Internal Rules Document

3491 Peel Street, Montreal, Quebec H3A 1W7

Approved by the Board of Directors on:

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Introduction

The McGill Childcare Centre is a non-profit organization with an operating permit issued by the Ministry of the Family. The Centre has been in operation since March 13, 1973 and offers quality child care services to full-time McGill students, faculty and staff. There are a total of 106 children in the community, ranging in age from four months to five years. Each child must have at least one parent working or studying full-time at McGill and the second parent must be working or studying full-time. Enrolment is open to the general public when spaces cannot be filled by families from the McGill Community.

The McGill Childcare Centre was one of the first workplace Centres in Montreal. The funding source for the opening was received through a grant from the federal government (the “Local Initiative Program”). Rent-free accommodations and an initial capital equipment grant were received from McGill University. The Centre was an information & observation facility for student teachers from McGill University, Université de Montreal, and Dawson College & Sir George Williams University. In 1984 the Centre grew from 40 to 84 children and then in 1989 grew from 84 to its present number of 106 children. The Centre continues to support and contribute to the field of early childhood development and education through the practice of welcoming students from ECE and various related disciplines as they complete their fieldwork and/or research requirements.

Mission Statement

At CPE McGill, we are dedicated to the development of the whole child in a nurturing child-centered environment. Through the expertise of childcare professionals in partnership with parents and the larger community, a multitude of rich learning opportunities is provided to help each child to reach his or her fullest potential.

The full text of the mission statement is available as an appendix to this document.

Location

The McGill Child Care Centre is located on the west side of the McGill University campus, at 3491, 3495, 3487 and 3483 Peel Street. The MCCC is housed in four interconnected buildings which house two separate installations:

- Installation # 1349-7607 located at 3491 and 3495 Peel Street has a permit for 45 children from 18- to 60mo. and 8 children under 18 mos;
- Installation # 2321-9983 located at 3487 and 3483 Peel Street has a permit for 45 children from 18-60 mos. and 8 children under 18 mos.

The net square footage of both installations is approximately 7164 net square feet. The administration offices are located on the second floor of 3491 Peel Street.
Days & Hours of Operation

The Centre is open from 7:00 AM to 6:00 PM. The regular, fulltime educators end their work day at 5:30 PM. It is suggested that parents arrive by 5:20 to allow a few moments for a daily exchange with the educator. The final 30 minutes of service is supervised by support staff in a designated area of the Centre.

The administration office is open from 7:30 AM to 5:30 PM, Monday to Thursday and from 7:30 AM to 4:00 PM on Friday.

Fees

The fees are set in accordance with the reduced contribution program as determined by the Ministry of the Family. Any additional fee for an educational outing, an extra meal or a pharmaceutical product not included in the regular program, such as diapers, will require a separate contract and there is no obligation on the part of the parent to agree to such additional services and fees.

Childcare fees are due on the first of each month. Payments are to be made by preauthorized payments (PAP) as per the annual fee schedule. An alternate, fixed, monthly payment date may be arranged with the Executive Director for the PAP plan.

Cash payments are no longer accepted, effective December 9, 2010.

Please note that regular fees are due for days of absence & Centre closings.

Late Payments

If the childcare fee is not received by the first of the month (or on the alternate fixed date of PAP) a written reminder will be sent to the parent from the ED, within 5 working days from the fee due date.

In the case of a late payment, an interest rate of 2% per month will apply on outstanding amounts.

If payment is not received within 30 days from the established due date, a 2nd written notice will be sent by the ED, indicating that the parent is in breach of the childcare service agreement (article 4 Terms of Payment and article 9 Termination of the Agreement by the Service Provider).

If payment is not received within 60 days from the established due date, a 3rd notice will be sent by the ED, to be co-signed by either the President or Treasurer of the Board indicating that the parent/s must attend a meeting with the ED and President to regulate the situation. Failure to attend the meeting on the established date will result in the cancellation of the service agreement/s as per article 9 of the contract. The last day of attendance for the child will be two weeks from the date of the missed meeting. (22032012)
Failure to reach a payment agreement at the meeting will result in the cancellation of the service agreement as per article 9 of the contract. The last day of attendance for the child will be two weeks from the date of the meeting. (22032012)

Once the payment plan has been established and agreed to, it must be respected without exception or deviation. Failure to do so will result in the immediate cancellation of all service contracts with CPE McGill. Written notice will be sent from the director and the president of the board indicating the cancellation of the contract. The final day of attendance for the child will be two weeks from the missed payment. (15032011)

This four-step process (Three written notices and one meeting) will be applied once per family (not per contract year). The Board of directors reserves the right to cancel a service contract due to non-payment of fees for a repeated offence. (22032012)

**NSF Payments**

Article 4 of the Childcare Service Agreement states that in the case of a cheque with insufficient funds, the Service Provider may charge a fee of $20.

**Request To Change the PAP Date**

A minimum of two business days is required to make a change to a PAP date. A written request must be submitted to the ED. A maximum of two changes will be permitted per contract year. A fee of $20 will be charged to the parent’s account for each change request. (22032012) The alternate date must be within thirty days of the original payment date. (22032012)

**Regular Closures**

The Centre is CLOSED each year for the following days: (13 in total): Labor Day, Thanksgiving, 6 days between Christmas and New Years, Good Friday, Easter Monday, Victoria Day, Fête Nationale & Canada Day, each in accordance with the McGill University calendar.

