



Williamson Road Daycare Centre Family Handbook



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Table of Contents

Program Statement.....	1-4
Staff.....	4
Hours of Operation.....	4
P.A. Days, Holidays & Other Closures.....	4-5
Inclement Weather Policy.....	5
Drop Off & Pick Up Procedure.....	5
Early Drop Off & Late Pick Up Fees.....	6
Safe Arrival & Safe Dismissal.....	6-9
Movement of Children	9
Parental Agreements	9
Release of the Children/Self-Escort Policy.....	9
Payment of Fees.....	10
Subsidized Care.....	10
Part-Time Care.....	10
Age Limits.....	10
Program Content.....	11
Canada Wide Early Learning & Child Care.....	11
Discipline/Behaviour Management.....	12
Prohibited Practices	12-13
Parent Interviews.....	13
Privacy Policy.....	13
Food.....	14
Holiday Celebrations	14
No Nut Policy.....	14
Anaphylaxis Policy.....	15-16
Clothing/Shoes.....	17
Board of Directors.....	17
Parental Involvement.....	17
Fundraising.....	18
Medication	18
Illness	18



Table of Contents

Pediculosis (Head Lice).....	19
Smoke Free Centre.....	19
Sun Safety & Smog Alert Policy.....	19
Outdoor Time	20
Fire, Health & Safety.....	20
Lockdown.....	20-21
Inclusion Policy...,.....	21
Anti-Bias Policy	21-23
Parent and Student Volunteer Policy.....	23
Child Abuse.....	23-24
Serious Occurrence.....	25-27
Protection of Personal Information	27-28
Termination/Discontinuation of Services.....	28
Suspension & Withdrawal.....	28-30
Harassment.....	30
AODA	30-32
Babysitting Policy	32
Disruption of Service	33
Conflict Resolution	33-34
TDSB Special Program.....	35
Bullying Prevention.....	35-37
Waitlist Policy & Procedures.....	37-38
Duty to Accommodate.....	38-40
Fee Schedule	40
Program Statement: Plan for Action.....	41-48



Program Statement

Our mission is to promote health, safety, and nutrition for all the children in our centre; ensuring well-being. The focus of the staff is to support positive interactions. We want the staff to foster children's exploration, play and inquiry. We want the children in our centre to initiate their experiences and for the staff to be able to support those experiences. One goal is implementing the Early Learning for Every Child Today (ELECT) in our program; from kindergarten to school age. This is the theoretical framework for setting up appropriate programs for young children and a developmental continuum. It is broken in domains of Development; Social, Emotional, Communication (Language/Literacy), Cognitive, and Physical. Our focus is to meet every child's needs and help them grow based on these domains.

Goals

- Promote children's well-being
- Fostering the children's exploration, play, and inquiry
- Capturing and documenting our practices
- Support all children's ability to self-regulate so that children feel comfortable and confident
- Forming trusting relationships with children and their families
- Providing everyone with a sense of belonging
- We want the children to learn to care about other people; understand other's feelings, cooperate and share, express their opinions, resolve conflict,
- We want to support children in developing their self-competence and understanding their self-worth

Williamson Road Day Care Centre (WRDCC) believes that children are competent, capable and curious, and have great potential. The goal of our Centre is to support positive and responsive interactions among the children, families, and staff. Partnerships between families and the Centre is essential for the optimal growth and development of young children. We welcome ongoing discussions with parents and caregivers about their child's progress- social, emotional, cognitive- and their daily life at the Centre. The Centre's staff are knowledgeable, empathetic, skilled, and caring educators who provide a curriculum based on ongoing observations of the children's play and interactions which correlates into strong childcare. We plan for a creative, positive and nurturing environment in which children's play is fostered through exploration and inquiry. This approach facilitates positive learning and skill development. The staff at WRDCC has an ongoing commitment to professional growth and learning.

At WRDCC, we believe that children learn about the world around them through play. The Centre's image of the child is one of being more worldly, in addition to being capable and competent, they are a partner in learning along with the teacher. Both images represent an inclusive environment where all children are welcome and included. Our children learn about themselves, their peers, and the world in which they live through investigation and exploration they delve into art, drama, music, and social interactions while recognizing that each child is a unique individual. Families are an integral part of our program; we encourage and welcome their involvement in our program as much as possible. Staff focus on the children's interests and passions as well as their own. The staff team believes that children are strong proficient learners. They value and respect the children and believe that their thoughts and ideas are pivotal to the curriculum. It is the educator's role to facilitate allowing the children's ideas and interests to flow in a positive planned program, allowing the children to: discover, explore, document, compare and share their ideas and results. Staff believe in being human, honest, open-minded, caring and current within the profession. Understanding that children learn in many different ways, small accomplishments are huge to a child who struggles within the program. We believe that the learning environment consists of everyone (children, teachers and families) working together for the holistic development of the child. We balance indoor/outdoor, active play, rest and quiet within each of our program's daily schedules. Activities within the program emphasize skills; self-esteem, self-respect, self-regulation and respect for others, which allows individual children and groups to interact in an appropriate confident manner.

