



DIRECTOR – Amber McKim

Parent Manual

Child Care Policies and Procedures

The Board of Directors, Director, Supervisors and Staff extend a warm welcome to you and your family.

We are committed to providing high-quality child-care services to you.

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1. WELCOME

The Board of Directors, Director, Supervisors and Staff welcome you and your child to our child care centre. With six locations throughout Windsor, ABC Day Nursery of Windsor is dedicated to giving your child the best possible start in their early years.

In this booklet, you will find everything you need to know about our centres. Please take time to read the handbook so that you have all the information about our centres and policies.

2. REGISTRATION/IMMUNIZATION/ORIENTATION/WAIT LIST

Enrolling your child starts with a scheduled meeting with the supervisor to discuss your child's needs, days and hours of care you require. The Supervisor will go through the registration package and policies, the program and allow the parent and child to visit the classroom.

You are required to fill out the registration forms completely and submit the package and registration fee before your child starts attending. You are required to provide your child's immunization record. Exemptions for religious or conscience reasons (with affidavit), or medical reasons certified by a physician. Please keep us updated on your child's immunizations.

We also encourage you to schedule a visit or two in the classroom prior to your child starting. Please inform us if your child is receiving any services through another agency. This information will assist us in meeting their needs.

Wait List: There is no fee to place your child on a waiting list.

Each age group at each centre has its own individual waiting list. If ABC Day Nursery of Windsor does not have available space at the centre contacted, we can refer you to one of our other centres. If space is not available, the child will be placed on a wait list.

Parents may inquire about their status on the waitlist by calling the supervisor of the centre who will provide them with this information.

The information required to be on the wait list is:

1. Child's name and birthday.
2. Parent's name and contact information. (Phone number)
3. Days and times required.
4. When care is needed. (Immediately or month to start)
5. Is this a referral.
6. Reason for care, ex. Both parents are working or in school

Wait List Priorities:

1. Five full day agenda
2. Returning families or sibling of an existing registered family.
3. Families waiting to transfer from another site.
4. Both parents are working and/or are in school.

When a space becomes available in the specific age group, the family with top priority will be contacted first. At this time, you will be required to come in and register and place a deposit to hold your spot.

3. ARRIVAL AND DEPARTURE

Please be sure that educators are aware you are dropping off or picking up your child. Children must never be left unattended in classrooms, playgrounds, hallways, cars or in the parking lot.

Children's Absence and Lateness: Please notify the centre in the morning prior to 9:30 if your child is going to be absent for any reason. (E.g., Illness). A child's consistent late arrival may hinder his/her ability to adapt socially and emotionally in the program. Regular attendance of your child is expected as it generally promotes better adjustment to the program. We adhere to a safe arrival policy; please view the attached safe arrival policy on page 31.

No child will be released to a person not authorized by the parents. We must have written or verbal authorization for changes in this respect. **If the staff have not yet met the person you have authorized, they will ask for photo identification.** If a child has not been picked by their regularly scheduled pick-up time, or by the centre's closing time, the staff or Supervisor will call the parent and all other contact people on the pick-up list until someone is reached. If no one can be reached then the Director must be called, and then the police and CAS will be called at a last resort. For older school-age children, we will only allow them to be released at a specific time without supervision if the parent has given us signed written consent.

School-Age Children: For children who attend before and after school, arrangements can be made for us to put them on the bus and receive them after school. **It is extremely important that you notify us if your child is not going to attend the child care centre before and after school.**

If your child is scheduled to attend after school and does not get off the bus, we will first double check with the bus driver to see that they are not on the bus before the bus leaves our centre. We will immediately contact the parent to notify them that the child has not arrived at the child care centre.

We would also like to stress that it is important that you keep all contact information updated in case of an emergency situation.

Bus Companies After Hours Phone Numbers:

C.G. Pearson Bus Lines – Daytime: 226-674-3301 After Hours: 519-903-4888

First Student – 519-969-0184 Prompt you for after-hours emergencies.

Sharp Bus Lines – 519-736-0933 Prompt you for after-hours emergencies.

Unfortunately, sometimes mistakes happen; if your child misses their school bus in the a.m. we will call and notify you immediately. If you are unable to come, bring them to school, they are welcome to stay at the centre for the day.

If we notice that your child has forgotten their lunch for school at home, then we will call the parent to notify them. If the parent is unable to drive their child's lunch to school, then we will have the cook put together a nutritious lunch for the child to take to school with them.

Policy and Procedure for Impaired Persons Arriving to Pick Up A Child

We have a zero-tolerance policy against any individual arriving at the centre to pick up a child that appears to be under the influence of drugs or alcohol. If the educator believes/suspects the individual is impaired, they will look for signs and symptoms of substance abuse such as:

- Smell of alcohol or drugs on the person
- Slurred speech
- Pupils too large or too small
- Waver when standing
- Glossy and or red eyes

If any of these signs/symptoms are present, the educator will notify the Supervisor immediately. Either the Supervisor or educator will follow this procedure:

- Inform the individual they cannot remove the child from the centre based on the Policy and Procedure for Impaired Pick-Up.
- Try to persuade the individual to call a parent or emergency contact person to pick them up.
- If unsuccessful, ask the individual to call a cab.
- The child is to remain at the centre until alternate arrangements can be made.

If the individual is uncooperative, attempts to leave the centre with the child, the educator will Call 911. Tell dispatch the details about the situation and that you require immediate assistance.

Smoking

Re: Smoke-Free Ontario Act 2017

There must be no use of tobacco, tobacco products, cannabis, electronic cigarettes and any other weeds and substances in the child care centre and within 20 meters of the centre and playgrounds. Employees, students, volunteers or parents who desire to smoke must abide by the 20-meter standard. The children should not be subject to the smell of smoke due to allergies. Proper clean up and disposal of tobacco products is required. No ash trays (cans etc.), butts are to be on the child care property (including parking lot) and playground.

We have a monitoring and security system throughout our centres. Video surveillance along with access control is tandem in keeping our centres safe from intruders and allows us to keep track of employees and children at all times. The monitor in the hallway allows parents to view room activities without distracting the children. At no time will the recordings be shown to anyone without your permission (except to show the Ministry of Education, CAS and Police Services). Recordings will only be accessed if an accident prompts an investigation.

We have excellent experienced educators, and it is a joy watching them interacting with the children during the various activities throughout the day.

4. PROGRAM STATEMENT

ABC Day Nursery of Windsor was established in 1966. We exist to provide high-quality child-care services for the parents of infants, toddlers, preschoolers and school age children. We achieve this by providing nurturing and stimulating environments for all children equally, regardless of social, economic or cultural circumstances. We are committed to providing safe, healthy and happy child care services which meet the needs of children, their parents, the staff and community. We deliver these services through the establishment, maintenance and operation of licensed non-profit child care centres and services.

We have dedicated caring staff, many of which have been with us 20 years or more. Our educators are knowledgeable and rich in experience which promotes their ability to deliver a program that promotes the learning and growth of every child. Our educators are to be positive role models at all times in the presence of children, parents, and colleagues.

ABC Day Nursery of Windsor embraces the “How Does Learning Happen? Ontario’s Pedagogy for the Early Years” document as a learning resource. We also incorporate the “Early Learning for Every Child Today” (ELECT) document when planning curriculum and documenting. Our objective is

to support positive and responsive interactions among the children, parents and our educators and the community. Our aim is to inspire interest within the classroom in which children will use all of their senses to learn.

GOAL 1: To encourage and support the children’s health, safety and nutritional needs to nurture their well-being.

We feel that to promote a healthy lifestyle children benefit from proper nutrition, rest and daily physical activity based on their individual needs. Encouraging the children to understand their needs and articulate their needs to others is supportive of their emerging sense of self.