**Extraordinary Closure Protocol**

There may be a time when circumstances that are beyond our control require that the Centre close for a day or longer. These may include, but are not limited to, severe weather conditions such as an ice storm or blizzard where the safety and security of our community are at risk; and lack of heat, electricity or water for an extended period.

In circumstances where safety and security are at risk, the Executive Director will consult with the President of the Board of Directors to determine if closure is necessary. The decision is to be made by 6:30 A.M.

In the event that the President of the Board cannot be reached prior to 6:30 AM, the Executive Director has the power to make the decision.

In the event of an emergency closure, we will communicate the information to the CPE McGill community by:
- Email message to families and staff
- Outgoing message on the daycare answering machine (514) 398-6943
- English Radio Storm Watch: CJAD 800 AM, Virgin 96 FM, CHOM 97.7 FM, Q 92.5 FM
- French Radio Alerte Neige: 98.5 FM, 93.3 FM

Daycare staff will be contacted by phone as well.

**Daily Arrival and Departure**

Educators frequently choose to arrive at the daycare prior to 8:00 in order to plan, set up and confer with their co-workers. This set up time is an important part of the educator's day. If you arrive between 7:00 and 8:00, please bring your child to the infant classroom located in the basement of 3495 Peel, directly inside the rear entrance equipped with the card reader. Your child will normally remain there until 8:00 a.m. when an educator comes to collect them.

Whenever possible, we ask that children arrive at the Centre by 10:00 each day (or earlier to participate in the morning free play). This allows educators to carry out planned programs, and facilitates the child's transition from home to the Centre. We realize that there will be days when you will choose or need to arrive later in the day. When this happens, we request that parents telephone the Centre to let us know when your child will be arriving.

Educators keep a sign-in sheet indicating the time of arrival and departure of each child. For the safety and security of the child, it is mandatory for parents to deliver their child directly to the educator and ensure that his/her presence has been noted. The parents are to sign the attendance sheets at the end of each month.

**Absences**

If your child will be away from the Centre for any reason, please advise the Centre as soon as possible. If your child develops any contagious illness or medical condition, please contact us as soon as possible.

**Alternate Pick-Up Person**

The registration form indicates who the parent has authorized to pick up his/her child. If someone other than the usual person will be picking up a child, the parent must notify the Centre in advance, in writing. A child will not be released to anyone without prior written consent from a custodial parent. If the individual is unfamiliar to the educator, the person may be required to show photo identification before the child is released to him/her.

**Information Changes**

Please inform the administration of any changes in address, phone numbers, health or emergency information for your child. It is imperative that these changes be communicated to us as soon as they are in effect.
**Insurance**

The Centre holds a public liability insurance policy for children, staff and board members. It is available for inspection at the office.

**Smoking**

CPE McGill is a smoke-free environment. Smoking is prohibited in or around the buildings, in the yard and on fieldtrips.

**Parking**

There is a fifteen minute stopping zone directly in front of the 3491 Peel entrance. There is also a fifteen minute drop-off zone behind the playground fence (McGill Parking zone). Please be sure to respect this time limit to ensure that the privilege benefits everyone. Please note that the alley on the north side of the Centre is private property and must not be blocked at any time. The parking area of this neighboring building is privately owned and is not to be used by the daycare community under any circumstance.

**CPE McGill Late Pick Up Policy (2014)**

The Centre closes its doors at 6:00 PM. All children must be picked up by this time.

If a child remains at the Centre after 6:00 PM, the child will be picked up in the classroom nearest the 3491 Peel entrance. The parent and both of the on-duty educators will be required to sign a late registry where the departure time is to be indicated. In the event that there is a disagreement in accuracy of time, the daycare digital clock located in the main entry of 3491 Peel, will prevail.

For a first offence, a penalty of $1/minute will be charged to his/her account. In the event of a second late, the same policy is enforced with the addition of a written letter from the Centre administration reminding the parents of the closing hours and late fee penalty. A third late will result in a penalty of $200 and a written notice from the executive director. A fourth late will result in a penalty of $400 and a written notice from the president of the board of directors indicating that a further late will result in the file being transferred to the board of directors.

A fifth late will be brought to the attention of the board of directors and may result in the suspension or cancellation of the childcare service contract.

The reference period is per contract year, September to August.

**CPE McGill Psychological Harassment Policy (amended 2014)**

Section 81.19 of Quebec’s Labour Standards Act the Act states that “every employee has a right to a work environment free from psychological harassment. Employers must take reasonable action to prevent psychological harassment and, whenever they become aware of such behaviour,
to put a stop to it.” As an employer, the Board of Directors of CPE McGill recognizes that we have important legal obligations to our employees.

In line with our commitment to ensure an environment that is free of all forms of psychological harassment or behavior that could lead to harassment or violence, we have adopted a policy on the prevention and resolution of violence and harassment. The full text of this policy is appended.