WRDCC provides a positive learning environment for children that enhances their personal level of development. Through play experiences and guidance by specially trained staff, the children are exposed to situations that will stimulate: communication and social skills through child-child and adult-child interactions, fine motor development, gross motor development through physical activity and outdoor play, self-esteem and decision-making capabilities, curiosity, initiative and independence. Children are guided by skilled Registered Early Childhood Educators (RECEs) who establish a flexible program in an inclusive, supportive and non-discriminatory environment. Children's ideas are the crux of the emergent curriculum that is based on the interests and needs of the children. Open communication between and among staff, children, families and the school community is crucial to realizing a warm and safe environment in which the children at WRDCC can play, learn and thrive. We provide programs to support our "holistic" approach to child development including; sports, dramatic and creative arts, self-help skills, and science experiences. Children are encouraged, but not forced to participate in all activities. We strive to provide a stimulating program that offers services to children, families and the community within the framework of the Child Care and Early Years Act and ideologies in Ontario's Pedagogy for the Early Years (How Does Learning Happen?).

Our emergent curriculum is organized around the following 5 areas of development: (i) physical (gross and fine motor), (ii) social (awareness, respect, ability to share and cooperate), (iii) communication (verbal and non-verbal), (iv) self-esteem (self-awareness and positive self-image, (v) cognitive (comprehension, problem-solving, and skill acquisition). Staff provide parents/guardians with the opportunity to discuss their child's progress through ongoing discussions, and family meetings if necessary or requested. and concerns regarding. If there are any problems or concerns regarding a child, the child's teachers will discuss it with parents/guardians to ensure everyone is working in collaboration.

At WRDCC, our goal is to help foster anti-racist views and avoid gender bias values, attitudes, and practices. Our programs and activities reflect the ethno-cultural diversity of Toronto and promote respect and appreciation of differences.

At WRDCC, we believe in providing an inclusive enriched childcare environment, which honours and respects all children's beliefs, culture, language and experiences acquired from their family and community. We will promote children's health and well-being. All our staff see fostering the children's exploration, play, and inquiry as a key goal in the classroom. We believe that capturing and documenting our practices is a form of reinforcement of the learning process for educators, families, and children. Staff will support all children's ability to self-regulate, with the goal of this support being that children feel comfortable and confident in the learning environment. We will foster the children's health and well-being indoors and outdoors. We believe in staff forming trusting relationships with children and their families, providing everyone with a sense of belonging. We are committed that children learn to: care about other people, understand other's feelings, cooperate and share, express their opinions, resolve conflicts, and develop self-competence, self-worth, and self-regulation.

Strategy

Our strategies to achieve our program statement are guided by work done on Ontario's Pedagogy for the Early Years (How Does Learning Happen?). We understand that learning and development happen within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish the following four foundational conditions need to exist:

- A sense of **Belonging**
- A sense of **Well-Being**
- Opportunities and support for **Engagement**
- Opportunities and support for **Expression**

We will adopt the following 11 strategies to create these conditions:

1. Promote an environment which is healthy, safe, and supports general well-being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play, and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive to all children including children with individualized plans.
8. Incorporate indoor and outdoor play, active and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners if possible
11. Support others in relation to continuous professional learning

** Full Program Statement can be found at the end of the Family Handbook **

Staff

The staff at our Centre regularly participate in workshops that pertain to the needs of school age/kindergarten children. All staff members are required to have a Criminal Reference Check on file prior to commencing employment. All RECE teachers are required to be members of the College of Early Childhood Educators. As well, we are all trained in First Aid/CPR.

Hours of Operation

Instructional School Days:

The Centre is open from 7:30 am to 8:45 am, and from 3:00 pm to 6:00 pm on all school days.

Non-Instructional School Days:

Winter break- 8am – 4pm

March break hours - 8am – 4pm

PA day hours – 8am – 4pm

P.A Days, Holidays and Other Closures

WRDCC will be closed on all statutory holidays as specified by law, the period between Christmas Eve and New Year's Day inclusively, Family Day, Good Friday, Easter Monday and on the days decreed by the T.D.S.B. WRDCC is closed after the last P.A. day in June and re-opens the day following Labour Day. The daycare is closed during July and August.

Toronto Public Health or the Ministry of Education may be required to close the Centre in response to a rapidly spreading virus or, if, due to staff illness, the caregiver-to-child ratio falls below legislative requirement. This could be to reduce the possibility of infections because there is insufficient staff to supervise students or there are other situations that would result in closure. WRDCC's service continuity plan will be integrated with the City of Toronto's Emergency Plan and the Toronto Pandemic Plan. WRDCC will endeavour to minimize any supplemental fees.

