

RUNNYMEDE ADVENTURE CLUB (RAC)

PARENT/FAMILY HANDBOOK

Policies and Procedures

357 Runnymede Road
Toronto, Ontario
M6S 2Y7

Phone #: 416-766-5599

Fax#: 416-393-9059

Email Addresses: parentinfo@runnymedeclub.com
fdk@runnymedeclub.com

Website Address: www.runnymedeclub.com

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Welcome to Runnymede Adventure Club (RAC) PARENT/FAMILY HANDBOOK

We warmly welcome your child/ren and family to our program/s. We sincerely believe that we can offer your child/ren the very best in childcare and education. We provide a high-quality program and strive to excel with positive experiences for all RAC families.

In this document, we refer to Runnymede Adventure Club, sometimes in short form, as RAC. We have prepared this Parent/Family Handbook for all parents/grandparents/guardians or anyone that comes to the Centre to drop off or pick up a child/ren at RAC. This Handbook contains a number of our policies regarding our program and its practices. Its purpose is to provide all adults with detailed information specifically related to the day-to-day operations of RAC. We hope it will assist you during your first day/weeks with us or as a refresher for all RAC families. Whether your child is here for two weeks in the summer or for many years, **it is very important that you refer to this Handbook as long as your child is enrolled in RAC's programs.** Please ensure all of your child/ren's caregivers (ie. extended family, nannies, etc) review the Handbook as needed and adhere to Runnymede Adventure Club's policies and procedures at all times. Additionally, the RAC Parent/Family Handbook is available in each RAC room. **Please note that this revision contains new information.**

Runnymede Adventure Club's policies and procedures have been developed to comply with the Ministry of Education licensing standards under the Childcare and Early Years Act, 2014 (CCEYA), Canada Wide Early Learning and Care Credit (CWELCC), the City of Toronto's Early Learning and Care Assessment for Quality Improvement (AQI), the Toronto District School Board premises guidelines, as well as with all applicable Public Health and Fire Regulations. We have also set our Program Statement, as per Ministry Guidelines. It is imbedded in this Handbook for your reference.

Your signature/s on the RAC Parent Agreement (includes Financial Agreement), RAC Code of Conduct, Withdrawal Policy and the Late Fee Policy (given with RAC's Annual Renewal Form) indicate to us that you have read the policies and procedures of Runnymede Adventure Club in this Handbook and agree to uphold them as a condition of your child's participation in our program. If there are any policies or procedures that are unclear, or you would like more information, do not hesitate to seek clarification from RAC's Director/Program Supervisor.

We invite you to share with us any questions or concerns that you may have. RAC Educators welcome your ideas. We are available during the day or by appointment. Please speak with us ~ we value your co-operation and participation.

The following items must be provided before your child can be enrolled in Runnymede Adventure Club and participate in its programs:

- ◆ A signed *Registration Form* (school year program only)
- ◆ A complete *Emergency Contact Form*, including medical info, allergies, food restrictions, **-updated annually**
- ◆ History of *Communicable Diseases Form*
- ◆ Allergy Information-EpiPen Policy & Procedure or any Medical Conditions or Individual Support Plan-**updated & signed annually**
- ◆ *Information Sharing Consent Form* with RPS School (school year only)
- ◆ *Parent Agreement Form*, which includes the Financial Agreement – **acknowledged annually**
- ◆ *Late Fee Policy Form* – **acknowledged annually (or as updates occur)**
- ◆ *Code of Conduct & Withdrawal Policy Forms* –**acknowledged annually (or as updates occur)**
- ◆ Deposit – one month's fee for all new JK/SK children and School Age children (for school year) OR weekly deposit for School-Age (SA) (see RAC's yearly SA Summer online Jot Form for deposit information)
- ◆ Send us all your families' email addresses that you want us to use to connect with you. Please email parentinfo@runnymedeclub.com and fdk@runnymedeclub.com (if you have not already done so)

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1.1 RAC's Program Statement

Updated April 2026

Runnymede Adventure Club's Program Statement captures the philosophy and goals that guide Runnymede Adventure Club's programs for the children in our care. It describes the strategies we use to realize these goals, the plans of action to execute the strategies, and the practices we implement, monitor, and evaluate those action plans, to continually improve our performance. This Statement is a living document and is updated annually.

RAC's Philosophy (Goals)

At Runnymede Adventure Club (RAC), we believe that each child is a unique individual and that he/she/they can learn about the world around them through play. **Runnymede Adventure Club believes that children are competent, capable, curious, and great in potential.** They are a partner in learning along with their families and the RAC Educators. The goal of our program is to support positive and responsive interactions among the children, families and educators, and to create an inclusive environment where everyone is welcomed and feel a sense of belonging.

Partnerships between RAC families and RAC Educators are essential for the optimal growth and development of young children. RAC Educators are knowledgeable, empathetic, skilled, and caring Educators who provide a curriculum based on ongoing observations of the children's play and interactions. This is achieved through the facilitation of the How Does Learning Happen Document and the Continuum of Development, located in the Early Learning for Every Child Today (ELECT) Document.

The RAC Educators follow an emergent curriculum model, meaning that the children's ideas form the foundation of daily programming, with a focus on each child's interests and needs. RAC Educators facilitate experiences that encourage children to express, explore, and share their ideas with others in a positive and nurturing environment, where children, families and educators, and the greater school community, work together for the benefit of the child's holistic development. Open communication and engagement among all members of the community help create a safe, supportive space for children to learn and grow at their own individual pace.

The RAC Educators offer responsive relationships that lead by example in having children learn to: care about others; understand other's feelings; cooperate and share; to express their opinions, resolve conflicts, develop self-competence, self-worth, and self-regulation. Therefore, it is imperative that RAC educators are up to date in all best practices and are guided by the philosophy of continuing to learn, grow and expand their knowledge.

Engaging community partners is also an integral part of our program, with Runnymede Public School as our primary partner. In offering care and education to the children in our school, we strive to work together harmoniously and confidentially sharing information that supports the child and/or family.

Overall, RAC strives to develop a sense of **Belonging** for all who enter the doors of our Centre. An approach that **Engages** all children, parents, families, Educators and the greater community, where everyone feels accepted and can **Express** themselves to reach their full potential. And a place where everyone practices daily routines and programs that promote a positive **Well-Being**.

Strategies to facilitate RAC Goals and Plans of Action

The Plans of Action are listed below, and are a means to facilitate the 11 key strategies required to support the Program Statement from Section 46.3 in the Child Care and Early Years Licensing Manual from the Ministry

of Education. When we refer to exceeding expectations, we are speaking of exceeding attributes as noted in the City of Toronto's Assessment Tool for Quality Improvement (AQI).

a) Promote the health, safety, nutrition and well-being of the children

GOAL – To promote a safe, secure and inclusive environment that sets the foundation for lifelong learning and is responsive to a child's individual needs.

APPROACH – RAC Educators:

- Are knowledgeable in planning the day, allowing for consistency and self-regulation, which in turn, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, RAC Educators prepare and post a daily written and visual schedule and intentionally involve the children in reflecting on engaging with the schedule through inclusive leadership opportunities, ie. Leader of the Day, ensuring each child has a meaningful opportunity to participate.
- Ensure meal time is a positive learning experience that promotes social interactions and self-help skills. RAC Educators encourage children to have a healthy respect for food and eating, and use this time to engage and develop relationships with all of the children.
- Ensure all materials, play equipment and furnishings are in good working order, clean and safe.
- Provide health and safety resources on topics that are relevant to the children and families at the Centre and post in all RAC Rooms on the Family Boards.
- Ensure compliance with Toronto Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment.
- Ensure daily practices for proper hand hygiene procedures are promoted by Educators and they support each child's learning of proper hand hygiene by teaching, demonstrating and monitoring.
- Conduct daily health observations upon arrival into the program in both the morning and afternoon and throughout the day. Parents are called as needed.
- Implement the Zones of Regulation, which help children recognize and regulate their emotions. This approach supports children developing coping skills, resilience and positive emotional well-being.
- Take part in annual First Aid training, which includes reviewing RAC's Anaphylaxis policy and procedures. RAC also facilitates 10-12 fire drills each year, as well as participating in the school's lockdown procedures.
- Prior to employment, staff must get a Vulnerable Sector Check, and every year thereafter complete an Offence Declaration. Additionally, all RECE's must remain in good standing with the College of ECE.
- Ensure awareness at all times of the number and names of children that are in their care, as well as scanning and overall supervision of the environment. RAC Educators ensure correct documentation on the Main Attendance. The record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Written verification is required during all staff and child transitions. Additionally, head counts occur every 30 mins on instructional days and the RAC management team conducts documented spot checks of all RAC rooms on a monthly basis.

b) Support positive and responsive interactions among the children, parents, RAC educators and RPS Staff

GOAL – All children, families and educators that enter our Centre, shall be treated equally with respect, and be given the support needed within our environment. Additionally, our respect for diversity and inclusion, encourages each individual to respect the rights of everyone.

APPROACH – RAC Educators:

- Warmly welcome children and families upon arrival and departure times, fostering positive relationships while sharing relevant information and updates to support each child's well-being and family needs.
- Promote a positive and supportive approach in all interactions with each child, peers and other adults.

- Role-model appropriate social and problem-solving skills to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36)
- Initiate and build on conversations with and between children to extend learning through purposeful and responsive interactions.
- Offer sociocultural identities in Play Equipment/Toys as it relates to race, culture, gender, age, language, family status and ability, while incorporating activities that reflect sociocultural identities, family traditions, and celebrations, while actively co-learning with the children and families through conversations, books and activities.
- Posts "How Does Learning Happen" (HDLH) displays in all RAC Rooms for children and parents to learn what has been happening in the RAC program. As well as provide the parents/families of their room with a seasonal Newsletter four times per year.
- Use their observations, knowledge of child development and the children's cues to implement the activities and experiences described in the program plan. "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with a child's family to understand each child as unique individuals. They observe and listen, to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, RAC Educators aim to facilitate activities and experiences that meet or exceed expectations and also create activities and learning opportunities that can be used /shared at home with families.
- Conduct weekly group meetings with children to encourage meaningful input into the program, with children's contributions and feedback documented to inform ongoing planning.

c) Encourage children to interact and communicate in a positive way and support their ability to self-regulate

GOAL – RAC Educators support each child by providing a framework that is responsive to the developmental needs of the children to communicate in a positive manner and promote self-regulation.

APPROACH – RAC Educators:

- Show awareness of the individual child's cues, as each child is developing their self-regulation and self-help skills. Transitions can be a challenge and an opportunity for children to enhance their learning.
- Demonstrate positive interactions with all children and adults, to provide a supportive learning environment.
- Are responsive to the developmental needs of each child and use individually tailored strategies to support the behaviour management with children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41) RAC Educators provide extra support when they recognize that children appear to need more guidance in different situations.
- Support peer to peer positive interactions/problem solving strategies to help children negotiate, collaborate and communicate in an atmosphere where children feel comfortable to express themselves positively
- Promote interaction with children in ways that fosters self-esteem. Support children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotional regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25)

d) Foster the children's exploration, play and inquiry

GOAL – RAC Educators recognizes each child's natural desire and ability to learn and fosters children's natural curiosity to explore and to be leaders in their learning.

APPROACH – RAC Educators:

- Balance indoor/outdoor, active play, rest and quiet time within the daily program. Daily activities emphasize the development of: self-esteem, self-respect, self-regulation, and respect for others, which allows each child and small groups to interact in an appropriate and confident manner. Children learn about themselves, their peers and the world in which they live, through investigation and exploration, through art, drama, music and social interactions, etc.
- Use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support a child's individual learning. Educators encourage the children to question, problem-solve and use self-expression to further enhance their development. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35).
- Provide daily language and listening opportunities to encourage children to build vocabulary, their questioning skills and recall abilities.
- Promote physical play as it contributes to a child's well-being. Through gross motor play children learn turn taking, communication, sharing, and good sportsmanship. Outdoor equipment is in good condition and accessible to children. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19).

e) Provide child-initiated and adult supported experiences

GOAL – We recognize each child's natural desire and ability to learn. RAC Educators foster children's natural curiosity to explore and be leaders in their learning.

