Parent/Guardian Handbook
(Updated January 31, 2020)

Camp Waterdown
WATERDOWN DISTRICT CHILDREN'S CENTRE

A not-for-profit childcare program
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Please note: The latest dated version of this policy shall supersede all other versions and information provided about the program on other formats. These policies are subject to change at any time.
**Waterdown District Children’s Centre Information**

**Location:** 215 Parkside Dr, Waterdown, ON

**Purpose**

Waterdown District Children’s Centre is a fully integrated, non-profit organization designed to meet the needs of the families and children in our community. Since our modern facility opened in 1992, we have been successful in creating an excellent reputation within the local, as well as the professional, community.

We believe in the importance of employing qualified, caring individuals who will provide a safe, warm and comfortable environment for your children.

We strive to:
- Provide an environment where a child can develop a variety of ways of problem-solving, reasoning and other ways of thinking
- Provide opportunities and activities for gross and fine motor skills, such as hand-eye coordination, balance and flexibility
- Help a child identify and communicate needs, feelings and ideas, both verbally and non-verbally and assist them in improving listening and comprehension skills
- Provide an opportunity for a child to interact with adults and peers in different social settings

We are a non-profit organization, governed by a volunteer Board of Directors. The Board is comprised of parents, community members and fellow educators. The Board is responsible for overseeing the Centre in its entirety. They meet monthly to discuss various issues ranging from parental concerns, personnel issues, quality of care, budget planning, etc. We also employ a well-seasoned Director that oversees the day-to-day operations of the Centre.

**Program Statement (applies to all programs under WDCC)**

*Waterdown District Children’s Centre (WDCC)* will provide early learning care arrangements and support to families with children aged 12 months to 12 yrs. WDCC will use the Ministry of Education document “How Does Learning Happen” to guide their programming and pedagogy. Through this practice the center will see children as capable and competent in all aspects of the organization. Alongside, the center will aim to emphasize progressive responsive interactions amongst children, families, and staff. The document will be used to strengthen the overall quality of programs and ensure high quality experiences that will lead to positive outcomes in relation to children’s learning, development, health and well being by fostering the child’s exploration, play, and inquiry. The program statement will be reviewed annually with all staff as the goals provided below are interrelated with all of our policies and procedures through the staff handbook. We have set the following goal and measurable expectations to meet the Ministries regulated expectations (O. Reg. 137/15, ss. 46(3)(a-k)) (These policies can be found in the end of the Parent handbook for parent reflection and knowledge)
Programs
Toddler program – 12 months to 2.6 years
Preschool program – 2.6 years to 5 years
School Age Programs, Mary Hopkins, Guy Brown and Allan A Greenleaf: 3.8-12 years
Summer Camp Programs: 3.6-12 years

Days and Hours of Operation
The Waterdown District Children’s Centre is open Monday to Friday from 7:00am to 6:00 pm.
We will be closed the following holidays:

- New Years Day
- Labour Day
- Good Friday
- Thanksgiving Day
- Easter Monday
- Christmas Day
- Canada Day
- Boxing Day
- Civic Holiday
- Family Day
- One Pa day per year

Please note: The Centre will close early on Christmas Eve Day
And New Years Eve. Announcements will be made prior to
The holiday season.

Tips on How to drop off your child at Daycare

1. Say goodbye to your child every time you leave, even if your child is busy playing.
2. Keep it short and sweet - drawn out goodbyes are hard on everyone.
3. Tell your child (no matter how old) that you are leaving; who will be caring for her and that
you will see her later.
4. Inform your child who will be picking her up.
5. Establish a goodbye routine, such as reading one last book or giving a final wave goodbye
from a window.
6. Enlist the support of your child's primary caregiver in the day care setting if your child is
having a hard time separating.
7. Encourage your child to bring something special to the childcare setting, such as a blanket or
soft toy to help when she needs to be comforted.
8. Provide photographs of mom, dad and other special people for your child to hold and gaze
at when she is missing you.
9. Encourage your child to talk about her feelings when you pick her up. Remind her that you
always come back.
10. Keep in mind that strategies for successful goodbyes that work with one child may not
work with another.
OUR STAFF

Here at Waterdown District Children’s Centre, all of our teaching staff, including our Director, are qualified Early Childhood Educators. Our teaching staff is warm, loving and dedicated individuals that are committed to elevating themselves and our programme to be the best it can be. On-going Professional Development continues to support our staff in this endeavour.

Shelley Bradaric R.E.C.E.C, Director
Shelley has an abundance of experience in the field of Early Childhood Education and development that spans over 30 years. She is a well-respected, hard working and conscientious professional. Shelley strives to offer a high quality education program with the proper balance of caring and nurturing. As Director, Shelley balances the needs of the children, families and staff and is accountable on a day-to-day basis. Shelley truly believes that parents, businesses, community and all levels of government can work in partnership to ensure that all children get the best start possible. Shelley mentors her staff to follow the philosophy that we are all a vital part of children and families' initial steps towards lifelong success.

Susi Cruz R.E.C.E,
Susi Graduated from the Early Childhood Educator program at Mohawk College in 2009. She currently plans and executes our “Camp Waterdown Program” as well as supervises our Before and After School Program at our Guy B Brown Location. Susi has experience working with the City Kidz program in Hamilton, which has given her great leadership skills as well as many other great qualities.

Megan Bradaric R.E.C.E, Classroom Teacher
Megan completed her Early Childhood Education in the spring of 2009 through the Mohawk College ECE Apprenticeship Program. Megan has worked at WDCC in various capacities since 2000. Megan took on the role of Kitchen Manager in the fall of 2007 and the following fall became a classroom teacher.

Kate Quissey R.E.C.E, Classroom Teacher
Kate joined WDCC as a high school coop student. She was then hired on as summer staff. She then enrolled into the Apprenticeship ECE program at Mohawk from what she graduated from in 2013.

Julie Froud R.E.C.E.C., Classroom Teacher
Julie is a graduate of Mohawk College in 1991. Julie has had various types of work experiences including working for Halton Centre for Child Care, Pathways and her own home childcare. Julie was hired in a part-time job share capacity in September 2005 and began working full time for us in the fall of 2006.
Erin Brown, Kitchen Manager
Erin has been working for the Waterdown District Children’s Centre as the Transportation Coordinator in 2007. Then beginning in September 2009, Erin took her great skills in time management and applied them to be our kitchen manager.

Katelyn Kusmirski R.E.C.E, Classroom teacher
Katelyn has been at Waterdown District Children’s Centre since 2011 and graduated from Sheridan in 2010. Katelyn had a student placement at WDCC and after a brief employment in another centre has been working at WDCC since.

Kellie Kusmirski, Before and after care
Kellie has been at the WDCC since 2011. She has been working at the Before and After school program at Mary Hopkins Public School. Kellie comes to us after being at Song Birds Montessori Pre-school in Burlington. Kellie enjoys being around all the children and has two children of her own.

Beata Brzozowska R.E.C.E, Classroom Teacher
Beata has been working with young children for the last several years. She is current enrolled in an apprenticeship program and is slated to to complete early childhood requirements by the spring of 2015. Her education and knowledge about child development, family structure, psychology and recent trends in ECE is beneficial to her job as an Early Childhood Educator.

Jessica Balaban, Classroom Teacher
Jessica has been a part of the WDCC family since 2008. She has worked in various portions of our program. Jessica continues to work on her ECE through the Mohwak Apprenticeship program.

Sam Snider, R.E.C.E, Classroom Teacher
Sam graduated from the Early Childhood apprenticeship program at Mohawk college in 2009. Sam has been working with children for many years. Her experience stems from working with children with exceptionalities. We have worked closely with Sam for many years during her employment with Early Childhood integrated support services. We approached Sam last year in hopes that she would bring her amazing skills and talents to enhance the program at WDCC.

Tyler Cain, School-Age Staff-Guy B Brown
Tyler Join the WDCC family in June of 2016. Tyler came to us from the YMCA program. We worked closely with Tyler during the summer of 2015 when we had our summer camp programs in the same location. After observing Tylers amazing interactions with the children we approached him in regards to working for us!
Kate-lyn Smith, O.C.T, School-Age Staff- Guy B Brown
Kate-lyn has been part of the WDCC team for several years. She became an Ontario Certified Teacher in June 2015. Kate-lyn works in various portions of our program and brings a great attitude and energy to the table.

Ashley Currie, R.E.C.E, School-Age Staff- Guy B Brown
Ashley has been with WDCC since September of 2016. She is a very organized and dedicated member of our team. Ashley graduated from the Early Childhood Education program at Mohawk College in April of 2016.

Amy Kienitz, R.E.C.E, School-Age Staff- Guy B Brown
Amy has been with the Waterdown District Children’s Centre since 2014. She graduated from the Early Childhood Education program at Mohawk College in June 2013. She is a hard working dedicated staff and demonstrates great interactions with the children.

Olivia Balaban, Kitchen/School-Age Staff- Allen A Greenleaf
Olivia in the past has taken culinary arts at Niagara College and is currently enrolled in the apprenticeship program at Mohawk College where she will obtain her Diploma in Early Childhood Education. Olivia is found in many different areas of our program. She has devised new and improved Menus for our centre and executes them daily! She also works in our after-school program.

Diane Woudenberg, R.E.C.E, School-Age Staff- Mary Hopkins
Diane graduated from the Early Childhood Education Program at Mohawk College in 1991. She has gained a lot of experience at Redeemer College Childcare Centre over the years. She currently works at our After School Program at Mary Hopkins.

Jordan Ferrier, Float Staff
Jordan is currently enrolled in the Early Childhood Educator Apprenticeship program at Mohawk College. He is working toward his Diploma and is expecting to be done in several years! Jordan enjoys being with the children and the children really love to play games with Jordan!

Sasha Archer, School-Age Staff-Mary Hopkins
Sasha is a Father of one of the Children at our Main locations. After observing his amazing interactions with his own child as well as other children in our program and realizing his amazing credentials, we thought it was only right to offer him a position within our program.

Katie MacFarlane, R.E.C.E, School-Age Staff- Guy B Brown
Katie is an energetic and motivated worker. The children really engage in the activities she sets out for them. Katie obtained her Early Childhood Education diploma several years ago and enjoys working with children of all ages.
**Nakita Lukovic, Social Service Worker, School-Age Staff- Allen A Greenleaf**

Nakita graduated from the Social Service worker program at Mohawk college in 2008. She has been employed with WDCC since 2013. She is a mother of 2 young children and brings her nurturing characteristics to our program.

**Ryan Malanchuk, C.Y.W, School-Age-Guy B Brown**

Ryan comes to us from the Kingston Military Family Resource Centre with a ton of experience and a great attitude with the children. Ryan is very engaging and is great with the children.

**Thomas Novakovich, School-Age-Guy B Brown**

Thomas is currently working towards becoming a certified teacher at Brock University. He currently holds his bachelors of Physical Education. He has worked with us since 2015 and the children really enjoy the things that he brings to the program.
Before & After Care Program Information

Locations: Guy B Brown Elementary School (in school)
Contact us: 905- 902-1261

Location: Mary Hopkins Elementary School (in school)
Contact us: 905- 902-1236

Location: Allen A Greenleaf (external- walk to WDCC Daycare)
Contact us: 905- 689-5342

WDCC Program Program

Daily Schedules and Routines
The daily program provides a balance of quiet and active, age-appropriate activities. Our staff based on children’s interest designs a weekly program sheet. These weekly program sheets will be posted on our boards located outside of our rotational classrooms.

Morning AM Care *Bell times will vary for different school locations*
7am-8:00am Free Flow Activities & Snack
8:00-8:10am Last Call for Snack/ Tidy Up
8:10-8:25am Outdoor Time & Morning Bell

Afternoon PM CARE
2:55-3:05pm Attendance/ Groups ready
3:05- 3:45 Outdoor Time/ Activity 1
3:45- 4:15 Free Flow Snack
4:15-5:00 Activity 2
5:00- 5:25 Free Flow Activities
5:25-5:30 Tidy & Merging of Groups
5:30-6:00pm Table top activities

Activities may change throughout the course of the school year to engage students and meet their interest. Staff will inform parents via newsletters of any program changes and additions to the before/after care program. We aim to provide a variety of activities specific of each age group.
Summer Camp Information

Camp Waterdown’s Summer Program will operate a variety of themed programs. The Camp will provide ECE-led camps for different age ranges. We have a variety of programs, learn more below.

