ratio in the School Age program is 1 teacher to 15 children. Children are grouped according to age. Our Jr. School Age room consists of children 6 to 8 years of age, while our Sr. School Age program consists of 8 to 12 year olds.

Children attending our School Age program attend Saint John XXIII Catholic Elementary School, Gateway Public School, Broadlands Public French Emersion School or L'Ecole Lajorie French School. Children are accompanied to and from school in a school bus by one of our staff members.

The School Age program operates from Monday to Friday, 12 months of the year. During regular school days, it is open from 7:30-9:00 am and again from 3:30-6:00 pm. On P.A. Days, March Break and Christmas Break and during summer months, the program is open from 7:30 am until

6:00 pm.

Please note that if your child attends a school other than Saint John XXIII, P.A. Days may differ. In some cases, we may not be able to provide full day care on those days due to space restrictions. Parents will be notified in regards to this at the beginning of each school year, so that alternate care can be arranged by the parent.

PARENT VOLUNTEER POLICY

The goal of Red Apple Day Care is to encourage the active participation of parents in all aspects of our program. We want parents to join us on field trips so that we can keep ratios low and our children safe, hence parent volunteers are viewed as a valuable asset to Red Apple Daycare. The new Childcare and Early Years Act requires all parent volunteers to submit a vulnerable sector screening (VSS). Red Apple Day Care will submit the VSS form on the parent's behalf to Toronto Police Service; parent is to pay \$20.00 for the VSS and screening will be in effect for 5 years. An offence declaration must be signed after one year.

PARENT PARTICIPATION

Parental involvement in the Day Care is important on a number of levels. The Day Care relies on parental support for the Board, field trips and fundraising activities. When you play an active role in the center, you have an opportunity to understand more about your child's daily life in the center.

In order to keep costs lower and child care affordable, we often ask for parents to help in maintaining equipment and assisting in fundraising events. Over the course of a year, we require each parent to donate a minimum of TEN HOURS of personal time, to the center.

Participation may involve repairing torn or damaged books; sharing a special skill; typing up a notice; sewing damaged linens; coming on our field trips to keep ratios low; etc.

WAITING LIST POLICY

Red Apple Day Care, as a partner of the Toronto District School Board (TDSB) and the Toronto Catholic District School Board (TCDSB) is **mandated to give placement priority to TDSB and TCDSB children/families and children/families that reside in the school's designated catchment area.** Names are added to the waitlist in chronological order upon receipt of a completed application form completed online. One waitlist is maintained for all programs at each site, families are able to request being put on the wait list for both sites.

Red Apple Day Care waiting list is updated every month. If a space becomes available, families are contacted based on their place on the applicable waiting list. Three attempts will be made to contact a family before we automatically remove them from centralized waiting list. Families have the option of declining a space at the time we call and are able to retain their position on the waiting list for the next available spot. The parents position will be shared on an excel spreadsheet in a manner which protects the privacy of others on the list. Parents are able to call to see where they are on the excel waiting list form or they can come in person to where their child is on the waiting list, names of other children on the waiting list will be blocked out. Parents are asked if they

would like to stay on the wait list or be removed. We then move to the next person on the list and offer the current spot.

In the event of over-enrolment (a child needs to move up to the next age group but there is no space available) the over age child will be asked to transfer to a sister site or withdraw. Every effort will be made to accommodate at a sister site, or alternate childcare resources will be provided in the area upon request from the family. In the event that a child is withdrawn due to over-enrolment, the centre will provide two months notice. (Please see continuity of care policy for more information).

We maintain a sibling priority for any child who has a sibling already enrolled in our program. These children are put to the top of our waiting list in their age group and then highlighted as a sibling. When a spot becomes available, they will have priority for care in that age a group.

PARENTAL ISSUES AND CONCERNS:

Purpose

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

Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

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

Red Apple Day Care Staff

Policy

General

Parents/guardians are encouraged to take an active role in our child care centre 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 and 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 Neena Locke 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.