All staff members, administrators, parent-users and service providers must behave with respect and dignity towards one another. Each of us is responsible for ensuring that the Centre remains free from violence or harassment. This policy provides you with the means to maintain a respectful environment.

Any conduct of harassment or violence by a staff member is subject to a disciplinary sanction that could include:
- Administrative measures;
- A written warning;
- Suspension; or
- Dismissal.

If a parent-user or service provider is found to have harassed or behaved in a violent manner towards an employee, sanctions could include:
- A written warning;
- Refused access to the premises;
- Termination of the childcare or service agreement.

Waiting List Procedure
Applications are received on a first come-first served basis. Applications are received according to the established eligibility criteria. Applications are to be accompanied by an eligibility form demonstrating McGill affiliation with supporting documents and proof of fulltime study or employment for the second parent as well. Applications from single parents are given equal consideration. Applications are classified in accordance with the various age groups in the Centre: 0-17 mos., 18-23 mos. 24-35 mos., 36-47 mos., 48-59 mos.

Applications may be received for children who have not yet been born, providing that a confirmation of pregnancy is submitted as well. Applications for children subject to an adoption procedure will be accepted with proof of adoption proceedings in progress & expected date to receive the child.

Families are normally notified of available spaces in May for the upcoming month of September. Occasionally, a space may become available within the school year, at which point eligible families will be notified. It is the parent’s responsibility to keep the Centre informed of changes in their contact information including address, phone numbers and email. Once a parent has expressed interest in an available space, a meeting will be scheduled to proceed with the registration process. Siblings of children enrolled in the Centre will receive priority on the waiting list according to the established “Sibling policy”. CPE McGill employees who have
completed two full years of permanent, uninterrupted service at the Centre will be given priority on the waiting list.

CPE McGill Policy on Waiting List Position when Enrollment is Declined (2013)

A position on the waiting list does not guarantee that a space in the daycare will become available. In all circumstances, the terms of the Policy on Sibling Priority apply.

If an offer for enrollment after the start of the academic year (i.e., mid-year) is declined, the child’s application shall maintain its position on the waiting list.

If an offer for enrollment at the start of the academic year (normally the beginning of September) is declined, the child’s application shall be re-dated to the date of refusal of the offer. A request that the child’s application not be re-dated to the date of refusal may be made for reasons including:

- Medical issues concerning the child, which prevent enrollment. Valid indefinitely;
- Change of the child’s caregiver(s)’ employment status or residence, which prevent enrollment (e.g., sabbatical, loss of employment (for the non-qualifying parent), other recognized leave). Valid for one year from the date of refusal.

To make a request, submit a written request to the Executive Director. Documentation supporting the request to be submitted within 30 days of the request. Failure to provide documentation may result in the child’s application being re-dated to the date of refusal.


Families must provide proof of FULL-TIME affiliation (as students or employees) with McGill University in order to register a child at CPE McGill or to put a child’s name on CPE McGill’s waiting list. In two-parent families, the second parent must also be working or studying full-time.

“FULL-TIME affiliation” with McGill University is defined as:

- working at least the equivalent of three full days (24 hours) per week; or
- for undergraduate students, taking a minimum of twelve credits per academic term at McGill University;
- for graduate students, being considered “full-time” in their respective programs as defined by McGill University.
- For students enrolled in additional sessions, a letter from their supervisor or Director of Graduate Studies indicating that satisfactory progress is being made towards the completion of the degree will be required.

Proof of full-time affiliation can be made through a Minerva confirmation of status at McGill. Other acceptable documents include a current McGill pay stub (in the case of McGill employees), or the official letter of acceptance (in the case of McGill undergraduate and graduate students).
At the time of the child’s matriculation at CPE McGill, a parent who is a McGill student must provide proof of registration for the fall term by September 30 and verify in writing that he or she will meet the eligibility requirements for the remainder of the academic year.

A parent who is a McGill employee (faculty or staff) must supply a current pay stub for September 30 and verify in writing that he or she will meet the eligibility requirements for the remainder of the academic year.

Compulsory registration period

Children cannot be accepted at CPE McGill on a part-time basis, as the educational mission of the Centre requires full-time attendance.

There is a twelve month compulsory, full-time registration period for all children entering CPE McGill (i.e., September to August). During this time, each child must have at least one parent working or studying full-time at McGill University. In two-parent families, the second parent must also be working or studying full-time.

The Consumer Protection law respecting childcare service contracts applies with respect to contract cancellation.


Once a child has completed one full year at CPE McGill, he or she is entitled to stay for the remainder of his or her daycare years, subject to continuous attendance with the exception of a documented or medical leave.

In the case of prolonged absence of the child due to his/her health reasons, the Ministry of the Family’s directive on prolonged absences will prevail.

CPE McGill Policy on Sibling Priority (2009)

The CPE McGill Policy on Sibling Priority attempts to balance three objectives:

- Where possible, helping families with young children coordinate work-family demands, specifically by keeping preschool-aged children together in the same childcare Centre;
- Servicing the McGill community through the provision of a workplace daycare; and
- Recognizing and attempting to alleviate to the greatest extent possible, the high volume of demand for quality childcare within the McGill community, as evidenced by the hundreds of families currently on CPE McGill’s waiting list.