The food menu incorporates nutritional value based on “Eating Well with Canada’s Food Guide”. Each site has a cook which holds a Food Handlers Certificate. All snacks include foods from two to three of the food groups; a hot lunch is served which incorporates foods from all four groups, also offered is a hot and cold vegetable. The cook will make accommodations for children with food allergies or religious food needs wherever possible. If for any reason we are unable to accommodate the child’s nutritional needs parents may be requested to bring in their child’s food, which the cook would heat up and serve. Parents will be able to view the menu upon registration or in advance with the Supervisor or cook to determine if they will be required to provide food from home. Any food brought from home must be in a sealed container with the child’s name on it. Allergy lists are posted in the kitchen and serving area of each classroom.

Positive and supportive eating environments are provided encouraging the children to make healthy decisions about their nutritional needs. Parents who bring in food/snacks for their children or the classroom are encouraged to make it a healthy choice. Our educators are required to make healthy eating choices when eating in the classroom in front of the children during snack. Water is made available to the children during all snacks and meals and throughout the day.

We also promote independence during snacks and lunches by teaching children to set the table, serve themselves snack and lunch, use their utensils correctly etc. Lunch and snacks are also an opportunity to promote social interactions in a relaxed atmosphere.

To ensure that the environment is safe, inspections will be done in the classroom on a monthly basis and on the playgrounds daily, monthly and seasonally. Yearly we have inspections from outside agencies for the fire alarms/ fire exits, from the health inspector and playground inspector. Fire drills are conducted once a month.

Our educators teach children about health, safety and good nutrition to promote a healthy lifestyle. They may also incorporate cooking experiences with the children, which includes food from various cultures.

In an effort to keep the children and staff healthy we conduct a Daily Health Assessment every morning on each child when they arrive. We regularly disinfect everything in the classrooms such as toys, shelves, cots.

Physical activity is provided either outdoor or indoor (during inclement weather days) on a daily basis. Planned activities and games that promote the fundamental movement skills will assist children to become competent and capable in their movements.

We encourage/allow the children to engage in activities that involve some risky play. This kind of play allows children opportunities for challenges, testing limits and exploring boundaries. It improves strength and safety awareness. In order to stimulate the senses and develop healthy motor skills, children need the opportunity to take **REASONABLE** risks. The children will also learn to develop the skills associated with managing risk and making informed judgements from a very young age.

GOAL 2: Children, parents, educators and staff will receive support to experience positive and responsive interactions in our centres.

We strive to ensure that all children, families, educators, students and servicing agencies feel like they belong and are respected when entering our centres and classrooms. We wish to achieve positive relationships that encourage trust and the ability to work effectively as a team for the best possible outcome of learning/knowledge for all involved.

Educators and staff will model proactive interactions with the parents and children by encouraging appropriate and positive vocabulary and actions. Our educators will attempt to greet the parents by using their names and encourage/assist the parents in learning our names as well as the classroom name their child is in. The goal is to give everyone a sense of belonging within our centres. The educators and staff will respond to the children in a warm, sensitive and respectful manner, being attuned to the physical and emotional state of each child.

We value children as individuals, each with their own personal needs. Our intent is to provide an environment which places value on the children's interests and developmental needs. Parents are encouraged to ask about their child's development. Our educators are able to assist with goals for the children and offer support to the parents on how we can all work together to achieve the goals.

Families will be supported on a daily basis with communications about their child at drop off and pick up as well as receiving daily reports through Lillio. We always welcome parents to become involved in activities/special events happening at the centre or in your child's classroom. Documentations/ photos are posted throughout the classroom and sent through e-mail via Lillio, we value and encourage parents input to fully complete them. If your child has talked about or displayed any of the learning taking place at the child care centre, we would value your feedback.

Parents are encouraged to share a talent or interest with their children. Talents/interests such as playing an instrument or teaching the children a few words in your family's first language. Contact the Supervisor or classroom teacher to arrange a time to help us expand on the experiences the children receive while at the child care centre.

We also encourage parents to consider saving and donating materials/treasures on a regular/ongoing basis that could enhance our craft activities such as yarn, buttons, and fabric remnants. Recycled materials are also welcome.

Educators will be encouraged to attend meetings which include staff from all our locations to discuss their classrooms. They can network with their colleagues about curriculum and other matters in their classrooms.

GOAL 3: The educators through positive appropriate interactions and communication will support the children's capability to self-regulate.

ABC Day Nursery of Windsor places the children's social and emotional needs to be significant to have positive experiences and outcomes on a daily basis. The children are encouraged and supported by the educators to interact and communicate in positive ways and to promote their ability to self-regulate. Supportive social learning is put into practice.

Our goal is to teach the children appropriate coping skills. It is also important that we validate the child's feelings. We will model appropriate self-regulation skills at all times when interacting with the children.

The children will be provided with a quiet area with appropriate materials to aid in their ability to self-regulate, express their needs and reflect. This area is to be accessible to the children at all times. Educators will work towards the children becoming more comfortable in displaying a more socially acceptable way to handle their anger/fear/frustrations.

Offering a quiet space during outside play to help the children self-regulate is also recommended. Throughout the day educators will offer calming activities such as painting, water play, listening to quiet, calm music to help the children maintain a sense of calm. Small group activities to teach and learn about feelings and emotions are also important.

It is important to recognize that critical learning takes place, during conflict, negotiation, brainstorming problems and resolution thus allowing the child the ability to explore these skills.

GOAL 4: To implement play-based emergent curriculum, which incorporates the children's ability to learn through exploration, play and inquiry.

ABC Day Nursery implements play-based emergent curriculum. We strive to provide an environment and opportunities for the children to play and explore through a flexible schedule with limited interruptions and transitions. Uninterrupted play is extremely important for the children to complete their thoughts and learning. We believe that when children are engaged in play they are expanding on their learning.

The curriculum is based on the children's interest and developmental needs. The children learn through play, relationships, discovery and exploration. Opportunities are presented to the children to make choices, manipulate materials and learn through self-initiated hands-on experiences. The children can engage in activities that interest them with the support of the educators.

The educators provide a classroom environment with experiences to engage children in active, creative and meaningful exploration, play, and inquiry. This is known as provocation. Educators introduce activities that "provoke" or "stimulate" interest. Provocation provides discussions, interest, creativity, and ideas. It expands on thoughts, ideas, and interest.

The exploration, play and inquiry incorporate learning important skills such as counting/number recognition, letter recognition, learning colours, recognizing/printing their names and other key skills. The environment includes natural materials and loose parts to enhance the learning. This learning is extended to the outdoor environment.

We will be involved in the play and learning with the children, then document the learning that took place in the activity. Parents are encouraged to follow our documentation and provide any insight they may have. Educators then reflect upon the learning/documentation and use this information to plan further experiences for the children.

GOAL 5: Educators must provide child-initiated and adult-supported activities daily.

The educators will provide open-ended materials to the environment to enrich the learning process. Adding new materials incorporates new ideas, challenges and learning possibilities. We will offer the children activities and follow their lead during play. Educators will provide materials for creative activities allowing them to create their own work of art based on the children's interest. The children in the preschool rooms will also be offered a creative/craft shelf at all times, in which they can choose when they are feeling creative. The children will be able to choose activities that they wish to participate in. (Free choice)

The educators will allow more time and develop goals to support the children's independence/learning in the following important skills:

- Dressing themselves for outdoor play
- Developing independence in toileting, washing hands
- Develop independence during snack and lunch
- The opportunity to complete the task they are currently working on
- Opportunity to self-regulate, learn appropriate coping skills and to label their feelings
- Encourage language skills and communication
- The opportunity to help/assist their peers and educators

GOAL 6: Educators will provide experiences, activities and centres throughout the classroom that create a positive learning environment for all the children in the program.

