

Centre de la petite enfance de McGill
McGill Child Care Centre

Internal Rules

Approved by the Board of Directors: 2006
Last Updated: 2021

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INTRODUCTION

The McGill Childcare Centre is 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 110 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.

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 106 children. In 2016, four additional infant spaces were added, for a total capacity of 110 children in its two installations. 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.

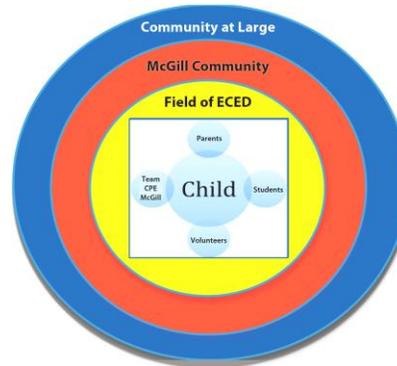
CPE McGill is a community rich in diversity, in all of its various forms: culture, race, religion, language, gender and sexual orientation. In accordance with the McGill Office of Social Equity and Diversity Education (SEDE), we are committed to providing “respectful, relevant and effective service and to creating an atmosphere that respects human rights and that is positive for clients, staff and volunteers.”

CPE McGill 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 reach his or her fullest potential.

GUIDING PRINCIPLES

CPE McGill provides an educational setting with a rich history and a firmly established set of multicultural values within the Canadian culture. Throughout the years and changing times, the roots of a home away from home have been nurtured and strengthened.



- 1) The child: The child is the heart of the centre. The “whole child” refers to the development of the social – emotional, cognitive, language, physical (health, nutrition and motor skills) and creative domains.
- 2) The CPE McGill Team: The CPE McGill team relies on and encourages the valuable contribution of parents, volunteers and students.
 - i. CPE McGill Team: Our team consists of devoted, qualified and caring professionals with many years of experience. The team focuses on continued professional growth & development.
 - ii. Parents: We support families in balancing their work and family obligations. There is a vital connection between home and centre to ensure the healthy growth, development and education of the children.
 - iii. Students: Primarily from Vanier College ECE department, Concordia University Child Studies and Elementary Education programs. Also, a variety of McGill students: Education, Psychology, Nursing, Music among others.
 - iv. iv. Volunteers: We are fortunate to have a rich base of volunteers from the McGill student population and from the surrounding community through the Montreal Volunteer Bureau. Parents are among the most important volunteers in our community, whether it be through their contribution of time on committees, in classrooms, on fieldtrips or at social events.
- 3) Field of ECED (Early Childhood Education and Development): CPE McGill acts as a training center that promotes and maintains childcare services by mentoring students in the field. By doing so and through its involvement in professional associations, it is ensuring continuity and a high level of quality in the field of ECED.
- 4) McGill University: CPE McGill is an affiliate service for McGill’s community. We participate in relevant and pertinent research that is mutually beneficial. We welcome students for stage placement and volunteer experience.
- 5) Community at large: CPE McGill is fortunate to be in a central, urban location with an abundance of green spaces to enjoy. It allows us to have access to multicultural resources which provide the opportunity to expose the children to the community and services around them.

1. GENERAL INFORMATION

1.1 Location

The McGill Child Care Centre (CPE McGill) is located on the west side of the McGill University campus, at 3491, 3495, 3487 and 3483 Peel Street. The CPE 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- 59 months. and 10 children under 18 months;
- Installation # 2321-9983 located at 3487 and 3483 Peel Street has a permit for 45 children from 18-59 mos. and 10 children under 18 mos.

The net square footage of both installations is approximately 7 164 net square feet. The administration offices are located on the second floor of 3491 Peel Street.

1.2 Days & Hours of Operation

The Centre is open from 7:00 AM. to 6:00 PM. It is suggested that parents arrive by 5:45pm to allow a few moments for a daily exchange with the educator.

1.3 Insurance

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

2. ELIGIBILITY AND ADMISSION POLICY

2.1 Waiting List Procedure

As of August 28, 2015, there is a centralized waiting list service for all childcare services in the province of Québec: La Place 0-5 (www.laplace0-5.com). Parents are to open a profile at La Place 0-5 and select the centres/services that meet their criteria. CPE McGill is a service exclusively for fulltime employees and students of McGill University.