In an effort to serve all three of these goals, siblings of children currently attending CPE McGill will have priority over other children on the CPE McGill waiting list according to the following criteria. To be eligible for sibling priority, a child must be eligible for entry into CPE McGill according to the Centre’s general eligibility policy. In addition, the child must have at least one sibling registered at CPE McGill on his or her first day at CPE McGill. The only circumstance in which such overlap is not necessary is where a child enters CPE McGill in September, and his or her sibling has “graduated” the Centre to begin kindergarten that same fall.
Siblings of children currently attending CPE McGill who are on the Centre’s waiting list but do not meet the Centre’s general eligibility requirements may remain on the waiting list, but will not have priority over other children on the list.

Sabbatical & Other Documented Leaves
In the case of a sabbatical or other documented leave of absence for the McGill affiliated parent, they will be given first priority for the next available space in their child’s age category.

CPE McGill Groupings Policy (revised October 2007)
The early childhood program at CPE McGill is based on the philosophy that children learn through age-appropriate activities that enhance the development of the whole child: socially, emotionally, cognitively and physically, in a developmentally appropriate environment. The different groups are arranged with this philosophy in mind and with the understanding that each child has different needs at different times in their development. The groups are therefore established based on the age & developmental needs of the child. Efforts are made to maintain consistency within the groups; children are kept together with familiar friends whenever possible. The educators’ expertise and experience are valued and their recommendations are essential to this process.

The Groupings will be made by the Executive Director and the Assistant Director in consultation with the educators. (These individuals must have the appropriate training in early childhood education.)

Children will progress in groups from year to year, with their peers except in extraordinary circumstances as recommended by the educator. The recommendations will be discussed with the parents and reviewed and approved by the Assistant Director and the Executive Director of the Centre.

There will be no more than a 12 month age difference from the youngest to the oldest child to enable an age appropriate program for each child. The educators in the classroom subject to any deviation from this policy shall be consulted on any changes brought on by exceptional circumstances and will be in direct consultation with the Assistant Director and the Executive Director of the center.

Educators will make recommendations regarding the child’s readiness to move on to the next age group (usually September 1 of each year) based primarily on age (oldest child moves first) but also considering the total developmental readiness and in consultation with the parents of the child. The Assistant Director and the Executive Director will approve the final recommendations.

In the event of a child moving at a date other than September 1, parents should be made aware one month in advance that the child will be moved to a different group and visits should be incorporated for the child prior to the move. Parent orientation meetings should be arranged for teachers to meet with the parents (ie. a parent / educator meeting held with a tour of the room and a review of the program goals).
The preliminary groupings shall be reviewed every year, no less than 8 weeks prior to their implementation (typically September 1), by the Assistant Director and the Executive Director of the center who will evaluate their appropriateness and make changes as may be required in direct consultation with the educators.

Parental concerns with groupings will be addressed in writing to the Executive Director who will discuss these with the Assistant Director & appropriate educators and make appropriate recommendations.

Any request from parents for special placements are to be done in writing to the Executive Director without exception, outlining the reasons for the request.

In the absence of an Executive Director or an Assistant Director and in the presence of an Acting or Interim Director without early childhood education, an ad hoc committee shall be formed composed of no less than five educators representing each age group, who will prepare and supervise the implementation of the groupings and will review the preliminary groupings no less than 8 weeks prior to their implementation. The committee's recommendations will be presented to the Board of Directors for approval.

**EDUCATIONAL PROGRAM**

The Ministry of the Family developed and made public, its educational program in 1997 and updated it in 2007. It applies to all Quebec childcare services holding a permit issued by the Ministry. The following is adapted from the MF official website: [www.mfe.gouv.qc.ca](http://www.mfe.gouv.qc.ca)

**Basic Principles**

Each child is unique. The educational activities offered to the child must respect the child’s pace, needs and interests. The child is the main agent of his development. Such development stems from a skill and motivation intrinsic to the child. The adult guides and supports the child, leading to his autonomy. The child’s development is a comprehensive, integrated process that comprises the affective, physical & motor, social & moral, cognitive and linguistic dimensions.

The child learns through play, which is the main activity in childcare Centres and the basis for educational intervention. Collaboration between the staff and the parents is essential for the harmonious development of the child.

**Dimensions of child development**

**Affective, Emotional**: The child learns to trust adults other than his parents, to express and control his emotions, to experience change and transitions, to develop self-confidence and individuality.

**Physical & motor development**: The child develops sensory perception, gross and fine motor skills, coordination, lateralization, spatial awareness and body image.
Social and moral: The child learns to organize his/herself in space and time, organize his/themselves thoughts, understand the world around him and solve problems.

Language development: The child learns to understand and to express himself through verbal and non-verbal language, develop vocabulary and phonological awareness. He learns creative expression such as drawing, song, dance and theatre. He becomes aware of culture, pre-reading and writing skills.

Through participation in the educational program, the child becomes increasingly autonomous; developing the ability to feed and dress himself, to relax on his own and to acquire a healthy lifestyle and eating habits & behaviors that will have a positive impact on his overall health and well-being.