Our educators will provide activities that are age appropriate taking into consideration learning development in all areas. Centres throughout the classroom will reflect the interest of the children and promote creativity and curiosity for the children to learn and explore. Educators will set up the environment to provoke or stimulate interest.

As the children's needs are being met according to their developmental levels it incorporates all children as well as the children with special needs. The environment will be set up with materials/activities to expand on their growing interests and allowing the children to make their own choices and succeed at tasks. We recognize that children have different learning styles and support them by creating learning opportunities to support the many ways of learning.

A self-regulation centre will be available for the children to learn coping skills. Educators will assist the children in learning about their feelings and how to deal with their emotions appropriately.

Children who require an Individual Support Plan will be supported by the Educators in implementing the goals and recommendations.

Providing a visual schedule assists the children in choosing an activity they want to participate in.

Inviting parents to share a talent or talk about their profession is encouraged and always welcomed.

GOAL 7: To provide a flexible variety of individual activities that incorporate indoor and outdoor play, active play, rest and quiet time into the day.

ABC Day Nursery views all children as competent, capable, curious and rich in potential thus allowing ongoing learning. Every educator shall ensure that they are programming and providing the following:

- Free choice – the children are able to choose their activity
- Opportunities to self-regulate
- Small and large group activities
- Activities and materials designed to promote gross and fine motor skills, language and cognitive, social and emotional development
- Active play activities
- Rest and quiet play area. Offer a variety of quiet/calming activities during rest when necessary.
- Open opportunities for creativity
- Planned indoor and outdoor activities. Extend the learning during outside play.
- Incorporate natural elements in the classroom.
- Provide loose part activities in the classroom.

We attempt to offer small group activities for the children to benefit from more individual attention. We will take advantage of the meaningful learning opportunities that arise and explore them.

GOAL 8: To include and encourage families to become involved in what learning is taking place with their child and in the classroom. To be co-learners with the parents about their child. To communicate with parents about their child's day.

Through daily observations the educators are documenting the children's experiences to understand the child's thinking and learning. It assists the teachers in making informed decisions about how they can proceed to continue to enhance the learning and development of all the children.

Documentations displayed throughout the centre can include pictures, learning stories, storyboards, documentation panels. These documentations appear in the classroom to make the learning visible to the children and families as well on the Lillio program. Making the learning visible gives the children and families a sense of belonging, well-being, expression and engagement. Educators will involve the children in the documentation process, ask their opinion and show them the

finished documentation you are posting. The children will be encouraged to invite their parents to view the documentations and activities they are doing in the classroom.

Parents are invited to view the documentations and are encouraged to contribute information on the learning that the child may have transferred to the home environment. We welcome parents' input such as what their expectations are for their children while in our care. During the registration interview process, Supervisors will explain documentations and the importance of parent involvement. Staff has an obligation to work towards involving parents to participate in expanding on the documentations.

Through Lillio we will send an individual daily report to full and half day children that includes the menu, how their child ate, how long they rested and toileting/diapering charts for the infants and children who are being trained.

Educating and encouraging families to work on skills that are currently being worked on at the centre such as serving themselves at the dinner table at home or zipping their own coat.

Parent socials are held twice a year for parents to visit the classroom and be involved in the programming that is happening. We also do a parent survey once a year and encourage parents to participate and give us their feedback.

GOAL 9: To work with supporting agencies to assist our educators, the children and their families.

ABC Day Nursery of Windsor is committed to working with local community partners to support the children, families and educators. Local community partners can include but not limited to Children First, Children's Aid Society, John McGivney Children's Centre. It is important to create these partnerships and the resources and expertise they provide thus providing sharing between Supervisors, educators, parents and the community. All of which will work towards goals for the children and families. These agencies are welcome to observe children in our classrooms, collaborate with the Supervisor and educators, as well as the parents and assist us in implementing the best possible program for all children. Educators are responsible to implement the strategies as set out by these agencies with the children involved. We are also responsible for educating all the children and have achievable goals for the age group.

Our experienced educators have a responsibility to all who are new to the profession or our centre in which they will guide them in working with the children, parents, program and professional knowledge.

We are also committed to volunteers and students from our local high schools, colleges and university placements in our centres. Our educators will train, guide and support these students based on the program required by their placement Supervisor. Our goal is to enhance their learning experience with the children and within the classrooms. Students and volunteers will be given regular feedback from the educators evaluating their performance.

It is our responsibility to recognize that families are very important in the child's development; they are the ones that provide us with relative information about their child. We strive to respond to parents and their values, and concerns about their children in the most respectful context.

GOAL 10: Continuous professional learning enhances knowledge and skills thus allowing educators/staff to remain current on issues relating to the child care field.

ABC Day Nursery of Windsor feels that professional development is extremely important in enhancing the program and committing to be life-long learners. All staff/educators will be held accountable when it comes to attending workshops/training sessions and engaging in other forms of learning. We hope to encourage staff to be consistent with self-reflection and professional growth.

You are required to follow the guidelines as set out by the College of Early Childhood Educators CPL (Continuous Professional Learning) Portfolio as well as any individual needs that may arise

within the workplace. ABC Day Nursery requires staff to attend a minimum of four workshops each calendar year.

We will occasionally provide opportunities within ABC to attend workshops, engage in planned learning activities, planned professional discussions and professional social networking with colleagues from all our centres.

If there is a fee to attend a workshop ABC Day Nursery whenever possible will cover the cost. For workshops approved by the Director, that are offered during working hours, ABC will allow a few staff to attend provided they are able to cover their shift with a suitable qualified staff. Educators are expected to share with their co-worker's information they received (learned about) at workshops especially when a limited amount of Educators are able to attend the training.

Students and volunteers are expected to abide by and assist with implementation of the program statement.

Implementation of Program Statement

In order to ensure that the Program Statement is being implemented and goals are being established, ABC Day Nursery of Windsor will participate in the following:

1. Program Statement will be read by all staff annually. Staff will be required to sign stating that they will adhere to the statement
2. Parent teacher socials twice a year
3. Parent survey once a year
4. Staff survey once a year
5. Staff performance reviews with goals
6. Teacher self-evaluation
7. Checklists with observations and goal setting at once a year on each classroom
8. Team meetings/Staff meetings
9. Supervisors will advise staff on programming and keep a copy of all memos given to classrooms in the office

5. SCHEDULE/LILLIO

We recommend for your child to benefit from the entire program that you have them arrive by 9:00 a.m. If your child is coming in half a day and leaving or arriving around sleep time it would be greatly appreciated if you could arrange the arrival or departure time to not be during sleep time. Sleep time starts at 12:00 p.m. and ends at 2:00 p.m.; our concern is that the children are not disturbed during this time.

Lillio is a program that educators use to record activities on a tablet as they happen throughout the day to keep parents informed by providing you with digital updates on your child. It will keep you informed on everything from nutritional information to fun moments and learning activities. You will receive these updates by e-mail or on your mobile device. Reports will be sent out daily, however photos and documentation will be sent out only after all of the child's needs are met first as some days are busier than others and require more of the Educator's time (ex. To adjust a new child to the room.) Please do not expect a photo or documentation to be sent out daily.

6. ITEMS REQUIRED AT THE CHILD CARE CENTRE

ALL children are required to have a change of clothes at school. These clothes are required for accidents such as spilled juice or a toileting accident. The clothes must be **CLEARLY LABELED WITH YOUR CHILD'S NAME** and be kept in a bag in his/her locker.

If your child brings home soiled clothing, please be sure to replace it the next day. The child care centre has a limited supply of spare clothes. If your child wears any of these clothes and are sent home, please return them immediately.

Children who attend a full day program need to be provided with a crib size blanket for sleep time. Be sure it is labeled with your child's name. Blankets will be sent home on a regular basis to be washed. Do not forget to return it the next day your child attends. Every child has been designated a locker labeled with their name for their belongings. All children must be sent with their own diapers, wipes and a dishwasher safe reuseable water cup.