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 their profile up to date with La Place 0-5, 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.

2.2 CPE McGill Policy on Waiting List Position when Enrollment is Declined

A position on the waiting list does not guarantee that a space in the daycare will become available. 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 the parent so wishes.

If an offer for enrollment at the start of the academic year (normally the beginning of September) is declined, the child's application may be re-dated to the date of refusal of the offer or removed from the list, as per the parent's request as follows:

A request that the child's application standing be maintained may be made for the following reasons:

- Documented medical issues concerning the child, which prevent enrollment. Valid indefinitely;
- Change of the parent's situation, which prevents enrollment (e.g., sabbatical, or other recognized leave). Valid for one year from the date of refusal.

To make a request, submit a written letter to the Executive Director. Supporting documentation is to be provided within the following 30 days. Failure to provide documentation will result in the child's application being re-dated to the date of refusal.

2.3 CPE McGill Policy on Eligibility

Families must provide proof of FULL-TIME affiliation (as students or employees) with McGill University in order to register a child at CPE McGill.

"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.

2.4 CPE McGill Policy on Sibling Priority

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:

1. The child must be eligible for entry into CPE McGill according to the Centre's general eligibility policy,
2. An application must be made via La Place 0-5,
3. A proof of pregnancy including the expected date of delivery is to be provided no later than the last day of the current service contract,
4. In the event that the siblings will not attend simultaneously, the new child will begin as soon as eligible age has been reached and a space becomes available. If the offer of an available space is refused, the sibling priority will no longer apply.

It is the parent's responsibility to provide the required documentation and to inform CPE McGill that an application has been submitted to La Place 0-5 for sibling priority consideration.

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.

2.5 Registration and Orientation

There is typically a twelve month, 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. Requests for part-time care may be considered (2 or 3 days/week) but cannot be guaranteed.

Registration typically takes place in May and June for the upcoming September. New families receive a registration package with all pertinent documentation and will have an orientation to the centre with the director and/or the assistant director. Prior to the first day of each school year the respective educators will provide an orientation to the group that the child will be in.

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

2.6 CPE McGill Groupings Policy

The educational 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 drafted by the Executive Director and the Assistant Director in collaboration with the educators at the April staff meeting.

- Children will progress, according to chronological age, with their peers except in extraordinary circumstances as recommended by the educator.
- Any particular recommendations will be discussed between the educator and the parents and reviewed and approved by the Assistant Director and the Executive Director of the Centre.
- With the exception of the infant groups (4-17 months), 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.
- 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 event of a child moving at a date other than September 1, parents should be made aware one month in advance whenever possible, 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 (i.e. a parent / educator meeting held with a tour of the room and a review of the program goals).

2.7 CPE McGill Policy on Continuation at CPE McGill once Enrolled

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 or termination of the service contract.

2.8 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.

2.9 Conditions for Terminating a Service Contract

The parent user may terminate the service agreement at any time, using the prescribed cancellation form in accordance with the consumer protection act.

CPE McGill may terminate the childcare service agreement under the following circumstances:

1. If the Parent refuses or neglects to pay the fee that the Service Provider is entitled to charge, despite having been advised in writing by the Service Provider.
2. If the Parent repeatedly ignores the operating rules of the Childcare Centre as specified in the document describing the internal policies and regulations of the CPE which has been given to the Parent.

3. If, despite the fact that the Service Provider and the Parent prepared an intervention plan designed to meet the special needs of the Child, it becomes evident that the Service Provider's resources cannot adequately meet these special needs, or the Parent does not participate in the application of the intervention plan.

The Service Provider must give the Parent two weeks' notice before terminating the service agreement. However, the Service Provider may terminate this agreement at any time without prior notice if there is a threat to the health or safety of the children or the staff at the Childcare Centre.

This policy has been drafted by the MFA for subsidized childcare centres and is an integral part of the service agreement (Article 9).