Play

Play is the ideal way for the child to explore, understand and master his environment. Play is the essential tool for the child to express, understand and integrate into his environment. Play takes several forms: solitary, parallel and cooperative.

Parent(s)

Parent collaboration is essential for the child’s harmonious development. The educational program recognizes parents as the primary educators and as such are in the position to help the educational staff by:

- Taking an interest in the child’s experiences at the Centre
- Questioning the staff and sharing information about their child
- Attending parent meetings
- Becoming a board member or participating on committees

Program Goals and Objectives: CPE McGill

Program objectives of Early Childhood Education focus on enhancing each child’s social, emotional, physical and cognitive development. It is important that each child develop a positive self-image that will be a foundation for his/her life. Through the use of age-appropriate materials and equipment, qualified early childhood educators guide and support the children as they participate in activities developed by the educators with the interests, abilities and needs of the children in mind.

The team of qualified early childhood educators chooses aspects from the various educational theories and applies them according to their own beliefs about how children best learn and develop and according to their own teaching style.

Annual program goals that vary according to the age and developmental level and interests of the group and are consistent with the philosophy of the Centre are developed by the educators for their group. As well, in partnership with families, short term individual goals are developed for
each child based on the developmental stage and individual needs, interests and abilities of the child.

Monthly program memos are sent home as a means of involving the entire family in the life of the daycare. Parent awareness of and involvement in their child's daycare experience helps the child develop a sense of pride and security in themselves.

**Ages and Ratios**

The daycare Centre is divided into eight groups. These are divided by chronological age. The group size and ratios are subject to legislated standards, however the Centre strives to exceed these minimum standards (adult/child ratio) where possible. In keeping with the philosophy, the groups are structured using the following ratios (age parameters are approximate and may vary from year to year):

**Infants:** 8 children/2 educators ± 1 part-time assistant  
Ages between 4 months & 17 months in September.

**Toddlers:** 10 children/2 educators  
Ages between 18 -23 months in September.

**Young Twos:** 12 children/2 educators  
Ages between 24-28 months in September

**Older Twos:** 18 children/3 educators  
Ages 28 mos+

**Threes:** 14 children/2 educators  
Ages between 36-47 months in September.

**Fours:** 17 children/2 educators  
Ages between 42-59 months in September.

19 children/2 educators  
Ages between 48-59 months in September

Changes for the groups are effective in September and the group structure remains constant for the academic year. This structure promotes stability and consistency for the children. Through the use of regular volunteers, practicum students, and aides, the adult:child ratio is enhanced.

**Daily Routines**

The Centre provides a program that is flexible & play- based with activities that are developmentally appropriate. The goal of the program is to provide maximum opportunity for each child to develop their potential in all areas. Educators plan their programs in accordance with the developmental level of the children in the group and seek to expand on interests of individual children and the group as a whole. Children are encouraged to make personal choices during their day with regards to activities and playmates.
Infants (4-17 months) and Toddlers (18-23 months)

These young children follow a schedule that responds to their individual needs yet is structured enough to ensure feelings of security and predictability. There is a balance of indoor and outdoor, restful and active activities. One to one quiet times are especially important for the 0-17 month groups. Routines for play time, eating, toileting routines and resting are gradually introduced into their day.

24-59 months

The following is a general schedule for the groups of children aged 24-59 months, designed to meet their developmental needs and interests, with room for flexibility and spontaneity.

7:00-8:00  Family Grouping in Infant Room
8:00-10:00 Welcome and Free play in designated classrooms
10:00-11:00 Clean up, toileting routine, snack and circle time
11:00-12:00 Adult directed activities, outdoor play
12:00-1:00 Toileting routine and lunch
1:00-3:00  Quiet activities and nap
3:00-3:30  Wake up time and preparation for snack
3:30-4:00  Snack
4:00-5:20  Free play (indoors and outdoors)
5:25-6:00  Family Grouping with support staff providing the supervision

The above are estimated times that vary according to the age of the particular groups i.e. 4s typically eat lunch closer to 12:45 etc.

The schedules at the Centre are flexible, and change to meet the needs of the children. Additional programs and special activities take place within the basic daily routine. These include weekly music and occasional multi-cultural holiday celebrations. Parents are informed of these special programs or themes in advance through the periodic newsletters sent home by the educators.

Nutrition and Food Allergy Policy (2014)

Lunch and Snacks

The Centre provides a well-balanced and nutritious lunch and two snacks per day. The menu is planned in accordance with the Canada Food Guide and provided by a catering service, as the Centre lacks adequate kitchen facilities to prepare the food onsite. Menus are emailed home to the parents each month and are posted outside of each classroom. Families are asked to notify the Centre of any special dietary requirements that their child might have including food restrictions and allergies which will be shared with the caterer and posted in the kitchen and in the classroom.

The catering facility is peanut & nut free. The menus are pork free and vegetarian meals are available on request. The caterer strives to meet all nutritional requests whenever possible.
The parents of infants under 1 year of age are welcome and encouraged to come to the Centre to share the meal time and feed their child. Parents may choose to supply the lunch for the infants, depending on their age.