While we have tried to make this a comprehensive policy, the Board of Directors reserves the right to make changes as new issues arise.

Inclement Weather Policy

In the event of severe weather conditions, please be advised that we will follow the school's actions in that we will close if they close and remain open if they also remain open. Please listen to the news to be informed of school closures.

We will inform guardians should the school be open in the morning but close during school hours. Guardians will be contacted immediately by phone/Email. In this situation, please be prepared to pick up your child as soon as possible. Please note that staff will remain with the children until all are picked up, so whenever possible, please try to arrive as early as you can to enable staff to get home safely.

Drop Off and Pick Up Procedure

Please enter the building to drop off and pick up your child, please enter through the brown doors located on Williamson Road (doors between playground/Recycling bins). Alternatively, parents/guardians can enter the building through the doors that are located at the back of the building by the back school playground. At both entrances, parents/guardians will find the childcare buzzer doors. When buzzing in, please state your name and who you are dropping off/picking up, and a staff member will buzz you in for entry.

When entering the building, families can drop off and pick at their child's daycare childcare classroom. It is important to us that we clearly see when a child is dropped off and pick up. We ask families to use our sign in/out forms when dropping off or picking up. Please sign in and out by writing down the time and your name. Sign in/out sheets will be located as soon as you enter your child's childcare classroom, staff will be available to assist.

Early Drop Off and Late Pick Up

If a parent/guardian arrives at 6:00 pm or after, a fee of \$10 per minute will apply until the child/children are picked up. Any late pickups will be documented and reported to the Supervisor. Parents/Guardians will receive a late notice by email and the late amount owing will be withdrawn from the appropriate family account on the following business day through Pre Authorized Debit (PAD).

Please Note: Late Fees will be applied on days that our hours are modified - (PA days, Winter Break, and March Break)

It is the responsibility of the parent/guardian to always contact the Centre if at any time you suspect you will be late. If no advice has been received and management has not been able to contact any of the listed parents/guardians by 6:30pm, the case will be reported to the Toronto Children's Aid Society.

Exceptions will be made for unusual circumstances, however, it is at the discretion of the Supervisor/and or Board of Directors. For example, only extreme weather conditions will qualify as an exception. It is the parent's responsibility to check traffic reports/ road closures/ traffic delays to ensure pick-up. Appeals may be made in writing and presented to the Board of Directors if a parent is unsatisfied with the decision.

Records will be kept of all late occurrences, if a parent/guardian is late more than 2 times in a month it will be discussed at a Board Meeting and could result in your child being withdrawn.

Safe Arrival and Safe Dismissal Policy and Procedure

This policy and the procedures within help support the safe arrival and dismissal of children receiving care. This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children. This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

WRDCC will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.

WRDCC will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.

A parent/guardian may request that a child who is 10 years old or older be released from child care without supervision. Parents/Guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal. WRDCC will provide this form to parents/guardians.

Procedures -Accepting a Child Into Care

When accepting a child into care at the time of drop-off, program staff in the room must:

- greet the parent/guardian and child.
- ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure.
- Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on consent to pick up or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email) or verbally to a staff member.
- document the change in pick-up procedure in the daily written record.
- sign the child in on the classroom attendance record.

Where a Child has Not Arrived in Care as Expected:

Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g. left a voice message/email or advised the Director/staff of any changes)

*Applies to after school, many children are dropped off at school opposed to daycare prior to school.

Someone from the Management Team Must:

Morning Care:

- Director, Assistant Director or Staff member must commence contacting the child's parent/guardian no later than 8:10 am.

For Afterschool:

- The director or management must commence contacting the child's parent/guardian no later than 3:30 pm.
- The Director shall call both parents listed on the child's emergency contact list.
- The Director will also attempt to email all parents listed on the emergency contact list.
- The director will continue to call to try to reach parents until they receive confirmation of the absence.
- Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

-The above process will apply for non -instructional days. If a child does not arrive by 9:30am on a non-instructional day the Director will follow the above protocol in regards to contacting the family.

Releasing a Child From Care:

The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Staff can refer to WRDCC's Consent to Pick up List.

Where the Staff Does Not Know the Individual Picking Up the Child (parent/guardian or authorized individual), confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.

Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a Child Has Not Been Picked Up as Expected (Before Centre Closes)

Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up a set time the Director shall contact the parent/guardian by phone and advise that the child is still in care and has not been picked up.

Where the Staff is Unable to Reach the Parent/Guardian

The Director must continue to call until there is a response. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.

Where the Staff Has Not Heard Back From the Parent/Guardian or Authorized Individual who was to pick up the child the staff shall begin to call the emergency contacts that the parents have listed.