3. EDUCATIONAL PROGRAM

CPE McGill has adopted the educational program developed by The Ministry of the Family: "Accueillir La Petite Enfance" (Welcoming Early Childhood)

The following is adapted from the MF official website:

https://www.mfa.gouv.qc.ca/fr/publication/Documents/programme_educatif.pdf

3.1 The Threefold Educational Mission of the Program

- 1) To ensure the well-being, health and safety of the young children
- 2) To provide a living environment that supports young children in their overall development
- 3) To contribute to the prevention of difficulties related to the global development of young children and to promote social inclusion

3.2 Basic Principles

- Collaboration between the staff and the parents is essential for the harmonious development of the child
- The child learns through play, which is the main activity in childcare centres and the basis for educational intervention.
- 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
- Each child is unique. The educational activities offered to the child must respect the child's pace, needs and interests
- The child's development is a comprehensive, integrated process that comprises the affective, physical & motor, social & moral, cognitive and linguistic dimensions

3.3 The Fundamental Theories of this Program are

- 1) Humanism
- 2) Ecological Approach
- 3) Attachment Theory

- 4) Active and supportive learning
- 5) Democratic style intervention in support of the child's emotional security and active learning

3.4 Dimensions of Child Development

- *Physical & motor development:* the child develops sensory perception, gross and fine motor skills, coordination, lateralization, spatial awareness and body image. The indoor and outdoor environments are spacious and carefully planned and organized to allow children the freedom to move and to discover the world around them.
- *Cognitive development:* “children innately explore and question to understand the world around them. They are naturally interested in intellectual pursuits rather than academic lessons. They have an eager disposition to learn all of the time. There is thinking behind every action; with most everything children do, they have a purpose or question they are pursuing. It is our responsibility to help children become engaged thinkers excited about the wonders around them”. (Deb Curtis: Really Seeing Children, Exchange Press 2017, p.21)
- *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.
- *Social and affective development:* “The child is first and foremost a social being who develops through contacts with others”, (PÉ, 2019, p. 153)
The young child's social and emotional development, like his or her development in each of the emotional relationships in the domains, is based on the attachment he or she has been able to develop with his or her parents and on his or her significant emotional relationships with other adults who care for them. “PÉ, 2019, p. 153)

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 with a solid foundation for future school success.

3.5 CPE McGill Program and Objectives

In addition to the basic principles outlined above, we at CPE McGill believe it is important that each child develop a positive self-image, sense of competence and a love of discovery and learning that will be a foundation for school success and for his/ her lifetime. Through the use of age-appropriate materials and equipment, our team of qualified early childhood educators guide and support the children as they participate in activities developed with their interests, abilities and needs in mind and as they explore and initiate their own play experiences.

Each group has a team of two or three qualified early childhood educators who choose aspects from the various educational theories and approaches and apply them according to their own beliefs about how children best learn and develop and according to their own teaching style.

With respect to guidance of children's behaviour, we believe in democratic and peaceful conflict resolution. Expectations are shared with the children rather than reacting to unacceptable

behaviours. Adults model patience, respect, active listening and strategies for emotional regulation.

We value ongoing professional development in order to continually improve and adapt our interventions and approaches to meet the needs of children of different ages and varying interests and abilities

Annual program goals that vary according to the age and developmental level and interests of the group and are consistent with the philosophy and mission 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.

The program goals, objectives and activities are shared with parents; a record of each child's development is created each year, documenting their participation in the program of activities, their experiences in the group context and their developmental progress. Photos, anecdotes, written observations and work samples are examples of what may be included in the developmental record. Parent awareness of and involvement in their child's daycare experience helps the child develop a sense of pride and security and helps to ensure a smooth transition for school success following the daycare experience.

The program includes a balance of adult directed and child-initiated activities, indoor and outdoor experiences, active and quiet play, periods of rest and healthy food /nutritional choices.

Literacy, creative expression and music are integral to the daily experiences at CPE McGill.

In keeping with the Canadian directive on physical activity, children between 0 and 12 months of age have unlimited opportunity to move and explore in a safe, age-appropriate environment, with interaction on the floor/outdoor play surface with the educators. Children between 1 and 4 years of age will enjoy active play with varying levels of intensity, throughout the day through participation in planned and spontaneous activities and transitions for not less than 180 minutes per day. By the age of five, children are to have 60 minutes of uninterrupted, high intensity activity per day

4. DAYCARE FEES AND POLICIES

4.1 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 sunscreen, 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.