The Junior Explorers Camp: Children ages’ 44mths -6yrs enjoy camp experience in a safe nurturing environment. Activities will include cooking and science experiences, crafts, games and theme days.

The Weekly Adventure Camp: Children 68mths-12yrs years enjoy a camp experience while learning new skills and having new adventures. Regular outings and talented visitors will enhance these weeks.

Maverick Youth Workshops: Available for ages 9-13 specializing in pre-adolescence development. Varying weeks will be offered targeting specific skills to be developed from fitness, self-esteem, creativity, and nutrition. Please refer to website for weeks offered.

Camp: This specialty camp runs for two selected weeks of the summer only. It is exclusive for 9-13 year olds who are eager to get creative with technology using their own iPads or tablets. Must have own iPad/tablet to participate in this specialty camp. Please refer to website for weeks offered.

Leadership Courses: Jr. Camp Counselors (ages 14-17). Our leadership training opportunities will allow youth to become positive role models and develop social communication skills. Leadership outings will be taken and youth will be trained on life skills useful for any future employment opportunities. At no time can junior leaders be left alone with a child.

**Days and Hour of Operation:**
Camp Waterdown is open Monday to Friday from 7:00 am to 6:00pm. We will be closed for the Civic Holiday, Monday Aug 1st 2016

Summer Camp Administrative and Financial

Summer Camp registration is different than our before and after school programs. As this service is opened up to community families and the WDCC enrolled families. Due to our high numbers of enrolments we ask families to enrol online to reserve a space. Registrations are made online. It is imperative that all the enrolment forms are completed and submitted prior to camp start date. The forms are designed to meet all the requirements of the Ministry of Education and the Regional Health Department requirements. It is also important to keep us notified of any changes to allow us to keep our files updated. Please visit our website for your forms.
Registration is to be done online.

1. Visit www.campwaterdown.com
2. If online registration is not feasible please contact Shelley Bradaric, WDCC Director 905-689-5342

Registration / Camp Fees Payment:

Due to the high demand, limited enrolment and need to secure program resources; we require our families’ full commitment before registering.

- One week's Camp Fee Deposit is due with 5 business days from ALL camp families to complete registration and reserve a camper spot.
- Camp Fee Deposits may be paid by Cash, non-post dated Cheque, INTERACT Email Money Transfer or Credit Card / PayPal only [except those that have a valid Full Subsidy Agreement already in place].
- Families on a Pre-Authorized Debit Plan will now be required to pay their deposit in one of the other forms of payment upon registration.
- Payment in Full for Camp Weeks from July 1 – July 31 must be paid in full by June 3rd (except Pre-Authorized Debit which will be drawn July 1st) to maintain registration (initial deposit will be deducted, or retained if additional weeks are booked for August).
- Payment in Full for Camp Weeks from August 1 – September 2 must be paid in full by July 3rd (except Pre-Authorized Debit which will be drawn August 1st) to maintain registration (initial deposit will be deducted).
- Payments may be made Cash, Cheque, Credit Card / PayPal, INTERAC Email Money Transfer and, only for existing School Age Program clients, by pre-authorized debit (PAD).
- Post-dated cheques (payable to “Waterdown District Children’s Centre”) will no longer be accepted except for two cheques: one dated June 3rd, 2016 for July Camp Fees, and one dated July 3rd, 2016 for August Camp Weeks (less prepaid deposit where applicable)
- Payments that are returned NSF will have to be replaced with either cash, certified cheque or money order. A $50.00 service charge will be applied to all returned payments.
- If you are receiving regional subsidy a valid contract must be attached to the registration form or forwarded to our Director in advance of registration, or you may pre-register and pay the deposit (and receive a full or partial refund when we receive subsidy confirmation, as applicable)

Licensing:
The Ministry of Education licenses our Camp. The Child Care and Early Years Act, and its accompanying regulations, forms the basis for the licensing procedure. The license is displayed in the Centre for parent/guardians to review. Please feel free to ask staff for details about any of the licensing requirements.
Fees:

Weekly Cost* for the camps:

Fees for 2017 will be released early winter

*Includes care for the whole extended day (7am-6pm). We do not currently offer part-time or partial week enrollment fee breaks. First week’s payment must accompany registration to confirm space. The Great Escape (Week 9) includes field trips every day and a free Camp Waterdown T-shirt to take home.

Fee Subsidies
Waterdown district Children’s Centre currently holds a Purchase of Service Agreement with the City of Hamilton. Fee subsidies are available through their offices to those families who qualify. Please note a copy of your agreement must accompany your registration /enrolment forms or be advanced to our WDCC Director.

Tax Receipts
Childcare tax receipts will be issued in February 2017 for qualifying fees paid during 2016.

Refund and Termination Policy

- Deposit less a $35 administration fee per child, per week will be refunded for cancellations communicated in writing before the full payment deadlines set out above.
- Cancellation or Withdrawal after the full payment deadlines will receive no refund and result in the forfeiture of paid camp fees/deposits
- Cancellations due to medical reasons BEFORE a Camp Week starts will be subject to a pre-rated refund for weeks to be missed less a $35 administration fee per week per child. Requires submission of an original and verifiable doctor's letter.
- Credits or refunds cannot be given for late arrival, early departure, illness, absences, dismissal, or program / facility closures due to emergency, weather or other unforeseen circumstances.
- There will be a $35 administrative fee per child for making program changes.
- NSF/returned cheques are subject to a $50 administrative fee.
- Any refunds granted will be returned within 4 weeks time.

Camp Waterdown reserves the right to terminate the registration of any camper if, at the Program Director’s discretion, it is in the interest of the child and / or Camp Waterdown. In the case of termination of a camper’s registration by Camp Waterdown, a pro-rated refund will be considered. Please understand that the financial obligations of Camp Waterdown are fixed for the season and the withdrawal of a camper does not lessen our operating expenses.
March Break Camp

March Break Camp is offered during the one-week school break during the March month. Each week varies each year. March 2017 Camp will be offered between March 13th to 17th. Registration will open in early winter (January or February of each year). Registration is released first to current WDCC families and then released to the community families. March Break fees can be found in the Fee’s section below. The hours of operation are from 7am to 6pm and follow the similar schedule as the summer day camp program.

We will be offering Jr. Explorer’s, Sr. Adventurers, and Mavericks programs during the March break program with same ratios as the Summer Camp. Each program has specific theme camps for the week such as sports or performance camp. We encourage all families to register online at www.campwaterdown.com and sign up for our mailing list to receive current information.

PA Day Camp

PA Day Camps are offered for days in the Hamilton Wentworth District School Board. Day Camp registration can happen online or via our before and after school programs. Current registered clients in our programs have first access to registration. Once all current families have been confirmed, spaces for community families can be released. Community families are encouraged to email or call us at 905-902-1261 or info@campwaterdown.com to reserve a space. Fees are paid per day and there are themes a days for each program.
WDCC ADMINISTRATIVE AND FINANCIAL

Enrolment Forms

Every registering parent/guardian receives or fills out enrolment packages online when starting at the Day Care or our School Age programs. It is imperative that all the forms are completed and returned before, or on the day that, their child starts at the Centre or at a Camp Waterdown program. The forms are designed to meet all the requirements from the Ministry of Community of Social Services and the Regional Health Department.

Changes

It is also important to keep us notified of any changes to immunization information, health needs, address changes, emergency contacts, etc....to allow us to keep our files updated.

In the absence of prior written mutual consents, the sole Parent or Guardian listed as the Primary Registrant for a child in our Registration System will be the only parent or guardian notified and consulted for consent as needed before any changes to personal information, medical information, care schedules, pick ups, contacts or policy agreements can be made, even by another legal parent or guardian, to ensure consistency in meeting the registered child’s needs.

Orientation of new Families

All families are to visit with their children prior to enrolment at the WDCC Day Care program. The Centre Director at this time will meet with you and review the Parent Handbook and Parent Contract. This is also a good time for your child to become familiar with the new environment and new people.

Licensing

The Ministry of Education licenses our Centre. The Child Care and Early Years Act and its accompanying regulations, form the basis for the licensing procedure. The Centre is inspected annually and a renewal license is issued, provided all requirements are met. The license is displayed in the Centre for parents to review. Please feel free to ask staff for details about any of the licensing requirements.

Fee Intake

Fees are to be paid monthly, in advance. Pre-authorization forms are available for your convenience. An official tax receipt will be distributed at the end of the calendar year.
NSF cheques must be replaced with cash and a service fee of $25.00 will be charged to the account. If you have any questions regarding your account, they can be directed towards our Director.

Fees

Parents are required to pay for all regularly scheduled days of attendance, including statutory and early closure holidays, snow dates, and your child's vacation and sick days.

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<th>Service</th>
<th>Days per week</th>
<th>Full monthly fee</th>
<th>Monthly fee with City Funded Market Value Reduction (September -December 2019)</th>
<th>Temporary Monthly Reduction due to Market Value Reduction (September-December 2019)</th>
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<td>$244 ($56.30 per day)</td>
<td>$200 ($46.30 per day)</td>
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<td>2-day-Toddler</td>
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<td>$400 ($46.30 per day)</td>
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<td>$920 ($42.46 per day)</td>
<td>$684 ($32.46 per day)</td>
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2019 – 2020 Program Rates for our school age programs

**JK / SK Before and After School Program Monthly Rates**

<table>
<thead>
<tr>
<th># Days per Week</th>
<th>Before School Only</th>
<th>After School Only</th>
<th>Flamborough Centre</th>
<th>Both Before &amp; After</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>After School Only*</td>
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</table>

**Single Extra Days**

|                 | $ 15.00            | $ 23.00           | $ 25.00            | $ 31.00             |

*There is a proportional charge added for the longer hours of Flamborough Centre’s After-School Program.*

**Grade 1 – 8 Before and After School Program Monthly Rates**

<table>
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<tr>
<th># Days per Week</th>
<th>Before School Only</th>
<th>After School Only</th>
<th>Flamborough Centre</th>
<th>Both Before &amp; After</th>
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</thead>
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<td></td>
<td></td>
<td>After School Only*</td>
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</table>

**Single Extra Days**

|                 | $ 15.00            | $ 21.00           | $ 23.00            | $ 28.00             |

*There is a proportional charge added for the longer hours of Flamborough Centre’s After-School Program.*
Fee Subsidies: Waterdown District Children’s Centre currently holds a Purchase of Service agreement with the City of Hamilton. Fee subsidies are available through their offices to those families who qualify. Please see our Director for more information.

Waitlist Policy
No licensee shall charge or collect a fee or deposit for the placement of a child on a waiting list for admission in a childcare center or home childcare agency.

WDCC gives priority to current daycare families and before and after school families for new enrollments and waitlist spaces. The preferences are given as below (but not limited to that order):

1. Current Families
2. Past Families
3. High School or Community Liaisons
4. Community Families
5. Full Time Spaces
6. Part Time Spaces

Families will be contacted as soon as spaces become available and are encouraged to leave their name and phone number to be added to our waitlist.

Late Pick-up

Children become anxious when parents are late. It is the parent's responsibility to arrive at the Centre in time to pick up their child before 6:00pm. If a parent is unable to be at the Centre by 6:00 pm, we ask that they make alternate arrangements for the child to be picked up. A late fee of $20 for every part of half an hour per child will be charged for any pick-up past 6:00 pm. This fee is to be charged to your account in the following month. The clock at the Centre shall be used as the official time.

Withdrawal of Service

When a family wishes to withdraw their child from the centre or change the type of care they are currently receiving, they are required to give a minimum of four weeks’ notice, in writing.

Right of Exclusion Policy
We, as teachers at the Waterdown District Children's Centre, strive to provide a programme that stimulates children in all areas of development within a group setting. If we feel that our programme is not meeting the developmental, social or behavioural needs of a child, the following plan will be put into place:
1) Team meeting with the parents, supervisor, teachers and resource teacher to discuss methods of action to deal with the issues.

