Centre de la petite enfance de McGill
McGill Child Care Centre

Internal Rules

Approved by the Board of Directors: 2006
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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.

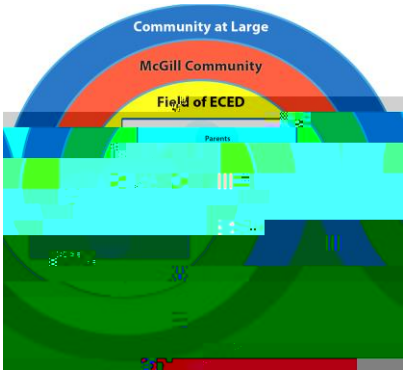
The McGill Childcare Centre was one of the first workplace Centres in Montreal. The funding source for the opening was received through a grant from the federal government (the ñLocal Initiative Programò). Rent-free accommodations and an initial capital equipment grant were received from McGill University. 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 ñrespectful, relevant and effective service and to creating an atmosphere that respects human rights and that is positive for clients, staff and volunteers.ò

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



1. GENERAL INFORMATION

1.1 Location

The McGill Child Care Centre

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

A request that the childôs 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 parentôs 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 childôs 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.

ñFULL-TIME affiliationò 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 ñfull-timeò 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 childôs 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 McGillôs waiting list.

4) Active and supportive learning
5) Democratic style intervention in support of the childôs 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: ñchildren 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 themò. (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: ñThe child is first and foremost a social being who develops through contacts with othersò, (P£, 2019, p. 153)

The young childôs 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. ñPÉ, 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

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.

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, th

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 sta

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

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

6.8 Parking

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 childôs 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

Empl

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 childôs 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 ñweôll 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, óIôll be mad or sad if you donôt try itô, óyou wonôt have ___until youôve tried itô, óyou canôt go to play with your friends until youôve tried itô

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 childôs 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 theyôve indicated they are satisfied, congratulating a child on a clean plate and having distractions or stress around the meal times.ò

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 classroo TJET EMC /P9s665acks s

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 ñtreat/loot bagsò 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 childôs 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 childôs 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 childôs safety with regard to food choices.

<u>The child with an allergy:</u>

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.

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 é .; may contain traces of é é

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 s

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 McGillôs 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 Centreôs 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 McGillôs 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 Gertôs Pub as a rally

9.

11.4 Responsibilities of McGill Fire Pr

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;

Cul

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 individualôs 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

Sectio**n** 81.19 of Quebecôs Labour Standards Act; the Act states that ñevery employee has a right to a work environment free from psychological harassment. Employers must take reasonable action to prevent psychological harassment and, whenever the

- A written warning
- Suspension; or
- Dismissal