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

4.2 Extended Day

The reduced contribution program covers a maximum of 10 hours of childcare services. An automatic surcharge of \$5 will be applied for services exceeding 10 hours within the operating hours of 7:00am to 6:00pm.

4.3 Income Tax Receipts

Income tax receipts are issued annually in accordance with applicable tax laws.

4.4 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.

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.

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.

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.

4.5 NSF Payments

Article 4.2 of the Childcare Service Agreement states that in the case of insufficient funds or a returned payment, the Service Provider may charge a fee of \$20.

4.6 Request To Change the PAP Date

A minimum of five 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. The alternate date must be within thirty days of the original payment date.

5. CALENDAR AND ATTENDANCE

5.1 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. For those who arrive prior to 8:00, you are to bring your child to the designated classroom until the regular educator collects him/her at 8:00.

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 contact the Centre to let us know when your child will be arriving.

Attendance is taken daily for 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 parent is to ensure that the child's departure has been noted as well. The parents are to sign the attendance sheets at the end of every four week period.

5.2 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 will be required to show photo identification before the child is released to him/her.

5.3 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 inform us and refer to the Centre Health Protocol for information regarding most childhood illnesses and whether or not your child can attend.

Absences exceeding 39 days per child/contract year will have a direct impact on our funding; please be sure to inform us if your child will be away for an extended period, either for vacation or other reason.

5.4 CPE McGill Late Pick Up Policy

The Centre closes its doors at 6:00 PM. All children must have departed by this time.

If a child remains in the Centre after 6:00 PM, the child will be picked up in the classroom nearest the 3491 Peel entrance. The parent and the educator 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 from 6:00 PM until the child has departed. 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 term.

5.5 Regular Closures

The Centre is CLOSED each year for the following days: (13 in total): Labor Day, Thanksgiving, Christmas day, New Year's day, Good Friday, Easter Monday, Victoria Day, Fête Nationale & Canada Day, 4 days to be determined in accordance with the McGill calendar and in keeping with the subsidy agreement with the MF (entente de subvention).

5.6 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. whenever possible. If we are required to close the centre once the day is in progress, parents will be notified by email or telephone.

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
- Storm Watch: CJAD 800 AM

Daycare staff will be contacted by phone (text message where possible) as well.

6. DAILY OPERATIONS

6.1 Ages and Ratios

The Centre is divided into eight groups based on 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 and # of children may vary from year to year):

First Milestones:	10 children/2educators + 1 part-time assistant Ages between 4 months & 17 months in September
Little Discoverers:	10 children/2 educators + 1 part-time assistant Ages between 4 months and 17 months in September
Curiosity	10 children/2 educators
Stepping Stones:	12 children/2 educators
Adventurers	19 children/3 educators
Explorers	14 children/2 educators
Creative Crew	17 children/2 educators
Team Players	18 children/2 educators

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

6.2 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 (18-23months)

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 4-17 month groups. Routines for play time, eating, diapering and resting are gradually introduced into their day.

24-47 months and 48-59 months

The following is a general schedule for the groups of children aged 24-47 months & 48-59 months, designed to meet their developmental needs and interests, with room for flexibility and spontaneity. Additional programs and special activities take place within the basic daily routine. These include music, multi-cultural celebrations, birthdays, holidays and seasonal celebrations. Parents are informed of these special programs or themes in advance by the educators.

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--5:20	Free play (indoors and outdoors)
5:25-6:00	Family Grouping & departure

The above are estimated times that vary according to the age of the particular groups.

6.3 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 year-end celebration.

6.4 French Program

Services are provided primarily in English at CPE McGill, 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, routines and music.

Many educators and children are bilingual in this respect and exposure to French is natural. The CPE values an approach of exposure and familiarization and not training, in accordance with our educational programming approach. Experience shows that children whose mother tongue is not French are very quickly integrated into the francophone school system when they transition from daycare.

6.5 *Swim Program

The children in the Explorers, Team Players and Creative Crew groups have the opportunity to participate in the Olympic Way learn to swim program each spring on a weekly basis for up to 8 sessions at the Memorial Pool. The swimming lessons are provided by certified instructors and

are monitored by a certified lifeguard. The daycare educators supervise poolside. Parents are welcome and encouraged to accompany the groups to and from the pool.