APPROACH – RAC Educators:

- In their competencies as Early Learning and Care Professionals, RAC Educators follow cues from the children and provide interactions that encourage children to extend their learning with activities that are of interest to them. "When children initiate experiences, generate ideas, plan and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35)
- Provide independent experiences through different mediums, which demonstrates that the creative art process can promote self-expression and individuality. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, RAC Educators provide open-ended art activities where the child can focus on the process, rather than the product.
- Provide access to an ample selection of props and blocks, and a variety of other play materials, where children can build, create and explore concepts.
- Offer play materials that develop spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15).
- Provide a wide variety of books that are based on the children's interests and new areas of learning. This in turn will open up conversations for both children and educators.
- Provide for open-ended activities where children are able to guide their own learning experiences.
- Provide materials reflecting, science and nature encourage for children to explore through cause-and-effect experimentation and observation. Continual exposure to these materials and experiences allows children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and

senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35).

f) Plan for and create positive learning environments and experiences in which each child's learning and development is supported

GOAL – RAC Educators engage children by planning experiences that are based on their interests and developmental needs while providing children with opportunities to contribute, make choices, and actively participate in their own learning and development.

APPROACH – RAC Educators:

- Have an intentional plan for learning experiences that children are exposed to, promotes the on-going learning opportunities and developmental growth for all children. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15)
- Create a visual environment through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children which promotes well-being. Also, whenever possible, plan an overall classroom environment that optimizes learning experiences. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24).
- Move frequently around the room/yard to support, monitor and mentor all children in various spaces.
- Create a cozy and inviting environment to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42).
- Aim to stay current with the interests of all the children and create a positive learning environment, ie. supporting interests with new materials and presenting them in creative and exciting ways. As well as regularly rotating games and toys to encourage interest and support ongoing learning and development.

g) Incorporate indoor and outdoor play, as well as active play, rest and quiet time, during the day, and give consideration to the individual needs of the children receiving care

GOAL – A variety of experiences are planned and facilitated that incorporate a balance of indoor, outdoor, active and quiet experiences, group or individual play, while ensuring the individual needs of each child are being met

APPROACH – RAC Educators:

- Provide an inclusive environment where children are given the opportunity to engage in planned, as well as spontaneous activities that cover a wide variety of domains and skills, forming the foundation of our program.
- Through observation and interest-based activities that take into account the individual child and diverse needs of all children within the program, RAC believes that this is how the most effective programs are achieved.
- View all children as competent, curious, capable of complex thinking and rich in potential, and act as co-learners to deliver a program that builds on their strengths and abilities through emergent curriculum.
- Develop Individual Program Plans (IPP'S) in each room to support each child's unique growth, interests and developmental needs.

- Ensure the play equipment, furnishings, and learning environments are developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20)
- Supports the movement of materials from indoor to outdoor and vice versa, so as to enhance and explore both environments.

h) Foster the engagement of and ongoing communication with parents about the program and their children

GOAL – RAC promotes a culture of family involvement by engaging families in partnerships with RAC Educators that support their children’s development and learning

APPROACH – RAC Educators:

- Strive to encourage parental/family involvement by communicating daily with families whenever possible.
- Maintain open communication with families through daily short conversations at pick up or drop off times, and allowing for longer dialogue by appointment, by inviting parents to meetings by phone, virtual or in person. If there are concerns regarding a situation, the RAC Educators will discuss it with parents/families so that we are all working together.
- Create an environment that is welcoming and inclusive for all families by inquiring about celebrations and traditions that are important to the family’s sense of belonging. This could be done by inviting families to share a story, recipe, or family tradition.
- Document the children’s learning in words, pictures or video and post, along with weekly program plans for families to view and discuss with their child/ren and the RAC Educators.
- Provide families with any updates and other important information through seasonal newsletters, emails from the management team, and daily communication with RAC Educators.
- Provide relevant Family resources on information relevant to RAC families, ie. neighbourhood events, school information, age appropriate and relevant information as it pertains to health and wellness, etc. on Family Information Boards in each RAC Room or via email.

i) Involve local community partners and allow those partners to support the children, their families, & staff

GOAL – RAC engages with various stakeholders in the community to support RAC children, families and Educators

APPROACH - RAC Educators:

- Work in partnership with the school and surrounding community to best promote smooth transitions for the RAC children
- Access our valuable Resource Consultant at Lumenus, when required, to better support RAC children, families and the program. Lumenus, formerly Etobicoke Children’s Centre (ECC), is an accredited Children’s Mental Health Centre located in West Toronto. The Lumenus Resource educators are trained and skilled in providing effective mental health services for children, youth and their families. Lumenus services include workshops, consultation, training and treatment.
- Accommodates RAC children’s participation in extra-curricular activities that are run and organized by the school. This is done by ensuring that the RAC children can participate and attend school activities before and after school, and that RAC Educators ensure the children get to and are delivered back to the RAC program in a safe manner, ie. sports teams, art, science and music programs.
- Strive to work with all individuals in the Runnymede Public School community, especially in the classrooms that we share, by communicating with all involved.
- Enhance the children’s learning by providing opportunities to explore their community through various field trips, which tend to encourage strong community relationships by having the children explore the Bloor West Village neighbourhood.
- Enhance our programs with special guests, ie. Musicians, scientists, drama, physical fitness, etc.
- Organizes and hosts special events, such as RAC’s Adopt-a-Family Fundraiser, held every December to support local charities
- Offers information about local events on Family Information Boards in each RAC Room or through email, throughout the year.

j) Support staff who interact with children at a childcare Centre, in relation to their continuous professional learning

GOAL – RAC supports its Educators to attend professional learning opportunities and encourages on-going training as it relates to their childcare responsibilities at RAC

APPROACH – RAC Educators:

- Are valued co-learners, therefore RAC provides learning opportunities for RAC Educators and encourages them to participate in continuous learning.
- Have the opportunity to choose workshops, courses, etc., that best suits the needs and interests of their group of children/program and are encouraged to find new ways to enhance long term projects.
- Share their knowledge of new information, and resources with each other and applicable third parties, ie. parents, school teachers, etc. after attending learning sessions.
- Research, theory and practice suggest that one of the things important to achieving a high-quality program is to provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice, to support continuous professional learning and growth. In support of this, RAC Educators are invited to share at staff meetings as well as informally on a regular basis.
- Are mostly made up of Registered Early Childhood Educators, and as a result, must actively engage in continuous learning development to remain in good standing with the College of ECE.
- Have an individual monthly budget to enhance their program.
- Are supported by RAC Supervisors and given frequent feedback to support ongoing learning and provision of applicable resources.

k) Document and review the impact of the strategies set out in clauses a) – j) on the children and their Families

GOAL – To ensure that the strategies set out in a) – j) are meeting the needs of the RAC children and Families and that opportunities are provided to make changes if needed

APPROACH – RAC Educators:

- Through continuous feedback from children, parents, families and RAC Educators/Supervisors, they assess and explore opportunities for improvements to RAC’s programs and its approaches.
- Read and are monitored through this Program Statement with a developed checklist that reflects the strategies set out in the Program Statement.
- Throughout the year at staff meetings, RAC Educators are given the opportunity to learn through discussion, support documents, including “How Does Learning Happen” and its videos.

2. RAC’s Program – Admission Information

2.1 Eligibility

RAC’s Before and After School Year Program, for JK/SK/FDK/Full Day Kindergarten and School Age (SA), requires that your child live in district for Runnymede Public School, attend the school during the school year, and be in grades JK to Gr. 6. RAC does not offer part-time spaces.

- (a) JK FDK Program – This is a 12-month program. Entry in this program can begin the summer before JK begins (whenever space is available) OR the first day of school of JK (Sept) and continues until the August before SK starts.

- (b) SK FDK Program – This is a 10-month program. Entry begins on the first day of school when the child begins SK (Sept.) and continues until the end of school year of SK (June) or later, if the child turns six years of age after Aug. 31st (see below).
- (c) Going into Grade 1 in September (but not yet 6 years old, turning 6 years between July - Dec) – While RAC participates in the Canada Wide Early Learning and Care Childcare System (CWELCC), children that have not yet turned 6 years old on June 30th or before each year, will receive a reduced CWELCC fee for any summer/school year fee until the end of the month when their child turns 6 years of age.
- (d) SA Program – This is a 10-month program. Entry begins on the first day of school when the child starts Grade 1 (or when a space becomes available during the school year) and can continue until the child turns 13 years of age.
Eligibility is considered in the following ways for JK/SK/SA:
 - 1) 1st priority is given to a child who has a sibling in the RAC School Year program;
 - 2) 2nd priority is given to a child who is currently on our FDK or School Age Wait List and has completed an FDK Expression of Interest Form/SA Wait List Form.

(e) **RAC’s FDK (Full Day Kindergarten) Lottery and Wait List Information**

A JK (/SK—only if there are SK spaces available) Lottery will be conducted every Spring (Date Annually posted on our website at the beginning of January) from all the RAC FDK Expression of Interest Forms that we receive every January of that year until the FDK Lottery Date(mid-Spring).

RAC will NOT start a JK Waiting List each year prior to the annual FDK Lottery date. The process is:

- Each January, at Kindergarten Registration time (until RAC’s annual FDK Lottery Date), RAC accepts all the RAC FDK Expression of Interest Forms from interested parents that register their child/ren at Runnymede Public School.
- RAC will make an effort to accommodate all children that want to be part of our JK/SK program. However, if not everyone can be accommodated, then RAC will start and maintain a FDK Wait List, after the initial calls for FDK applicants go out each spring, from all children that have not been called to be in our FDK Program.
- **Please note, JK is our main point of entry, as this is where most of the spaces are available in any given year.**

For anyone who has not had the opportunity to place their child’s name on our School Age (SA) Wait List, the child’s name will automatically be added to the SA Wait List when a RAC FDK Expression of Interest Form is submitted.

- (e) Children that are enrolled in RAC’s FDK Before and After Program ARE guaranteed a spot in the RAC School Age Program when they move into Gr 1.

- (f) During any given year, when vacancies occur during the school year, RAC reviews its Wait List and calls for children in the grade where the vacant spot is located.
- (g) The RAC School Age Summer Program is available for children who are between the ages of 6-12 years, which also includes children entering grade 1 that September. The RAC Summer Program is open to all RAC families as well as to non-RAC families in the greater community when spaces allow. The SA Summer Program Online JotForm is usually available at the end of February each year, which is when RAC's Summer Registration begins.
- (h) Potential Parents: RAC maintains a Wait List for Grades JK-Gr. 6. A potential parent can make an appointment to confirm that their child/ren is on our Wait List, and we will maintain the privacy and confidentiality of all others whose names are on it. RAC is not responsible if unable to contact a family from the Wait List using the information that was provided on the *FDK Expression of Interest Form* or the *SA Waitlist Form*.

2.2 Outline of RAC's Services (including Daily Nutrition)

RAC is a provincially licensed 12-month Childcare Centre located in Runnymede Public School (RPS)

- (a) Before and After (B&A) Care for JK/SK Students in Full Day Kindergarten (FDK);
- (b) Before and After Care for School Age (SA) Students (Gr.1-6);
- (c) Optional Catered Lunch Program (for SA Gr. 1-6 ONLY by Registration at Renewal time or when space becomes available);
- (d) Full Day Program for March Break, PA Days for all School Year groups;
- (e) For School Age (Grades 1-6) children on full days during the school year, ie. PA Days, March Break, there is an additional fee required for all school age children that attend on any of the full days (see fee memo on the last page)
- (f) Summer Program for JK- Gr. 6; (Gr. 1-6 based on a separate Summer Registration)
- (g) Catered Lunch Program for **all** RAC children during non-instructional full days; and
- (h) All Before and After and Full Day Programs include an AM & PM Snack

(i) NUTRITION - RAC provides an optional Catered Lunch Program for Grades 1-6 children on school instructional days (must be registered and based on availability) and on non-instructional days for **all** RAC children in attendance. The Catered Lunch program provides a trans-fat free, four-week rotating menu, which is posted in all rooms or emailed out at the start of a new Menu. Following lunch time eating, RAC staff accompany the children to their respective yards for the duration of the school lunch hour to assist the school personnel in general supervision. RAC strives to be Nut-Free. Please assist us with this by ensuring that your child does NOT bring any foods from home, especially items that may contain nut/traces of nut products into RAC/RPS.