Where a Child Has Not Been Picked Up and the Centre is Closed

Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.

One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the Director shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.

If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact authorized individuals listed on the child's file.

Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:30pm, the staff shall proceed with contacting the local Children's Aid Society (CAS) 416-924-4646. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a Child From Care Without Supervision Procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

Movement of Children

Children will be placed/moved into classrooms based on their chronological age. Management reserves the right to make exceptions based on social, emotional and cognitive development. This movement will also be determined by the availability of space that allows us to maintain staff/room capacity ratios. Until the change takes place, the program fees of the current room will apply until the child is moved to the new class.

Parental Agreements

All parents/guardians will be required to sign all registration materials. Subsequently, even in the event of a separation of the parents, the Centre will continue to accept either parent's authority until a direction signed by both parents and a court order is provided. If there is a custody agreement, the Centre requires a full copy and we will confirm with the custodial parent our understanding of that document. Without a custody agreement stipulating limited parental access, we cannot deny any parent access to their child. Please be assured that any documents provided and the information contained in them will be held in the strictest confidence.

Release of Children From Daycare and Self-Escort Policy

WRDCC will only release children to those individuals named on the child release form, or to another individual with written parental/guardian permission obtained from the parent/guardian prior to the arranged pick-up. Exception: a child may be released to another individual on verbal authorization given by the child's parent on that specific day for a non-routine occurrence by leaving a message on the WRDCC voicemail or via email. WRDCC prefers that children be released to an adult. Any individuals given permission to pick up your child must be a minimum age of 16 years old. We will only allow the child to leave the daycare by self-escort when they are at least 10 yrs. old and have written permission from the parent who will assume full responsibility for the child's safety. Please note that the child will not be allowed to walk unaccompanied should it be dark outside regardless of the time of day. Parents/Guardians are responsible for making other arrangements for pick-up or accept any late fees should this situation occur. Children who are permitted to self-escort must sign out after notifying a staff member they are leaving. Parents or designates must sign the sign-out sheet and make sure staff are informed that they are picking up their child.

Payment of Fees

We require a void cheque for us to process parent fees. Your account will be debited the first of every month from September – June. Parents are to fill out a Pre-Authorized Debit Agreement allowing WRDCC access to debit their account according to the program monthly fee. Two full calendar months of notice in writing is required when withdrawing children from the Centre (before the first of the month). Typically fees are increased on January 1st of each year. The current fee schedule is on the last page.

There will be a \$25.00 charge for any pre-authorized returned NSF. Should the centre receive two NSF debits, all further debits for the remainder of the year must be certified cheques. Certified cheques are due before 10 AM the first business day of the month. Non-payment or delinquent payment of fees will be referred to the Board of Directors for action and may result in the loss of your child's enrolment in the Centre. There are no rebates for illness, vacation, statutory holidays, or other days when the Centre is closed. All children pay full tuition fees; there will be no tuition discount for additional children.

At the middle of every June, a two-week deposit is required to hold a daycare space for September. This amount is deducted from September's fee and will not be refunded if you decline the space in September. As WRDCC policy requires that two months' notice be given when withdrawing a child from the program, September's fee will only be refunded if the space can be filled for September. In order to ensure a full refund for September's fee the Centre must be notified in writing before the Centre closes in June.

Subsidized Care

Williamson Road Day Care Centre has a Purchase of Service Agreement with Toronto Children's Services. If you require subsidy, you may apply to Toronto Children's Services to receive it. The Director will provide a breakdown of the monthly fees in September. Any family who has a child presently enrolled at WRDCC and whose financial situation has changed can approach the daycare Supervisor to discuss their situation.

Part-time Care

WRDCC does not provide part-time care.

Age Limits

To attend WRDCC your child must also attend Williamson Road P.S. and must be in Junior Kindergarten to Grade 6.

Parents of children going into grade 6 the next school year should discuss with the Supervisor the childcare arrangements for the next school year. It is important that the children be included in this discussion so that their desire to remain in Centre is considered.

Program Content

We are proud of our program at WRDCC and we work hard at meeting the needs of all the children who are in it. We provide care from junior Kindergarten to Grade 6. A typical day in our Centre begins in the morning before school. Children arrive and choose from a variety of activities. Board games, foosball and computer are popular choices as well as art activities.

After school, the children wash their hands and sit down for snack, and then it's outside for outdoor activities. We strongly believe in the benefits of being outdoors. We go outside in all but extreme weather conditions, and we are outside for approximately one hour. Please ensure your child has appropriate clothing for the season.

We provide the children with a variety of outdoor equipment and encourage their participation in active outdoor games and sports activities. During the winter, we attempt to go tobogganing (at the Glen Manor Ravine) whenever the weather permits and there is enough snow. The Centre provides the toboggans.