ALL FOOD AND TOYS SHOULD BE LEFT AT HOME. The preschool rooms occasionally have Show & Tell Day. This is the **ONLY** time the children should be bringing a toy, with the exception of infants, as a comfort toy is allowed.

7. SNACKS AND LUNCH



The children are provided with a nutritious snack in the morning and afternoon; a healthy lunch is also served.

During snack time, children in the preschool rooms are taught to pour their own milk/water, tidy their space etc. All these skills help promote independence.

Lunch time is a relaxing mealtime with social conversation between educators and peers. The children are taught to use their utensils properly and to develop acceptable/proper table manners. In the preschool rooms, children assist with setting the table and work on serving themselves and pouring their own milk/water.

School-age children attending full non-instructional days are permitted to bring in their own lunch from home. It is very important that you do not bring in any foods that contain peanuts or nut products as we are a nut-free centre and have children who are highly allergic.

8. OUTSIDE PLAY/WALKS/FIELD TRIPS



The Ministry of Education requires that children play outside a minimum of two hours a day. Please ensure that your child has all the clothing necessary to enjoy snow, mud and the sun. For safety reasons mittens cannot be on strings, clips are acceptable. Running shoes are strongly encouraged for outdoor play to avoid tripping and falling.

All items **MUST BE LABELED WITH YOUR CHILD'S NAME.**

If the weather does not permit outside play (heavy rain, temperatures too cold or hot) gross motor activities will be offered indoors. We have rain suits and rain boots available in all sizes for the children if it is wet or the rain and temperature are not too extreme for the children to be outside.

Parents will be required to sign a consent form for their child to be able to participate in a field trip. The Child Care and Early Years Act requires parent volunteers to have a Vulnerable Sector Check in order to volunteer on field

trips. The Supervisor must view and copy your original document. Special circumstances may apply, please see the Supervisor.

During field trips, walks and emergencies (evacuations) our educators carry an emergency bag which contains a small first aid kit, children's contact information, EpiPens, Allerject and Inhalers and any other medication necessary as set out in a child's Individualized Plan.

Mosquito Weather- During the spring and summer we will make every effort to keep the playground clear of standing water to avoid mosquito issues. When they are very bothersome, we will bring the children inside. Parents are responsible to apply an insect repellent on their child's clothing or skin should you wish to do so.

Sunscreen - Parents are responsible to apply sunscreen on their child in the morning before arriving at the centre. Our educators will re-apply sunscreen in the afternoon. We will provide the sunscreen for the afternoon; parents will be required to sign giving us approval. Should you prefer to provide your own sunscreen the educators will be happy to apply this in the p.m.

9. STAFF

Our educators are qualified Registered Early Childhood Educators. They are members, in good standing, of the College of Early Childhood Educators and also have a Vulnerable Sector Check every 5 years. They are required to sign an offence declaration every year when a new Vulnerable Sector Check is not required. We have a couple educators considered Para Professionals due to working at our centre for many years.

All staff are trained in Infant and Child First Aid and C.P.R. The staff are required to have a medical and updated immunization. Several staff including our kitchen staff have their Safe Food Handling Certificates.

Supply Educators - Each location has its own supply list. This helps to ensure that a supply educator is familiar with the children and program schedules at that location.

Transfers - Educators can be transferred from one location to another. These transfers provide staff with the opportunity to work with children in another age group.

10. SUPERVISION OF STUDENTS/VOLUNTEERS

Supervision of Student Teachers/Volunteers

We have the opportunity throughout the year to have E.C.E. students from various colleges. This provides them with valuable opportunities and experience.

We also are fortunate to have Co-op students from area high schools as well as volunteers. These students/volunteers gain incredible insight into the Early Childhood Education field, thus allowing them to make an important decision in their future education.

The classroom educators and the Supervisor oversee all students and volunteers. At no time will a student or volunteer be left alone with the children and will not be counted in the child-teacher ratio.

Criminal Reference checks – Vulnerable Sector Screening is required for any volunteer and student over the age of 18 who will be having direct contact with the children.

Supervisors will do the initial interview/orientation with students before they begin placement and discuss expectations and responsibilities, as set out by our policies and their placement curriculum. Classroom educators will be responsible for mentoring the student or volunteer. Educators will monitor student's interactions with the children and parents. They will model appropriate teaching skills and behaviour.

Students will be required to read our Staff Policies and Procedures Guidelines and Policy and Procedure Legislative and Regulatory Requirements which include the Program Statement and are expected to abide by them. They will also be required to read any Individualized Plans for A child With Medical Needs and all Individualized Plans provided by outside agencies such as Children First. Volunteers and students are to behave in a responsible and professional manner.

Students doing placements are here to learn from our educators and children. It is up to our educators to teach and guide the students appropriately for them to gain the knowledge and experience required to work in a child care centre.

Students on placement are to consult with the classroom educator before passing on messages or information about a child's day as it may be only appropriate for the classroom educator to handle this. If a student is unsure of the expectations, please feel free to speak to your Supervising educator or Centre Supervisor.

Duties for students may include the following:

- Always interacting with the children (e.g. reading stories, playing)
- Assist the classroom educators to monitor the children's activities placing emphasis on safety.
- Assist classroom educators in tidying up room, cleaning after snack and lunch.
- Supervise during both indoor and outdoor time, alongside the classroom educators.
- Support the children at rest time.
- Helping dress and undress the children for outside play.
- ECE students will be required to follow the curriculum as set out by their placement Supervisor.
- Co-op students will be required to follow the expectations as set out by their placement teacher.

At no time is a student or volunteer allowed to withdraw a child from activities, they are to direct the problem or concern to the classroom educator.

If at any time a student has a problem or concern regarding the classroom or children, they are to direct these concerns to the staff or Supervisor.

If there is an incident when a student behaves in an inappropriate manner the Supervisor will speak to them and contact the school or college immediately.

11. CHANGES IN INFORMATION

It is important to keep all contact information updated in case of an emergency. The Ministry of Education requires that all information be kept up to date. These changes may include:

- ~ Change in address and/or phone number
- ~ Change in parent's place of employment and phone number
- ~ Updated immunization records
- ~ Emergency contact persons and the authorized persons who can pickup
- ~ Any other important information

12. POSTED NOTICES

Important notes will be posted at all the entrance doors and in your child's room. These notices will inform you of important things such as cases of illness that you should be aware of (E.g. Chicken Pox). We will also post any upcoming special events. Please be sure to read all notes posted in your child's room. You may also receive these notices through Lillio.



13. PARENT SOCIALS

Parent Socials are held a couple times a year. During these socials, the educators will be available to discuss your child's progress, answer any questions and discuss any concerns. We encourage all parents to attend and participate.

14. CALLS/VISITS



Parents are always welcome to call or visit to check on their child. Please try to avoid calling to speak to your child's teacher between 12:00 and 2:00 p.m. The children are resting at this time. We cannot transfer the call to the room, it will wake children up. Sending messages on Lillio is always best, especially between 12-2pm.

15. LICENSE/INSPECTIONS

Our centres are licensed by the Ministry of Education yearly. We also receive regular Health and Safety Inspections by the Windsor Essex County Health Unit.

We perform daily playground checks and have a yearly playground inspection to meet the required CSA Standards.

To ensure that the centre's drinking water is free of lead we flush the water system weekly. We also have yearly water inspections done.

16. CREATIVE WORK

The children are provided the opportunity to create artwork every day. Your child's creative work is filed in their classroom. Please take his/her work home regularly, at least once a week.

17. BIRTHDAYS



If your child is having a birthday and you wish to have them celebrate with the friends in the class, we encourage a healthy treat such as a fruit tray or a fun activity such as small bottles of bubbles for the class. Please keep in mind our Anaphylaxis Policy where Peanuts and Nut Products are not permitted in the child care centre.