2) A referral would be made for the parents to the Behavioural Therapy Consultation Services at Chedoke to provide support for both families and the school.

3) Shortening the amount of service provided (i.e. half days).

If all the steps are taken but solving the situation is still not successful, then a meeting to discuss the child's continuance at the Centre will be held with the parents, supervisor and teachers. The safety of the other children is imperative and must remain our top priority. Therefore, in extreme cases, terminating care and, if possible, assisting the family to find care somewhere else in the community, would be the best solution.

Protocol to Address Concerns

We, the staff at the Waterdown District Children's Centre, strive to provide a comfortable environment for both the children and parents. We offer an open-door policy to our parents; therefore, both the Director and teachers are always available to discuss any concerns the parents may have. The mornings and evenings can be very busy times for everyone and you may find it easier to call back during the day when everyone will have more time to address and discuss any concerns you may have.

If you have a much larger concern that may involve more in-depth discussions, please feel free to set up a meeting time with the Director to sit down and discuss it or send an e-mail specifying concerns.

Serious Occurrences

The Ontario government beginning on November 1, 2011 requires childcare centres to post information about serious occurrences that happen at a children care centre. To support increase transparency and access to information a “Serious Occurrence Notification Form” must be posted at the centre in a visible area for 10 days. A serious occurrence could include things like a serious injury to a child, fire or a complaint about service standard.
Snow Closures

WDCC will be closed for inclement weather conditions
If the Hamilton-Wentworth District School Board closes.
The outgoing message on the Centre’s answering machine will be changed to correspond with the closure. Parents are responsible to listen to these ratio stations for the HWDSB announcement or call the Centre for more information on the closure. Parents are encouraged to check our social media for updates and news. Facebook @CampWaterdown & Twitter: @CampWaterdown

Emergency Closure (other than weather related)

In the event that the Centre is unable to safely accommodate children upon opening (i.e. flood, fire, vandalism), the following procedure will be followed. If the closure is for three days or less, the parents are required to pay their fees. If the closure will be for an extended period the parents will not be required to pay; however, all attempts will be made to relocate the childcare site.

Early Closure (after 7:00 am)

If under extreme circumstances (i.e. severe snowstorm, loss of heat or hydro, etc.) the Director may decide to close the Centre early. If this occurs, the parents will be contacted by phone and arrangements must be made for pick up.

Student/Volunteer Policy

WDCC is fortunate to take advantage of the High School and College Co-Op programmes. All students and volunteers are expected to follow all policy and procedures of the Centre. They are required to sign the appropriate forms stating they have read and will comply with these policies and procedures. They must have a criminal reference check completed prior to beginning at the Centre. Students and volunteers will never be left alone with the children.
within the classroom or on the playground. Our staff will be modelling professional behaviours to the students and volunteers and will guide them with appropriate techniques. Our staff will never compromise the quality of the programme or their time spent with the children.

**No Smoking Policy**

Waterdown District Children’s Centre is a non-smoking facility and no parents, staff, volunteers and students will smoke. This includes inside the childcare centre and anywhere on the property. All parents, staff, volunteers and students will be notified of this expectation upon admission/employment at the WDCC. Non-smoking signs will be posted on entry doors on the facility.

**Confidentiality**

- **Staff/Board member**: the individual may publish no addresses or telephone numbers of any staff or Board member without prior consent.

- **Families**: All family dealings with WDCC shall be of a confidential Nature. No information shall be given to persons or agencies without Prior written consent.

- **Children**: All records regarding children, including parent-Teacher conversations will be kept strictly confidential. Only First names of children will be used when posted in the Classroom for any reason. The children shall not be discussed Over the telephone or in a casual manner with anyone except the parents or persons representing an agency that has prior written parental permission. No photograph or videotape will be taken of a child without signed parental consent.

**Release of information**

No licensee shall require as a condition of providing care for a child at a childcare centre or with a home childcare agency it operates a prior consent from a parent of the child to the release of information with respect to the child. This provision provides that no child is refused service because a parent of the child has refused prior consent to release information as a condition of enrolment.

The policy is to align with the following protection of privacy principles:

1. Information collected should be the minimum needed to serve the purpose of the service provided.
2. The right of every child and family to privacy should be recognized and protected to the greatest extent possible.
3. Parents are to have access to their child’s records and should be informed of who may have access to the child’s records on an internal basis (e.g., staff, volunteers, bookkeeper).
4. The appropriate informed written consent of a parent should be a requirement prior to the release of personally identifiable information to third parties. This includes the release of any information through social media (e.g., posting pictures to Facebook).

The written consent of a parent must be obtained before a child’s personally identifiable information is released to an outside researcher and/or a child participates in any research project conducted at the childcare centre. Parents must also sign a written consent to share personal information regarding child’s behavior or well being between school related officials (teachers/principals) and the WDCC staff. This is done to better respect privacy and improves communication between school staff and WDCC staff in regard to the child’s best interest.

Access to a child’s records without parental consent may only be given to officials of the following:

- Coroner’s Office
- Courts in response to a warrant or court order
- Ombudsman
- Authorities vested in provincial or federal statutes
- The Minister of Education and officials to whom he/she has delegated the authority (e.g., program advisors).

HEALTH, SAFETY AND NUTRITION

Nutrition
Daycare: A nutritious mid-day meal and two snacks (am and pm) are provided each day. Our full-time Kitchen Manager, according to the Child Care & Early Years Act and Canada Food Guide regulations, designs our menus. These four-week rotational menus are posted in the hallway for you to read. Special dietary needs or food allergies will be taken into account and should be discussed upon enrolment.

Before/After School + Camp: Similarly in our before and after care programs a nutritious snack is provided for students before school and after school in all of our programs. Please feel free to view our 4-week snack rotation located on our boards or designated communication wall.

Bagged Lunch Policy
During full day camp care parents are encouraged to pack two nutritious lunches as our program follows the two-break schedule as in school. These lunches are to adhere to Canada’s Food Guide and included one item from each food group.

A few examples are: Grain breads, Dairy products such as cheese, Milk, Vegetables, Yogurt, Cold meats, eggs, Pea Butter, or Pastas

Please refrain from packing: Chips, Chocolate bars, Soda Pop, or high sugar/low protein foods

It is important all lunches are peanut, nut free, and sesame seed free to provide a safe environment for all children. Some important tips:
1. Lunch containers are labelled with child’s name
2. Lunch Packs include ice packs to keep food cool if needed
3. Check labels on food packets to ensure they are peanut/nut free
4. Parents keep us updated for any food allergies that may arise

**Nut Allergies**
Should a child with a nut allergy be enrolled at the Centre, we will be a nut-free environment and will ask that no food be brought from home. Signs will be posted to indicate a nut-free environment if this occurs. All before-after school programs along with full day camp programs are nut free and aim to be sesame seed free.

**Medication Administration**
The administration of prescribed and non-prescribed medications is set out and governed by the Ministry of Education. The legislation stipulates that any medication may be administered when the following measures are taken:

- Medications must be accompanied by written authorization from a parent. (The Centre will provide these forms).
- Medication must be in its original container. The pharmacy prescription label must state the child’s name, dosage and administration instructions for storage, name of prescribing doctor, and current date.
  - Non-prescription medications will be administered at the Centre only if accompanied by a note from the child’s doctor, outlining the medication name, dosage and administration instructions, and reason for taking the medication (i.e. teething pain, pain or fever relief, cough, etc.). The parent must provide these medications
- All medications must be kept in locked containers. Medication must not be left in the classrooms or your child’s cubby/bag.
Routine Illness
A health check is done daily upon each child’s arrival at the Centre. We follow Public Health and Ministry of Education guidelines on illness and exclusion policies. A child who has experienced any of the following symptoms in the **preceding 24 hours** will not be admitted into the Child Care Centre. If a child experiences any of these symptoms while in attendance at the child care centre, the parent, or authorized person, will be required to pick up the child as soon as possible.

- Diarrhea (two or more, or change from the normal)
- Fever and combination of other symptoms (Nausea, vomiting, etc.)
- Vomiting
- Eye discharge (yellow/green)
- Severe cough
- Yellowish skin or eyes
- Weeping lesions
- Unusual rashes
- Irritability, continuous crying
- Requires more attention than can be provided
- Unable to participate in regular daily activities

Children who become ill while at day care will be separated from the other children with a staff member (and, if necessary, will be isolated) while waiting to be removed from the Centre. This is done to ensure that the illness does not spread to other children and staff. Frequent hand washing, toy disinfecting, and other precautions will be done regularly to prevent illness.

If your child has been excluded from the childcare centre, their return date will be as follows:

- **Chicken Pox** until seen by a doctor to determine (contagious before spots)
- **Diarrheal** until diarrhea has stopped for 24 hours
- **Vomiting** until vomiting has stopped for 24 hours
- **Head lice** until completely nit-free
- **Impetigo** until 24 hours of antibiotic
- **Measles** until 4 days after rash has appeared
- **Pinkeye** until 1 full day of antibiotic treatment (if there is discharge)
- **Pinworms** until 24 hours after treatment and showering
- **Pneumonia** until seen by a physician
- **Rubella** until 7 days after onset of rash
- **Strep Throat** until 24 hours after antibiotics have begun

Parents will be informed of certain communicable diseases (i.e. chicken pox) if there is a child who attends the Centre that is ill with that disease. All illnesses will be recorded and the
Director will contact Public Health if it appears that a large number of children are affected by an illness and appropriate cautions and procedures will occur.

Tempera, Tylenol, or any other fever/pain reducers may be given by the staff, provided the child’s doctor has written a note to detail the administration and the parents have provided it. (Please see medicine administration). The administering of this medication is only to help give relief to the child until a parent or authorized person can pick them up from the Centre.

**Health Update from February 1, 2020 until revised:**

We are asking that all families who are currently away from Canada and are in China or are planning to go to China, to understand that you will not be permitted back into the Waterdown District Children’s Centre until you and your family have been home from your travels a minimum of 15 days from the date you have landed back in Canada. As proof of this, you will be asked to provide and show us your boarding pass(es) and/or stamped documents that states the date of your return from your trip. Along with this we are requesting a medical letter of good health dated no earlier than 15 days from your return date, for the child and entire immediate family.

We will continue to monitor information available to us from Public Health and the World Health Organization and reserve the right to modify the above criteria at any time.

**Lice & Nit Free Policy**

Throughout school and during summer month’s lice is always a considerable factor. In such cases if a staff suspects a case of lice a notice will be sent home to all parent/guardians. Staff members reserve the right to check all children during the program for lice. If lice are found on your child, a call will be made to inform and ask the guardian/to pick up the child. Our staff will try to limit the spread of lice by putting hats or top head cover on the child. We ask for parent/guardians to carry out their due diligence to limit the spread of lice by treating the suspected and/or confirmed cases of lice.

If staff finds any knits (eggs) on the child, we will ask parent/guardians to pick up child from camp and carry out treatment to eliminate knits. Child must be knit free for 12hrs before retuning to camp.

**Severe Illness or Accident**

If your child should become seriously ill while in attendance at the Centre or suffer an injury requiring immediate medical attention, the staff will call the parent immediately to inform them of the situation. Whenever possible, a joint decision will then be made regarding the medical treatment required. If the parent cannot be reached, our staff will seek immediate medical advice and follow through, as directed. This may necessitate the child being
transported by ambulance to the nearest hospital emergency department. (Ambulance charges may not be covered by the parent’s health plan and parents may be billed.)

Should the child be sent by ambulance to the hospital, one of our staff will accompany them. The staff remaining in the Centre will endeavour to reach the parent by telephone to inform them of the situation. Parents will be required to report to the hospital as soon as possible. Please note: Parents are required to keep their work and/or emergency telephone numbers in the child’s file up to date at all times.

**Minor Accident or Injury**

If your child sustains a bump or bruise while playing, appropriate First Aid will be administered. (i.e. ice, Band-Aid and lots of TLC). Our staff will complete an accident report and a parents’ signature will be required at the end of the day. All accident reports are kept in the child’s file for future reference and parents will receive a copy.