After our outside time, the children return inside for our formal program time. Sometimes activities are done as a whole group and sometimes we break into smaller groups. We offer several choices of programming throughout the year. Sometimes we work with a theme or interest that has been generated by the children and may continue until the interest wanes.

Emergent Curriculum: is a way of planning a curriculum based on the child's interests and thoughts as well as the teacher's. To plan an emergent curriculum requires observation, documentation, creative brainstorming, flexibility and patience. Rather than starting with a lesson plan, emergent curriculum starts with the children's interests.

The children's ideas are an important source of curriculum; we as staff observe the children and once we see an interest "emerging" we brainstorm with the children to see ways to study the topic. We begin to create a web of the children's thoughts and ideas. These thoughts and ideas give our staff creative ways to plan and implement activities, crafts, and science experiments based on what the children want to learn about, build, or create. Our staff are all trained in using the ELECT and it is implemented in all of our programming.

Canada-Wide Early Learning and Childcare Program

The WRDCC leadership team along with the Board of Directors have decided to opt out of the Canada Wide Early Learning and Child Care (CWELCC) at this time. We will continue to actively seek information from our childcare counterparts, representatives and government policy materials and will thoroughly review the feasibility of joining CWELCC for the following year.

<http://www.edu.gov.on.ca/childcare/pedagogy.html>

Discipline/Behaviour Management

At WRDCC, children are taught creative ways of solving problems and taking responsibility for their actions. We encourage the children to think of the consequences of inappropriate behaviour. The teacher's role is to guide this process. For instance, the teacher might ask the child, "What can you do next time she grabs something from you?" We do this both verbally and/or by having the children write down (or draw depending on age and ability) what behaviour they have used that was inappropriate and what positive behaviour they will use the next time they are in that situation. It is important that children express their feelings to each other and solve problems together. Whenever there are children involved in a conflict they are asked to express how they have made each other feel, and together decide how best to solve their problem. The teacher will guide the children through this process and intervene only when necessary. Sometimes this discussion is delayed until each party feels ready to communicate.

Parents/Guardians are notified if the child has had a particularly upsetting experience. Most issues are dealt with in the Centre and therefore parents are simply informed about their child's experience and how it was dealt with. If you are told of an incident that involved your child, understand that we are not asking that you to further discipline your child, but rather just be aware of what is happening. Occasionally, a parent's/guardian's help is requested when behaviour issues become more serious or frequent, but these situations are rare and would be discussed in detail with the parent/guardian in order to present a united front.

Prohibited Practices

No licensee shall permit, with respect to a child receiving child care at a childcare centre it operates or at a 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.

**Prohibited practices will be reviewed monthly at staff meeting to ensure that these practices do not occur in the program. Observations or reports of the use of prohibited practices will be reported to child welfare authorities. **

Parent Interviews

Parents are requested to ask questions of the WRDCC staff as they arise. Formal interviews are not conducted per se, but can be arranged via zoom or phone call if either the parent or staff members feel that it is necessary to meet and discuss any concerns.

When your child is in grade five, parents may want to help with the decision of whether your child should return to Centre for their grade six year. Your child will be asked to sign a contract outlining his commitment to respecting the rules of the Centre and his understanding that he is an important role model to younger children.

Privacy Policy

Our privacy policy is available to parents and is located on our parent board.

Policy Questions

Any questions regarding any policy should be directed to the Supervisor. If the question or concern is not able to be resolved, it may then be discussed with the Personnel Chair who will review the policy and work toward a resolution.

**If you would like to contact our board of directors, please email our board at:
HRCommitteeWRDC@outlook.com

Food

We provide catered breakfast in the morning. Staff begin to serve breakfast between 7:45am- 8:15am. The teachers prepare the snack, which is provided by the Centre. Three food groups are included with each snack. Water/Milk is always available; however, we ask families to provide a clearly labeled water bottle. We provide afterschool snacks. Our menus are always posted and we follow a 4-week rotation. If you would like a copy of our menus, please email us to provide a copy. We are not permitted to serve any food that is home baked or prepared. Please do not send any food or edible treats into the Centre for the children. We ask families that children only eat snacks provided by the Centre.

Current Catering Company: Yummy Catering for morning and afternoon snacks.

Bagged Lunches

Children are to provide their own bagged lunches for PA days, Winter break Days, and March Break days.

Holiday Celebrations

We honour and celebrate all of Canada's major holidays and celebrations in our child care programs. In addition, we will incorporate other cultural celebrations, as much as we are capable of, out of respect for the children in our program and the diversity of our community. If you would like us to celebrate something meaningful to your family, please let us know at least one month in advance and we will do our best to accommodate your request. If there are celebrations you prefer your child not to be involved in, please discuss this with us prior to the date so we can accommodate your preference.