An initial response to an issue or concern will be provided to parents/guardians within 1-3 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaaid/reportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 1-3 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>General, Centre-or Operations-Related</p> <p>E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 1-3 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, 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.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the supervisor and/or licensee. <p>-</p> <p>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.</p>	

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 [Click here to enter text.](#)

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

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

Contacts: [insert information, e.g. agency/organization contacts, supervisor and/or individual who oversees the programs, ministries and local authorities, professional membership bodies]

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Leslie Driscoll—Co-Chair of Board of Directors 416-429-6662

The following information is available to all parents and staff onsite. Please ask the Director/Supervisor of the center if you would like to read/see any of one of the following documents:

1. *Childcare and Early Years Act (CCEYA)*
2. Early Learning and Care Assessment for Quality Improvement (AQI)
3. Red Apple Day Care Program Statement
4. Program Statement Implementation Monitoring
5. *Occupational Health and Safety Act*
6. *Fire Marshall's Act*
7. Health Protection and Promotion Act
8. *Child and Family Services Act*
9. *Smoke Free Ontario Act*
10. *Safe Drinking Water Act*
11. *Highway Traffic Act*
12. *Human Rights Code*
13. Name and phone number of Toronto Children Services Consultant
14. Name and phone number of Ontario Licensing Specialist
15. *Employment Standards Act 2000*
16. *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*
17. Workplace Hazardous Material Information System (WHMIS)
18. Name(s) of Board of Directors Members and Contact Information
19. Parent Handbook / Information
20. Prohibited Practices
21. De-escalation of Volatile Situation Policy
22. Sun Safety and Smog Alert Policy
23. Anti-Racism / Bias Policy and Procedure
24. Ministry Playground Safety Policy
25. Field Trip Policy and Procedure
26. Serious Occurrence Policy and Procedure
27. Statement of Inclusion: Access and Equity Guidelines
28. Policy and Procedure of withdrawal due to Center's inability to meet the needs of the child/family
29. CAS Reporting Requirements/Child Abuse Policy
30. Anaphylaxis Policy and Procedure
31. Criminal Reference Check Policy
32. Emergency Management Policy
33. Fire Evacuation Policy
34. Individual Support/Medical Support Plans
35. Medication Policy
36. Sanitary Practice Policy and Procedure
37. Serious Occurrence Policy and Procedure
38. Sleep Supervision Policy
39. Staff Training and Development Policy
40. Supervision of Volunteers and Student Policy
41. Records of Inspection
42. Non-Profit By-Laws
43. Community Resource

Appendix 1—Program Statement and Implementation Plan

Policy Implementation and Review

The Executive Director will ensure all staff, students and volunteers are provided with a copy (paper or digital) of all required policies, procedures. The original copies of the Policies Manuals are also kept in the Executive Director office.

The Red Apple Daycare Program Statement will be reviewed with staff, students and volunteers when they begin their employment or involvement with the Centre and then annually or any other time when changes are made.

A record will be kept of the date of each review conducted of this policy and these records will be kept for at least three (3) years in a secure location in the Executive Director’s Office.

Our Program Statement

Red Apple Daycare is committed to promoting and providing an inclusive and safe environment that uses *How Does Learning Happen?* Ontario’s Pedagogy for the Early Years framework used as a guide to govern our programs and integrate the four foundations of **Belonging, Well Being, Engagement, and Expression** in your daily practices. We strive to build strong and responsive relationships between children, teachers, families and our community; which continually develops the abundance of potential in every child.

Play serves a very important role in a child’s learning about self, others, and the world. When we give children the time and opportunity to engage in active self-directed play we recognize the need for children to explore, examine, investigate, and ask questions. Inquiry-based play is a fundamental mode of learning for all children; children learn about the natural world through self-created experiences. Play enables children to explore a variety of creative uses of common material and environments (indoor and outdoor spaces), it challenges conventional ways to use materials, and gives children a sense of power, control and mastery of their own learning.

This program statement will be reviewed annually to ensure that it is aligned with, and upholding the pedagogy and practices set forth in the Minister of Education’s policy statement.