**Safe Arrival**

Your child must be escorted into their classroom every morning upon arrival. Our responsibility begins when you inform the staff on duty of your child’s arrival. At this point, it is a good opportunity to relay any messages regarding your child (i.e. restless sleep, no breakfast, administered medicine, changes in pick up person, etc.).

If your child will not be attending, we would appreciate it if you could notify the Centre prior to 10:00 am. (Children’s Centre Only + Full day programs)

**Safe Departure**

Children will be allowed to leave the Centre only with a parent or person authorized on the enrolment form. If someone other than the parent is to pick the child up, staff must be notified in advance. Designated persons picking a child up will be required to show picture identification until all staff is familiar with them. Children will not be released until these conditions are met.

If a parent or authorized person comes to pick up a child and the staff feels they are impaired in any way (i.e. drugs or alcohol), the following procedure will be followed:

If the staff member believes the individual is impaired, he/she will look for other signs or symptoms of substance abuse. These can include:
- Smell of alcohol on the breath
- Pupils too large or too small
- Glossy or red eyes
- Slurred speech
- Waver when standing

If any of these signs/symptoms are present, the staff member will:
1) Inform the individual that they cannot remove the child from the premises based on the Policy and Procedure for impaired pick up
2) Try to persuade the individual to call a parent or emergency contact person to pick them up. (Staff may make this call).
3) If unsuccessful, ask the individual to call a cab.
4) The child will remain at the Centre at all times until alternate arrangements can be made.

If the individual is uncooperative, attempts to leave the Centre, or decides to walk or drive home with the child, the staff member will:
1) Tell the individual they will be contacting the police
2) Immediately call 911. Tell the dispatch the details about the situation and that they require immediate assistance.
3) Staff can ask for assistance from parents that are arriving at the Centre.

**Fire Drills**

Our Centre has a written procedure for fire drills that has been approved by the local fire department. Every staff member is familiar with this procedure, and each room has specific instructions for moving the children safely out of the building. The procedures are posted in each room and drills are carried out once a month. (or at least 3 per school semester)

**Emergency Evacuation**

In case of an emergency situation that makes the premises unsafe, the children will be evacuated from the building. Parents will be notified should it become necessary to move the children to our emergency location, Guy Brown School (applicable for our child care centre). Parents will be called once it is safe to do so. All staff will remain with the children until their parents pick them up. WDCC has encompassing policies that address the safe care of children during an emergency. In the event that either Mary Hopkins or Guy Brown is closed, they will use the child care centre as their emergency evacuation location.

**Suspected Child Abuse**

Abuse has been defined in Section 47(1) of the Child Welfare Act as:
1) Physical Harm
2) Malnutrition or mental ill health of a degree that if not immediately remedied could seriously impair growth and development or result in permanent injury or death
3) Sexual Molestation.
Any staff member who suspects that a child is being abused has a legal responsibility to report the suspicion or incident to the Children’s Aid Society or the Catholic Children’s Aid Society.

**Ratios**

In accordance with the Child Care & Early Years Act, enrolment is set up as the following:

- **Toddlers (12 months to 30 months)**
  - 1:8 during arrival time (7-8:30 am), departure time (5-6 pm) and rest time
  - 1:5 during active play (including outdoor time) and programming

- **Pre-schooler (30 months to 5 years)**
  - 1:11 during arrival time, departure time and rest time
  - 1:8 during active play (including outdoor time) and programming

- **Kindergarten (JK and SK attenders)**
  - 1:21 during arrival time and departure time
  - 1:13 during active play

- **School age (Grade one and up)**
  - 1:23 during arrival and departure time
  - 1:15 during active play

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## YOUR CHILD

### Moving to the next group (Daycare Centre Specific)

When a child moves up to the next age group, the decision is based on three things:

1. Available space in the older age group
2. Chronological Age
3. Developmental Readiness

The supervisor, along with the classroom teachers, will make the final decision to move a child up. When the child is ready to move up to the next age group, he/she will have the opportunity to visit his/her new classroom and interact with the children and teachers a few weeks prior to the move to ensure a smooth transition.

### Behaviour Management Guidelines

Waterdown District Children’s Centre follows behaviour guidelines, in accordance with the Child Care & Early Years Act. Full statements of these policies are available for parents to review at any time.

All staff and volunteers at the Centre will use positive child guidance techniques. They will use soft supportive voices, model acceptable behaviour, and regular intervention in the form of
praise, hugs, encouragement and reminders. Limits of activities will be clearly outlined to the children and repeated, as necessary, along with positive redirection.

**Prohibited Practices by a Staff, Student or Volunteer**

The follow is a list of prohibited practices included but is not limited to:

- Corporal Punishment
- Deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect
- Depriving the child of basic needs including food, shelter, clothing or bedding
- Locking the exits of the child care centre for the purpose of confining the child or Using a locked or lockable room or structure to confine the child if he or she has been separated from other children

**Daily Schedule and Routine (Daycare Centre Specific)**

The daily programme provides a balance of quiet and active, age-appropriate activities. A weekly programme sheet is designed by our RECE staff to enhance the development of the whole child. These weekly programme sheets are posted in the classroom, along with documentation of the children and their daily discoveries.

Care routines such as lunch/snack time, toileting, sleeping and dressing/undressing are also an important part of our daily schedule. Detailed schedules for each room can also be found in the appropriate rooms.

**Outdoors Play**

*(Daycare Centre Specific)* The children play outdoors for at least two hours everyday, weather permitting. Outdoor play is an important part of our programme; therefore, any child not well enough to participate outdoors is considered not well enough to attend the Centre and should be kept home to recuperate.

During full day programs such as PA days, march break, or summer camps we allow at least 2 hours of outdoor physical time, weather permitting. During before and after care programs at least 45 minutes of outdoor time is provided, weather permitting.

**Rest Time (Daycare Centre Specific)**
It is required through the Child Care & Early Years Act that all children attending a licensed day nursery have a rest period each day (does not include school age children). This is an opportunity for the children to relax and take a break from active play. Children who are not asleep after one hour are able to play quietly, supervised in another room for the remainder of the sleep time. Children who are sleeping will be allowed to sleep a maximum of 2 hours.

Each child is provided with a cot, sheet and blanket. Favourite toys from home may brought in to help the child feel more secure. Please leave them in your child’s cubbies to prevent the spread of lice and germs and to keep them safe. It is the parents’ responsibility to label all toys and items brought into the Centre.

Sleep Policy

To provide a safe sleep environment to children and keep an open communication with parents and families regarding children’s sleep habits.

Procedures: In accordance to Ontario Regulation 137/15 33.1 the below will be followed:
(1) Every licensee shall ensure that a child who is younger than 12 months who receives child care at a child care centre it operates is placed for sleep in a manner consistent with the recommendations set out in the document entitled “Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada”, published by the Public Health Agency of Canada, as amended from time to time, unless the child’s physician recommends otherwise in writing.

(2) Every licensee shall ensure that, if childcare is provided for a child who regularly sleeps at a childcare centre the licensee operates,

(a) An employee periodically performs a direct visual check of each sleeping child by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours;

- Staff are to use their best discretion if they observe a child in distress or unusual behaviours The following measures may be used to help support staff:
  1. Reposition the child
  2. Prop the bed high to help with breathing
  3. Remove or loosen excess clothing
  4. Seek supervisor for further insight

(b) There is sufficient light in the sleeping area or room to conduct direct visual checks; and

- Each room is equipped with under shelf lighting and natural light that enters via the closed blinds

(c) There are written policies and procedures at the childcare centre with respect to sleep, and the policies and procedures,
(i) Children will be assigned to individual cribs or cots in accordance with this Regulation,

(ii) Parents will be consulted respecting a child’s sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent’s request,

(iii) Provide that parents of children younger than 12 months will be advised of the licensee’s obligation under subsection (1),

(iv) Provide that parents of children who regularly sleep at the child care centre or home child care premises will be advised of the centre’s or agency’s policies and procedures regarding children’s sleep, (this will be added to the parent handbook)

(v) Provide that the observance of any significant changes in a child’s sleeping patterns or behaviours during sleep will be communicated to parents and will result in adjustments to the manner in which the child is supervised during sleep, and

(vi) Include details regarding the performance of direct visual checks, including how frequently direct visual checks will be performed and how direct visual checks will be documented.

- *Visual checks will be performed at least two times during the sleep cycle and then documented on the daily attendance form.*

(4) Every licensee shall ensure that in each childcare centre it operates that has a separate area or room for sleeping, there is a system in place to immediately identify which children are present in the area or room.

- *There will be a sleep schedule and map placed in each room of all children.*

There are no electronic monitoring devices being used at the centres. Sleeping and rest must not exceed two hours in length a day, unless otherwise specified by families.

**Special Excursions**

Throughout the year, field trips are made to special places of interest. A notice will be sent home in advance of the excursion informing you of the destination, time and date. It will also include a permission slip to be signed and returned to the school and may require a minimal charge. Adult volunteers are always welcome (and desperately needed) but must have a current vulnerable sector screening.

The centre will provide you with 24 hours notice of plans to leave the premises for events such as walking somewhere in the local neighbourhood. Please watch for these notices on the doors entering the centre.
Transportation of Children

If children require transportation to/from the childcare centre (for example, after school, field trips), the Centre will require written consent from the parents.

Cubbies (Daycare Centre Specific)

Every child at the Centre (with the exception of school age children) will be assigned a cubby for their coats/boots and personal belongings. We have found that it is much easier for the children and parents to keep their cubbies clean and to transport their things if they use a backpack to transport and store their things during the day. Also - just a reminder that it is the parents' responsibility to keep their child's cubby clean and to empty them out weekly (or if your child is part time, to empty them daily). We feel that this is important to help with the aesthetics of the Centre.

Open Door Policy and Family Communication Policy

It is our goal as a Centre to maintain an "Open Door" policy. We feel it is important to have open communication with the parents and families. Parents are always welcome to drop by during the day to visit with their child without giving prior notice, and please feel free to call anytime during the day to check on how your child's day is progressing. The teachers and supervisor are always available for any questions, concerns or comments you may have. We always appreciate your suggestions and feedback.

Role of parents in the Program

Parents are the most important people in a child's life. Your suggestions and feedback are vital to our operations. You will look forward to on-going feedback as well as a formal parent survey distributed once a year. This survey is used to set goals for the coming year. Parents also serve on our Board of Directors. If you are interested in this, please watch for notices requesting applications for new members (generally in the spring of each year).

Family Communication Policy and Procedures

The Waterdown District Children's Centre encourages regular opportunities to communicate with families about their children’s activities and development, the organization of the centre, and current decisions about the operation of the centre.

Procedures:

1. Staff members will organize daily program to maximize opportunities for daily verbal communication with parents.
2. Parents/guardians are encouraged to telephone the centre during the day for information about children’s well-being and activities.

3. If possible, staff members will e-mail parents/guardians during the day to communicate about their children’s newly acquired developmental skills.

4. Parents/guardians are encouraged to visit the centre during the day.

5. Staff will complete written daily charts for each child that indicate information about routines (sleep, food, toileting) and activities when necessary.

6. If a Parent has concerns they are encouraged to speak with the teachers, supervisor or Executive Director at anytime. If a meeting is required they may phone and set up a time to meet with the supervisor.

7. If a meeting occurs and issues still are not resolved, the Executive Director will contact the President of the Board of Directors to set up a meeting with the parent. Ministry Program Advisor will be contact to consult to next steps. Discretion will be used as to appropriate acceptable timelines. All complaints will take no longer than one week to begin discussions.

8. The supervisor will prepare a short bi-monthly newsletter that includes information about programs, business to be discussed at upcoming board meetings, related community events and activities, and government policies that affect the centre.