No Nut Policy

WRDCC has a "no nut or nut products" policy. Some children have life-threatening allergies to nuts/peanuts in our school and therefore WRDCC requests that parents/guardians check ingredient labels before sending in lunch snacks. Please make sure they do not contain nuts/peanuts or their products as this poses a severe health risk to children with these allergies. Should an item be sent in by accident, we would ask your child not to open it while in the Centre. If your child has already begun eating, we will remove it right away, and ask that they wash their hands immediately. Your co-operation in this matter is greatly appreciated.

Anaphylaxis Policy

Anaphylaxis is a serious allergic reaction and can be life-threatening. The allergy may relate to food, insect stings, medicine, latex, exercise etc. The anaphylaxis policy is intended to help support the needs of a child with a severe allergy and provide information on anaphylaxis and awareness to parents, staff, students and visitors at the daycare. This provision aligns with Sabrina's Law, 2005 legislation which came into effect on January 1, 2006, requiring all district school boards and school authorities in Ontario to develop an anaphylactic policy.

WRDCC strategy to reduce the risk of exposure of all children at risk of anaphylaxis reaction by following procedures:

- Parents/Guardians of children in the Centre will be advised in writing if any child is known to have an allergy that is life-threatening, in order to reduce the risk of exposure to anaphylactic causative agents and asked to sign. In this event, parents/guardians/children will be asked to refrain from bringing into the Centre any anaphylactic causative agents putting a child at risk of reaction. These include foods, latex, fabrics, medicines, chemicals etc. that commonly produce allergic reactions.
- The Centre will refrain from including certain foods on the menu and in materials/foods that may be used for craft and sensory programming, depending on the allergies of children attending the Centre.
- The list will be revised as necessary depending on the life-threatening allergies of the children involved.

Communication Plan:

- To inform parents, guardians, staff, students and volunteers on life-threatening allergies including anaphylactic allergies, written information will be provided to them if a child is at risk.
- Information will be obtained from the parents/guardians about their child's medical condition, including whether children are at risk of anaphylaxis by the initial interview and consent/information forms filled out at enrolment and again every September.
- Parents, guardians, staff including supply staff, students and volunteers will be advised that there are children attending the Centre that are at risk for potentially life-threatening allergies and the foods and causative agents to be avoided. Staff will double-check any food ingredients before serving snacks.
- A list of known allergies of enrolled children will be posted in food preparation and eating areas/activity rooms.

Development of Child's Individual Plan

- An individual plan requiring input from the parent/guardian and physician will be developed for each child with an anaphylactic allergy that includes emergency procedures including the following:
 - a. a description of the child's allergy
 - b. monitoring and avoidance strategy
 - c. signs and symptoms of an anaphylactic allergy
 - d. action to be taken by daycare staff in the event the child has an anaphylactic reaction
 - e. parent/guardian consent that allows the day nursery staff to administer the allergy medication in the event their child has an anaphylactic reaction
 - f. emergency contact information (parent/guardian/emergency services)
- Parents/guardians are required to advise the Centre supervisor if their child develops an allergy and requires medication, of any change to their child's individual plan or treatment or if their child has outgrown an allergy and no longer requires medication.
- Individual plans for a child with anaphylaxis will be reviewed by all employees, (before they begin employment) all volunteers and students (before they begin care) and at least annually afterwards as well. Staff will sign off that they are aware of procedure should a child have a reaction.

Training

- Where a child has an anaphylactic allergy, staff, students and volunteers will be provided with training from a physician or parent on the procedures to be followed in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and how to administer medication.

Other Considerations

- Children are allowed to carry their own asthma medication or emergency allergy medication provided the parent/guardian has signed the medication form. Parental permission is required for the child to self-administer allergy medication. A copy is to be kept on file.
- Staff should confirm that an enrolled child who is permitted to carry their own asthma or allergy medication has the required medication in their possession before leaving the daycare (trips, school etc.)
- In the case of a child who does not administer their own medication, the staff will have the medication accessible in a first aid pouch and take it on field trips.
- Epinephrine will be kept in the metal cupboard where it is easily accessible to staff. Locations will be known to staff and will be labelled.

Clothing/Shoes

The Centre is not responsible for any lost belongings, and all belongings should be labelled. The children should be prepared for the weather. Teachers will suggest that your child put on appropriate clothing, but we will not insist.

Children refusing to wear necessary items may be restricted from participating in certain areas or activities. For example, a child without snow pants is unable to slide in the snow, and a child without boots will be asked to only play in the dry areas.

We require a pair of shoes to be kept at the daycare during the winter months. This is necessary as it is difficult for the children to transport shoes back and forth to school and we cannot allow them to go in stocking feet or boots.

Please provide a change of clothes in the event your child needs additional clothing during the day.