Program Statement: Goals and Approaches		
	Goals (What)	Approaches (How)
(a) <i>Promote the health, safety, nutrition and well-being of the children</i>	We promote and inclusive and safe environment that promotes race, ethnicity, physical, mental, and emotional well-being of the children.	Children’s diversity is respected in choices and materials used throughout the program. <ul style="list-style-type: none"> ▪ Staff monitor the environment (inside and outside) daily for any immediate or potential hazards ▪ Children’s nutrition is valued through menu choices that reflect the Canada Food Guide and is monitored by a registered
<i>Continued...</i>		

		<p>dietician. Food choices are respectful of family beliefs and practices.</p> <ul style="list-style-type: none"> ▪ Staff adhere to all food restrictions and allergies and document the children’s health. Concerns are brought forward to families immediately.
<i>(b) Support positive and responsive interactions amount the children, parents, child care providers and staff.</i>	All children, families, and staff entering into the center shall be treated equally, with respect and be given the support and opportunities needed within our environment.	<p>Opportunities are given for staff and families to connect daily and for families to discuss their child’s development and program.</p> <ul style="list-style-type: none"> ▪ Staff facilitates a play-based curriculum that encourages children to be curious, take risks, and lead their own learning.
<i>(c) Encourages the children to interact and communicate in a positive way and support their ability to self-regulate</i>	Staff will support a child by providing a developmentally appropriate framework for children to communicate in a positive manner and promote self-regulation.	<p>Staff model positive interactions and communication by respecting each child’s individuality and being engaged in children’s play.</p> <ul style="list-style-type: none"> ▪ Staff model and encourage children to recognize feelings in others. ▪ Staff provide opportunities and teach how to use self-soothing techniques with children to resolve issues. Specifically, planning activities that allow for turn-taking, extended focus, conflict resolution, and positive interactions with peers.
<i>(d) Foster the children’s exploration, play and inquiry</i>	We recognize each child’s natural desire and ability to learn. Staff will foster children’s natural curiosity to explore and be leaders in their learning.	<p>Through observations and documentation; staff will expand children’s interests and inquiries through curriculum planning.</p> <ul style="list-style-type: none"> ▪ Staff will provide material and experiences (both indoor and outdoor) that encourage children to explore through open-ended activities, build-on experiences and expand learning opportunities.

<p><i>(e) Provide child initiated and adult supported experiences</i></p>	<p>We recognize each child’s natural desire and ability to learn. Staff will foster children’s natural curiosity to explore and be leaders in their learning.</p>	<p>Staff will provide materials and experiences (both indoor and outdoor) that encourage children to explore.</p> <ul style="list-style-type: none"> ▪ Staff act as facilitators in the environment- through observations and documentation. <p>This allows staff to plan group and individual experiences.</p> <ul style="list-style-type: none"> ▪ Staff will be active listeners (observers) with children and plan according to children’s interest, abilities, and experiences using documentation.
<p><i>(f) Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported</i></p>	<p>Staff will engage children by planning experiences that are based on their interest and developmental needs.</p>	<p>Staff will provide material and experiences (both indoor and outdoor) that encourage children to explore.</p> <ul style="list-style-type: none"> ▪ Staff will be active listeners (observers), using observations and developmental assessments to plan according to children’s interest and experiences.
<p><i>(g) Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to individual needs of the children receiving child care</i></p>	<p>A variety of experiences will be planned and facilitated for the child that incorporate all times of the day (indoor, outdoor, active, and quiet) while ensuring the individual needs of the children are being met.</p>	<p>Staff meet the individual needs of the children by following individual plans, observations, family-instructed needs, and regulations set forward for the center.</p> <ul style="list-style-type: none"> ▪ Staff plan adaptation for experiences/activities so that all children are successful and engaged. ▪ There are learning centers in the environment to foster children’s varying needs. There are opportunities for children to have quiet and reflective time, and areas that allow for play that is more active (both indoor and outdoor).
<p><i>(h) Foster the engagement of and ongoing communication with parents about the program and their children</i></p>	<p>We promote a culture of family involvement by engaging families in partnerships with our teachers that support their</p>	<p>There are opportunities for staff and families to connect daily and for families to discuss their child’s development and program.</p>