18. BINGO AND FUNDRAISERS

Several times a year we have a Bingo at Power Play Gaming Centre (446 Advance Blvd, Lakeshore). All funds raised are used towards improving the needs of all our centres. The Bingo monies have been used to renovate the playgrounds and upgrade their safety; we have also purchased outside sheds for the storage of new equipment. Other spending includes sending the children on field trips and toys for all the rooms plus much more. Occasionally the staff will plan other fundraisers such as raffles. The money raised from these fundraisers is used for special activities in these rooms.

19. SELF-REGULATION/PROHIBITED PRACTISES

We believe children grow through exploration, activity and play. We encourage children to play, learn and socialize. The children learn to work together to build ideas and solve problems. We guide and assist each child to feel competent in their abilities and to help them learn social skills and learn self-regulation skills.

We encourage children to express their ideas and feelings, and help guide their behaviour through acceptable child guidance techniques such as:

- Praise, encouragement (concrete or abstract), reward for appropriate behaviour.
- Ignoring inappropriate behaviour when the health and safety of the child(ren) is not threatened.
- Use of natural consequences, when natural consequence does not threaten the health and safety of the children
- Redirection to activities where the child is more comfortable and can cope or that provide a more socially acceptable way to handle his/her anger/fear/frustration etc.
- Cueing the child before he/she commits an inappropriate or unacceptable act, with redirection or suggestion of a more appropriate way to handle the problem.
- Withdrawal from activities where the child is not able to cope (i.e. the child can be directed to sit away from the group when it benefits the child). Our preschool rooms have an area where we can work on self-regulation techniques with the children. This area provides the child with visual cues and strategies to cope with their feelings in an appropriate manner. A child's behaviour is considered a problem when it:
 - Can affect the health, safety or well-being of the child and others
 - Interferes with the child's development or learning
 - Infringes upon the property of others

If your child is acting in a way that causes concern, we will inform you right away. We will talk with you about any reasons that may be causing your child's behaviour and ask for your help to manage the behaviour and work effectively with each other.

Bullying and/or Aggressive Behaviour Procedure

The health and safety of your child is paramount, and every measure will be taken to ensure they are protected from hurting themselves and others.

No form of bullying and/or aggressive behaviour will be permitted in the child care setting which includes:

Physical: pushing, punching, kicking, hitting, etc...

Verbal: Name-calling, sarcasm, rumor spreading, and teasing.

Emotional: Exclusion, ridicule, humiliation, and tormenting.

Racist: taunts, graffiti and gestures.

If your child exhibits any of the following listed above, it will be dealt with immediately. A plan will be put forth, for the child/both children involved. The behaviour will be monitored, and a child-behaviour report will be filled out and kept on record. We will offer outside referrals to you that will assist with such behaviours. If the negative behaviour continues this can result in the parent being called to pick up their child immediately and may also lead to the dismissal of the child involved.

Plan of Action - Parents will be notified immediately in the event of bullying occurring within our centre.

If your child is being bullied:

1. We will assure them that the bullying is not their fault.
2. Tell them that we care about them.
3. We will give them lots of praise, encouragement and responsibilities to help them feel valued.
4. We will work with you to help the child to develop techniques for dealing with the bully, i.e... Assertiveness, walking away etc.

If your child is the bully:

1. We will reassure your child that we care about them, but it is their behaviour that is inappropriate, and we will work with them to help change this.
2. We will work with your child to find ways to make amends for their actions.
3. We will develop a reward structure for good behavior.
4. We will discuss the matter with you, not in front of your child, to see if there are any problems that may have triggered the bullying.

If you have any concerns, regarding your child, please discuss them with the Supervisor as soon as possible. It is much better to deal with these problems before they become issues, and there are several referrals that we can assist you with to help.

Prohibited Practices

A prohibited practice is any threat to the health, safety or welfare of any child.

The following are prohibited practices in dealing/working with the children in our care. Failure to comply and treat children with proper care and respect can result in disciplinary action or dismissal.

- a) Corporal punishment of a child.
- b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, 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 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, shelter, sleep, toilet use, clothing or bedding; or
- f) Inflicting any bodily harm on children, making children eat or drink against their will.

Corporal punishment may include but is not limited to hitting, spanking, slapping, pinching.

Children benefit from encouraging positive interactions with other children and adults, rather than negative or a punishment approach to negative behaviour.

20. INCLUSION ACCESS AND EQUITY POLICY

1. PURPOSE

All child-care staff must comply with the Inclusion, Access and Equity Policy. Inclusion reflects the acceptance in the society of the principles of social justice.

2. RESPONSIBILITY

It is the Directors, Supervisors and Assistant Supervisors responsibility to ensure the hiring process is consistent with the centre's Inclusion, Access and Equity Policy and to ensure all staff receives an orientation on the Inclusion, Access and Equity Policy:

- 1) treat all families in a fair and equitable manner ensuring all policies are followed for all families.
- 2) identify additional needs and refer families to support agencies.
- 3) recognize the importance of working closely with the family and consulting with parents regarding appropriate strategies for integration into our program.
- 4) ability to work as a team member.
- 5) reflect an anti-bias approach in every aspect of the program every day of operation

It is the responsibility of the Registered Early Childhood Educator / Para Professional to:

- 1) examine their own attitudes, recognize their own prejudices and learn to deal with them in a positive way. The challenge is for all child care staff to improve themselves and others to confront discrimination issues.
- 2) have a good understanding and agree to support inclusion practices.
- 3) attend training opportunities that focus on the inclusion programming etc.
- 4) adapt the environment and routines as necessary to meet the needs of all the children enrolled in the centre, creating an appropriate environment to support the positive development of all children.
- 5) maintain strict confidentiality collaborate with the parents, co-workers, supervisors and other supporting agencies to modify curriculum and classroom to meet the needs of children's individual program plans.

While every effort will be made to ensure that all children have equal access to our programs, there are extenuating circumstances where a child cannot remain in our care. These may include a child displaying ongoing physical or verbal aggression toward other children and staff and all behaviour techniques have been exhausted.

Staff will be required to fill out an incident report on a child where extreme behaviours (incidents) are displayed. This report also includes the intervention used and plan of action. Parents will be required to sign this form acknowledging that they are aware of the incident/behaviour.

In the event a child is terminated from our centre the following procedures will apply:

- 1) ensure that all families asked to withdraw are dealt with in a fair and equitable manner.
- 2) exhaust all special need resources and/or other outside support prior to termination.
- 3) confirm that the termination policy is the same for all the families which includes all documentation leading up to the termination.
- 4) make certain that families are always supported and are referred to appropriate resources for alternative care when feasible.

GOVERNING RULES AND REGULATIONS

Consolidated Municipal Service Manager (City of Windsor)
United Nations Convention on the Rights of the Child
The Canadian Charter of Human Rights of the Child
The Canadian Charter of Human Rights and Freedoms
Ontario Human Rights Code

21. FIRE DRILLS/EMERGENCY MANAGEMENT PLAN

We have an efficient fire drill procedure that is practiced once a month to assist the children and staff in becoming well-organized in evacuating the building. Each room has the procedure for their room posted.

All of our child care locations have an Emergency Management Plan in place to ensure the safety of the children and staff at the child care centre.

The Emergency Plan has procedures set out for the following incidents:

1. Lockdown (Parents will not be allowed to enter the child care centre)
2. Hold and Secure, which is a threat in the vicinity of the child care centre. (Parents will not be allowed to enter the child care centre)
3. Bomb Threat
4. Disaster Requiring Evacuation such as fire, flood.
5. Disaster-External Environmental Threat such as gas leak, chemical release.
6. Natural Disaster such as tornado, tornado warning
7. Natural Disaster such as a major earthquake

This plan includes the following:

- Roles and responsibilities of all staff.
- Additional Supports for children/adults with special medical needs.
- Off-site meeting place and emergency shelter.
- Procedures to ensure children's safety and maintain appropriate levels of supervision during evacuation.
- Requirements regarding contacting local emergency response agencies
- Requirements addressing recovery from emergency which includes debriefing staff, parents etc. / how normal operations will resume / how we will support children and staff who have experienced distress during the emergency.