All children are expected to participate in the food service plan of the Centre in accordance with the reduced contribution program. Parents may supply lunch for older children only in exceptional circumstances. Such arrangements must be discussed with the educators before taking effect and written instructions must be provided by the parent. Parents must provide a list of ingredients.

2% or 3.25% milk and purified water are provided.

In accordance with recommendations of the Canadian Pediatric Society, the following food items are not permitted within the Centre due to the potential for choking and/or health risks: popcorn, potato chips and chip-type snacks, hard candies, gum, jelly beans, cough drops, wieners, peanuts, nuts, shell fish, fish with bones, grapes (unless sliced in half).

In accordance with government regulations, parents must be informed in advance, of foods that will be served at the daycare. For this reason, surprise treats are not permitted.

Snacks other than those provided by the caterer, intended to be shared by the group, will be limited to fruits and vegetables except on special occasions which have been scheduled, including: birthdays, winter fest, pot-lucks, holidays, classroom theme days and tropical day. Further details regarding non-catered foods are included in the food allergy section that follows.

Managing Food Allergies

The following documents are available as appendices to this policy: an anaphylaxis sheet, Epipen fact sheet, and a sample allergy notice to parents.

A food allergy is potentially life threatening.

The following food allergy management measures apply to the entire daycare premises, including the classrooms, locker areas and the playground.

It is important to balance a well-controlled environment for allergic children with the need for them to learn to navigate the risks of normal life and grow as a result. It is our intention to address this issue in a transparent manner in an effort to allow us and the children to be alert and prepared within our community, in environments outside of the daycare as well as when they leave daycare and progress to the school system. Our partnership with parents is particularly important in dealing with this issue. We must all, as a community, be aware of the risks and respect the preventive measures outlined here. However, the locus of control and sense of responsibility should remain with the parents of the allergic child, while providing informed choices to all parents.
An anaphylaxis emergency plan including a photo of the child and the specific allergen/s is posted in plain sight in the classroom of that child.

The epinephrine protocol sheet (Anaphylaxis Canada) is posted in each classroom where a child has a known food allergy.
A memo informing parents of the food allergens in their child’s class is distributed at the beginning of each school year, posted outside of the classroom & included in pertinent email correspondence as a reminder.

While one of the most common allergens is peanuts/ nuts, others include but are not limited to:
- Sesame
- Fish
- Dairy, and
- Eggs

While the Centre cannot guarantee a completely peanut/ nut free environment, every effort is made to ensure that we do not have products that contain, may contain or have been in contact with nuts. All menu items served by the caterer meet these conditions and are prepared in a peanut/ nut free environment.

We work closely with the caterer to ensure that children with known food allergies receive a separate meal complete with a label indicating their name and their food allergy.

Children with a known food allergy are served their meal on red dishes to reduce the risk of serving errors and cross contamination.

Staff, parents, students, volunteers and visitors must be extremely vigilant when bringing food items to be eaten on the premises. Food items other than those provided by the caterer must be in the original packaging, detailing the ingredients. An exception to this requirement is when the food items are brought exclusively for the adult’s personal use, such as the educators’ lunch.

Breakfast is not provided by the Centre. Occasionally, a parent may provide breakfast for their child. If a child in the group has a known food allergy, the parent is to accompany their child in the staff lounge while eating the breakfast items/s (in original packaging). The parent will ensure that the child washes his/her hands and face as well as ensuring that the eating surface is thoroughly washed afterward.

The parent may accompany their child to the staff lounge on the second floor in such instances, where they can enjoy the breakfast before the daycare day begins.

Scheduled Special Occasions

- A notice of not less than 48 hours will be given to parents regarding special occasions where food will be provided, complete with the detailed list of ingredients for both store-
bought and homemade items. The brand of the ingredients for homemade items or the name of the store where the item was purchased may be requested;

- Parents are asked to consider the list of allergies specific to their child’s class when considering foods to be contributed for a special occasion;
- If the special occasion is a pot-luck or other party type environment where several non-catered food items will be served and many people are present and it is more difficult to ensure the allergic child’s safety with regard to food choices:

**The child with an allergy**

- Will be accompanied by his/her parent or guardian OR
- In the event that a parent cannot attend, the parent will be asked to provide a special food that their child can safely consume OR
- The parent can give written authorization for another adult (other than the educator) to be responsible for overseeing their child at the event (with regards to safe food choices) OR
- The child will be served the usual catered meal at the event

**If an allergic reaction occurs**

In the event that an allergic reaction does occur (or is suspected), the staff members are trained to recognize the symptoms and to administer epinephrine. In such cases, the parents will be notified and 911 will be called immediately, as medical attention is required. (Epinephrine protocol sheet attached)

**Music Program**

The music program is designed to encourage listening, singing, and use of language and appreciation of all types of music, rhythm and instruments. The main objective is for the children to feel confident in expressing themselves through song, dance and movement and to have fun in exploring the world of music, rhythm and sound. It is an excellent means of introducing various customs and traditions of different cultures as well. They are given the opportunity to learn and experiment with rhythm, breathing techniques, voice projection, vocabulary and movement. The children learn that music and singing can be joyful experiences to be shared with others including friends and family. The 4-year old groups typically prepare performances for the annual Winter Festival and Graduation celebration.