Board of Directors

All of the current parent members elect the Board of Directors annually. This election takes place at the Annual General Meeting, usually held the last week of September or the first week in October. It is best if Board Members serve for two years but a minimum of one year is required. The Annual General Meeting is an important one and we encourage all parents to attend. The Board is made up of the following positions: CHAIRPERSON/PRESIDENT, TREASURER, SECRETARY, PERSONNEL CHAIR, PRIVACY OFFICER, ANTI-BIAS OFFICER, AND MEMBERS-AT-LARGE. Other positions may include: VICE-CHAIR/VICE-PRESIDENT and VICE-TREASURER.

The Supervisor attends all Board meetings to give a report on the daycare's affairs. The Board meets one day of the month for approximately an hour.

Parental Involvement

Parents/guardians are encouraged to attend the Annual General Meeting and vote in the Board of Directors. Parents/guardians help when they keep the staff informed of their child's needs. If there is a change going on in your child's life, please let us know. It is important for parents/guardians to keep themselves updated on what's happening in the centre. You will be notified about dates to remember and Centre details via email or through "News & Notes from the Director/Program Director. There is also a Parent Bulletin Board where other information can be found such as the program plan, menu and the minutes from the Board meetings and our Privacy Policy. Our Policies and Procedures Binder is located under the Parent Board for further information. Please also be sure to give us the best email address where details of the latest happenings can be sent to you.

** WRDCC staff and Management will provide updates & newsletters via email with any up-to-date relevant information.

Fundraising

Fundraising activities are decided by the Board, in collaboration with the Centre Supervisor. Past initiatives included muffin/cookie dough sales, as well as donations and/or fundraising for local charities (i.e. Community Centre 55) to promote community involvement in the Centre. To fundraise we host an Annual Silent Auction featuring the Children's Art Work. We believe that activities such as these promote positive self-esteem in the children and parents who get involved, so be sure to participate!

Medication

Children who are prescribed antibiotics should be kept at home for the first 24 hours after beginning medication. This is to ensure children are no longer contagious, and to watch for allergic reactions. The Centre will administer prescribed medication ONLY if the parent has filled out a medication form, form will be emailed to the family. Medication must be in its original container with the prescription label intact. Over-the-counter medication, such as Tylenol, will be administered only with a doctor's note. Children with life-threatening allergies will be allowed to carry their own asthma medication or emergency allergy medication provided the parents have filled out a medication form. The parent's /guardian's permission is required for the child to self-administer allergy medication.

Illness

Children will not be admitted to the daycare if they have:

- Fever greater than 38 C (101.3 F)
- More than two bouts of diarrhea and/or vomiting within the past 48 hours

Any of the following:

Chicken Pox	Tuberculosis	Strep Throat	Impetigo
Internal Parasites	Severe Cold	Ringworm	Influenza
Scarlet Fever	Whooping Cough.	Conjunctivitis (Pink Eye)	
COVID-19 (Follow Toronto Public Health Screening Tool)			

Any other illness that precludes active participation in the daycare program.

If the child has any communicable diseases, a doctor's certificate is required prior to entry to the centre. If a child develops any of the above during the day, the parents/guardians will be required to pick up their child as soon as possible. We trust that all our parents/guardians will exercise their best judgment in deciding whether to send their child to the Centre if they suspect any of the above illnesses. If a child has or may have a reportable disease or may be infected with a communicable disease it will be reported to Public Health as required as soon as possible and it will be recorded in the daily log. Any recommendations from Public Health will be recorded in the daily log. Copies of report from Public Health will be kept on file and a copy sent to the Ministry.

Pediculosis (Head Lice)

Children will be checked periodically for head lice. If your child is found to have live lice then parents will be notified and your child will be required to be picked up immediately. Children with lice/nits must have two lice treatments. The first treatment must be completed and any nits must be removed before the child may be admitted back into the daycare. The second treatment must be completed seven days later (it does not help to do it sooner), once again removing any nits found). The reason to complete the second treatment is to make sure that any nits that have been overlooked and may have hatched into live lice are then killed before they are old enough to lay more nits, thus breaking the cycle. If you discover that your child has lice, please inform the daycare as soon as possible so we can do a check on the other children and hopefully keep the occurrences to a minimum.

Smoke-Free Centre

Smoking or holding a lit cigarette is prohibited at all times in the centre or on the playground whether children are present or not. Anyone on the premises is to be informed that smoking is prohibited. "No smoking" signs are posted throughout the Centre and in all washrooms. Any person who refuses to comply is in contravention of the Smoke-Free Ontario Act. Anyone wishing more information may contact the local Health department. This policy is reviewed with all staff/students/volunteers prior to commencing employment and all parents before enrolling their children.