*This programs depend on the availability of resources. There is a separate service agreement with a \$ that parents sign if they are in agreement for their child/ren to participate.

6.6 Outdoor Activities

The outdoor environment is an extension of the indoor environment. All areas of development - social, emotional, cognitive, language and motor can be stimulated outdoors. The outdoors is an environment in which children can use all their senses to learn. A great many activities can take place outdoors - for example, climbing, running, sand and water play, biking, gardening, dramatic play, art and reading.

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.

The yard is supervised by daycare personnel at various times during the opening hours of the centre. Please note that children on the premises before or after these times are not supervised. CPE McGill is not legally responsible for those using the playground when it is not supervised by daycare personnel.

6.7 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, except in extreme weather conditions as indicated in the charts provided by the MF. Dressing in layers is always a good idea. Children must be dressed appropriately for outdoor activities in all seasons. Only severe weather conditions will prevent outdoor play!

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 on the carpeted areas, prior to entering the classrooms during wet, snowy or muddy weather

conditions. Shoe covers are available to parents who would prefer to cover their outer footwear rather than remove them.

6.8 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 leave your hazard lights on to indicate you are a daycare parent). 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 used or 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.

6.9 Personal 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.

7. PARENT INVOLVEMENT

7.1 Parent Collaboration

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
(Please be reminded that you must be a member of CPE McGill, having paid the annual membership fee, to be eligible to participate on a committee.)

A positive, warm bond between parents and daycare staff is paramount to the child's sense of security and belonging. To this end, we support and encourage gradual integration of children and families where parents are welcome to spend time within the centre with their child when they first join the community, particularly for the youngest children for whom this is a first separation from the parent and a first group experience.

7.2 Board Committees

CPE McGill is a warm and vibrant community. It is so, because of the dedication, commitment and collaborative participation of parents and staff. Serving on a committee is one way in which you can contribute to this wonderful environment that enriches our collective lives and ultimately serves the children in our care.

- **Health, Safety and Nutrition Committee**

This committee is a forum where health, safety and nutrition issues may be identified, discussed and ultimately resolved. The goal is to help reduce the risk of injury and illness, to

discuss relevant issues pertaining to healthy eating habits and activity levels, as well as to ensure that health and safety standards continue to be met at the daycare. (Max of 8 members)

- **Research Committee** ad-hoc

The Research Committee oversees and approves research projects involving the children at the daycare. The research is evaluated at several levels; first by the McGill ethics committee, then our committee determines if it is appropriate for and if it will benefit our community. Finally, parents are asked for consent if a study is to take place in the child's classroom. The workload is minimal and all business is conducted electronically. Most proposals to be reviewed are simple, observation-based studies. (Max of 5 members)

- **Community Committee**

The Community Committee is mandated to organize and coordinate different activities throughout the year, including staff appreciation week, orientation, year-end picnic, coffee socials and parent workshops. We also coordinate housekeeping tasks such as minor repairs and the spring clean-up and organization of the playground shed. This is an excellent occasion to work together to contribute to the daycare community. A maximum of 8 participants is suggested to facilitate scheduling of meetings and to coordinate various events. We will reach out for more participation for specific events when needed.

- **Fundraising Committee**

The Fundraising Committee is mandated to plan, coordinate and implement various fundraising initiatives each year in support of the Centre's mission as a not-for-profit, charitable organization. The goals and objectives are determined in accordance with the needs of the community from year to year. (Max 8 members)

- **Communication Committee**

The Communication Committee is mandated to facilitate communication between the board of directors and the CPE McGill community and to support positive and efficient communication within the general daycare community. This may take the form of preparing periodic news bulletins, conducting surveys and overseeing the maintenance and updates of the Centre's website. (Max 8 members)

8. HEALTH

8.1 Administering Prescribed Medication

The centre's ability to treat sick children is restricted by the following policy: No medication may be given to a child attending a childcare centre without written authorization from the person having parental authority, the child's de jure guardian or the person appointed de facto guardian by one of the former **and** an authorization from a health professional authorized by the Act to prescribe medication. (Regulation respecting educational childcare services, Department of the Family, section 2, section 118)

Employees of CPE McGill are only allowed to give children prescribed medication with the information written down by the pharmacist on the label identifying the medication, the child's name and the amount to be given.