All RAC children are offered a morning snack if they arrive before 8:15am on instructional days or before 9:00AM on non-instructional days. Weekly snack menus are posted on RAC's Family Bulletin Boards located in each RAC room or given out upon request. RAC's After School Snack usually occurs around 3:15/3:30pm daily.

With regards to Nutrition, when children are part of the RAC School Age Catered Lunch Program OR when children are part of our full day programs (non-instructional days), RAC Educators encourage each child to try a little bit of everything which includes a protein, carb, vegetable and fruit, along with milk/water to drink. If your child has an allergy/food sensitivity or is on a special diet and requires adaptations to our food menus, please put your request in writing to RAC's Director/Program Supervisor and efforts will be made to meet your request. If we cannot, we will ask you to bring in an approved substitute. Any approved outside products need to be nut free and labelled with your child's name.

2.3 Children with Diverse/Enhanced Needs

Prior to admission into the RAC Program, RAC will require an assessment of the child's diverse/enhanced needs and all of the resources currently available to assist the child in order to determine if the placement would be suitable and, in the child's best interest. This will be done in conjunction with the Children's Services Consultant (City of Toronto) who assists in locating available resources. Admission into the RAC program will be determined on an individual basis, to determine that the program can meet the physical and social/emotional needs of the child.

RAC is not wheelchair accessible due to the physical building restrictions.

RAC receives free Resource Consulting through the Lumenus, an accredited Children's Mental Health Centre. If you think your child may benefit from these enhanced services, speak to RAC's Director/Program Supervisor and a referral can be made.

2.4 Individual Support Plans – Diverse Needs and Anaphylactic Individual Plans

This policy was developed to ensure that an up-to-date individualized support plan is in place for each child with Diverse/Enhanced Needs, who receives child care at Runnymede Adventure Club. The individualized plan describes:

- How the RAC Educators will support the child within the program and participate in a meaningful and purposeful manner;
- A description and instructions on how to use supports, aids, adaptations or modifications to the physical, social and learning environment that are necessary to achieve these goals;
- All individualized plans must be developed in consultation with the parent, child (if appropriate), RAC Director/Program Supervisor, Room Staff, Resource Consultant and/or a regulated health care professional. The plans are to be signed by the persons who participated in the creation of the plan, and any subsequent revisions to the plan.
- Additionally, if your child has an IEP with the school, your child may benefit from RAC educators having this information as well, so that we can better understand your child's needs and offer additional supports, as needed.

A child with an Epi-pen/other medical/nutrition needs that requires adaptations/medication must be identified before Admission into the program. Parental consent for RAC staff to use an EpiPen/other medications and any specific instructions from parents must be provided in writing to the Director in the form of the *Individual Anaphylactic/Medical Plan*. This plan will be shared with all RAC staff, students and volunteers in the form of training and signed off annually or when changes occur. This information is posted on Allergy Lists posted in all the RAC rooms and in RAC Room Attendance Binders. The Individual Anaphylactic/Medical Plan is updated

annually and signed by the parents. It is the parent's responsibility to update this information in writing as necessary when changes occur.

We can provide you with a detailed copy of our Individual Support Plan & Anaphylactic Policy upon request.

2.5 Accessibility for Ontarians with Disabilities Act (AODA)

RAC has policies, practices and procedures that provide accessible services to its families and their children. RAC's services are provided to families with varying abilities and needs in a manner that promotes and respects dignity, independence, integration and equal opportunity. Runnymede Adventure Club accepts feedback on perceived/actual barriers, including asking for assistance in a variety of ways, ie. in person, by telephone, in writing or electronically. Additionally, this Handbook can be printed/emailed in larger font size as needed.

We can provide you with a detailed copy of our AODA Policy upon request

2.6 Decision Making at Runnymede Adventure Club

The day-to-day organization and administration of RAC is the responsibility of the Runnymede Adventure Club Educators, under the direction and supervision of the Director/Program Supervisor. The overall administration of RAC is managed by RAC's Board of Directors, a non-profit corporation.

The Management of RAC is responsible to the Ministry of Education for the licensing of the Centre under the CCEYA, to the Toronto Children's Services for the purchase of service agreement and CWELCC distribution on behalf of the province, to the Toronto District School Board for the premises, to Toronto Public Health for inspections and the managing of public health in group care, and to the various ministries that govern the corporation and to the parents of the Centre.

2.7 Board of Directors at RAC

The Board of Directors consists of seven elected RAC parents and an invited Designate Member. The Director of the Centre sits on the Board as an advisor and as an ex-officio, non-voting member. All positions are voluntary and elections are held at RAC's Annual General Meeting (AGM). All RAC parents are invited to attend the AGM and have voting privileges. Nominations for new officers are accepted at this time.

The Board of Directors generally meets approximately 4-6 times per year, and more often as needed. The Board is interested in your ideas and suggestions. If a RAC parent wishes to make a written submission to a Board Meeting, this can be left with the Director. A list of the Board of Directors is posted in each RAC room and emailed to all parents after the AGM.

The Board of Directors are responsible for establishing and implementing RAC's policies as well as in the financial management and overall program operation, which together with RAC's Director/Program Supervisor make up the management team and work with the staff to ensure the maintenance of the high standard of care provided at the Runnymede Adventure Club. The Board also assists with other issues as they arise.

2.8 Staff Qualifications and Requirements

- All RAC's full time staff are unionized with the Canadian Union of Public Employees (CUPE)
- Most staff are Registered Early Childhood Educators (RECE) and are in good standing with the College of ECE
- All staff have a valid First Aid Certificate, that is updated annually
- All staff are required to have a Vulnerable Sector/Police Reference Check at the time of hire, and additionally every five years thereafter. Also, all staff sign an Annual Offensive Declaration
- The RAC Educators are attentive and responsive to the well-being of each child and are knowledgeable in child development which allows for age-appropriate activities and child guidance suited to the philosophy of our Centre. They engage in ongoing communication with children, parents, and families and are co-learners in their active role in the program.

3. Daily and Seasonal Information

3.1 Hours of Operation

Instructional Days - School Year for JK/SK & School Age (SA) Sept to June

The hours of operation are: Monday to Friday 7:30am to 8:50am and 3/3:15pm to 6:00pm.

Catered Lunch Program for SA only- 11:35am to 12:30pm - Optional, registration is required as space is limited (only available when a child is in the RAC SA School Year Program, gr. 1-6 only)

Non-Instructional Days – PA Days, March Break, Dec/Jan Break, Summer

The hours of operation are: Monday to Friday – 8:00 am to 5:00pm unless otherwise stated.

3.2 Statutory Holidays and Closures

For the JK Program, fees from September to August (12 months) are billed to each family for a full month, regardless of statutory holidays or school PA Days. There is one fee for the school year months (10 months) and another fee for each summer month (2 months). For JK children entering into the program in the summer before JK, the daily fee is based on RAC's FDK Summer Monthly fee, and all families are billed accordingly.

For RAC's SK and School Age Program, fees from September to June (10 months) are the same each month, regardless of statutory holidays. RAC School age (grades 1-6) families will be billed an additional fee when they RSVP that their child/ren are attending on a non-instructional day, ie. PA Day, March Break, etc. The current fee information has been emailed to all families at the start of each school year, when fees change, posted on each RAC Family Board located in each RAC Room and on the last page of this Handbook.

Our financial structure does not permit RAC to hold your child's space on an unpaid basis. RAC is closed on all Statuary Holidays, as well as all other days noted below or otherwise stated. Please note there are no deduction in fees for these days.

September	Labour Day
October	Thanksgiving Day
December / January	Christmas Holiday – Dec. 25 – Jan 1 inclusive
February	Family Day
March/April	Good Friday
March/April	Easter Monday
May	Victoria Day
July	Canada Day
August	Civic Holiday
August/September	Week before Labour Day

Christmas Break:

RAC is **NOT** open in between Christmas and New Year’s.

The Week Before School Starts in September:

RAC is **NOT** open the week before school starts every year before Labour Day.

June for Senior Kindergarten (SK) and School-Age (SA):

For RAC’s SK and SA programs, regular posted monthly fees apply, PLUS any additional amount to bring each child’s current Deposit account to that of RAC’s current monthly School Age fee. RAC’s SA Summer Program starts as stated each year, ie. June 29th or as posted.

SUMMER FEES - Presently, we have a weekly summer fee for the SA Summer Program, which is based on a daily rate, see our posted **Fee Memo on the last page of this Handbook** for more information or your summer invoice, which is given out during your child’s first week each summer.

Emergency CLOSURES & RAC’s Evacuation Site:

In the event that school facilities are not available (Union job action, building closure, weather related closure, etc.), parents will be notified with as much notice as possible of RAC’s closure or relocation. Please be advised that RAC’s evacuation site is Runnymede United Church, located at 432 Runnymede Rd. (across the street from the school parking lot). *For further information, please see Section 6.13 Emergency Management Policy.*

In the case of a global pandemic, we take our direction from the Ministry of Education and Toronto Public Health (TPH) or any other government health authorities as determined and the Centre is opened and closed based on their enforced mandates.

3.3 Parking and Entrance Information

Parking while picking up or dropping off your child/ren is discouraged from occurring in the school staff parking lot any time before **4PM** each day. If you are using this lot with your child/ren, please **use extra caution**, as this is a busy parking lot. Other car drop-off areas include Runnymede Rd, Colbeck St, or Kennedy Ave.

RAC Entry Doors – all doors leading into the school are locked throughout the day. RAC’s Main Doors of Entry is **Door #6D** (near the back of the school, facing north, available during RAC hours) and/or **Door #8** (Colbeck Yard) between 730am and 5:30pm on instructional days, and 8am – 445pm on full RAC days. To gain entry into the Centre through these doors, RAC Parents/guardians are asked to use the buzzer and make their face visible to the camera, and let a RAC staff know who you are here to pick up. When RAC staff recognize you, they will buzz you in.

If you are unsure of where your child may be at any given time, you are invited to stop by Portable #1 or call the Centre and staff there can assist you.

3.4 Inclement Weather Policy

In the event that RAC does not open in the morning due to extreme weather conditions, please check with CP24 for TDSB/childcare closures for the most updated information. If RAC needs to close during the day, parents will be notified and asked to come as soon as possible to pick up their child/ren. Monthly fees will be unaffected by any closures due to extreme weather or other emergency or extenuating circumstances (unless mandated by a government closure).

On a daily basis, RAC Parents are asked to ensure that they have a reliable plan in the event that an emergency prevents them from picking up their child/ren on time, ie. another RAC Parent/neighbour.

3.5 Seasonal Safety Policy

RAC addresses Seasonal Safety (sun, smog and extreme cold) in the following manner:
WINTER – RAC requires that each child arrives at the Centre with appropriate warm clothing, gloves, boots, and a hat. Without these items, your child may not be able to participate in outdoor play on any given day.

SUMMER - For sun safety, parents are encouraged to bring in sunscreen labeled with your child's name to leave at the Centre during the summer months. RAC requests that each child arrives at the Centre with their first application of sunscreen already on, a hat, water bottle, and appropriate footwear. The footwear must consist of: sturdy rubber soled shoes/running shoes. Do not send your child in flip flops, no-back sandals or sandals with heels, as they lead to accidents. However, for our Summer Program, at times we do facilitate water play, please have footwear that can get wet ie. Sport Sandals, Keens, Crocs, etc. available for this activity.