**French Program**

The French language is introduced to the children within the context of their daily lives at the Centre through stories, songs, games and conversation. Our primary goal is to promote confidence and interest in exploring a new language in a relaxed and pleasant manner through participation in enjoyable learning activities and routines.
Outdoor Activities

We are fortunate to offer a beautiful playground within our urban setting. Children spend time enjoying and exploring nature and playing in the safe, well-equipped yard on a daily basis. Depending on the age group, children also participate in regular excursions away from the Centre, exploring and learning about our city.

Children must be dressed appropriately for outdoor activities in all seasons. Only severe weather conditions will prevent outdoor play!

Special Occasions and Celebrations (subject to nutrition & food allergy policy 2014)

Parents are welcome to join the children at lunch or to visit the classrooms whenever they have the opportunity. Occasionally, special events and celebrations may be planned which parents will be invited to participate in. (for example, classroom potluck, Winter Festival followed by a multicultural buffet, year-end graduation celebration particular to the 4s groups, holidays...Please share your traditions and holiday customs with us so that we might share in them with you.

Birthdays (subject to nutrition & food allergy policy 2014)

Parents are welcome to share in their child’s birthday celebration at the Centre; usually at the morning snack or lunch time. Please make arrangements with your child’s educators for a birthday snack or dessert, if you so wish. This may be a cake, muffins, cupcakes or other, keeping in mind the nutrition and food allergy policy. Songs will be sung, stories read, games played that will make this a special time for your child. If you would like to give a gift to the classroom to mark the special occasion, please consult with the educators as to what would be most appropriate. Please refrain from bringing balloons, candies or “treat bags” for the children in the class.

Appropriate Dress

The children are engaged in active and often messy activities throughout the day, including painting, gluing, play dough, cooking, science experiments etc. Clothing should be suitably comfortable for play and easily laundered. We ask that parents not send children in special clothing items that might be difficult to replace, in case they get stained.

Children are encouraged to dress and undress themselves. Please keep this mind when dressing your child for the day, choosing items that they can manage on their own, depending on their age.

Children will play outside each day, weather permitting. Dressing in layers is always a good idea.

An extra set of clothing is to be left at the Centre and should be checked periodically for size and seasonal considerations. All articles of clothing should be labeled with your child’s name.
For both comfort and safety reasons, children must have appropriate indoor and outdoor footwear throughout the year considering practicality, safety and weather conditions.

Parents are asked to remove their outdoor footwear and to assist children in removing theirs prior to entering the classrooms especially during wet, snowy or muddy weather conditions. Mats are provided outside of each classroom for outdoor footwear.

Inclusion of Children with Special Needs
CPE McGill strongly believes that all parents should have the same childcare choices available to them within their community recognizing that some children may require extra support in order to be included in a group environment with their peers. The identification of special needs and procedures related to meeting the needs of the individual child, support for the educators as well as related financial implications are considered to be a responsibility of the Centre in order to ensure that children with diverse special needs might participate in our program to the fullest of their abilities.

Effective integration requires the coordination of human resources. The Centre may be able to accommodate up to 2 or 3 children with clearly identified needs at any one time. The physical premises are not wheelchair accessible.

Determining the child’s needs
Prior to registration the executive director will meet with the parents and the child to assess the extent of the challenges, the resources required and the possibility of integration at CPE McGill. Information regarding the child’s development will be compiled with the authorization of the parents. Parents are to submit all reports and evaluations already completed in order to complete the child’s profile.

An integration plan will be designed by the designated professional (speech therapist, child psychologist, occupational therapist, special educator) in collaboration with the ED and the cooperating educators. The procedure is to:
- Observe the child, verify any assessments, reports and recommendations already done;
- Determine individual objectives;
- Determine additional resources required;
- Complete request for subsidies, where applicable

Communication
Educators, parents and the administration will meet with the specialist to discuss goals and share approaches & methods for meeting those goals. Regular meetings will be scheduled to follow the progress of the child and to assist and support the educators.
Funding

There is a subsidy for the integration of children with special needs providing that the professional’s report has been completed in compliance with Ministry requirements. It is to be noted that not all children will be considered eligible for government subsidy. The subsidy may not be sufficient to cover the entire cost of additional resources. In such cases, the parents will be responsible for either partial or full financial commitment in order to successfully implement the integration plan and adequately meet the child’s needs.

Resource People

It is the responsibility of the Centre to support parents and work collaboratively in finding appropriate resources and developing the appropriate integration plan. If an integration aid is deemed necessary to support the educators in the implementation of the IP, the Centre will recruit an appropriate individual. (cost to be determined and may be shared by the subsidy and the parent)

H.I.V. Policy

The admissions policy is non-discriminatory. Children with H.I.V. may be admitted and in such cases, will be integrated in a manner identical to the other children. The staff has undertaken appropriate training related to HIV transmission and prevention and universal precautions are used at all times. Parents of a child with HIV are encouraged but not required to communicate the HIV status of the child to the Executive Director of the Centre. In no case will the identity and health information of a child with HIV be disclosed without the written consent of the parents.