Communication with Parents/Guardians

As soon as possible the Director, Supervisor or Office Manager will notify the parents/guardians of the emergency situation by Lillio, Phone Calls or Local Radio Station. Parents will be informed of the nature of the emergency, when and where their children can be picked up and when we expect normal operations of the child care centre will resume.

22. MEDICATION POLICY/ACCIDENTS

The Supervisor/Designate and infant staff can administer medications. Any staff can administer emergency medication that is kept in their emergency bag with a medical action plan. Any medication that has been prescribed by a doctor and brought in the original container OR over the

counter medication will be administered. All medications must have a prescription label attached directly to the bottle, inhaler, or Epi-pen – NOT ON THE BOX.

In order to administer any medication, parent/guardian MUST provide the child care centre with a completed Consent for Drug Administration available in all classrooms.

It is the parent's responsibility to fill out the medication form giving their consent. Staff cannot fill out the form due to liability issues.

The form includes the following:

- ◆ The child's name and classroom
- ◆ Name of Drug/Inhaler
- ◆ Reason for Medication
- ◆ Date Purchased & Expiration Date
- ◆ Date(s) for administration of medication & End Date
- ◆ Signs and Symptoms (Inhalers)
- ◆ Daily time schedule for administration
- ◆ Dosage of Medication
- ◆ Medication stored in fridge or room temperature
- ◆ Parent/guardian signature
- ◆ Date
- ◆ If medication is a fever reducer, what temperature should it be administered

****If the parent requests a different dose than appears on the prescription or bottle the parent must provide a doctor's note confirming the dosage to be given. ****

A separate form is required for every medication. Once the Supervisor or designate administers the medication it is recorded on the Consent for Drug Administration form and initialed by the staff who witnessed the drug being given. All records are kept for three years.

All medication brought to the centre is required to be locked up in the medication boxes either in the kitchen, infant room or designated area (ex. Emergency bag). Please do not leave medication in your child's bag or locker.

For non-prescribed medication, the parent/guardian MUST give consent by signing the consent form in the registration package, or by signing consent on a separate consent form. Over-the-counter medications include but are not limited to: medications and lotions that are non-prescribed such as diaper cream, sunscreen, hand sanitizer, lip balm, body lotion etc. Creams and medications that are prescribed must have an individual medication form filled out. Fever reducer and Benadryl must also have a complete medication form filled out. **All medications MUST have the child's full name on the bottle. At no time will we administer medication if your child is at risk of infecting others in the centre and is considered contagious.**

PLEASE NOTE: Fever reducer will only be administered while your child is in the infant and toddler rooms. In special circumstances, such as febrile seizures, we will continue to administer the medication when your child is in the preschool or school-age rooms.

Please inform us when dropping off your child if they have received any medication prior to coming to the child care centre.

Accident or Injury – If a child is injured while in attendance first aid treatment is to be given along with comforting and reassuring the child. For any accident or injury, it is the staff's responsibility

to fill out an Accident or Unusual Incident Report. The Ministry of Education requires the following information:

- If the accident was inside or on the playground (outside)
- Child's name, birthday, classroom
- Date and time of accident
- Statement which includes detailed description of injury, and first aid treatment performed.
Keep it brief and just facts noted and written in a professional manner.
- Signature of person reporting the accident
- Signature of a person who witnessed the accident
- Supervisor's signature
- Parent's Signature – this is to be obtained when the parent picks up the child.
- Parent's initial that they have received a copy
- Initial that the accident has been recorded in the logbook.
- If the injury leaves a visible mark on the child (e.g. scratch on child's face) or of a nature that the parent should be called, the Supervisor will notify the parent before they arrive to pick up their child.

Parents MUST receive a copy of the accident report. (hard copy or e-copy) Supervisors are to be given the original to be filed.

If the injury is of a serious nature that the child requires medical attention an accident report must be filled out as well as the following:

- Take a picture of the child (Not only the injury) clothes and shoes they are wearing
- Take a picture of the area where the injury occurred (sidewalk, floor, equipment etc.)
- On a separate piece of paper record everything that happened, including information like who was present, weather conditions etc. Sign and date have other staff members who were present sign as well. This documentation is to be handed into your Supervisor.
- Please make sure that injured child was signed in and out. If the parent does not sign them out, you must put who picked up the child and your initials.

23. INDIVIDUALIZED PLANS FOR CHILDREN WITH MEDICAL NEEDS INDIVIDUAL SUPPORT PLANS

Individualized plans for children with medical needs are written plans that describe how we are going to support the child. Included in individualized plans are children with an Anaphylactic Allergy, Puffers (Asthma), Seizure Plans. Individual support plans describe strategies to support a child with special needs.

An up-to-date file must be kept on each child with **medical needs** which includes:

- (a) Steps to reduce the risk of causing or worsening the medical condition.
- (b) List of medical devices and how to use them.
- (c) Location of medication or medical devices.
- (d) Supports available to the child.
- (e) Symptoms and emergency procedures. Signs and symptoms of medical emergency and procedures to follow.
- (f) Procedure to be followed during evacuation or on a field trip.

An up-to-date file must be kept on each child with **special needs** which includes:

- (a) Information about the child that could assist a new staff member to learn about what the child requires and needs.
- (b) Ages and Stages or any other assessment that has been done on the child.
- (c) Description of support aids/adaptations that the child requires.
- (d) A plan that has been developed with a consultant (such as Children First), any regulated health professional, parents, Supervisor and any other person who works with the child in a capacity that would allow the person to help implement the plan. The plan needs to include Goals and Recommendations which will then be signed off by the Parent, Supervisor, Consultant and Educators working with the child.
- (e) Record of all meetings.

EpiPens/Allerject

If your child has an EpiPen/Allerject we will require you to fill out an Individualized Plan for a Child with Medical Needs. We will require a current picture of your child to attach to the form.

Parents are responsible to ensure that your child's medication (which includes Tylenol, EPIPEN® /Allerject and puffers) have not expired.

24. ALLERGY AND ANAPHYLACTIC ALERT

Anaphylaxis is a severe allergic reaction that occurs rapidly and causes a life-threatening response involving the whole body. For an anaphylactic reaction to occur, the child/person must have been exposed in the past to the substance that causes the reaction; known as the antigen.

The reaction usually occurs within seconds to minutes of exposure. Occasionally, they are delayed. Triggers of anaphylaxis include all types of substances. Only a trace amount of the trigger may be needed to cause a severe reaction.

Some common triggers are:

- Medications (prescription or non-prescription)
- Venom of stinging insects
- Foods – commonly fish, shellfish, peanuts, nuts, fruits, wheat, milk and eggs.
- Latex

It is for the above-mentioned reason that we must insist that:

NO PEANUT, NUT PRODUCTS OR LATEX PRODUCTS BE ALLOWED IN THE CENTRE

Avoidance of Allergen/Strategies to reduce risk

- 1) To provide an environment that decreases the risk of introduction of life-threatening allergens:
 - Signs will be posted notifying the parents and staff of the potential risks and requesting they not be brought into the school. The main potential allergens are nuts, tree nuts, peanuts, peanut butter, and latex.
 - To decrease the risk of bee stings the playground will be checked regularly for bee hives. Garbage is to be sealed and thrown out every day and flying insect traps will be hung in the playgrounds.
- 2) Staff will monitor foods, etc. that children are bringing into the school / classroom to avoid the allergen, especially during holidays when class celebrations are usually occurring.