Parent Issues and Concerns Policy and Procedures
Name of Child Care Centre: Waterdown District Children’s Centre
Date Policy and Procedures Established: June 20, 2018
Date Policy and Procedures Updated: June 20, 2018

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

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

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

Waterdown District Children’s Centre (WDCC)

Policy

General
Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by WDCC and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.
Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

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

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx
<table>
<thead>
<tr>
<th>Nature of Issue or Concern</th>
<th>Steps for Parent and/or Guardian to Report Issue/Concern:</th>
<th>Steps for Staff and/or Licensee in responding to issue/concern:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Room-Related</strong></td>
<td>Raise the issue or concern to</td>
<td>- Address the issue/concern at the time it is raised</td>
</tr>
<tr>
<td>E.g: schedule, sleep</td>
<td>- the classroom staff directly</td>
<td>or</td>
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<tr>
<td>arrangements, toilet</td>
<td>or</td>
<td>- arrange for a meeting with the</td>
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<tr>
<td>training, indoor/outdoor</td>
<td>- the supervisor or licensee.</td>
<td>parent/guardian within Click here to enter</td>
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<tr>
<td>program activities,</td>
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<td>text. business days.</td>
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<td>feeding arrangements,</td>
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<td>etc.</td>
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<tr>
<td>**General, Centre- or</td>
<td>Raise the issue or concern to</td>
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<tr>
<td>Operations-Related**</td>
<td>- the supervisor or licensee.</td>
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<tr>
<td>E.g: child care fees,</td>
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<td>hours of operation,</td>
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<td>staffing, waiting lists,</td>
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<td>menus, etc.</td>
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<tr>
<td>**Staff-, Duty parent-,</td>
<td>Raise the issue or concern to</td>
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<tr>
<td>Supervisor-, and/or</td>
<td>- the individual directly</td>
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<tr>
<td>Licensee-Related**</td>
<td>or</td>
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<td></td>
<td>- the supervisor or licensee.</td>
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<td></td>
<td>All issues or concerns about the conduct of staff,</td>
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<td>duty parents, etc. that puts a child’s health, safety</td>
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<td>and well-being at risk should be reported to the</td>
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<td></td>
<td>supervisor as soon as parents/guardians become aware of</td>
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<td>the situation.</td>
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<tr>
<td>**Student- / Volunteer-</td>
<td>Raise the issue or concern to</td>
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<tr>
<td>Related**</td>
<td>- the staff responsible for supervising the volunteer</td>
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<td>or</td>
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<td>- the supervisor and/or licensee.</td>
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<td></td>
<td>- All issues or concerns about the conduct of students</td>
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<td>and/or volunteers that puts a child’s health, safety</td>
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<td></td>
<td>the situation.</td>
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**Escalation of Issues or Concerns:** Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to The Board of Director’s of the Waterdown District Children’s Centre.

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

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

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

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

Kyle Hampson, President of the Board of Director’s, 215 Parkside Drive, Waterdown, ON,226-971-2010
Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents’ issues and concerns will be addressed, including details regarding,

(a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;

(b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and

(c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

(a.2) a copy of the licensee’s policies and procedures required under section 45.1 regarding how parents’ issues and concerns will be addressed;

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

Disclaimer: This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry’s authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

Clothing

If your child isn’t dirty by the end of the day, give him back to us because he hasn’t played hard enough to learn anything!

Playing and learning is hard, dirty work. Here are some clothing tips to help your child(ren) play and learn:
- Dress your children in comfortable, washable play clothes.
- Let your child wear comfortable, rubber-soled, closed-toe shoes.
- Avoid belts and sashes. They are hard for the children to undo and often get left off after use of the bathroom.
- Check overall and jumpers to make sure that they are easy for the child to fasten and unfasten.
- Choose snowsuits and other outdoor clothing that are durable, washable and if possible, waterproof. Make sure all outdoor clothing is labelled with your child’s name. It is a good idea to bring 2 pairs of mitts, as these are often wet after outdoor play.
- Make sure your child knows it is OK to get dirty. Often children refuse to take part in messy activities because they are afraid that they will get dirty.
- Make sure there is a complete change of clothes available at all times in your child’s cubby, in case of an accident. Please label all extra clothes with your child’s name.
- Outdoor play is an important part of the programme; thus, clothing for all weather conditions should be at the Centre. (Coat, snow/splash pants, winter/sun hat, winter/rubber boots, two pairs of waterproof mittens, neck warmers, etc.).
- If your child has borrowed some of the Centre’s “spare clothes”, please launder and return them as soon as possible as our supply is limited.
- All items found with no name clearly labelled on them are placed on the "Lost and Found" table in front of the office.

Children's Personal Belongings

Sometimes the transition into a Child Care Centre can be difficult. In order to help this transition become a little easier, children are welcome to bring in special toys, blankets, soothers, etc. from home for added comfort. Please make sure all items brought from home are properly labelled and put in your child's cubbies. This way, we can keep them from getting lost.

If you see there is a certain topic of interest happening in your child’s class or in the Centre, and you have items at home that you feel could enhance the interest in that subject, please feel free to bring those items in. We can augment them into the program.

Diapering (Daycare Centre Specific)

All diapers, wet wipes, creams and powders are to be supplied by the parents. Staff will try to inform you when your supply is running low.

Toilet Training (Daycare Centre Specific)
Toilet training can be a very exciting and frustrating time in your child’s life. Our staff will work with you to help your child achieve success when they indicate readiness. Toilet Training is easier for your child and our staff when:

- Lots of extra clothing is provided every day. This includes shirts, pants, socks, underwear, and shoes.
- Their clothing is easy for them to get off independently (i.e. no buttons, snaps, belts, etc.).
- Lots of positive praise and rewards are given for trying and succeeding on the toilet.

The use of “Pull Ups” during toilet training is discouraged. We feel that they are just as absorbent as diapers and therefore do not allow the child to experience the "cause and effect" sensation of being wet.

**Sunscreen**

Once the warmer weather arrives, we suggest that children wear sunscreen to protect their skin from the damaging rays of the sun. It is the parents’ responsibility to apply sunscreen in the morning **before** coming to day-care. You will be required to sign a permission form allowing the teachers to apply the centre provided sunscreen to your child in the afternoon. Please apply the sunscreen to all exposed areas of your child upon arrival at the Centre in the morning. Sunscreen is more effective if applied at least thirty minutes in advance to sun exposure.

**Birthdays**

Your child’s birthday is a special event for him/her. We will help them celebrate with a home baked cake. (Daycare Centre Specific). In the before and after care programs please ensure to let us know if you will be bringing in treats so we can ensure they are peanut free and enjoyable for all students.

**Child Evaluations**

We are always observing and assessing your child and should we have any immediate questions or concerns regarding their development, we will bring them to your attention as soon as possible.

**Language Development**

The order in which children learn speech sounds and language is fairly predictable. Most children follow the same patterns of development. Sometimes, a child does not have the same speech or language skills as other children his/her age. They may have some skills that are age-appropriate but are missing some skills that should have been learned at a younger age.

Most language disorders can be improved but it is important to seek help and support at an early age. There are many resources available here at Waterdown District Children's Centre that we can provide for you if you are concerned with your child's development. Please feel free to talk to a staff member at any time about questions or concerns that you may have.
Please look over the development guideline sheets so you have an idea on how your child is developing according to their age group. This will be helpful with children who are enrolling at WDCC so we can meet their needs upon enrolment, as well as younger children who may still be at home. Please remember these are only guidelines and please talk to a staff member should you have any questions or concerns.
Program Statement & Implementation Policy

*Waterdown District Children's Centre (WDCC)* will provide early learning care arrangements and support to families with children aged 12 months to 12 yrs. WDCC will use the Ministry of Education document “How Does Learning Happen” to guide their programming and pedagogy. Through this practice the center will see children as capable and competent in all aspects of the organization. Alongside, the center will aim to emphasize progressive responsive interactions amongst children, families, and staff. The document will be used to strengthen the overall quality of programs and ensure high quality experiences that will lead to positive outcomes in relation to children’s learning, development, health and well being by fostering the child’s exploration, play, and inquiry. The program statement will be reviewed annually with all staff as the goals provided below are interrelated with all of our policies and procedures through the staff handbook. We have set the following goal and measurable expectations to meet the Ministries regulated expectations ((O. Reg. 137/15, ss. 46(3)(a-k)))

<table>
<thead>
<tr>
<th>Regulatory Provision</th>
<th>Goal</th>
<th>Implementation of Approaches</th>
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</table>
| The program statement shall describe the goals that guide the licensee’s program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (a) promote the health, safety, nutrition and well-being of the children. ((O. Reg. 137/15, ss. 46(3)(a))) | **GOAL A** rented children: Every child is developing a sense of self, health, and well-being. Children have a sense of self and health and well-being when they:  
- Are physically active and confident in their growing abilities;  
- Are increasingly aware of and able to make healthy choices to meet their needs. | **Program Approach**: Early childhood programs nurture children’s healthy development and support their growing sense of self.  
**Implementation/Monitoring Process**: Educators can create contexts to support children’s health and well-being by:  
- Providing healthy meals and snacks and establishing positive eating environments that are responsive to children’s cues of hunger and fullness; |
### Monitoring Techniques used for (O. Reg. 137/15, ss. 46(3)(a)):

1. The teachers engage and support the children through 2 hours of active outdoor games, team building activities and explorations throughout the community.
2. The teachers model and have group discussions with the children to encourage positive environments for healthy choices.
3. The teachers provide consistency and continuity as well as graduated support for children’s growing independence and self-care with teacher and peer modeling and daily routines.
4. Our menus are updated and reviewed by registered dieticians.

<table>
<thead>
<tr>
<th>GOAL B</th>
<th>Program Approach: Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Goal: Every Child is an active and engaged learner who explores the world with body, mind, and sense</td>
<td></td>
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<tr>
<td>- Experience a sense of competence, autonomy, and agency as they participate at their own pace throughout daily experiences and interactions;</td>
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<tr>
<td>- Are increasingly able to identify, monitor, and manage stress levels and engage in strategies for self-regulation (e.g., of emotions, attention, and Behaviour);</td>
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</table>

| - Providing regular daily opportunities (responsive to individual capabilities) for children to be physically active and explore the world around them with their bodies, minds, and senses; |
| - Limiting activities where children are sedentary for an extended period of time; |
| - Creating safe and stimulating outdoor spaces for intentional active play that is individualized and adapted as needed to support children’s varied abilities, offering challenges that are within each child’s ability to master; |
| - Reaching out to all families, including those who may be experiencing stressful and challenging circumstances, and helping them to make connections to formal supports (e.g., community agencies) and informal supports (e.g., connections with other families and/or their own support networks); |
| - Participating in professional learning and connecting with community partners to ensure the program fosters social and emotional well-being and resilience for children and families. |
Monitoring Techniques used for
{(O. Reg. 137/15, ss. 46(3)(b))}

1. The teacher’s encourage and support positive and responsive interactions by engaging with the children and facilitating their play and interactions with each other.
2. Parents are welcomed and encouraged to communicate and participate in centre events with their children through the “Hi Mama” app, newsletter or verbal invitation.
3. Our teachers discuss supports that are needed or requested with the parents for their families.

- Are increasingly able to take initiative, tackle challenges with enthusiasm and persistence, and cope with and adapt to changes, frustrations, and the unexpected in everyday living;
- Are increasingly able to recognize, value, and respect the unique identity and perspectives of others.
- Designing environments that are attuned to children’s varied sensitivities, arousal states, and need for maintaining a calm, focused, and alert state;
- Reaching out to all families, including those who may be experiencing stressful and challenging circumstances, and helping them to make connections to formal supports (e.g., community agencies) and informal supports (e.g., connections with other families and/or their own support networks);

Participating in professional learning and connecting with community partners to ensure the program fosters social and emotional well-being and resilience for children and families.

GOAL C

Goal for Children: Every Child is an active and engaged learner who explores the world with body, mind, and senses:

- Are increasingly aware of and able to make healthy choices to meet their basic needs (e.g., for food, sleep, physical activity, self-care);
- Experience a sense of competence, autonomy, and agency as they participate at their own pace

Program Approach: Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.

Implementation/Monitoring Process:

- Facilitating children’s efforts to take reasonable risks, test their limits, and gain increasing competence and a sense of mastery through active play and social interactions;
Monitoring Techniques used for
{(O. Reg. 137/15, ss. 46(3)(c))}

1. The children are encouraged to act in a positive and socially acceptable manner by observing the teachers and their peers and are then rewarded with positive feedback.