EMERGENCY EVACUATION PROCEDURE (2010)

Emergency Prevention

The McGill Childcare Centre has developed its emergency measures plan and its emergency evacuation plan in collaboration with McGill’s Fire Prevention Office. This document is a guide that outlines the measures to be taken in order to ensure the safe and rapid evacuation of the Centre’s occupants. The permit capacity and Centre location are included in the official policy document but have not been repeated here.

Responsibilities of the Administration (ED and AD)

1. Regularly update the emergency information in classroom binders, including updated emergency contact phone numbers of the families in each group;
2. Regularly update the contact information of the Health, Safety and Nutrition Committee members as well as the telephone chain;
3. Plan and keep records regarding regular evacuation drills (2 complete drills as planned with McGill University in autumn and spring);
4. Keep records of all information sessions, meetings, trainings and activities related to fire safety and prevention;
5. Ensure that staff has verified the contents of the backpacks and poncho bag;
6. Review and revise the emergency evacuation procedures and ensure that the emergency exits are clear and functioning properly;
7. Annually verify first aid kits;
8. Collaborate with McGill’s Fire Prevention Office to update the emergency evacuation procedures;
9. Communicate with the Peterson Hall Building Director each September to confirm that the Centre can use that building as a rally point for the 3 and 4 year-old groups in the case of emergency;
10. Communicate with the Brown Building Director each September to confirm that the Centre can use the foyer of the Gert’s Pub as a rally point for the infant to 2 year-old groups in case of emergency;
11. Communicate with the Manager of the Best Western Hotel located at the corner of Peel and Sherbrooke Streets to confirm that the Centre can use the premises as an alternate rally point in the event that the McGill University campus is evacuated;
12. Ensure that each newly hired staff member receives a copy of the emergency evacuation plan and that they understand said plan;
13. Ensure that emergency evacuation routes leading to the exterior are clear at all times (snow removal, parking, etc.); and
14. Ensure that a replacement is appointed to act in their absence.

Responsibilities of the Educators
1. Keep written records of the arrival and departure of the children on a daily basis;
2. Update emergency contact information as required throughout the course of the year;
3. Participate in emergency evacuation drills as planned internally, by the McGill Fire Prevention Office or by the city of Montreal Fire Prevention;
4. The emergency backpack must be easily accessible by the educators at all time, both indoors and outside. The bag includes the daily attendance sheet, parents’ emergency contact information and first aid kit.

Responsibilities of McGill’s Fire Prevention Office
1. Regular verification and replacement of portable fire extinguishers;
2. Regular verification of the fire alarm and fire detection systems;
3. Training of staff on the use of portable fire extinguishers and emergency evacuation procedures;
4. Provision of safety vests to administration team;
5. Plan and organize a complete emergency evacuation drill (with alarms) in collaboration with the daycare Director twice a year in October and May; and
6. Inform municipal fire services and monitoring alarm station (ADT) that there will be emergency evacuation drills performed that will necessitate the triggering of the fire alarm system.
Evacuation Procedures in Case of Emergency

The first person to discover a fire must immediately pull the manual fire alarm situated near the emergency exit.

Begin the emergency evacuation procedure outline below. Once you are safely away from danger, call 911 as well as McGill Security at 514-398-3000.

If it is safe to do so and if you have received proper training, use the portable fire extinguisher to extinguish the flames.

Responsibilities of the administrators (ED, AD or her appointed replacement)
1. Put on the yellow identification vest;
2. Once it is safe to do so, call 3000 to inform McGill Security of the nature of the emergency and that 911 has been called;
3. Coordinate the safe evacuation of the rooms occupied by the Centre;
4. Verify the head count of the children and the employees at the designated outdoor meeting place;
5. Communicate the head count and any other pertinent information to the emergency personnel (Fire Chief or the Building Emergency Warden or the McGill Fire Inspector) near the entrance of the Centre;
6. Remain in contact with emergency personnel; and
7. Oversee the return of the children and staff to the Centre once advised to do so by the Building Emergency Warden.

Responsibilities of the Educators
1. Remain calm at all times;
2. Direct the children toward the designated exit leading to the backyard (Peel Street exits are to be used only if back entrances are not accessible);
3. Evacuate infants using the emergency evacuation cribs. Once they are at a safe distance from the building, the children can be removed from the crib and carried to the designated rally point;
4. Take the emergency poncho bag and backpack (including daily attendance sheet, list of emergency contacts and first aid kit);
5. Do a head count of the children and exit the room, closing the door upon leaving;
6. If there is no imminent danger, ponchos are to be put on once in the backyard prior to proceeding to the rally points;

Volunteers and parents assisting in the evacuation must remain with the group.

Designated Rally Points
Infant, toddler and 2 year-old groups assemble in the foyer of Gert’s Pub located in the basement of the Brown Building located directly behind the Centre
3 and 4 year-old groups assemble in Peterson Hall located on McTavish Street, opposite from Gert's;

In the event that the University Campus has been evacuated, everyone will assemble at the Best Western Hotel located at the corner of Peel and Sherbrooke;

Everyone must be prepared to follow a change in plans if directed to do so.

Adopted by AE04
June 10, 2014

(C. Shockey (President)

D. Martinuklay (Secretary)