ALL SEASONS - The Director/Program Supervisor will inform all staff of the decision to modify or cancel outdoor activities based on weather. This will be based on weather bulletins as they relate to: smog alerts, extreme heat, poor air quality index or extreme cold, with or without wind chill.

3.6 Safe Arrival Policy

A child enters RAC each day with their parent or guardian of 14 yrs or older. **No RAC child is to arrive alone, regardless of their age.** RAC is not responsible for a child until your child is signed into the Centre, this occurs once the parent/guardian has dropped off a child/ren and acknowledges a RAC staff by: ringing the doorbell at the School Age Opening Room, Door #6D, AND the parent is visible in the camera OR enters into the Cafeteria, OR if dropping off in the school yard, if the parent wants the child to be signed in with RAC staff, the parent/guardian must acknowledge a RAC staff with a wave, etc. to confirm their child's arrival and the staff promptly sign your child into our care by noting the time of arrival on the RAC Attendance Sheet. Any relevant information about the child for that day including special pick-up information or wellness information can be emailed to a supervisor (preferred) or shared with RAC Staff at drop off and is to be written in the RAC Daily Log Message Book.

A) Safe Arrival during Full School Days/Instructional Days

It is very important to let a RAC staff know if your child will not be attending the program on a particular day or if they will be late, ie. if they are attending a field trip or an after-school activity. This can be done by emailing a Supervisor (preferred) or telling a RAC staff or leaving a voicemail on the RAC answering machine (available 24 hours a day). Once received, a RAC staff will write any messages in the RAC Daily Log Message Book.

If a child does not attend the RAC AM program on a school day, RAC will NOT call parents of children not attending RAC's morning program, as all children attending RAC also attend Runnymede Public School, where calls are made when children are not in class at approx. 9:15am.

When a child does not arrive (without prior notice from a parent/guardian), as expected at School Age Lunch time or after school, one or possibly two staff are taken out of regular programming to conduct a search. If a child has not arrived at lunch (School age Catered Lunch Program) or after school, the RAC staff begin an extensive search of the school, beginning with your child's school teacher, the school office and a phone call to each parent's cell and/or office phone number. If a child cannot be located within the extensive search time of 30-45 mins, the police are contacted and the child is reported missing.

B) Safe Arrival during Full Childcare Days – ie. March Break, PA Days and Summer

The safe arrival policy described above applies and additionally:

Please ensure your child/ren arrives to RAC by 10:00am on all full childcare days. If the child/ren will be arriving past 10:00am, parents must contact (email or call) the Centre to inform staff of their child/ren's late arrival.

If the RAC Staff have not heard from a family by 10am, they are to let their supervisor know, and the Supervisor will call or email the parents/guardian of each child that is not yet in care. If the parents are unable to be reached within 15 minutes, the Supervisor will call other Emergency contacts that are listed on the *Emergency Contact Form* until contact is made with an adult, confirming the child's absence.

Early arrival may be required for field trips or special events. Please note that late arrival for a field trip may result in your child/ren not permitted to attend the trip. (*See 4.7 Field Trip Policy*)

Drop off's and pick-ups on field trips **are not** permitted under any circumstance.

3.7 Safe Departure Policy

Runnymede Adventure Club ensures that any child receiving childcare at RAC is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization on the *Emergency Contact Form* or email or verbal confirmation to a staff person directly or over the phone.

Safe Departure Procedures

(a) Children must be picked up no later **than 6:00pm** on school instructional days. For PA Days and Summer Program, etc. children must be picked up **by 5:00pm**. The parent/guardian is responsible for their child/ren upon entering their child/ren's RAC room/school yard at the time of pick-up.

(b) Parents/guardians are required to acknowledge a RAC Staff to let the staff know they are picking up their child/ren. At that time, a RAC Staff will sign the child/ren out on the RAC Attendance sheet with the time the child is leaving.

(c) If your child/ren is picked up before 3pm on school days, please notify RAC by email before 2:45pm (preferred) or leave a message on the RAC answering machine (available 24 hours a day).

(d) The RAC Staff are required to follow this policy strictly:
Children will **only** be permitted to leave RAC with their parent unless their parent/guardian has stated otherwise. Staff will not allow a child to leave the Centre with another person, except under the following circumstances:

- (i) the signed *Emergency Contact Form* authorizes pick-up by named person/s;
- (ii) written authorization by the custodial parent/s which permits the release of the child to a named person is given to RAC staff. The staff will then check ID (photo ID preferred) of the pick-up person and fill out a *Child Release Form*;
- (iii) a copy of a court order or written separation agreement which permits the release of the child to another person is provided to the Centre and is on file.

(e) RAC Children **cannot be picked up** by anyone younger than **fourteen years of age**. When a teenager does pick-up, we require written authorization provided by the parent.

(f) Written authorizations must include the child's name and the times and the dates that the authorization covers.

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

Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up within 30 mins of that time (before the Centre closes), the RAC Staff will inform a supervisor/designate, who will make a call/send an email to the parent/guardian to advise the parent/guardian that the child is still in care and has not been picked up.

When a RAC Supervisor/Designate is unable to reach the parent/guardian, the RAC Supervisor must call each parent again, and leave another message if necessary. Where the person picking up the child is known to the Centre, and their contact information is available, the RAC Supervisor shall proceed with contacting the person to confirm pick-up as per the parent/guardian's instructions or leave a voice mail to contact the Centre.

Where a RAC Supervisor/Designate has not heard back from the parent/guardian or authorized pick-up person, who was to pick up the child, the RAC Supervisor shall attempt to call another Emergency Pick Up Person as noted on the *Emergency Contact Form*. If no contact is made, the below steps will be followed.

3.8 Unauthorized Departure Policy

RAC staff will follow this procedure if any unauthorized person arrives to pick up a child. The staff will:

- (i) Check the *Emergency Form* and Daily Message Log Book for authorization,
- (ii) Contact the Director/Program Supervisor/Designate to inform them of the situation;
- (iii) Contact the custodial parent/s;
- (iv) If a court order or custodial parent/s restricts access of the unauthorized person, staff will bring the child to a secure area;
- (v) If the unauthorized person insists on picking up the child, RAC staff will call the police.

3.9 Drinking/Illicit Drugs and Driving Policy

RAC staff are to follow specific procedures should a parent/guardian (or authorized person for pick up) who appears to be intoxicated, arrive to pick up a child. Staff have been instructed to call a Supervisor which will request that the person take a cab or call a family member or friend to come to get them and the child. If the parent/guardian does not observe this request, the police may be called.

3.10 Late Fee Policy

Parents/guardians or their authorized person who are late picking up a child/ren from RAC will be charged a CASH Late Fee. This fee will be imposed on a sliding scale, one amount for the first five minutes and a second amount for each additional minute thereafter. **Three occurrences of being late within a school year period (Sept. – Aug.) will be considered grounds for termination of enrollment.** Late Pick-up Fees are applicable during inclement weather. **(Late Fee Policy on Page 42 outlining applicable fees, is to be acknowledged by all parents annually/signed on initial acceptance of space).**

3.11 Emergency Procedure for Late Pick-Up

In the event that a child is not picked up by a parent/guardian or authorized person by 6:00pm (or posted closing time, ie. 5:00pm on Full Days), and the parent/guardian has not contacted the Centre, the staff on duty will:

- (i) One staff will reassure the child/ren and offer a snack and an activity;
- (ii) The other closing staff will check RAC's answering machine for any messages;
- (iii) Call the parent/authorized person at all cell, work, and home phone numbers listed on the *Emergency Contact Form* and advise them the child/ren is still in care, and inquire of their pick-up time;
- (iv) If the planned pick-up person is an authorized individual, the RAC staff are to contact the parent/guardian first to let them know that child is still in care, and ask them to contact the authorized pick-up person, if possible. If not possible, the RAC staff will get the phone number and make the call.
- (v) If the parent/guardian/authorized person cannot be reached, they will be called continuously until 6:15pm and then the staff will call ALL the Emergency Contact Persons listed;
- (vi) If no one on the *Emergency Contact Form* can be reached, the staff will notify the Supervisor;

- (vii) If a child is not picked up 45-60 minutes after the Centre has closed, and no contact is made with anyone, the staff will call the Child Protection Agency, i.e. Children's Aid Society and follow their guidance. **Late fees will apply.**

3.12 Change of Address/Phone Numbers/Email Addresses

Please notify the RAC Director/Program Supervisor **AS SOON AS POSSIBLE** when there are any changes to addresses, phone numbers, email addresses and/or names of contacts or other information on the *Emergency Contact Form*. The staff rely on the accuracy of this information to contact you at any time or when there is an emergency.

Also, upon your child's entry into RAC, please send all your families' email addresses that you want us to use to contact you. By sending the addresses to:

parentinfo@runnymedeAdventureclub.com and fdk@runnymedeAdventureclub.com, you are granting us permission to contact you in this way.

4. PROGRAM POLICIES AND PROCEDURES

4.1 Emergent Curriculum

The RAC Educators program plan for the children using a method called "Emergent Curriculum". This curriculum is based on the interests of the children and how the Educators can expand on their ideas. To plan using emergent curriculum, this requires the Educators to document observations of the children. This can be done in a variety of ways. The Educators will research and brainstorm ideas that can be turned into activities and experiences that further interest and involve the children.

4.2 Program Activities

Planned activities are approved in advance by the Program Supervisor and are age-appropriate and encourage the social, creative, cognitive, emotional and physical development of a child. A variety of activities are provided simultaneously so that each child can choose to participate in the planned activity or select another preferred but equally appropriate activity. For example, children have a space provided where they can read or for grades 2-6, where they can do homework. Additionally, each room has access to 1-2 iPads, digital cameras, that the staff can use to document and enhance the program.

4.3 JK/SK - Full Day Kindergarten (FDK) Program

RAC's JK/SK Program takes place in the school's JK/SK classrooms. The RAC JK/SK program consists of a combination of JK/SK's together in one room. The daily activities that are planned for this age group consist of: creative, cognitive, sensory, language/group and physical play, either outdoors or indoors. Both the school and the RAC Educators work together to ensure a seamless day for the children.

4.4 Grades 1 – 4

RAC has six separate rooms for Grades 1 to 4. We share all of these rooms with the school. The RAC Educators plan a variety of age-appropriate activities based on

emergent curriculum, which include such activities as; cooking, creative, science, drama, reading, cognitive games and sports/outdoor play.

4.5 Grades 5 & 6 – 10+ Program

The 10+ program is designed in a less structured way. The children have direct input into the program planning using the emergent curriculum model. The 10+ children participate in many activities which include cooking, outdoor games, sports, film projects, art, drama, fundraising activities and community service.

4.6 Move-Up Policy in the School Age Program

During the course of a school year, RAC may need to move the older children in any given room to the next oldest room. When a space becomes available in one of the rooms, the RAC Educators meet to discuss who the next “move-up” will be. The criteria for this decision includes: the child’s maturity, emotional readiness, and peers/friends already in the older room.

4.7 Field Trip Policy

Field trips and community outings are included in the program. Parents will be notified in advance of any trips. With any trips that require a mode of transportation other than walking, parents will be required to sign a *RAC Permission Form* before a child can participate, and return it to RAC before the outing.

Community Trip Forms are signed by parents as needed during the school year and for the Summer Program, for all walking trips in the neighbourhood.

For RAC Field Trips, all children must leave from the Centre and may NOT join the group en-route, so as to ensure optimum safety and that safe numbers for ratios have been documented. **Please note:** Without a signed *Permission Form*, your child will not be able to participate in the field trip.

If you decide that your child cannot take part in a field trip, RAC may be able to provide alternate arrangements with another age group. However, RAC is not obligated to provide alternative arrangements to accommodate a late child or a child not permitted to attend the excursion, when no other groups are at the Centre.

4.8 Student Volunteer Policy

From time to time, RAC has students/volunteers that help out within the Centre. These student/volunteers will never be left alone with any RAC children and the student/volunteers will always be under the direct supervision of a RAC Educator. The student/volunteers are not included in ratios and when over 18 years, they will have a Vulnerable Sector Check.