2. Group discussions take place with the children to review events and situations that have taken place. E.g. Emotional situations between children or handling events like fire drills.

GOAL D

Goal for children: Every child is an active and engaged learner who explores the world with body, mind, and senses.

Children are engaged learners when they:
- Express joy and wonder in their encounters with the environment, the natural world, and other people;

Program Approach: Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry. Educators can create contexts that engage children by:

- Recognizing and supporting children’s developing and varied self-regulation abilities in all domains (biological, emotional, communicative, cognitive, social);
- Designing environments that are attuned to children’s varied sensitivities, arousal states, and need for maintaining a calm, focused, and alert state;
- Reaching out to all families, including those who may be experiencing stressful and challenging circumstances, and helping them to make connections to formal supports (e.g., community agencies) and informal supports (e.g., connections with other families and/or their own support networks);
- Participating in professional learning and connecting with community partners to ensure the program fosters social and emotional well-being and resilience for children and families;
Monitoring Techniques used for 
{(O. Reg. 137/15, ss. 46(3)(d))}

1. Through observations and discussions with children the projects and topics are chosen to foster exploration, play and inquiry.
2. The children are active and engaged learners in all aspects of their projects by contributing in various ways and abilities.
3. Community and parent involvement are encouraged welcomes and included in our projects and topics with the children.

- Focus attention, manipulate, investigate, observe, question, test theories, solve problems, create, and represent ideas and their understanding of the world around them through play in divergent and increasingly complex ways;
- Engage with others to negotiate, collaborate, create, and communicate feelings, ideas, experiences, and knowledge;
- Through their play, explore materials that support an increasing awareness and understanding of concepts associated with literacy and numeracy;
- Participate to the best of their abilities in an inclusive learning environment.

Implementation/ Monitoring Process:

- Designing indoor and outdoor environments and experiences that spark curiosity, invite investigation, and provide challenges that are responsive to individual capabilities to help children extend the boundaries of their learning;
- Connecting with families and communities and inviting their participation to ensure that environments and experiences reflect and are relevant to children’s everyday lives;
- Providing a wide variety of interesting objects and open-ended materials for children to explore with their senses, manipulate, and investigate;
- Planning daily routines (the flow of the day) with limited interruptions and transitions to maintain a sense of calm and simplicity for infants and toddlers, and providing ample opportunities through large blocks of time for older children to engage in sustained, complex play and inquiry;
- Participating with children as a co-investigator, co-learner, and co-planner rather than as director or “keeper of knowledge” and “keeper of the plans” in a way that is separate and apart from the children;
- Continuously questioning and testing their own theories and strategies and seeking new ideas to facilitate children’s exploration and understanding of the world around them in meaningful ways;
- Working with families and community partners to ensure that environments and experiences provide equal learning experiences for all children by making flexible program adaptations and providing special equipment and/or adaptive devices (as recommended by a regulated health professional);
- Ensuring that the spaces and experiences provided promote play and inquiry that will help children discover and develop an increasing awareness and understanding of key concepts, including those associated with literacy and numeracy development;
The program statement shall describe the goals that guide the licensee’s program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (e) provide child-initiated and adult-supported experiences. ([O. Reg. 137/15, ss. 46(3)(e))]

**GOAL E**

**Goal for children:** Every child is an active and engaged learner who explores the world with body, mind, and senses.

Children are engaged learners when they:
- Express joy and wonder in their encounters with the environment, the natural world, and other people;
- Focus attention, manipulate, investigate, observe, question, test theories, solve problems, create, and represent ideas and their understanding of the world around them through play in divergent and increasingly complex ways;
- Through their play, explore materials that support an increasing awareness and understanding of concepts associated with literacy and numeracy;
- Participate to the best of their abilities in an inclusive learning environment.

**Program Approach:** Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.

**Implementation/ Monitoring Process:**

Educators will create environments and experiences that support active engagement and meaningful exploration by focusing on the questions and theories children investigate through their play. This may involve moving away from traditional, adult-chosen themes towards what children are engaged and interested in as a starting point for planning.

Educators also need to make decisions about the types of interests that have potential for rich and complex play. This could mean focusing less on the objects that interest children and more on what children are doing with the objects.

Educators will use a reflective process on a regular basis based on observations of children’s play to guide the opportunities for learning.

**Monitoring Techniques used for** ([O. Reg. 137/15, ss. 46(3)(e))]

1. Our teachers provide classroom environments that support active engagement and meaningful explorations by focusing on the children’s interests or current projects they are working on.
2. Through group discussions with the children we explore, question and test our theories in meaningful ways so the children can better understand the world around them.
3. Our teachers use reflective practices to guide how the children’s learning is happening and then adjust accordingly.

The program statement shall describe the goals that guide the licensee’s program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (f) plan for and create positive learning environments and experiences in which each child’s learning and development will be supported. ([O. Reg. 137/15, ss. 46(3)(f))]

**GOAL F**

**Goal for children:** Every child is an active and engaged learner who explores the world with body, mind, and senses.

Children are engaged learners when they:
- Express joy and wonder in their encounters with the environment, the natural world, and other people;
- Focus attention, manipulate, investigate, observe, question, test

**Program Approach:** Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.

**Implementation/ Monitoring Process:**

Educators can create contexts that engage children by:
- Providing a wide variety of interesting objects and open-ended materials for children to explore with
## Monitoring Techniques used for

{O. Reg. 137/15, ss. 46(3)(f))}

1. Our teachers provide an inclusive environment that focuses on the children and their unique abilities.
2. Our teachers provide open-ended materials, community excursions and invite community partners into the centre to create an interactive positive learning environment that engage all the children regardless of their unique abilities.

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<tr>
<th>GOAL G</th>
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<tbody>
<tr>
<td><strong>Goal for children:</strong> Every child is developing a sense of self, health, and well being.</td>
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<tr>
<td>• Respecting and finding ways to support each child’s varied physiological and biological rhythms and needs for active play, rest, and quiet time.</td>
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## Program Approach: Early childhood programs nurture children’s healthy development and support their growing sense of self.

**Implementation/ Monitoring Process:**

- Creating safe and stimulating outdoor spaces for intentional active play that is individualized and adapted as needed to support children’s varied abilities, offering challenges that are within each child’s ability to master;
- The program schedule will be flexible to meet the individual needs of children and families

Educators will regularly reflect on learning opportunities both indoors and outdoors
The program statement shall describe the goals that guide the licensee’s program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (h) foster the engagement of and ongoing communication with parents about the program and their children. {O. Reg. 137/15, ss. 46(3)(h)}

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<thead>
<tr>
<th>Monitoring Techniques used for. {O. Reg. 137/15, ss. 46(3)(h))}</th>
<th>GOAL H</th>
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</table>
| 1. Parents and children are warmly greeted upon arrival and departure. | **Goal for children:** Every child has a sense of belonging when he or she is connected to others and contributes to their world.  
Children will make smooth transitions between home and early years settings; |
| 2. Open authentic communication with our children and the parents promote caring relationships that create a sense of belonging among and between the children and parents. | **Program Approach:** Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.  
Implementation/ Monitoring Process: |
| 3. Daily routines and events are communicated through the “Hi Mama” app, newsletter and verbal communication with the parents. | Capitalize on opportunities for one-to-one interactions during daily routines (e.g., for infants and toddlers: diaper changing, dressing to go outdoors, and feeding/meal times are ideal opportunities for making connections and building relationships with families).  
Discover the unique characteristics and gifts of each child by talking with his or her family, observing, and documenting (e.g., in addition to what the children are interested in, notice what brings them joy and how they relate to others and to the environment around them; to support inclusion, consider each child’s capabilities rather than focusing solely on his or her needs and deficiencies).  
Engage families with an annual parent survey to assist is goal setting for the organization  
Regular parent newsletters  
Parent representation on the Board of Director|
The program statement shall describe the goals that guide the licensee’s program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (i) involve local community partners and allow those partners to support the children, their families and staff. *(O. Reg. 137/15, ss. 46(3)(i))*

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**Program Approach**: Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.

**Implementation / Monitoring Process**:

- The centre will continually connect with local community partners that will support children and their families. This will be but not limited to ECISS, Community Living, The City of Hamilton, Early Years Centres, Chedoke McMaster and local schools.

- The centre shall ensure that there is an annual staff training and development plan created annually by both staff and their immediate supervisor. Staff and supervisor will address both areas of strength and need and create a plan for the following year.

- The Centre shall ensure that every employee working at a childcare has a valid certification in standard first aid, including infant and child CPR, issued by a training agency recognized by the Workplace Safety and Insurance Board or otherwise approved by a director. If the person has a disability that prevents them from obtaining the certification, they are not required to obtain.

**Monitoring Techniques used for** *(O. Reg. 137/15, ss. 46(3)(i))*

1. Our teachers and centre continually connect with local community that supports our children and families e.g. Community living, city of Hamilton, early years centre, Ron Joyce centre etc.
2. Our staff participates in yearly professional learning opportunities through community partners and College of Early Childhood Educators to ensure our program fosters social, emotional well-being and resilience for our children, parents and staff.
The program statement shall describe the goals that guide the licensee’s program for children at a childcare centre it operates, and the approaches that will be implemented in the program to, (j) support staff, or others who interact with the children at a childcare centre in relation to continuous professional learning. {((O. Reg. 137/15, ss. 46(3)(j)))}

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<thead>
<tr>
<th>Goal J</th>
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<tbody>
<tr>
<td><strong>GOAL for Children:</strong> Every child is an active and engaged learner who explores the world with body, mind and sense.</td>
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<table>
<thead>
<tr>
<th>Program Approach: Early childhood programs and staff continue learning and gaining skills in order to cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Staff will engage in ASCY membership and other community programs available</td>
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<tr>
<td>- Staff will be registered with the College of ECE’s</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Monitoring: {((O. Reg. 137/15, ss. 46(3)(j)))}</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers are required and encouraged to engage in professional learning opportunities within the communities to enhance and stimulate new and current teaching techniques.</td>
</tr>
<tr>
<td>2. Teachers will be provided with a membership at the Affiliated Services for Children and Youth.</td>
</tr>
<tr>
<td>3. Teachers are encouraged to self reflect on interactions within the childcare centre.</td>
</tr>
</tbody>
</table>
The program statement shall describe the goals that guide the licensee’s program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (k) document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families. {(O. Reg. 137/15, ss. 46(3)(k))}

<table>
<thead>
<tr>
<th>GOAL K</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal for children:</strong> Every child is an active and engaged learner who explores the world with body, mind, and senses.</td>
</tr>
</tbody>
</table>

**Program Approach:** Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.

**Implementation/ Monitoring Process:**
- The program will engage in an annual review of the program statement
- Parent survey
- Staff annual survey
- Ongoing reflective practice

<table>
<thead>
<tr>
<th>Monitoring Techniques used for</th>
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</thead>
<tbody>
<tr>
<td>(O. Reg. 137/15, ss. 46(3)(k))</td>
</tr>
<tr>
<td>1. Our Centre will review annually our program statement, parent and staff surveys to reflect back upon any changes that might enhance our current practice.</td>
</tr>
<tr>
<td>2. Open communication with parents and staff are also used to reflect upon our daily practices and operations of the centre.</td>
</tr>
</tbody>
</table>
Staff Policies

For your information all Staff are to sign and review the policies listed below. Which reinforce the policies listed prior in the policies and procedures handbook.

POLICIES, PROCEDURES, AND REGULATIONS

All staff including supervisor, teachers, kitchen manager, supply staff, students, and volunteers will be expected to read and understand all policies, procedures, and regulations mentioned in the Staff Handbook prior to being placed with a group. This will also include and not limited to: the Behaviour Management Policy, Prohibited Practices, Social Media, Anaphylactic Procedures, Epi-pen Procedures, and the Playground Safety Policy.

The supervisor will be the person whom the inquiries shall be directed. If she/he cannot answer an inquiry, then she/he will contact the president of the Board.

All staff shall be kept informed of updated policies, procedures, and regulations by the supervisor. The supervisor and staff shall carry out a yearly review of these policies.

Upon reading and understanding the policies, procedures, and regulations, all staff will sign this form (to be kept on file). This will take place upon commencement of employment and on an annual basis, thereafter if applicable.