	children’s development and learning.	<ul style="list-style-type: none"> ▪ Parents are encouraged to provide input into experiences that are planned for their children. ▪ Parents are encouraged to participate in the program through various measures (read a book to a group, cooking activities, presentations, etc.)
<i>(i) Involve the local community partners and allow those partners to support the children, their families and staff</i>	We will engage various stakeholders in the community to support our children, families and staff	<p>We support families and community</p> <ul style="list-style-type: none"> ▪ The center has a Resource Consultant with Community Living that can assist families needing support and provide resources for families and teachers when needed. ▪ We liaise with community members and facilitate programs, workshops, trainings that support our families, children, and staff. ▪ We work with St. John XXIII school and surrounding schools in a collaboration of programming and visits to Playground Paradise, Toronto Public Library and local grocery stores
<i>(j) Support staff or others who interact with the children at a childcare center in relation to continuous professional learning</i>	We will support staff to attend professional learning opportunities and encourage on-going training as related to the childcare field.	<p>Staff attend workshops that are provided throughout the year through various avenues; i.e. internal trainings, external workshops, and performance goal development.</p> <ul style="list-style-type: none"> ▪ Financial support is available for staff training.
<i>(k) Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families</i>	To ensure that the strategies set out in (a) to (j) are meeting the needs of our children and families and that opportunities are provided to make changes if needed	<p>Through documentation of feedback from families, children, and staff, we assess and explore opportunities for improvements in our approaches.</p> <ul style="list-style-type: none"> ▪ Families are surveyed throughout the year using an online formal survey or hard copies (depending on need) ▪ Monitoring of the program through a developed checklist <i>Ages & Stages</i> that reflects the

		strategies set out in the program statement.
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Program Statement Framework

Our Program Statement describes the following:

- The philosophy which summarizes our goals
- The strategies which guide our approaches to achieve our goals
- The plans of action which execute these strategies;
- The practices which help us implement, monitor and evaluated plans, and continually improve our performance.

Our Philosophy

“RED APPLE DAYCARE FOLLOWS A PLAY-BASED PHILISOPHY REFLECTING THE CHILDREN’S INTERESTS”

Our goal is to enhance the learning and early development of the children in our programs.

- **We achieve** this by creating an enriched program that meets the individual needs of each child.
- **We recognize** the dignity and worth of each child and we aim to be an inclusive childcare Centre.
- **We promote** diversity by respecting cultural differences, recognizing our similarities, and celebrating our differences in a non-biased, nurturing, and caring environment.

Red Apple Daycare’s mandate is to provide a culturally appropriate, racially sensitive, and non-discriminatory environment for staff, children, and parents/guardians and to promote employment and service equity.

Red Apple Daycare’s strives to provide a nurturing environment where children develop physically, mentally, emotionally, and intellectually.

Red Apple Daycare strives to provide a nurturing environment where children develop physically, mentally, emotionally, and intellectually.

With these principles in mind, Red Apple Daycare aims to:

- Provide a happy, relaxed, and stimulating environment, which fosters self-confidence, self-respect, self-discipline and a feeling of security.
- Provide a well-supervised creative program that will encourage each child to develop to his/her own potential.
- Accept the child, his/her strengths and weaknesses, and respect his/her individuality.
- Understand and accept routines and limits.
- Develop the child’s willingness to share and ability to respect the rights of others.
- Model caring and respect for others regardless of race, colour, sex, religion, nationality, and social origin.
- Complement the child’s home experience through information sharing and consultation with parents/guardians – providing and inclusive enriched childcare environment, which honours and respects all children’s beliefs, cultures, languages, and experiences acquired from their family and community.
- Promote children’s health and wellbeing.
- Foster the children’s need for exploration, play and inquiry.

- Capture and document our practice.
- Support the children’s ability to self-regulate so that all the children feel comfortable and confident.
- Form trusting relationships with children and their families.
- Provide everyone with a sense of belonging.
- Help children learn to: care about other people; understand other’s feeling; cooperate and share; express their opinions; resolve conflicts; and develop self-competence, self-worth, and self-regulation.

Each program’s daily schedule provides a balance of quiet and active experiences, individual and group activities, indoor and outdoor activities, and child-initiated and adult-directed activities with transition periods in between. Care routines, such as eating, toileting, diapering, sleeping, and dressing, are an integral part of the daily schedule.