4.9 Toys and Games from Home and Videos

RAC Educators encourage children to leave toys and games at home, except on agreed upon special occasions. Games brought from home must be approved by the RAC Educator and have a rating of G or F. When a child brings something from home into RAC, it is understood that the child/parent are solely responsible for the use of the toy. RAC is not responsible should the item be lost, broken or stolen.

4.10 Birthdays and Special Occasions

We celebrate a child's birthday by acknowledging their special day. On your child's birthday or once a month (depending on the room), each child is able to pick something from the room's birthday box. **No** birthday cakes, cupcakes, etc. may be brought into the Centre by families. For all June, July and August birthdays, we celebrate in June.

4.11 Media Policy

RAC children are photographed by RAC Educators to be used within the Centre by posting within RAC's premises or shared with other RAC families in a Room Newsletter ONLY, and not to be forwarded. Sometimes the local media will attend functions at the Centre. When this occurs, parental written permission will be obtained in advance.

Any pictures taken by parents/guardians/family members at the Centre or during Centre events are for the private use of the family only. These pictures **MUST NOT** be posted online (i.e. Facebook, X, Instagram, Tik Tok, etc.).

The use of Facebook, X, Instagram, Tik Tok, blog sites or other forms of electronic information sharing are not to be used to discuss RAC business or its members.

4.12 Parent/Family Involvement

Parents/Family members are welcome at RAC at any time to participate in the program with their child/ren or if you have a special talent or skill or an idea for a special guest, then please contact your child's RAC Educator.

RAC Educators aim to communicate regularly and effectively with parents/families so that their perspectives can be incorporated into our understanding of your child's development, our curriculum planning and our assessment process.

In addition to RAC's Parent/Family Handbook and website, we have seasonal Room Newsletters posted on shared google document for the current families of RAC ONLY, and Family Information Boards in all of RAC's Rooms. RAC Educators, the Director, and the Program Supervisor are accessible by phone or Zoom call during the school day to answer questions, discuss changes or challenges and address any concerns. Parents are welcome to set up an appointment.

All visitors to RAC must follow the policies of RAC and the Toronto District School Board premises policies. Visiting of non-custodial parents or other persons require signed consent from the custodial parent/guardian and must be arranged with the Director/Program Supervisor in advance.

5. ADMINISTRATION

5.1 Deposit

(a) **School Year** ~ Upon accepting a RAC Child care space, all parents agree to pay one month's deposit fee (or two weeks of the assessed fee for subsidized families) to hold their child's space. That payment gets applied to your child's last month/two weeks at

RAC, provided one month's notice is given for full fee families or two weeks of the assessed fee for subsidized families. The deposit is forfeited if a child is withdrawn from the Centre without the above appropriate notice. Deposits will remain in RAC's account for the duration of any given year. No interest will be paid on the deposit.

(b) **Summer Deposit** ~ please see our Annual School Age Summer Program JotForm for the weekly deposit amount that is required to hold your child/ren's spot for each week.

5.2 Payment of Fees

Fees are determined by the Board of Directors and are posted on RAC's Family Information Boards in each room and the last page of this Handbook. Fees are due on the first/fifteen of each month, determined by your signed Pre-authorized Agreement (RAC PAD Jot Form) for electronic direct withdrawal which is submitted via JotForm to RAC at the time of enrolment for all children except Summer-only children.

Each Fall, the Board of Directors will determine if there will be a school age fee increase (while RAC is in the CWELCC program) for the following January/February. Parents will be notified at least one month before the new fee comes into effect. If a parent needs to arrange an alternate payment plan, please speak with the RAC Director. Child care subsidies are available from Toronto Children's Services. (See link)

<https://www.toronto.ca/community-people/children-parenting/children-programs-activities/licensed-child-care/child-care-locator/#location=&lat=&lng=&zoom=>

Tax receipts are given out by the last day of Feb., for the fees paid in the previous calendar year.

5.3 Canada Wide Early Learning and Childcare Agreement - CWELCC

In the fall of 2022, RAC signed on to be part of the CWELCC program, and as a result, JK and SK Fees of \$670 were initially reduced by 25% from April to December 2022. As of January 2023, JK and SK fees were further reduced by 52.75% of the April 1st/22 full fees. The JK/SK fee may be further reduced by CWELCC, when more information is available.

There are base fees that all parents must pay: One month's fees (or if receiving a City of Toronto Subsidy, your daily rate x 10) to hold your child's space is to be paid at the acceptance of a RAC childcare space. If needed, this deposit fee can be made in two installments, with prior arrangement with the RAC Director. This deposit will be applied to your child's last month at RAC

Non-base fees are fees that are only required by some of the families in the Centre. They are: NSF fee, Late Fees, School Age Monthly Lunch Fee and/or School Age PA Day Fee, which is paid only if your school age child is attending a full day during the school year.

5.4 Overdue Fees/Arrears

The following procedure is in effect for the collection of overdue fees:

- (a) Since childcare fees for RAC families are on automatic direct withdrawal on the 1st or the 15th of each month, there are infrequent last fee payments each month;

- (b) However, when NSF (non-sufficient funds) non fee payments occur, parents are asked to notify RAC's Director at parentinfo@runnymedeAdventureclub.com, so that another pull of RAC fees can be arranged. Please note a RAC NSF charge will apply.
- (c) After 15 days, if fees are still outstanding, a letter will be sent to the parents and the Board of Directors will be notified;
- (d) As a last resort, the Centre may refuse admittance of a child until the balance of outstanding fees are paid in full.

5.5 Non-Sufficient Funds (NSF)

RAC is charged a service fee by our financial institution when a parent's fee payment is returned NSF. A RAC parent is responsible for reimbursing this service charge to the Centre. It will be added to your monthly invoice.

5.6 Vacation Weeks

All parents are permitted to take their child/ren out of the RAC program for vacations between September and June for SK and School Age (SA) or any time during the year for JK children. However, full fees still apply. Please let the Director/Program Supervisor know in advance if your child will be away.

For the SK and SA Program - If your child/ren will not be attending the summer program, your space will be held for the following September once your Renewal Form and Annual Sign Off's have been completed by annual posted due date.

During the summer months of July and August, if the plan for your School Age (those entering Gr. 1-6) child/ren is to attend RAC's Summer School Age Program, a separate Summer Program Registration is required (see posted Summer JotForm on our website or the link will be emailed to all RAC parents at the end of February each year) www.runnymedeAdventureclub.com

5.7 Annual Renewal Procedure

In the Spring of each year, RAC will forward to each current family a Renewal Application for their child/ren's space/s for September of that year, to be returned by the annual posted due date. Siblings of children currently enrolled in RAC are given first priority for vacancies.

Renewals not returned by the due date, or returned with a refusal of renewal, will be declared vacant.

For RAC families who have renewed and no longer need the September placement, the deadline for withdrawal with a full refund of your child's deposit is August 1st. After this date, refunds will depend on securing a replacement for the space for the first day of school.

JK and SK Renewal

- a) JK/SK families will be given a Renewal JotForm during the same time frame to determine whether childcare is needed for the next year. RAC guarantees that all JK children will move to our SK program. Reminder that the JK year is a 12 month program (September to August).
- b) Once your child/ren has completed SK, RAC guarantees that they will move into RAC's Grade 1-6 program. *(please see Section 2.1 for further information)*

Gr. 5 & 6 Renewal

- c) For families of Gr. 5 & 6 students (starting in Sept of each year), RAC requires a commitment for the next school year of at least half the year (5 months). Therefore, for this age group, withdrawals will not be accepted until Jan. 1st of each year, with one month's notice of your desired last day.

5.8 Reserving Space/Leave of Absence

In the event of an extended illness of a child, or leave of absence for other reasons, a request to reserve the space may be considered. The Director will bring the request to the Board of Directors for consideration on an individual basis. Full payment of fees may be required depending on the circumstances.

5.9 Withdrawal Policy

A one-months' notice in writing is required to withdraw your child from RAC. Your child/ren's last month with us will be paid by the deposit we have on file. Without one month's notice, your deposit will not be able to be applied to your account. (***Withdrawal Policy on Page 45 is be acknowledged annually by all parents/guardians/signed on initial acceptance of a RAC space.***)

6. Health and Safety Policies & Procedures

6.1 Health Records

A child's medical information must be completed prior to enrollment and updated as needed. This is a requirement of the CCEYA (childcare governing document) and Toronto Public Health. Failure to have current medical records on file for your child may prevent your child from attending RAC. We expect that all children have their immunization records kept up to date. This information is collected by the TDSB before your child is registered in school and maintained for compliance by Toronto Public Health. In the event of an Outbreak, and your child has a *Statement of Conscience Medical Exemption Form* on file with the school, Public Health may limit their access to RAC/RPS during an Outbreak.

RAC Educators are required to keep information about your child confidential. However, if your child has food allergies, medical or other conditions that are triggered by environmental or food ingredients, it must be put in writing on RAC's *Emergency Contact Form*. This information is kept on Allergy Lists or Individual Support Plans which are posted in each RAC room and in the RAC kitchen, so that all staff are aware of the potential hazards to your child. These lists are updated as required.

6.2 Allergy Policy

RAC Educators are particularly mindful of potentially life-threatening allergies to peanuts, nut products, or any other Epi-pen triggered foods. We strive to ensure that all foods served at the Centre are free of NUTS and nut ingredients, and that an individual child's food restrictions are also respected. RAC has incorporated into our annual First Aid training, the education of staff regarding the recognition of allergic reactions, and how to administer an Epi-pen.

RAC Educators make every effort to ensure there are no nuts, nut products, traces of nuts or food items that read “May contain traces of nuts” at RAC. We expect all parents, children and staff to carry out this policy at all times. RAC’s banned foods may change as the children entering our Centre change. Parents will be notified as changes occur. If these foods are brought into the Centre, they will be held by staff, and given back to the parent/child at the end of the day, explaining our rationale. The names of all children with identified allergies will be posted on the Allergy list in each room (no exceptions).

6.3 EpiPen Policy (also noted in Section 2.4)

A child with an Epi-pen must be identified before Admission into the program. This information will be posted on Allergy Lists in all RAC rooms. Parental consent for RAC staff to administer an Epi-pen and any specific instructions from parents must be provided to the Director as input into a child’s *Individual Anaphylactic Plan*. This Plan is to be signed by the child’s parents and will then be shared with all RAC staff, students and volunteers in the form of training and signed off annually or as changes occur. It is the parent’s responsibility to update this information in writing as necessary.

6.4 Children’s Health Policy

Every child in attendance is to be well enough to fully participate in the program.

RAC Educators are responsible for observing children for signs of illness and are responsible for advising the parent/guardian if, during the course of the day, the child’s health is not up to par. The decision to allow the child to remain in the program is determined by RAC Educators in conjunction with the Director/Program Supervisor. Parents/guardians may be called to come to pick up your child or make arrangements to do so, for the health and safety of all who use our Centre.

Parents are required to inform RAC if your child has been diagnosed with a communicable disease. RAC may be required to report this information to Toronto Public Health. Please see the posted Guidelines for Common Communicable Diseases in each room or the link below.

<https://www.toronto.ca/wp-content/uploads/2023/06/989f-PublicHealthReportable-DoPHSJuly2023.pdf>

Health observations are updated by RAC Staff in each room which lists the symptoms, date reported, RAC room #, number of cases and conclusion. Where applicable, Illness Fact Sheets are made available to parents.

To help us maintain a healthy environment, we require children with the following symptoms to remain at home:

- ◆ Fever of 38C or higher
- ◆ Diarrhea
- ◆ Vomiting/stomach flu
- ◆ An acute cold/ nasal discharge, bad cough, infectious period is the first 2-3 days of symptoms
- ◆ Undiagnosed rash
- ◆ Head Lice, until treatment has been given
- ◆ Other infectious illnesses (see Guidelines for Common Communicable Diseases----posted in each room)

Children exhibiting any of the above symptoms will be removed from the group and their parents will be contacted for pick-up.