I HAVE READ AND UNDERSTOOD THE POLICIES, PROCEDURES, AND REGULATIONS OF THE WATERDOWN DISTRICT CHILDREN’S CENTRE WITH WHICH I HAVE REVIEWED WITH MY SUPERVISOR. AND UNDERSTAND ANY CONSEQUENCES THAT MAY BE PUT IN PLACE.

Program Statement Waterdown District Children’s Centre (WDCC) will provide early learning care arrangements and support to families with children aged 12 months to 12 yrs. WDCC will use the Ministry of Education document “How Does Learning Happen” to guide their programming and pedagogy. Through this practice the center will see children as capable and competent in all aspects of the organization. Alongside, the center will aim to emphasize progressive responsive interactions amongst children, families, and staff. The document will be used to strengthen the overall quality of programs and ensure high quality experiences that will lead to positive outcomes in relation to children’s learning, development, health and well being by fostering the child’s exploration, play, and inquiry. The program statement will be reviewed annually with all staff as the goals provided below are interrelated with all of our policies and procedures through the staff handbook. We have set the following goal and measurable expectations to meet the Ministries regulated expectations {(O. Reg. 137/15, ss. 46(3)(a-k))} (All staff and adults associated with WDCC are to sign and program statement found at end of handbook)
Staff Training and Development

The centre shall ensure that there is an annual staff training and development plan created annually by both staff and their immediate supervisor. Staff and supervisor will address both areas of strength and need and create a plan for the following year.

Staff will be encouraged to seek opportunities to acquire new information to upgrade and improve their skills and knowledge of the field. Staff will be provided with different education resources provided via online, community, and institutional programs. RECE’s will be asked to complete the mandatory CPL modules for continuous learning.

In the case there are non RECE’s a mentorship will be placed with senior staff to help and guide non RECE’s to further their approach in the field.

The Centre shall ensure that every employee working at a childcare has a valid certification in standard first aid, including infant and child CPR, issued by a training agency recognized by the Workplace Safety and Insurance Board or otherwise approved by a director. If the person has a disability that prevents them from obtaining the certification, they are not required to obtain.

Staff Screening Measures and Criminal Reference Checks Policy

All new staff, volunteers and students (under 19 are not applicable) will obtain a criminal reference check/Vulnerable Sector Screening. All existing staff of the Waterdown District Children's Centre will be required to receive ongoing Vulnerable Sector Screening every 5 years and will sign an annual declaration for offences under the Criminal Code (Canada), if any, during the period specified in the declaration. (See Appendix G)

Procedure
1. The employee will initiate the process of obtaining a vulnerable sector/criminal reference check with their local police department.
2. Positive reference checks. A positive reference check on a perspective Employee, student or volunteer does not necessarily preclude Employment. In the case of a positive check, the Board of Directors will Evaluate the nature of the circumstance surrounding the charges and Convictions and will make an informed decision before offering or Denying a position at the centre.
4. Costs of Criminal Check. The costs of obtaining a criminal The local police determine reference check. Where there is A cost for obtaining a criminal check, the successful applicant or Volunteer is responsible for the cost.

1. The vulnerable sector screening will be held by WDCC in a secure and safe way, protecting the privacy of all staff
2. On an annual basis thereafter staff will sign off a Declaration of conduct indicating any findings or proceedings in the past year if applicable.
7. Staff, students (over 18) and volunteers will obtain a criminal reference check, including a vulnerable sector check, shall be considered to be satisfied only if the criminal reference check is,

(a) Conducted by a police force; and
(b) Prepared no earlier than six months before the day it is obtained by the licensee.

8. Duty to obtain initial reference check

The centre shall obtain a vulnerable sector check from,

(a) Every employee, before the person begins their employment; and
(b) Every volunteer or student who is on an educational placement with the licensee, before the person begins interacting with children at the childcare centre.

9. The Centre may accept a copy of a vulnerable sector check instead of the original document, except that,

(a) If more than six months but less than five years have passed since the day the vulnerable sector check was performed, the volunteer or student must also provide an offence declaration that addresses the period since that day; and
(b) The Centre may not accept a copy of a vulnerable sector check if five or more years have passed since the day it was performed and in this case, the volunteer or student must provide a new vulnerable sector check or copy.

10. Exceptions

The Centre may permit a person who has not provided a vulnerable sector check to start their employment or volunteer position or otherwise start interacting with children if,

(a) The Centre requires the person to apply to obtain a vulnerable sector check as soon as reasonably possible;
(b) The length of time required to obtain a vulnerable sector check justifies it; and
(c) The Centre puts additional measures in place to protect children who interact with the person until the vulnerable sector check is obtained.

11. No person is required to provide or obtain a vulnerable sector check or offence declaration in respect of a person who is under 18 years old.

If a person turns 18 years old while in a position where he or she interacts with children receiving care at the centre, the Centre shall obtain from the person, within one month after the person turns 18 years old, a statement that discloses every previous finding of guilt of the person under the Youth Criminal Justice Act (Canada), if the person received an adult sentence.

If a person turns 19 years old while in a position where he or she interacts with children at the childcare centre, the Centre shall require the person to apply to obtain a vulnerable sector check within one month after the person turns 19 years old.

12. The centre shall obtain, in respect of any person who provides childcare or other services to a child who receives childcare at the childcare centre, other than a person under the age of 18

(a) An offence declaration from the person; or
(b) An attestation from the person’s employer or from the person or entity that retained the person’s services that,

   (i) The employer, person or entity has obtained and reviewed a vulnerable sector check from that person,
   (ii) The vulnerable sector check was performed within the last five years, and
   (iii) The vulnerable sector check did not list any convictions for any offences under the Criminal Code (Canada) listed in subparagraph 1 ii of subsection 9 (1) of the Child Care and Early Years Act, 2014. O. Reg. 126/16, s. 39.

The Centre shall obtain the offence declaration or attestation described in subsection (1) in respect of a person,
(a) Before the person begins interacting with children at the child care centre; and
(b) Every year thereafter, no later than 15 days after the anniversary date of the most recent
offence declaration or attestation, if the person continues to provide such child care or
other services. (Signed within 15 days of expiry date)

13. When new reference check or offence declaration needed

The centre shall obtain, from each person from whom it has previously obtained a vulnerable
sector check,

(a) A new vulnerable sector check, on or before every fifth anniversary after the date of the
most recent vulnerable sector check; and
(b) A new offence declaration, in every calendar year except a year in which a vulnerable sector
check is obtained.

14. Each offence declaration shall address the period since the most recent offence declaration
or vulnerable sector check and must be obtained by the licensee no later than 15 days after the
anniversary date of the most recent offence declaration or vulnerable sector check.

15. Any person from whom the Centre is required to obtain a vulnerable sector check is required
to provide the licensee with an offence declaration, as soon as reasonably possible, any time he
or she is convicted of an offence under the Criminal Code (Canada).

16. Break in employment or other relationship

If the Centres relationship with a person in respect of whom it has previously obtained a
vulnerable sector check terminates and then subsequently resumes, the licensee shall obtain a
new vulnerable sector check or offence declaration as follows:

1. If the relationship was terminated for six or more months, the licensee shall obtain a new
vulnerable sector check from the person before the relationship resumes.

2. If the relationship was terminated for less than six months and, but for the termination, the
person would have provided a vulnerable sector check or offence declaration during the
period of termination, the licensee shall obtain from the person such vulnerable sector
check or offence declaration before the relationship resumes.

Exception, where conflict with other legislation.
Behaviour Management Policy

Policy: The Waterdown District Children’s Centre will establish practices to protect children’s Safety. To be reviewed with each staff member upon hiring and at each subsequent annual performance review.

The Waterdown District Children’s Centre will not permit, with respect to a child receiving child care at a child care centre it operates or at premises where it oversees the provision of child care,

a) Corporal punishment of the child;

b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

c) Locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee’s emergency management policies and procedures;

d) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

f) Inflicting any bodily harm on children including making children eat or drink against their will.

No form of corporal punishment will be allowed at any time, including hitting, spanking, pushing, shaking, pinching, biting, grabbing, slapping.
A child must not be humiliated either physically or verbally through sarcasm, taunting, teasing or degradation.
A child must not be confined or locked in any room. A child must not be placed in a room alone.
A child must not be deprived of basic needs for food, clothing, shelter, or bedding. Food must not be used as a punishment or threat at lunch or snack. Access to liquids (water, juice etc.) must always be available to the child.
A child must not be punished or reprimanded in any way for failing to use the toilet.
A child must not be punished in any way for not falling asleep at rest time. (Daycare Specific)

Any adult who observes mistreatment of any child must contact the supervisor of the centre immediately. This is a legal responsibility. The supervisor will observe staff Behaviour guidance practices on a quarterly basis. A written record of the quarterly observations will be kept on file.
Playground Safety Policy and Procedures

Policy: The Waterdown District Children’s Centre will establish practices to protect children’s safety in the outdoor playground.

Procedures:

1. The staffing schedule ensures that adequate staff/child ratios allow staff to adequately supervise children in the playground.
2. All new equipment and renovations, repairs or replacements will be installed to meet the CSA Standards.
3. A playground safety log is maintained.

I. Daily and monthly and playground inspections are completed. Annual inspections are competed by the supervisor or designate.
II. Action plans will be noted in the written inspection reports.

1. The supervisor (or designate) is responsible for the logging of the daily and monthly and inspections.
2. Staff members will review this policy before employment begins and annually thereafter.
   The written record of the review will be signed by the program staff and the supervisor and maintained on file for at least two years.
3. A comprehensive maintenance program has been developed and adopted at The Waterdown District Children’s Centre, followed in all the extending programs.

Daily Inspections Checklist  All daily inspections will be performed with the below checklist.
Any comments and findings will be noted on the playground inspection calendar along with the inspector’s signature. The below items will be looked for everyday.
Playground inspected for debris, glass, etc.
Playground inspected for any signs of vandalism
Asphalt and pathways are clear of any snow or ice
Check for any drainage problems
Check fencing (perimeter and separating)
Check for any problem insect inhabitation

Playground Safety  Staff are to monitor children and adhere to proper ratios when outside.
Staffs are to maintain proper supervision when in any outdoor space by creating highly visible barriers and boundaries. This includes any open space with no recognizable fence or large green space and not limited to onsite outdoor land and water play areas. Due to insurance purposes, children are not allowed climbers (both onsite and public climbers) or to play with other children who are not enrolled in the WDCC programs.
**Anaphylactic Policy /Emergency Medical Plan Policy**

In the event a child is enrolled with an existing medical condition including anaphylactic reactions or develops one after enrollment, an emergency medical plan shall be put into place. The elements of this plan shall be the following:

- Staff, students and volunteers will be trained by the parents on procedures to be followed in the event of the child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis/medical conditions and administer medication. The components of training are: emergency procedures that include the requisite information and signs and symptoms and response to an anaphylactic/emergency reaction and demonstration of how to administer an epinephrine auto-injector, also known by their trademark as EpiPen and Twinject.
- At minimum, the child’s parent or physician should be given the opportunity to demonstrate the use of the auto-injector if necessary to the staff working with their child’s group.
- Staff as part of their first aid renewal, shall be trained on the administration of an epinephrine auto-injector.
- Staff, students and volunteers will sign off that they have reviewed the anaphylaxis Emergency Plan for a specific child and have received training as indicated in the administration of the Epinephrine auto-injector.
- An emergency medical plan will be developed, signed by the parent and family physician and posted in the centre for all staff to use in the case of an emergency. This indicates that the parent has agreed to the method of training received to the staff. (See Appendix C)

**Washroom Supervision Policy and Procedures**

**Policy:** Staff and students will adhere to proper ratios when Toileting. However, when emergencies and space allows, staff may resort to sending students with a companion when there is staff in the building.

**Procedures:**
- Staff are to practice group washroom breaks periodically throughout the day, especially when leaving the building or at transitions.
- In the event that emergencies arise, staff may resort to having a companion (max 2 students) sent to the washroom or out of the classroom.
- Applicable only when within the same building. In outdoor cases staff are to clearly communicate to in building staff that students will be entering to increase supervision. This is excluded on Field Trips.