A container of medication must indicate the name of the child, the name of the medication, the expiry date, the dosage and duration of treatment and be kept in a locked box. (Règlement sur les services de garde éducatifs à l'enfance, Ministère de la famille division 2, articles 117, 121.4)

Note that a child's prescribed Epipen (for severe allergic reactions) **MUST NOT BE LOCKED** so that it can be easily accessed.

Due to privacy and safety considerations, all medications should be handed to the educator to be placed in a locked medicine box.

8.2 Administering Non-Prescribed Products

As the MF regulations:

https://www.mfa.gouv.qc.ca/fr/publication/Documents/Aide-memoire_medicament_cpe.pdf

8.3 CPE McGill Health Policy: KEEPING OUR DAYCARE COMMUNITY HEALTHY

WHAT TO DO WHEN YOUR CHILD IS SICK:

Let an educator or the director know so the daycare can keep track of infections.

If a child has fever or vomiting, he/she must stay home until **24 hours** have passed, **symptom-free**.

If a child has diarrhea, he/she must stay home until he/she has **normal** stool or no diarrhea for **24 hours**.

A child should be kept home if he/she is **unable to participate** in activities.

During the day, **parents will be called** to collect their child if there is fever, vomiting or diarrhea, or if he/she is unable to participate in activities.

For policies on when a child can return to daycare after other illnesses (e.g. pink eye, chickenpox, roseola, impetigo, strep throat), refer to the complete the Health Policy <https://www.mcgill.ca/daycare/>

HOW TO DECREASE THE SPREAD OF INFECTION:

Keep a sick child at home.

Wash hands thoroughly and often.

Cough and sneeze in the bend of your arm – and teach your child to do so too.

9. NUTRITION AND FOOD ALLERGIES

9.1 Fostering Healthy Eaters

In order to ensure that we are doing all that we can to foster healthy eating habits and create healthy eaters, the following recommendations were adopted.

Children have an inner capacity to regulate their food intake. The role of the adult is to ensure high food quality and to trust the child's appetite for quantity. We have the responsibility to offer a healthy, positive and safe food environment, to be a good role model and to be patient as we strive to create healthy eaters.

What is a healthy eater?

- Someone who eats and appreciates a variety of foods and is **open to trying new foods**
- Someone with a **healthy perception of body image and healthy relation to food**
- Someone who **easily maintains a healthy body weight**, being sensitive to inner signals of hunger and satiety.

Openness to new foods is fostered through exposure. It can take up to a dozen exposures to a new food before a child accepts it. The recommended approaches are to invite (not insist) to taste; describe the sensory qualities; show how you appreciate new food. If rejected, accept and say "we'll try again another time. When accepted, congratulate the child on his or her effort at trying something new.

Potentially harmful attitudes include any kind of coercion, threat, arguments or punishments. For example, 'I'll be mad or sad if you don't try it', 'you won't have ___ until you've tried it', 'you can't go to play with your friends until you've tried it'

Healthy perception of body image and healthy relation to food: Recommended approaches include neutral attitudes toward food: no bad or good foods. Food is never used as a punishment or reward or to calm an angry or sad child.

Potentially harmful attitudes include making a parallel between what a child eats and his or her size, making comments about a child's weight or our own in front of the child, putting a child on a diet and using food as a bribe.

Healthy body weight, sensitivity to inner signals of hunger and satiety: Recommended approaches include serving snacks and meals at regularly scheduled times. End the meal when the child is satisfied, not when the adult is satisfied that the plate is clean. Serve sugary foods in small amounts with more nutritious foods.

Potentially harmful attitudes include making children take more bites after they've indicated they are satisfied, congratulating a child on a clean plate and having distractions or stress around the meal times."

9.2 Lunch and Snacks

Parents are welcome to join the children at lunch or to visit the classrooms whenever they have the opportunity.

Breakfast is not provided by the Centre. Occasionally, a parent may provide breakfast or additional snack for their child.