A child may not return to RAC until at least 24 hours have elapsed after the symptoms of FEVER have subsided, and 48 hours from the last episode of vomiting or diarrhea (Tylenol, Advil, etc free). RAC will consult the Toronto Public Health Guidelines for isolation requirements for any particular illness.

6.5 Medication Policy

For administration of all medication, including inhalers, masks, etc., parents must fill out RAC's **Medication Authorization Form**, which outlines written instructions for application or provide a doctor's note. The Director/Program Supervisor is designated to administer all medication. If she is not available, she will designate another staff person.

Please note that administration of any medication/medical apparatus is done by the staff on a voluntary basis. Neither RAC nor the parents can require the staff to give medication or treatments. No child will be permitted to administer their own medication without a RAC staff person present, ie. inhalers

Only prescribed medication or medication accompanied by a doctor's note may be administered by RAC staff.

Prescription medication will only be administered by a RAC staff if:

- **Medication is in its original container,**
- The label specifies:
 - The correct name of the child;
 - The dispensed date and date of expiry;
 - The amount of each dose to be given; and
 - The number and time of day the dose(s) are to be given
 - And if applicable, the symptoms staff observe prior to giving the medication.

Prescription Medication Procedure – Non-life threatening

- Medication must be locked up at all times;
- Medication that does not require refrigeration must be stored in a locked cupboard or container;
- All medication requiring refrigeration must be stored in a locked medication box in the refrigerator;
- In order for staff to give medication, the parent **must** sign a **Medication Authorization Form** available from a RAC staff person before the first dose is given

Prescription Medication Procedure – Life threatening

- All EpiPens are kept in the Centralized location of the Café's back room (office off the kitchen)
- All puffers that are carried with an individual child (in backpacks), will be placed out of reach of children, ie. on a shelf, not in cubbies/on hooks
- All Anti-Seizure medication carried with RAC staff at all times or in Centralized location (TBD)

Non-prescription medication such as Benadryl, Tylenol, etc, may only be given if accompanied by:
a doctor's note, on a Prescription Form indicating:

- the date written;

- the child's name;
- the name of the drug;
- the dosage; and,
- the frequency of medication disbursement (ie. start and end dates of medication)
- and the symptoms that Staff will observe prior to giving the medication, ie. rash, hives, etc.

6.6 Procedure for Outbreaks of Infection

When 3-5 children and/or staff are sick from one room with the same symptoms, this may be considered an infectious Outbreak and the Outbreak procedure will be followed.

In the case of a communicable disease, Toronto Public Health is informed, and sometimes the Medical Officer of Health as well. Unless the Public Health officials give other instructions, the staff will follow the RAC Outbreak procedure.

We can provide you with a detailed copy of our Outbreak Policy and Procedure upon request.

6.7 Safety and Accident/Incident Reporting Policy

The safety of each child is of the utmost importance in every aspect of our program. All RAC Educators are certified in First Aid/CPR and attend annual refresher courses. If an accident occurs:

- The staff person present must assess the situation and act accordingly, ie. Administer First Aid, call 911 if necessary;
- If the injury requires First Aid, an *RAC Accident/Incident Form* must be completed before the child leaves the site and must be signed by a parent;
- A copy of the *RAC Accident/Incident Form* must be offered to the parent, and can either be accepted or declined by the parent
- All head injuries must be reported immediately to the Director/Program Supervisor/Designate, who will then contact the parent/guardian;
- In case of serious/life threatening injury/illness, the Director/Program Supervisor is alerted immediately. One staff person will accompany the child to the hospital in an ambulance, while another staff person will notify the parents of the nature of the injury and where the parent can meet their child and the staff person. A life-threatening injury/illness is to be documented as a Serious Occurrence to the Ministry of Education;
- All accidents of a serious nature will be followed up with the parent the next day.

6.8 Smoke Free Policy

Under the Ontario Smoke-Free Act, smoking is prohibited at all times on RAC/RPS property, whether the children are present or not.

6.9 Visiting Animal Policy

RAC believes that animals provide a valuable learning opportunity for children. However, sometimes bringing young children and animals together poses some risks. Allergies, injuries and infections are associated risks of animal contact. Children under the age of five are more

likely to develop serious illnesses from infections due to microorganisms, such as Salmonella and E. coli. The intent of this policy is to ensure that staff are educated as to which animals are permitted to visit, or to be visited, the need to teach children proper ways to handle animals, and hand hygiene after handling animals. RAC does not permit animals to be cared for on a continuous basis, except fish, and only allows certain animals to visit or be visited, based on the ages of the children.

We can provide you with a detailed copy of our Visiting Animal Policy upon request.

6.10 RAC Playground Safety Policy

When the children are outdoors, safety is our top priority. This includes ensuring children stay in the designated yards, where RAC Educators monitor the proper use of equipment, closing portions of the yard when there is only one to two staff outdoors at any one time and limiting the use of the structures as deemed appropriate. RAC staff are to ensure that ratios are maintained at all times while outdoors.

Outdoor time fluctuates with the seasons. Primarily during the months of Sept, Oct, May and June, the RAC groups will be inside for program until approx. 4:30 and then will go outside daily til 5:25pm. During the months of Nov. until mid-April, the RAC groups will go outside from 4-4:30/4:40pm and then return inside for indoor activities. During the summer months, our program will offer many opportunities for outdoor play as weather and site restrictions permit.

We can provide you with a detailed copy of our Playground Safety Policy & Procedures upon request.

6.11 RAC's Serious Occurrence Policy and Procedures

Some serious incidents, which include a life-threatening injury or illness, missing child or unplanned disruption of service, must be reported to the Ministry of Education within 24hrs. The procedures outlined here also state that RAC will post a Serious Occurrence Notification Form for ten business days in a central location (All of our AM Opening Rooms/Room in which the Serious Occurrence has occurred), each time a Serious Occurrence occurs within the Centre. Identifying information will not be used in this report. This is to support increased transparency and access to information.

We can provide you with a detailed copy of our Serious Occurrence Policy upon request.

6.12 Fire Drill Evacuation of Building Policy

Fire drills are held once a month. These drills require a total evacuation of the building. They will be timed and recorded by the Director/Program Supervisor. All children must participate in fire drills. If parents arrive during this time, please allow your child/ren complete the drill, as all children are debriefed after every drill with any corrections to the procedure. All children in the program must wear appropriate footwear at all times, in case of a practiced or real emergency.

6.13 Emergency Management Policy

In the event of an Emergency, RAC staff will ensure that all children in their care, are cared for in the prescribed way as outlined in our full policy and procedures when there is any type of Emergency. This could include a Lockdown or a Hold & Secure (remain in the building) or an evacuation of the premises as quickly as possible to **RAC's Emergency Shelter Location, at Runnymede United Church (across the street from the staff parking lot) at 432 Runnymede Rd.** In the event that the Emergency includes Runnymede United Church as well, parents will be contacted to come and pick up their child/ren as soon as possible. RAC staff will not be able to accept any children arriving during an Emergency.

Parents will be notified of the Evacuation/Emergency, as soon as we are able, after ensuring that everyone is safe. Whenever possible we will email or call all parents, and/or update our Voicemail Message.

RAC will follow all reporting procedures to the appropriate authorities. Additionally, if required, support services will be provided to anyone that needs it, by the TDSB or other resources that the Centre provides. A complete debriefing of the Emergency will be done with Staff and the Board of Directors, and any other Authority as required.

We can provide you with a detailed copy of RAC's Emergency Management Policy and Procedures upon request.

6.14 Child Protection Agency Reporting and Child Abuse Policy

RAC Educators are required by law to report any suspected case of child abuse or risk of abuse or neglect to a Child Protection Agency, ie. The Children's Aid Society. Abuse can take many forms, including: physical or sexual abuse, neglect, or emotional maltreatment. **This duty to report suspicion of child abuse overrides any confidentiality agreement between RAC and its clients.**

Duty to Report

In accordance with the *Child and Family Services Act*, it is the responsibility of every person in Ontario, including a person who performs professional or official duties with respect to children, to immediately report to a Child Protection Agency if they suspect that child abuse has occurred or if a child is at risk of abuse.

Failure to Report

It is an offence under the *Child and Family Services Act* for a professional to contravene one's reporting responsibilities.

Confidentiality

The duty to report suspicions of child abuse, overrides the provisions of confidentiality in any other statute.

Discussing the Situation with a Parent/Guardian

A staff/student/volunteer who suspects abuse, will not inform a parent/guardian or child about the suspicion, the intention to report or that a report has been made until after consultation with a Child Protection Agency and confirmation that it would be appropriate to speak with them. Any other process is not appropriate and in contravention of our policy.

If a Staff/Student/Volunteer is Suspected of Child Abuse

Should the complaint or allegation be brought against a RAC staff, the person that is making the complaint or allegation will be referred to CAS, and not to bring any information to the person to which the complaint/allegation is about. The Director/Program Supervisor must also be notified, who in turn will conduct their own investigation, which will not replace the one made to the CAS.

Children's Aid Society of Toronto: 416-924-4646

We can provide you with a detailed copy of our Child Abuse Policy upon request.

7.0 RAC's Additional Policies and Procedures

7.1 Bias Free and Equity Policy

Runnymede Adventure Club is committed to a policy of non-discrimination on the basis of race, creed, colour, national origin, political or religious affiliation, sex, sexual orientation, age, marital status, family relationships, gender identification and ability.

RAC is also committed to eliminating negative attitudes and behaviour directed at an individual or group based on race, ancestry, place of origin, colour, ethnic background, citizenship, religious belief, creed, gender, gender identification, sexual orientation, age, physical challenge, education, and marital or economic status, family relationships or ability. This is done by identifying, addressing, educating and preventing racial and ethno-cultural bias, harassment and discriminatory behaviour. RAC strives to provide an environment where children, families, and RAC Educators can develop positive self-esteem, confidence, and a positive self-image.

RAC Educators take a proactive approach to discriminatory incidents by teaching and modeling positive interactions and conflict resolution skills. The RAC Educators will take any instances of discriminatory words or behaviour seriously. The Staff will speak with the child/ren and their parents that said or did the discriminatory comment/action. They will also speak with the child and their parents that has been offended and any witnesses to the incident. The goal within our Centre is to create policies and programs that are non-discriminatory, culturally sensitive and promote equity. RAC understands the immense impact that discriminatory incidents can have on an individual/group and will provide support to reduce the negative effects which can result.

We can provide you with a detailed copy of our Bias Free and Equity Policy upon request

7.2 Code of Conduct Procedures

All parents/guardians must sign and adhere to the RAC Code of Conduct. **(RAC's Code of Conduct on Page is to be acknowledged by all parents/guardians annually/signed on initial acceptance of a RAC space).** If any incident should occur that contravenes the policy, the following procedures will be followed:

- (a) The offending adult will be approached by a RAC Staff/Program Supervisor/Director to stop the offending behaviour/words and require that the adult move to another area – away from children;
- (b) A letter will be sent to the adult from RAC’s Director/Board of Directors with regard to the offensive behavior, with the consequences of a repeat of such behaviour being that the adult could be banned from the premises of RAC or, in the most extreme case, that their child/ren will be withdrawn from RAC.

7.3 Harassment and Discrimination Policy

Every staff, parent, and child have the right to an environment (any place that RAC conducts its business) that is free from harassment and discrimination.

Our policy is intended to:

- ◆ provide guidelines with respect to communication between parents, families, children and RAC Educators
- ◆ provide a procedure to be used by either parent, family member, guardian, child or staff to resolve problems between them
- ◆ prevent discrimination or harassment and to provide a means to handle such behaviour when it arises
- ◆ promote a friendly, professional, supportive and satisfying environment for parents, families, children and RAC Educators

Harassment Defined

Harassment is defined as “an irritating or distressful comment or conduct that is known, or ought reasonably to be known, to be unwelcome.”

It is possible for individuals to be harassed by staff, parents, or by other persons that use the building. Because of the wide range of people who interact with RAC Staff, RAC wants to ensure that no one is subjected to harassment of any kind. We expect all RAC Staff to treat the children with whom they interact in an entirely professional manner at all times. In addition, we expect RAC Staff to treat each other, children, parents, and other individuals with whom they come into contact with, in the same way. We also expect that RAC Staff be treated respectfully by parents, children and all adults who use this building.