**Sleep Policy**

To provide a safe sleep environment to children and keep an open communication with parents and families regarding children’s sleep habits.
Procedures: In accordance to Ontario Regulation 137/15 33.1 the below will be followed:
(1) Every licensee shall ensure that a child who is younger than 12 months who receives child care at a child care centre it operates is placed for sleep in a manner consistent with the recommendations set out in the document entitled “Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada”, published by the Public Health Agency of Canada, as amended from time to time, unless the child’s physician recommends otherwise in writing.

(2) Every licensee shall ensure that, if childcare is provided for a child who regularly sleeps at a childcare centre the licensee operates,

(a) An employee periodically performs a direct visual check of each sleeping child by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours;

- Staff are to use their best discretion if they observe a child in distress or unusual behaviours The following measures may be used to help support staff:
  1. Reposition the child
  2. Prop the bed high to help with breathing
  3. Remove or loosen excess clothing
  4. Seek supervisor for further insight

(b) There is sufficient light in the sleeping area or room to conduct direct visual checks; and

- Each room is equipped with under shelf lighting and natural light that enters via the closed blinds

(c) There are written policies and procedures at the childcare centre with respect to sleep, and the policies and procedures, 

(i) Children will be assigned to individual cribs or cots in accordance with this Regulation,

(ii) Parents will be consulted respecting a child’s sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent’s request,

(iii) provide that parents of children younger than 12 months will be advised of the licensee’s obligation under subsection (1),

(iv) Provide that parents of children who regularly sleep at the child care centre or home child care premises will be advised of the centre’s or agency’s policies and procedures regarding children’s sleep, (this will be added to the parent handbook)

(v) Provide that the observance of any significant changes in a child’s sleeping patterns or behaviours during sleep will be communicated to parents and will result in adjustments to the manner in which the child is supervised during sleep, and
(vi) Include details regarding the performance of direct visual checks, including how frequently direct visual checks will be performed and how direct visual checks will be documented.

- **Visual checks will be performed at least three times during the sleep cycle and then documented on the daily attendance form.**

(4) Every licensee shall ensure that in each childcare centre it operates that has a separate area or room for sleeping, there is a system in place to immediately identify which children are present in the area or room.

- **There will be a sleep schedule and map placed in each room of all children.**

There are no electronic monitoring devices being used at the centres. Sleeping and rest must not exceed two hours in length a day, unless otherwise specified by families.

**Serious Occurrence Policy**

The following must be reported under the Serious Occurrence Procedure.

1. The death of a child while in attendance at the Centre.
2. Any serious injury to the child while at the Centre.
3. Abuse of the child by a staff member or any other person while the child is at the Centre.
4. Child missing
5. Disaster including fire
6. Complaints-operational or safety including adverse water quality
7. Complaints
8. Any use of a physical restraint of a residence

**Procedure:**

The following procedure should be taken:

1. Provide any immediate medical attention
2. Report to the Director (if not at the centre call on cell phone, number to be posted in the office). If the Director is on vacation, designate will assigned and given cell phone).
3. Director will:
   - Contact the parents
   - Ensure all persons having knowledge of the occurrence remain at the site.
   - Contact the Board of Directors
   - Report the Serious Occurrence using the on-line Ministry Portal
   - Assist staff in documentation of occurrence
4. The Director shall write and sign the Serious Occurrence Notification Report (NR) while referring to the staff’s report and display for parents for 10 business days.
5. Following the submission of the NR to the ministry and with 24 hours of becoming aware of an occurrence or when the operator deems the occurrence to be serious as set
out under the MCSS/MCYS 2009 Serious Occurrence Reporting Procedures, the operator will complete a Serious Occurrence Notification Form to communicate information to parents about serious occurrences that have occurred keeping in mind the protection of personal information and privacy. The exception is in the case of allegations of abuse or unverified complaints, which will be posted at the completion of a follow up/investigation. The Notification form will be posted at the main entrance next to the Licensing Summary Chart. (See Appendix D)

6. The Notification Form will be updated as the operator takes additional actions or investigations are completed.

7. The Notification Form will be posted for a minimum of 10 business days following the last update.

The Notification Form will be kept for a minimum of 2 years from the date of the occurrence and make the forms available for current and prospective parents, licensing and municipal children’s services staff upon request.

**Administration of Medication Policy**

It is the policy of the Waterdown District Children's Centre to administer prescription or non-prescription medication (with a note from the Doctor stating dosage) when the following measures are taken.

**Procedure**

1. Parent must provide a signed, written authorization for the administration of medication to their child, using the form provided by the centre. (See Appendix A)

2. Authorization must be provided by the parent and must include the following:
   - Date
   - Name of Drug
   - Schedule of times to administer
   - Dosage
   - Special instructions
   - Instructions regarding storage

3. Medications are only administered when supplied in original containers, bearing the following information:
   - Child's name is clearly labelled
   - Name of drug or medication
   - Dosage of the medication
   - Instructions for storage
   - Instructions for administration
   - Date of purchase (in the case of prescription medication)

4. All medications must be stored in locked containers, inaccessible to the children, including
refrigeration.

5. The supervisor will administer medications. In the event of absence, classroom teacher “A” will administer medications.

6. The staff person accepting the medication must ensure that the authorization form is complete and signed. This staff person will read the label of the medication prior to storage in the locked area.

7. The supervisor or designate will read the label when the medication is taken out for dosage, and will read it again and compare to the authorization form directly before administering to the child.

8. Each administration of medication will be recorded on the authorization form and as indicated, the time and amount will be noted. (See Appendix B)

9. The authorization for administration form will be retained in the child’s file.

10. Parents will be notified immediately of any error in medication.

Student/Volunteer Policy

All students and volunteers are expected to follow all policies and procedures of the Centre.

Procedure:

- Students and Volunteers are required to sign the appropriate forms stating they have read and will comply with all policies and procedures upon the commencement of placement and annual thereafter.
- Students and volunteers are never to be left alone with the children either in the classroom or on the playground. A person under 18 supervises no child.
- Volunteers/students to submit a vulnerable sector screen upon commencement. Exceptions can be made for volunteers/students under the age of 18.
- Students/volunteers will be assigned to a staff mentor to guide them and supervise their placement. Staff will follow any placement criteria set out by a student’s school curriculum. Staff should model professional behaviours to the students and volunteers and should guide them with appropriate techniques, etc. However staff should not compromise the quality of the program or time with the children to help a student/volunteer.
- Any staff concerns with students/volunteers should be brought to the supervisor’s attention. Insurance policies of the childcare centre including WSIB will include students.
Fire Drill Procedures

Waterdown District Children’s Centre
215 Parkside Drive, Waterdown, ON

Guy B Brown Elementary School
55 Braehied Ave, Waterdown, ON

Mary Hopkins Elementary School
211 Mill St N, Waterdown, ON

Fire Drills:
Fire Drills shall be conducted at least once per month, or at least three times during each term (fall/spring).
Records shall be maintained for a minimum of 12 months.

Upon hearing the fire alarm signal:
Staff and Children are to:
* Immediately stop all activities and gather at the classroom/gym door.
* Exit out of the building through the Designated Exit A to the assembly point furthest in the grounds (Minimum 50 feet from the building).
* If designated Exit A is not available, they will exit through the alternate Exit B to the adjacent school yard.
* Staff and children remain at the assembly point until directed by Fire Emergency personnel that it is safe to re-enter the building.

Staff Responsibilities:
The staff shall:
* Adhere to the Hamilton-Wentworth District School Board Approved Fire Safety Plan.
* Know the nearest Exit and alternate Exit from the site.
* Participate in training regarding the fire evacuation procedure.
* Participate in the monthly fire drills facilitated by the Child Care Supervisor.
* Remain calm and direct children to the nearest Exit or alternate Exit as required.
* Ensure the children have vacated the building. Check the washrooms for children attending the centre.
* Retrieve the attendance binder(s) and emergency contact files.
* Close the windows, and doors.
* Take attendance of all staff and children present at the assembly point.
* Ensure that 911 has been called and informed of the situation.
* Immediately advise the responding Fire Emergency personnel if occupants are missing.
* Record the date, time of day, time to complete the evacuation, and comments about the drill into the Fire Evacuation Log.

Emergency Shelter:
Daycare Shelter: Guy Brown Elementary School
Guy Brown Shelter: Daycare (215 Parkside Dr)
Mary Hopkins Shelter: Daycare (215 Parkside Dr)
Attendance Accountability Policy and Procedures

**Policy:** The Waterdown District Children’s Centre- Summer Camp Program will be flexible in accommodating family needs and requests for arrival and departure. Staff will ensure that camper attendance is accounted for throughout the day and steps listed in case of an undocumented absence.

**Procedures:**
- The centre programs operate from 7:00 am to 6:00 pm.
- Parents/guardians are asked to make contact with a program staff member when bringing in or picking up a child.
- A staff member is to sign in the time children arrive into care and carry out a daily health check immediately.
- If someone other than a parent/guardian is to pick up a child, this must be noted on the child’s registration form or the centre must be notified at drop off/pick up. Identification will be requested from all new adults picking up children.
- Attendance of group will be taken at ALL transitions that require groups to leave program area for a significant time to the next program area. This will include but not limited exiting and/or from classrooms, gymnasium, outdoor play, field trips, excursions, walks. The attendance form will include a minimum of 4 times during the day.
- If there is a sporadic trip not listed on the schedule: Parents/guardians will be given specific notice of field trips, indicating mode of transportation, date, time and location at least 24 hours. Communication must be clear with parents

**Missing Child:** If a child does not accounted for at end of day, the following takes place:
1. Check with staff as to the child’s attendance. If child was away or picked up earlier, the child is marked absent in our program
2. If the staff cannot confirm the child's whereabouts, child care staff calls the parents. If the parent confirms the child is in their care, the child is marked absent.
3. If the parent cannot confirm the child's whereabouts staff conduct a sweep of the school in hopes to locate child
4. If the parent does not answer the phone, call emergency contact numbers
5. Call police

Social Media and Communication Device Use Policy

**Policy:** The purpose of this policy limiting the use of cell phones and other communication devices, including all forms of social media is to protect you as an employee and the confidentiality of the program. In addition we wish to represent our organization as professional at all times.

**Cell Phone/communication device use:** The care and safety of the children are of the utmost importance; as a result cell phones/communication devices shall not be used by staff while at work. It is important that the children receive full attention of the staff and students and
volunteers at all times while in attendance at the centre. *Staff and students will be encouraged to keep personal cell phones/devices in a separate area while in the classrooms. Cell phones are only to be used when doing an excursion to a park, walk, or on field trips. Cell phones are not to be used in the classrooms.*

During an evacuation/fire drill the centre owned cell phone would be taken with the group. *Exceptions will be made in cases of personal emergencies only as permitted by the Supervisor.*

**Centre Owned Technology use:** WDCC is fortunate enough to provide staff usage of technology including: ipads/tablets, walkie-talkies, cell phones, and laptops. However, if the use of this centre owned technology is missing or damaged by the end of the usage period, staff will be withheld pay to account for fixtures and/or replacement of technology. This fee is to be determined by the supervisor and by the repair technicians or current store value.

**Social Media:** The posting of confidential and identifying information about the children, parents, or staff at the Centre on social media (e.g., Facebook, Instagram, Twitter, etc.) is strictly prohibited. The posting of non-confidential information (promotional materials and the like) shall be restricted to official channels of communication such as the WDCC website/Facebook page, etc. unless prior written approval from the Director has been obtained.

**Photographs:** As with the use of social media, the publication of photos from the Centre, whether online or otherwise, is generally prohibited without prior approval from the Director. Staff may take pictures (with the centre owned camera) of the activities in their classrooms to share with the families of the children in our care, as appropriate (to document a child’s progress, etc.). Some families have chosen to restrict photograph permissions, and it is expected that all employees will abide by those wishes. These restrictions will be noted in the child’s file and staff will be made aware of such cases.

I have read and will abide by the terms of this policy regarding the use of cell Phones, communication devices and social media at work. I understand that failure to abide by the above policy may result in disciplinary action.