If the snack is something other than fruits or vegetable, the parent must accompany their child to the staff lounge on the second floor in such instances, where they can enjoy the breakfast/snack together. This practice supports our efforts to provide a safe environment for everyone, including the children with food allergies.

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 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 food 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: multicultural presentations, winter fest, pot-lucks, holidays, classroom theme days and tropical day.

9.3 Birthdays

Songs will be sung, stories read and 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. Balloons, candies or “treat/loot bags” are not permitted in consideration of the nutrition & food allergy policy and considering possible choking hazards in the class. The birthday cake/snack is addressed under the Nutrition and Food Allergy section of this document.

Birthday celebrations are particular in that there are potentially 110 occasions where the application of the nutrition and food allergy policy is administratively too demanding to safely manage. For this reason, parents must choose from one of the following 3 options, in accordance with our no-nut policy:

1. Parent can provide any **NUT FREE Chapman, Coaticook or Lambert** frozen dessert
2. Parent can provide fresh fruit
3. Parent can place an order for individual cupcakes through the daycare (supplied by Mr. Cupcakes, \$2.50/cupcake).

Please consult with the educators to schedule the date and time of your child’s birthday celebration.

9.4 Scheduled Special Occasions (excluding birthdays)

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 if a child in the group has a known food allergy.

- 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

9.5 Managing Food Allergies

A food allergy is potentially life threatening.

CPE McGill has implemented food allergy management measures which 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 the Centre cannot guarantee a completely 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.

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 a container 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.

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.

Currently all the centre's snacks are nut safe. In the classrooms of allergic children or of staff members with nut allergies, staff and parents are extremely careful with any foods they bring into the rooms. We ask that you support this policy during the preparation of any food you bring into the centre.

SYMPTOMS of an anaphylactic reaction (alone or in combination)

- Hives/rash
- Wheezing/difficulty breathing

- Vomiting/diarrhea
- Pale color
- Light-headedness
- Anxiety

WHEN BRINGING FOOD INTO THE DAYCARE

- Do not bring to the centre any products that contain peanuts or nuts
- Read all food labels. Look for: peanut, peanut butter, peanut/mandalona oil; may come in contact with....; may contain traces of.....
- Nuts are present in many prepared foods, e.g. candy, cereal, snack bars, cakes, cookies, chocolate bars, ice cream, high protein bread, chili, egg rolls, etc.
- If you are not sure of the contents of a specific food, do not use it
- Be aware of food allergies in your child's classroom.
- If outside food is brought in for a special occasion, an ingredient list must be posted outside the child's classroom **48 hours in advance**.

According to Health Canada, peanuts and tree nuts, sesame seeds, soy, seafood, wheat, eggs, milk, mustard and sulphites are the substances most often associated with severe allergic reactions.

Emergency Situation

Peanut allergy can be fatal. Just because a person does not react the same way every time does not mean that he/she no longer has an allergy. The reaction is usually worse with each subsequent exposure. **PARENTS OF AN ALLERGIC CHILD ARE REQUIRED TO ENSURE THAT THERE IS AN UP-TO-DATE EPIPEN AT THE CENTRE AT ALL TIMES.** The EPIPEN must be out of the reach of children but NOT in a locked location, so that it can be rapidly accessed.

Following administration of the Epipen, immediately bring the child to the hospital Emergency Room.

Child's Development

Teach your allergic child about peanut/nut avoidance (do not accept food from others). Show your allergic child how to be cautious and not fearful. Educate the community, school, other child's parents, etc. about peanut/nut avoidance and eliminating the use of peanuts/nuts by products as part of their children's diets.

Anaphylaxis Emergency Plan

An anaphylaxis emergency plan is vital to share with all caregivers. It lists a person's allergies, the signs and symptoms to watch for, and the emergency procedure to follow. Please follow the link below for the emergency plan form to completed by parents and given to the educator to post in the classroom.

https://foodallergycanada.ca/wp-content/uploads/Anaphylaxis-Emergency-Plan_October-2020_a.pdf

10. INCLUSION OF CHILDREN WITH SPECIAL NEEDS

10.1 CPE McGill and the 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 shared responsibility between the centre and the parent 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 physical premises are not wheel chair accessible.

10.2 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

10.3 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.