Red Apple Daycare provides a positive learning environment for children that enhance their personal level of development. We believe that children learn about the world around them through play. Through play experiences and guidance by specially trained staff, the children are exposed to situations that will stimulate: communication and social skills through child-child and adult-child interactions; fine motor development; gross motor development through physical activity and outdoor play; self-esteem and decision-making capabilities; curiosity, initiative and independence. Children are guided by skilled Registered Early Childhood Educators (RECEs) who establish a flexible program in an inclusive, supportive curriculum that is based on the interest and needs of the children. Open communication between and among staff, children, families and the community is crucial to realizing a warm and safe environment in which the children at Red Apple Daycare can play, learn and thrive. We provide programs to support our “holistic” approach to child development, including sports, dramatic and creative arts, self-help skills, and science experiences. Children are encouraging, but not forced, to participate in all activities. We strive to provide a stimulating program that offers services to children, families and community, within the framework of the Child Care and Early Years Act and ideologies in Ontario’s Pedagogy for the Early Years (“How Does Learning Happen”). Our curriculum is organized around the following 5 areas of development: (i) physical (gross and fine motor); (ii) social (awareness, respect, ability to share and cooperate); (iii) communication (verbal and non-verbal); (iv) self-esteem (self-awareness and positive self-image); (v) cognitive (comprehension, problem solving, and skill acquisition). Staff provide parents with the opportunity to discuss their child’s progress through on-going discussions supported by weekly observations completed and accessible to parents/guardians at all times, which are based on the ELECT skills. We believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children. A developmental tool “Nipissing” is done according to their developmental stages. We provide meetings/interviews if necessary or as requested by parents/guardians or the staff to ensure we offer the best possible support for the individual learning needs of our children.

If there are any problems or concerns regarding a child, the teachers will discuss it with the parent/guardian so that everyone is working together. At Red Apple Daycare, our goal is to help foster anti-racist views and avoid gender bias values, attitudes, and practices. Our programs and activities reflect the ethno-cultural diversity of Toronto and promote respect and appreciation of differences.

We believe in staff forming trusting relationships with children and their families; providing everyone with a sense of belonging. We are committed to helping children learn to: care about other people; understand other’s feelings; cooperate and share; express their opinions; resolve conflicts; and develop self-competence, self-worth, and self-regulation.

Our Strategy

The strategies used to achieve our Program Statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). We understand that learning and development happen within the context relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational conditions need to exist:

- ✓ A sense of **Belonging**
- ✓ A sense of **Well-Being**
- ✓ A sense of **Engagement**; and
- ✓ Opportunities and support for **Expression**

We have adopted the following 11 Strategies to create these conditions:

1. Provide a healthy and safe environment which supports general wellbeing.
2. Promote good nutrition and safe food preparation.
3. Support positive and responsive interactions.
4. Encourage the children to interact and communicate.
5. Foster exploration, play and inquiry.
6. Provide child-initiated and adult-supported experiences.
7. Plan for and create positive learning environments and experiences.
8. Incorporate indoor and outdoor play, active play and quiet time.
9. Foster parent communication and engagement.
10. Involve local community partners.
11. Support others in relation to continuous

Our Practices

1. All new staff (on hiring), and all existing staff (annually) will acknowledge and review the following:
 - This Program Statement document
 - All relevant and attached guidelines
2. A parent survey will be conducted annually to assess performance implementing the 11 strategies
3. An Internal Rating (AQI) for each Plan of Action will be conducted annually for each program
4. We will undertake monthly staff meeting, which include on the agenda items to discuss performance against the Program Statement and plan for improvement for next month
5. Each monthly staff meeting will, on a rotational basis, include on the agenda 1 of the 11 strategies to create the conditions promoted by the "How Does Learning Happen" document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured

6. We will undertake, at least quarterly, management/board meetings, which include an agenda item to discuss performance against the Program Statement and plan for improvement for next period
7. Management and staff will gather together annually to review and reflect on our performance and capture outcomes and set goals for the next period
8. We will undertake a “performance outcomes and goals review” with Board/Management and document and incorporate their feedback
9. We will budget a professional development investment for each staff and align the professional development with the program statement needs
10. The annual employee performance review will include a self-assessment of the 11 Strategies to create the conditions promoted by the “How Does Learning Happen” document. Staff will annotate the assessment with an example of each and identify goals for improvement for the next year.