We can provide you with a detailed copy of our Harassment & Discrimination Policy upon request

7.4 Conflict Resolution Policy

RAC’s philosophy is that there are three partners in communication and problem solving: the parents, the staff and the children. All three groups are to be given equal consideration. The goal is to resolve any miscommunications or concerns as soon as possible and in a direct and open manner. If staff are unable to speak with parents when they arrive, staff will schedule an appointment that is convenient for all parties.

At any time, any person who has a problem in the Centre should follow the below procedure:

- 1) First, contact a RAC Educator and ask for assistance in solving the problem;

- 2) If you are unable to resolve the problem with staff or feel uncomfortable, you may speak to the Director/Program Supervisor who will try to assist you to resolve the problem;
 - 3) If the problem persists, contact the Chair of the Board of Directors (a list of the current Board of Directors is posted in each room). The issue will then be addressed at the Board level.
- All steps must be followed in sequence.

We can provide you with a detailed copy of our Conflict Resolution Policy upon request.

7.5 Parent Issues and Concerns Policy and Procedures

Additionally, we have developed a further policy that elaborates on our Conflict Resolution Policy that makes for a transparent Process when parents/guardians bring an issue/concern forward for resolution.

RAC Educators and parents/guardians agree to actively take part in daily communications at Drop off or pick up times, or throughout the day, in person, by phone call or an email. As described in RAC's Program Statement, we support positive and responsive interactions among the children, parents/guardians, families. RAC Educators fosters the engagement of ongoing communication.

All issues and concerns raised by parents/guardians are taken seriously by RAC Staff and will be addressed in a timely manner. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within one business day. The person who raised the issue/concern will be kept informed throughout the resolution process, which could take 2-3 business days, with documenting the reasons for any delays in writing.

Investigations of issues or concerns will be fair, impartial and respectful to all the parties involved and resolutions or outcomes will be shared with the parent/guardian who raised the issue/concern.

We can provide you with a detailed copy of our Parent Issues and Concerns Policy and Procedures upon request.

7.6 Positive Interactions Policy and Practices

It is our goal that our Positive Interactions Policy will ensure a safe and secure environment where quality care and respect for the individual needs of each child are of primary importance. This policy outlines the principles of approved positive interactions with an individual child and groups of children and the RAC Educators. These strategies adhere to the principles of respecting and empowering children to reach their full potential. RAC Educators are responsible for learning these strategies and incorporating them into their daily interactions.

RAC Educators must take into consideration, a child's or group's developmental level, abilities/strengths and needs when being implemented.

Promoting Positive Interactions Practices:

Examples of this include, but definitely not limited to:

- Following the child's lead and interest during play
- Providing warm and responsive interactions
- Actively listening to a child's thoughts, feelings or ideas
- Helping a child understand expectations by providing simple but clear explanations and limits prior to activities and transitions
- Fostering thoughtfulness and caring, by listening to a child and encouraging him/her to listen to others and share ideas

We can provide you with a detailed copy of our Positive Interactions Policy and Procedures upon request

7.7 Prohibitive Practices Policy and Contraventions of Prohibitive Practices

This policy forbids physical punishment and other harmful disciplinary practices and it is a means to protect the emotional and physical well-being of all children. It sets out clear direction regarding prohibitive practices. These practices are never permitted at RAC and if ever observed, must be brought immediately to the attention of the Director/Program Supervisor, whom will take steps to immediately investigate the alleged incident. Or if need be, report such incidents to the President of the Board of Directors (List posted in each RAC room on Family Information Board). Any prohibitive practices exhibited and confirmed through RAC's internal investigation will be reported to a Child Protection Agency (ie. CAS), the police and/or to the College of RECE's.

Staff shall **not** use the following methods with children, as stated in the CCEYA: No Operator shall permit:

- Any form of Corporal Punishment (physical violence such as hitting, spanking, kicking, etc.)
- Physical restraint of a child, including but not limited to confining to a chair, etc. for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting him/herself or someone else. This is used as a last resort and only until the risk of injury is no longer imminent
- Locking the exits of the Child Care Centre for the purpose of confining the child, or confining the child to an area or room without adult supervision, unless such confinement occurs during an emergency and is required for RAC's Emergency protocol, ie, Lock Down
- Use of harsh or degrading measures or threats or use of derogatory language (ie. yelling, screaming, etc.) directed or used in the presence of a child that would humiliate, shame, frighten the child or undermine his or her self-respect, dignity or self-worth
- Deprivation of a child's basic needs including food, shelter, clothing, toilet use or sleep
- Inflicting bodily harm on a child, including making children eat or drink against their will
- Staff will not use time out, but instead re-direct to another activity
- Children must never be left alone

We can provide you with a detailed copy of our Prohibitive Practice Policy and Contraventions Policy upon request

7.8 De-escalating a Volatile Situation

It is recognized that in some extreme situations, where a child is endangering his/herself/themselves or others, staff may find themselves having to respond to a crisis situation using removal, as a method to defuse and/or de-escalate a volatile situation. Runnymede Adventure Club does not approve of removing children from the program, but recognizes there are times when children are at risk of hurting themselves or others. These guidelines reinforce the need to ensure that children are supervised and safe at all times.

- any type of violence, which includes, but not limited to – hitting, pushing or any other persistent or forceful physical action directed towards another individual
- harmful or threatening acts
- bullying or intimidation
- verbal abuse
- possessing a weapon or unsafe object, which includes, but not limited to – penknives, Swiss Army knife, caps, cap guns, play guns, matches, lighters, laser pointers

In the event that a particular behaviour is severe and poses a threat to the child, their classmates or staff, the following procedure will be implemented: If required, as a last resort, staff will respond to such a crisis using physical restraint as a method to defuse or de-escalate a volatile situation. The staff will provide the Director with a written report documenting the incident. Each incident will be documented and shared with our City Consultant. The steps outlined in the Suspension/Withdrawal/Denied Access policy will be followed.

7.9 Suspension/Withdrawal/Denied Access Policy & Procedure

RAC staff promote a number of strategies and techniques to help guide children's behaviour. These strategies adhere to the principles of respecting and empowering children. There may be situations in which the regular program cannot meet the needs of a child/parent. In this case, the RAC Board of Directors has the right to determine that a child could be suspended or withdrawn from the program. A decision to suspend or withdraw a child will be made with the consideration of the best interests of the child and the safety of the group. *(Please also see RAC's Withdrawal Policy on Page 45 to be signed by all parents/guardians annually/signed on initial acceptance of a RAC space)*

Before any decision is made, the following process will occur:

Documentation

1. When an incident or a pattern of similar behaviours occurs, the documented information will be shared by RAC staff with the Director/Program Supervisor. Included will be any precipitating incidents and follow-up steps taken. An action plan will be put in place to handle the incident or issue.

Meetings

2. The action plan will be shared with parents in order to provide consistency for the child and will be followed without exception by all staff. If an issue/problem persists, a meeting will be held which includes the parents, staff, Director/Program Supervisor and the child if appropriate. Discussion will occur to discuss options for outside agencies, to provide support where it is deemed necessary. Time lines will be set, and all the meeting results will be documented and kept confidential.

Outside Resources/Referral

3. RAC can enlist the assistance of outside agencies, ie. Lumenus <https://www.lumenus.ca/>
the classroom teacher, School Principal and any other school professionals involved with the child with parental consent. The Board of Directors will be confidentially notified at this stage, along with the City's Children Services Consultant. Also at this stage, can be the drawing up of an Individual Support Plan for the child, with input from RAC staff, Director/Program Supervisor, Lumenus Resource staff, child's parents and if applicable, for consistency, the School Principal or School Classroom teacher.

Suspension and/or Withdrawal

4. If the situation has not improved, and the problem is behavioural in nature, the Board of Directors may decide to suspend the child based on all of the above criteria. The parent will be informed of this decision in writing, and the reasons for suspension are to be made clear to both the parent and the child. (There will be no city subsidy payment for the suspension period).

If a RAC child is suspended from School (RPS), the child's parent is to inform RAC if they want their child to attend RAC during this period. The decision to have the child attend will be made on a case-by-case basis by the Director/Designate/Board of Directors.

If it is determined that the child requires a different or more specialized placement, the Board of Directors may decide that the child be withdrawn from RAC. The parents will be informed of this decision in writing, and assisted as much as possible to find alternate arrangements. **Three weeks written notice** will be provided. Toronto Children's Services will be informed if a child is being suspended or withdrawn.

Discharge Due to Breaches of RAC Policies

5. Upon admission into RAC, families are in good standing. However, breaching any of the RAC policies as outlined in RAC's Parent/Family Handbook places the family at risk of being found NOT to be in good standing with RAC.

The Board of Directors reserves the right in its sole discretion to discharge any child for breaches of any of RAC's policies, by the child and/or the parents/guardians, including but not limited to a breach of the following:

- All of the Policies and Procedures outlined in RAC's Parent/Family Handbook
- RAC's Code of Conduct
- RAC's Parent Agreement
- RAC's Late Fee Policy

7.10 Privacy/Confidentiality Policy

RAC strives to ensure that the privacy of all its children, families, staff, and volunteers are respected at all times. Information (including address, phone numbers, email addresses) regarding each family will not be released to anyone without their prior consent of the family in question. Information regarding staff, students, volunteers or Board members will only be released with the prior consent of the individuals in question. RAC may disclose information regarding children, families, staff, volunteers and/or Board members in circumstances where RAC is legally or ethically obliged to disclose such information to the City of Toronto, Toronto Police Services, Children's Aid or the Ministry of Education for agreed upon requirements. If a breach of privacy has occurred, the affected person/s will be notified of the breach.

As part of the Code of Conduct, RAC does not release nor allow its members (parents, staff, students, volunteers) to share the names, photos, videos or details of any child unless such has been agreed upon in advance with a signed Permission Form. Parents cannot post flyers, use class lists, or the children's cubbies/lockers to advertise or solicit business.

8.0 History of Runnymede Adventure Club

Runnymede Adventure Club began operation in the fall of 1985 in a classroom in the school. It was originally named the Runnymede Hooters After School Program, based on the mascot of the school, the Owl.

The program soon moved to a portable at the north end of the schoolyard. As the program's reputation grew, the need for more space was evident. Enrollment increased in the fall of 1987 from 25 to 45 children and program space was expanded to include an extra classroom in the school.

In 1988, the Runnymede Hooters' After School Program was chosen by the Ministry of Community and Social Services to pilot the 10+ program for 10–12-year-olds. 10+ continues to be a success, as this group leads some of the special events that take place within the Centre.

In the spring of 1991, the old portable was replaced by the larger portable we use today. In addition, the Runnymede Adventure Club has the use of the junior gym, B74, the Cafeteria and the Kitchen facilities. The RAC Program also has the use of the front and back play yards for our outdoor activities.

Due to the unfortunate and unanticipated slur with the word "Hooters", it was decided at the 1993 AGM that, although the official and legally registered name of the program would continue to be Runnymede Hooters After School Program, RAC would create the Runnymede Adventure Club as a division of the Corporation, and for publicity and promotion and general operation purposes, we would refer to our program under the new name. In 1997, the Board of Directors agreed to make the name change official for all purposes.

In September 2007, RAC expanded again by adding 36 new spaces with the addition of Room B80 and 6 additional spaces in the portable. We also acquired an outdoor bunker for storage. Our total school year enrolment was 96 school age children.

In September 2014, RAC expanded again by becoming the 3rd party provider of childcare for children in Full Day (JK/SK) Kindergarten at Runnymede Public School. In our first year of operation for this program, rooms Kindergarten Rooms B15 and B82 were used and shared with the school. In Sept. 2015, RAC increased its JK/SK enrolment from 32 to 40 students, bringing RAC's total enrolment to 135 students.