10.4 Funding

There is a subsidy for the integration of children with special needs providing that the professional's report and the integration plan have been completed in compliance with Ministry requirements. It is to be noted that not all children will be considered eligible for government subsidy.

10.5 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. The cost is to be determined and may be shared by the subsidy and the parent.

11. EMERGENCY EVACUATION

11.1 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. The following 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.

11.2 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. Plan and keep records regarding regular evacuation drills (1 complete drill as planned with McGill University in autumn);
3. Keep records of all information sessions, meetings, trainings and activities related to fire safety and prevention;
4. Ensure that staff has verified the contents of the backpacks and poncho bag;
5. Review and revise the emergency evacuation procedures and ensure that the emergency exits are clear and functioning properly;
6. Annually verify first aid kits;
7. Collaborate with McGill's Fire Prevention Office to update the emergency evacuation procedures;
8. 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;
9. 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;
10. 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;
11. Ensure that each newly hired staff member receives a copy of the emergency evacuation plan and that they understand said plan;
12. Ensure that emergency evacuation routes leading to the exterior are clear at all times (snow removal, parking, etc.); and
13. Ensure that a replacement is appointed to act in their absence.

11.3 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.

11.4 Responsibilities of McGill 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 once a year in the fall term; and
6. Inform municipal fire services and monitoring alarm station that there will be emergency evacuation drills preformed that will necessitate the triggering of the fire alarm system

11.5 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 until advised otherwise

11.6 Designated Rally Points

First Milestones, Little Discoverers, Curiosity, Stepping Stones & Adventurers groups assemble in the side of entrance of University Center Building (McTavish).

Explorers, Creative Crew and Team Players groups assemble in main foyer of Peterson Hall located on McTavish Street.

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

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

11.7 Emergency Confinement Policy

An emergency security and confinement plan is in place in the event of a situation either within (code white, lock down) or around the CPE (security measure, stay in the classrooms) that is a threat to the building occupants. Educators introduce their plan for confinement in the context of a game that requires the children to remain quiet, such as turtles in a shell or bears in their cave. An information letter further detailing the code white protocol is included in the registration package for parents.

12. CODE OF CONDUCT

12.1 Statement of Community Expectations:

At the McGill Childcare Centre, we are strongly committed to maintaining a positive, caring environment for all members of our community. This includes, but is not limited to, children, parents, daycare staff and administrators, students, volunteers, and those on our waiting list.

We acknowledge that every one of us influences the growth and development of the children in our community through our outlook and attitude. As such, we always do our best to serve as positive role models for them and each other.

In that spirit, we will:

- Be courteous, respectful, optimistic, and patient at all times;
- Cultivate positive relationships and make a point of becoming acquainted with others;
- Give generously of our time, knowledge, and genuine praise;
- Help whenever and in whatever way we can;
- Encourage creativity and the joy of discovery;
- Support each other;

- Embrace the cultural diversity of our unique place at the heart of McGill University and Montreal;
- Adhere to the rules and guidelines that help the daycare run smoothly and create a safe and educationally rich atmosphere for the children.

We expect all members of CPE McGill, as well as anyone seeking to join our community, to strive to follow these ideas.

12.2 Guide on Preventing and Addressing Inappropriate Attitudes and Behaviors

CPE McGill has adopted the Guide on Preventing and Addressing Inappropriate Attitudes and Behaviours in Early Childhood Settings developed by the MF in support of the regulation that addresses prohibited practices. (Guide sur la Prévention et le Traitement des Attitudes et des Pratiques Inappropriées)

12.3 Impairment

If the CPE employee believes the individual picking up a child to be impaired (to be under the influence of a drug or alcohol such that the individual's motor senses (sight, hearing, balance, reaction, reflex) or judgment either are or may be presumed to be affected) the child will not be released to him/her. The employee will call someone who is on file as authorized to pick up the child OR the police will be contacted as a final alternative.

12.4 Smoking/Vaping

As per government regulations, CPE McGill is a smoke-free environment. Smoking/Vaping of any kind is prohibited in or around the buildings, in the yard and on fieldtrips.

12.5 CPE McGill Psychological Harassment Prevention and Complaint Policy

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. **For the complete policy, please refer to <https://www.mcgill.ca/daycare/>.**

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