- 3) The child's Individual Plan for Children with Medical Needs along with the EpiPen®/Allerject must accompany the child during outside play/on outings/field trips and when they visit other classrooms. This is to be kept in the classroom's emergency bag.
- 4) When a child moves up to your room, staff are to check the child's individual plans and make the necessary changes to update the form and check that the medicine is not expired.

The staff is responsible to follow this procedure when a child has been identified with a Life-Threatening Allergy.

- Have parent/guardian fill out Individualized Plan for Child with Medical Needs form. Post this visible to all in room and keep a copy with the EpiPen®/Allerject in the classroom's emergency bag. Parent is to review and sign and date yearly.
- Staff will review the EPI-PEN video which demonstrates the procedure for administering the EpiPen®/Allerject.

25. SERIOUS OCCURRENCE INFORMATION

The Ministry of Education requires that all child care centres report any serious occurrences. A serious occurrence is defined as any of the following:

- 1) The death of a child who received child care at a home child care premises or child care centre, whether it occurs on or off the premises.
- 2) Abuse, neglect or allegation of abuse or neglect of a child while receiving child care at a home child care premises or child care centre.
- 3) A life-threatening injury to or a life-threatening illness of a child who receives care at a home child care premises or child care centre.
- 4) An incident where a child who is receiving child care at a home child care premises or child care centre goes missing or is temporarily unsupervised, OR
- 5) An unplanned disruption of the normal operations of a home child care premises or child care centre that poses a risk to the health, safety or well-being of children receiving child care at the home child care premises or child care centre

We are also required to post a Serious Occurrence Notification Form in the centre for parents to view.

26. ILLNESS AND ACCIDENT

If your child appears to be ill, the teacher will notify the Supervisor who will notify the parent at home or place of employment. In situations where a parent cannot be reached, we may need to contact the emergency person designated by the parent.

You may be requested to come and pick up your child if the illness includes symptoms such as:

- A fever over 38°C
- Low energy
- Unexplained pain
- Cold with fever, runny nose and eyes, coughing and sore throat
- Sore throat with difficulty swallowing
- Rash
- Red eyes (with or without discharge)

- Headache
- Stomach ache, diarrhea or vomiting
- Severe, itchy body or scalp
- Known or suspected contagious illness such as chicken pox, measles

Parents are strongly encouraged to keep ill children at home to prevent the spread of illness to the other children in our care. Children must be free of symptoms for 24 - 48 hours before returning to the centre. In the event of a contagious illness and an outbreak, we will follow the recommendations of the Windsor Essex County Health Unit. Children may only return to the centre when they are deemed no longer contagious.

Accident & Injuries – In the event your child is injured while at the centre the Supervisor will notify you if the injury is:

- ◆ Serious where medical attention is required
- ◆ If the injury is of a nature that medical attention may not be necessary but warrants the child be monitored (Parents are the ones who will make the decision whether their child requires medical attention)
- ◆ If the injury is not serious but is clearly visible e.g. a scratch on the child’s face. We never want a parent to arrive and be surprised to see such an injury.

If a child has had an accident that results in an injury the staff will fill out an Accident Report for the parent to read and sign upon picking up their child. A copy will be given to the parent. This report will explain what happened and what treatment was given.

27. PARENT ISSUES AND CONCERNS

Established: July 2017

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).

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 our Director, Supervisor and staff 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 five 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 (parents/staff)

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

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>

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 Director.

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.

Conflicts (New Dec 2018)

Parents, staff, students and other visitors to our centres are required to be respectful and handle themselves in a very calm manner in our childcare and on the premises. This includes the use of

inappropriate language and/or behaviour. We all need to be aware that we have children on site and as adults we need to set a positive example. At no time should anyone feel threatened or be exposed to an escalating situation. Should a conflict/situation arise that concerns you please feel free to speak to the Supervisor. We want everyone to feel safe and secure at our centres.

Contacts:

Director, Amber McKim, 888 Hanna St E. Windsor Ont. N8X 2N9 519-256-5141

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

[College of Early Childhood Educators, 416-961-8558 or https://www.college-ece.ca/](https://www.college-ece.ca/)

Windsor Essex County Health Unit, 519-258-2146 or <https://www.wechu.org/>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>Ex: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, child's personal belongings etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly, if situation does not get resolved report to the Supervisor 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - If necessary, arrange for a meeting with the parent/guardian as soon as possible. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received. - the name of the person who received the issue/concern. - the name of the person reporting the issue/concern. - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<p>General, Centre-or Operations-Related</p> <p>E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to the Supervisor OR Accounts Receivable Manager.</p>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within five business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Staff, Supervisor, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the Supervisor <p>-All issues or concerns about the conduct of staff etc. that puts a child's health, safety and well-being at risk should be reported to the Supervisor as soon as parents/guardians become aware of the situation.</p> <ul style="list-style-type: none"> - Any issue a parent has about staff's behaviour management must be discussed with the staff and supervisor. 	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the Supervisor <ul style="list-style-type: none"> - All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation. 	

28. DAILY TUITION RATES/HOURS/HOLIDAYS

We are pleased to share with you that ABC Day Nursery of Windsor has signed the contract with the City of Windsor regarding the CWELCC program, Canada Wide Early Learning & Child Care, between the Province of Ontario and the Government of Canada. We received the approval on October 27/22. Families will see a 25% reduction on base fees starting from April/22 and will continue to see a reduction until tuition fees reach \$12 a day. **As of January 2025 parents cannot pay more than \$22 a day for children aged 0-5 for the CWELCC rate.**

Please note all tuition must be paid within the first 3 days of each month; failure to do so will jeopardize your child’s day care space. We prefer payments by Interac E-Transfer but do accept cash or cheque. Tuition includes all sick days and holidays. Tuition for part-time children will be the daily rate multiplied by the number of days registered. All tuition daily rates are base fees and only refundable after 2 weeks’ notice of withdrawing from the centre.

<u>AGE GROUP AND TYPE OF CARE</u>	<u>FULL DAY</u>	<u>CWELCC RATE</u>
INFANTS- under 18 months of age	\$ 46.00	\$ 21.74
INFANTS- HALF DAY am/pm	\$ 39.00	\$ 18.43
TODDLERS -18 to 30 months of age	\$ 39.00	\$ 18.43
TODDLERS -HALF DAY am/pm	\$ 25.00	\$ 12.00
PRESCHOOLERS – 2.5 to 6 years of age	\$ 34.00	\$ 16.07
PRESCHOOLERS- HALF DAY am/pm	\$ 22.00	\$ 12.00
SCHOOL-AGE-Full Day	\$ 34.00	\$ 16.07

(IF APPLICABLE, CWELCC RATE IS FOR CHILDREN UNDER SIX AND ANY CHILD WHO TURNS SIX, BETWEEN JANUARY 1 AND JUNE 30TH)

BEFORE SCHOOL (UP TO 2 HRS) (IF AGE APPLICABLE \$6.00)	\$ 10.00	
BEFORE SCHOOL EXTENDED (IF AGE APPLICABLE \$11.00)	\$ 15.00	
AFTER SCHOOL (UP TO 2 HRS) (IF AGE APPLICABLE \$11.00)	\$ 15.00	
BEFORE AND AFTER SCHOOL (IF AGE APPLICABLE \$17.00)	\$ 25.00	\$ 12.00
AFTER SCHOOL HD PM (OVER 2 HRS) (IF AGE APPLICABLE \$22.00)	\$ 25.00	\$ 12.00

Registration Fee (Non-refundable): \$80.00 per child (-50% off for 6 and under = \$40 off) Pro-rated base fee (included in CWELCC reduction up to \$22 a day)

One Swipe Key is included in the registration fee per family, each additional swipe is \$10.00

There will be a \$20.00 charge for all returned checks. Non-base fee

Late Fee Charge: There will be a \$10.00 late fee for every 10 minutes after hours. There will be a \$10 late fee for all late tuition payments. Non-base fee

****Base fees are included in the CWELCC program, non-base fees are not included for further reductions****

Hours of operation are as follows:

Hanna Location – opens at 7:00 a.m. and closes at 5:15 p.m.