In September of 2017, RAC increased its size again and expanded the JK/SK enrolment to 45 students, bringing our total enrolment to 140 children.

Again, in September of 2018, RAC increased its capacity bringing its total of JK/SK to 52 children and 110 children in the school age program, bringing RAC's Centre total enrolment to 162 children. RAC shares 6 rooms in the school and continues to use the RAC Portable for the 10+ program.

Another planned expansion for September 2020, was delayed due to COVID-19, and finally realized in September 2024, when RAC increased its capacity again in JK/SK to 78 children and 125 grade 1-6 children, bringing our Centre total enrolment to 203 children. RAC shares 9 rooms in the school and continues to use the RAC Portable for the 10+ program.

Once again in September 2025, to have enough spaces for all the SK's coming into the RAC School Age program, RAC expanded again, to include 140 School age space, bringing the total to 218 children operating in 9 shared school classrooms, plus the 10+ Portable/RAC Office. It is our goal to continue to work in collaboration with all who use this building.

For following four Sign Off agreements will be signed by all parents when a child first starts at RAC, and then acknowledged annually every Spring thereafter

RAC Parent AGREEMENT April 2026 – Aug. 2027

I/we, the parent(s)/guardian(s), have read, had the opportunity to ask questions, understand and agree to all the Policies and Procedures of Runnymede Adventure Club contained in this Parent/Family Handbook. I/we agree that I/we will adhere to them and follow them as outlined, in order to ensure that my/our child/ren remain in good standing and in enrolment at RAC.

FINANCIAL AGREEMENT: I/we agree to ensure that RAC can provide the services that my/our child/ren are entitled to, by paying one's month's deposit for JK (all year), SK & SA (school age) school year (10 months) enrolment and/or for SA children, a weekly summer deposit/fee before their placement in RAC begins. I/we agree to pay my/our monthly (JK-all year, SK/SA-school year) SA-weekly (summer) fees on the first or fifteenth day of each month/week, as agreed to in RAC's PAD Agreement as signed in Sept 2023 (or upon enrolment), with no deduction for absences or holidays. It is essential that the financial status of the program is stable.

****PLEASE NOTE:** Presently RAC's banned foods, due to severe allergies, are NUTS, which include all peanuts, tree and ground nuts, as well as food items that read "may contain traces of nuts". Banned foods may change based on RAC's population and any Epipen related allergies. Parents will be updated as changes occur.

I/we understand that Runnymede Adventure Club reserves the right to change these policies and procedures and that it is my/our responsibility to read all updated policy information posted on Family Information Boards in the RAC primary space rooms, RAC Parent Newsletters, or received via email or RAC's Website – www.runnymedeclub.com. Parents/Guardians are responsible for requesting detailed copies of RAC's policies and procedures as required.

If, I/we have not fully carried out this contract or the parent's/guardian's responsibilities under the policies and procedures of RAC, my/our child/ren will be withdrawn after three weeks' notice and this agreement will be terminated.

Dated this _____ day of _____ 2026 _____
(Child/ren's Name/s)

Signature _____ printed name _____

Signature _____ printed name _____

Signature _____ printed name _____

Signature _____ printed name _____

*Please ensure that **each parent/guardian** has read, understands and agrees to follow all Policies and Procedures in RAC's Parent/Family Handbook.

Updated April 2026

RUNNYMEDE ADVENTURE CLUB's (RAC's)
LATE FEE POLICY

RAC continues to experience times when parents/guardians pick up their child/ren after the Centre closes at 6:00pm (5:00pm on non-instructional days), and incur a late fee.

The goals of this policy are to decrease the frequency with which RAC staff are staying past 6:00pm (or 5:00pm on non-Instructional days, ie. Summer, March Break, PA days, etc), and to encourage all parents to put into place alternate arrangements to avoid late pick-ups.

Many parents have a contingency plan in place with parents of their child's friend/s in the unfortunate event that they are delayed. With your verbal consent, and **preferably by your prior arrangement**, RAC Educators can assist you in pairing your child/ren up with one of their friends and arrange for them to be picked up by that friend's parent. **But this requires as much notice as possible. Please call us as soon as you realize that you are running late** due to unavoidable circumstances. Another viable solution that many families use; is teenage caregivers from the neighbourhood. Please remember that RAC's Policy requires that anyone picking up your child/ren from RAC must be at least **14 years of age**.

The late fee is \$10.00 for the first 5 minutes or part thereof, and \$1.00 per minute thereafter. This fee is a CASH payment that should be paid DIRECTLY to the RAC Educators who have stayed late with your child/ren or alternatively, to the RAC Director/Program Supervisor, within 24 hours of the late occurrence.

In addition, when a family is late picking up their child/ren from RAC **3 times during the school year (Sept. – Aug.)**, the parent/s will be asked to meet with representatives from the Board of Directors to discuss the situation and work out a solution. The RAC Parent/Family Handbook states, "There may be situations in which the regular program cannot meet the needs of a child/parent." RAC's Board of Directors will ensure that this Late Fee Policy is enforced, in an effort to minimize late pick-ups. Chronic inability to pick up one's child on time will be seen by the Board as a circumstance where a parent's needs cannot be met by the regular program, thus putting the family at risk of being withdrawn from the Centre.

I / we _____, have READ, UNDERSTAND, and AGREE to follow RAC's Late Fee Policy ~ \$10.00 for the first five minutes, or part thereof and \$1.00/minute thereafter. In addition, if our family is late 3 times in one school year (Sept. – Aug.), I / we agree to meet before the RAC Board of Directors to discuss the situation and work out a solution. Failure to meet with the Board to reach a solution, or my/our continued failure to pick up on time after such a meeting, may result in dismissal from the Centre.

(Parent Signature)

(Parent Signature)

(Date)

*Please ensure that **each parent/guardian** has read, understands and agrees to follow RAC's Late Fee Policy.

Updated April 2026

Runnymede Adventure Club's (RAC's) Code of Conduct

We all have the right to be safe in our Centre's community. The RAC Code of Conduct sets clear standards of behaviour that apply to all individuals involved in our RAC community including children, parents/guardians, volunteers, staff, and/or Board members. These standards apply whether on Centre/school property or at Centre-sponsored events and activities.

All parents, after reviewing this Code of Conduct together with their child/ren, are required to sign that they have read, had the opportunity to ask questions, understand and agree to follow RAC's Code of Conduct as outlined below.

- All members of the RAC's community are to be treated with respect and dignity regardless of race, creed, sexual orientation, disability or any other ground protected by Ontario's Human Rights Code.
- All adult members have the responsibility to act as models of good behaviour. Foul language (swearing, name-calling, shouting, threatening) is not appropriate. Individuals engaging in such behaviour will be asked to leave the premises immediately.
- Inappropriate behaviour or harassment of any kind towards a child, parent or staff person will result in immediate intervention up to and including the family's expulsion from the Centre and/or police intervention. This type of behaviour includes but is not limited to harassment or intimidation by written note, email, words, gestures and/or body language.
- The privacy and confidentiality of RAC children, parents/guardians, Educators, and volunteers is important to us. All concerns and comments should be addressed with RAC Educators. Should this discussion not address your concerns, the next step is to review the situation with RAC's Director/Program Supervisor. Failing resolution with the Centre's management team, the matter will be referred to the RAC Board of Directors.
- Any photos/video taken of any child/staff/parent while at the Centre or during Centre events are for the private use of the family or the Centre ONLY. **These photos/video cannot be posted in on-line in any form** (i.e. Facebook, Instagram, Twitter, Youtube, Tik Tok, etc.)

As detailed in the RAC Parent/Family Handbook (Section 7.9), and outlined in the Parent Agreement, RAC reserves the right to withdraw services if it is believed that the particular needs of your child/ren or family cannot be appropriately met. The decision for suspension and/or withdrawal of a child will be based on, but not limited to, the following types of incidents:

- Repeated physical acts against other children and/or staff (hitting, biting, or any other form of physical threat or assault).
- Verbal attacks on other children and/or staff, which include the use of threats, name-calling, as well as repeated profane or degrading language.
- Racial or other discriminatory incidents.
- A child who leaves the Centre without permission and/or leaves the care of Centre Staff on or offsite.
- Any verbal or physical abuse of Staff by a child or child's family member.

We realize that occurrences and disputes will occur among children and it is not our intent to exclude children as a result of normal developmental incidents that assist them in acquiring problem-solving skills. However, as individual needs vary in terms of environment and program, some children may not benefit from the program offered at RAC. We will make every effort to meet the needs of your child, which may require the

assistance of an outside agency. If the behaviours still occur and it is still deemed that we are unable to meet the needs of you or your child, then services will be withdrawn, as decided by the RAC Board of Directors.

In extreme cases (as determined by the Director/Program Supervisor with approval from the Board of Directors) of violent or threatening behaviour by either a child, a parent or a caregiver where the safety of other children and/or RAC staff are at risk, the three (3) weeks' notice of withdrawal is waived.

The RAC Director/Program Supervisor and the President of the Board of Directors will meet with the parent/guardian immediately and the parent/guardian will be required to withdraw the child from RAC at a time set by the Board of Directors at its sole discretion.

I/we have read the RAC Code of Conduct and agree to terms as stated. I/we have been given the opportunity to read this document, ask questions if required, and confirm that no further clarification is necessary.

Child/ren's Name _____

Signature _____ printed name _____

date _____

Signature _____ printed name _____

date _____

Signature _____ printed name _____

date _____

Signature _____ printed name _____

date _____

***Please ensure that each parent/guardian has read, understands and agrees to follow all Policies and Procedures in RAC's Code of Conduct.**

Updated April 2026



Withdrawal Policy from Runnymede Adventure Club (RAC)

Parents Wishing to Withdraw their Child from RAC

In the event that a parent/guardian wishes to permanently withdraw their child from RAC the procedure set out below must be followed.

Written Notice

- Written notice of permanent withdrawal of your child must be given at least ONE MONTH IN ADVANCE. With one month's notice, your deposit will be applied to your account.
- A permanent space cannot be guaranteed if you wish to temporarily withdraw your child.
- If you do withdraw your child, you must follow the application process if you wish to re-enrol.
- It is important for your child to be given the opportunity to say good-bye and have a sense of closure when leaving RAC. Please let the RAC Director/Program Supervisor and your child know in advance of their last day, so that the transition can be a positive experience for your child, their RAC friends, RAC Educators, and your family.

Withdrawal or Suspension of Services from RAC

- There may be instances when RAC cannot accommodate the ongoing or future needs of a currently enrolled or wait-listed child.
- These matters will be brought to the attention of the RAC Board of Directors.
- In the event that it is determined that the program at RAC does not meet the needs of the child, RAC reserves the right to require the withdrawal of the child from the program or waitlist.

In order for a child to be discharged from RAC, *see Section 7.9 of the Parent Handbook:*

- All relevant information must be documented;
- The Board of Directors must approve the discharge; and,
- Three (3) weeks written notice will be provided by RAC (except as outlined below).

Discharge Due to Breaches of RAC Policies

- Upon admission into RAC, all families are in good standing.
- However, breaching any of the policies and procedures outlined in the RAC Parent/Family Handbook place the family at risk of being found NOT to be in good standing with RAC.

The Board of Directors reserves the right in its sole discretion to discharge any child for breaches of any of RAC's policies, by the child or the parents/guardians, including but not limited to a breach of the following:

- All of the Policies and Procedures outlined in RAC's Parent/Family Handbook
- RAC's Parent Agreement
- RAC's Late Fee Policy
- RAC's Code of Conduct
- RAC's Withdrawal Policy

I/we have read the above Withdrawal Policy and I/we agree to the terms as stated. I/we have been given the opportunity to review this document, ask questions if required, and confirm that no further clarification is necessary.

Child/ren's Name _____

Signature _____ printed name _____

date _____

Signature _____ printed name _____

date _____

Signature _____ printed name _____

date _____

Signature _____ printed name _____

date _____

*Please ensure that **each parent/guardian** has read, understands and agrees to follow all Policies and Procedures in RAC's Withdrawal Policy.

Updated April 2026