Lauzon Location – opens at 6:30 a.m. and closes at 5:30 p.m.

Somme Location – opens at 6:30 a.m. and closes at 5:30 p.m.

Arthur Location – opens at 7:30 a.m. and closes at 5:00 p.m.

Jefferson Location – opens at 7:00 a.m. and closes at 5:30 p.m.

Banwell Location – opens at 7:00 a.m. and closes at 5:30 p.m.

Infant Rooms – open at 7:30 a.m. and close at 5:00 p.m.

Hours of operation could change due to enrollment needs.

Parking lots are available at all locations for parents to drop off or pick up the children.

Every effort is made to keep the child care centres open during inclement weather conditions. Should we have to close notification will be sent out through Lillio and the local radio stations.

- All children must be registered at least two days a week.
- Rates subject to change, adequate notice will be given.
- The children are only to be in attendance a maximum of 9 hours a day. Hours attended are based on parent's work/school schedule.

The centre will be closed on the following holidays:

New Year's Day

Family Day

Good Friday

Victoria Day

Canada Day

Civic Holiday

Labour Day

Thanksgiving Day

Christmas Day

Boxing Day



Mark Your Calendar

****PLEASE NOTE: We will be CLOSED the first week of the Winter/Holiday Break****

Child Absent Due to Illness or Vacations: There are no refunds if your child misses a day due to illness or vacation time. All missed days are included in the tuition.

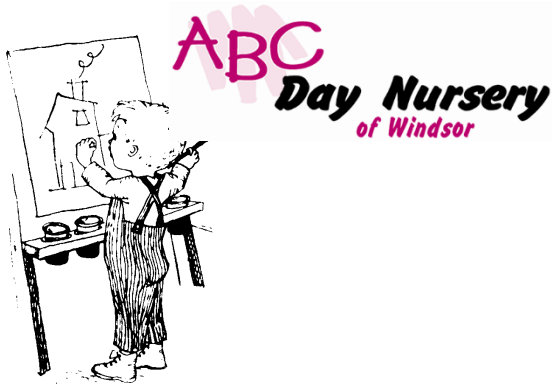
Withdrawals/Changes in Schedule: A two-week notice is needed for withdrawal or a permanent change in your child's schedule. Again, you must fill out a request form two weeks in advance for a schedule change and withdrawal. Parents will be charged the two-weeks for early withdrawal without notice

29. TIPS FOR PARENTS



BE SURE TO TOUCH BASE WITH YOUR TEACHER AT DROP OFF AND PICK UP

- Make certain that we always have current emergency contact names and telephone numbers.
- Advise educators of any allergies, medical conditions and medication your child may have received before coming to the child care centre.
- Arrange for alternative care when your child is not well enough to participate fully in the program.
- Call the centre before 9:30 a.m. if your child is going to be absent
- Call the centre if your child is not going to be getting off his/her bus after school.
- Label all of your child's belongings, be sure they have spare clothing and appropriate outside clothing.
- **Discourage** your child from bringing toys or snacks from home.
- **Be sure to read all notices posted throughout the child care centre and on Lillio.**



MAIN: 888 Hanna St E N8X 2N9 519-256-5141
4540 Somme St. E. N8W 1V5 519-948-3131
1225 Lauzon Rd E. N8S 3N1 519-945-1110
2605 Jefferson Blvd. N8T 3E7 519-946-1010
2495 Arthur Rd. N8W 4V8 519-948-3131
3335 Banwell Rd. N8N 0B4 519-735-2225

Safe Arrivals Program

The importance of reporting your child absent or late

A safe arrival program is a system which works with families and their child care centre to ensure that each and every child is accounted for daily.

There was a report in 2019 conducted by researchers from the University of Toronto and the Hospital for Sick Children on the number of children who are forgotten in the back seat of a car. The study found that an average of 37 children die each year after being left in a hot car. By implementing a safe arrival program, each and every child will be accounted for daily; in hopes to prevent this tragic accident from happening.

Parents/Caregivers must report their child(ren) absent or late in advance on a timely basis. You can do so the day(s) before their scheduled day, or the morning before their regular drop off time.

You can contact the child care centre by:

- Sending a Lillio message
- Phoning your child care centre and leave a message with the Supervisor, Staff or voicemail
- Sending the Supervisor a direct email

The Staff and/or Supervisor will then mark your child as absent or late in Lillio, in order to keep track of each and every child's attendance.

If we have not received a message regarding their absenteeism or lateness, the staff will send out a Lillio message asking if your child will be coming in that day. If you do not respond in a timely manner, the Supervisor will then reach out with a phone call. All phone numbers listed in your child's file will be called until someone has been reached; this can include emergency contact numbers. Please ensure that all numbers and the Lillio email in your child's file are current and up to date. If you ever have a number or Lillio email change, please reach out to the Supervisor to make any necessary changes.

Amber McKim,
Director of ABC Day Nursery of Windsor



A Letter from Play to Parents

Dear Parents,

It's me, Play. We have not spent much time together lately- I miss you:

When you were a kid, we were together all the time: riding bikes, sculpting out of play dough, building moon bases out of blocks, and squishing mud. Remember how many times you were told to quit playing with your green beans and eat them? Remember all the times your mom yelled "goofing around with those toys is *not* going to get that pigsty-of-a-mess you call a bedroom cleaned up!" Remember the fun we had on car trips? It was great until the order to "stop the silliness back there" boomed from the front seat. Remember how the big slide burnt your legs, but you just could not stop going down again and again? Back then, all you wanted to do was hang out with me. Those were good times.

Anyway, I'm not writing to relive old times. I'm writing about your kids. I don't see them that much...they're MIA. From what I hear, their days are full of adult-led activities, screen time, and rushed academics.

I know you want the best. You want them to get ahead in life and be ready for whatever it tosses their way. You're scared that if you don't push them a bit they will not "be ready". You feel there is learning to be done and that there is not time for your old buddy, Play. You're also under a lot of peer pressure to do what other parents are doing. If the kid down the street is shuttled between academic preschool, dance, karate, a travelling soccer team, and a foreign language class you'd look like a bad parent if your kids spent time "just playing".

I get the Fear and the Pressure, but it's getting a bit intense. You're expecting things out of your kids that are not developmentally appropriate. You're expecting them to do things at the age of 3 that *you* did not do until the age of 5 or 6. Is it right to push kids to do things that are not cognitively, emotionally, or physiologically ready for?

The thing is, if you want the best for your kids, *I'm* the answer. It's my job to get them ready for whatever life throws in their path, to prepare them to thrive in an ever-changing world, to help them learn to be creative, knowledgeable, and well adjusted. I don't want to brag, but

I'm an evolutionary strategy lots of creatures use to prepare for life. Puppies, chimps, whales, elephants, tigers-the list is huge. They all use me, Play, as a strategy for gathering information about their surroundings, sorting and classifying objects and ideas, developing social skills, learning to self-regulate, and so much more.

Don't take my word for it, there is plenty of research and anecdotal evidence showing that Playful Learning is a better choice for young kids than computers, videos, flashcards, worksheets, and adult-led academic settings. Check it out when you get a chance.

Right now, I'm just asking you to relax a bit. Let your kids play and enjoy childhood. Stop running and pushing.

By the way, you look stressed. You could use more Play, too. How about right now? Grab a towel, fasten it around your neck, and see if you can still fly the way you did when you were a kid—If you try it, send a picture for my scrapbook.

Hope to see your kids...and you...soon!

Your Buddy,

Play

EXPLORATIONS
Early Learning