In the Case of Non-Compliance:

- Staff/Volunteers- failure to comply with this policy will result in disciplinary action up to and including dismissal.
- Parents-failure to comply may result in termination/discontinuation of services
- Anyone else will be informed of policy and requested to comply. Repeat offenders will be reported to the Principal of Williamson Road P.S.

Sun Safety and Smog Alert

It is our policy to have sunscreen on hand for any children who need protection from the sun. Children may bring their own sunscreen. Please label and keep in your child's cubby. It will be suggested that children wear hats when their parent has sent them along with their child. UV readings will be posted when available.

During a smog alert, we will reduce outdoor activity levels and provide a wide variety of quiet activities including water play. Children will be monitored for any symptoms i.e. coughing wheezing or difficulty breathing. Water will be provided during hot days. AQI will be posted when available.

Outdoor Time

We are required to provide at least 30 minutes of outdoor time each day, weather permitting, unless otherwise approved by a director or a physician or parent of the child, must be in writing. Outdoor time will be extended to allow more program time outdoors.

Fire, Health and Safety

Williamson Road Day Care Centre adheres to all fire, health and safety regulations and must require all members and visitors to the premises to do likewise.

After a sound of alarm:

- Designated staff (staff 1) will have the children line up
- Staff 1 will take children and attendance records out the closest door of centre room and through the hall to exit the building.
 - No outer apparel is taken. Children need footwear at all times in centre for emergency and health reasons.
- Designated staff (staff 2) will stay behind and do as follows:
 1. Take the emergency pack located by the door (first aid kit, emergency cards, cell phone, etc.).
 2. Check room to make sure all the children have left the room.
 3. Check to make sure all windows and the back door are closed
- Everyone will meet at the designated meeting spot – at the very back of the upper yard
- Once outside and clear of the building attendance will be taken.
- If necessary, once attendance is taken, staff will leave a message on the voicemail indicating the reason for the evacuation and the location of the children and staff.
- We will return to the child care Centre when the “all-clear” is given.

Lockdown Procedure

Should an event occur which threatens the safety of the centre children and staff; the following lockdown procedures will be followed.

- All doors into the centre will be closed and locked.
- Attendance will be taken
- Children will be asked to stay low to the ground.
- Children will stay out of sight as much as possible and to remain quiet during a lockdown.
- Staff will need to prepare children for staying in “lockdown” for possibly an extensive period of time.
- Keep everyone away from glass and doors where possible
- Do not use cell phones during a lockdown
- Do not call the daycare for information
- We will maintain our lockdown procedure until the principal of the school or authorities tell us it is “all clear”

If it is necessary to go to our designated emergency shelter, parents will be notified with all communications by email by phone, or an updated greeting on our voice mail. Communications will include location, circumstances related, and any other information necessary information.

Our emergency shelter if we cannot return to school is:

1. Beaches Rec Centre, 28 Williamson Road
- or
2. Beach United Church, 140 Wineva Avenue

AODA – The Accessible Emergency Response Standard

When required, we will provide an individual workplace emergency response plan that is accessible to employees to prepare for those with a disability. This emergency response procedure will be updated and adapted as required based on the client's disabilities or needs. For example, our employees will follow individual alternate emergency response plans for those with special need or requirement in regards to evacuation, fire emergency, lockdown, etc.

****Please refer to our parent's policy binder to review detailed information regarding our emergency response policy and detailed information how parents/guardians will be notified with any communication. This binder can be located in the Junior room or ask for the supervisor.**

Inclusion Policy

Williamson Road Day Care accepts all children regardless of abilities. We include all children in all aspects of our program. We believe that by providing experiences based on children's needs, we will help them achieve their fullest potential and are committed to the learning and growth of all children. Our staff is willing to access additional supports for the children in our program when necessary. We believe that positive social interactions foster growth and we strive to provide a positive environment.

Anti-Bias Policy

In this policy "participants" include everyone who is involved with WRDCC i.e. children, parents, staff and board members. The term community refers to those living and working in the geographic area served by Williamson Road Day Care.

WRDCC shall make every effort to reflect the multiculturalism of our community, in the hiring of staff, volunteers and the election of Board Members. WRDCC procedures shall follow the non-discriminatory human governments and agencies which provide leadership in anti-bias policy development, such as, the Ontario Human Rights Code, The United Way and Toronto Children's Services.

This shall be accomplished through community outreach, the ongoing education of participants and by keeping informed of new policies within this area.

Staff shall be aware of cultural differences in communicating in the daycare authority context and differences that would affect use and expectations of the daycare Centre.

WRDCC shall make every effort to communicate with parent members in their languages.

Staff and volunteers shall be aware of the importance of responding with skill and sensitivity to the various cultural differences in child rearing practices, however basic standards of Canadian child care will not be compromised.

Program activities shall respect cultural, racial, language, ability and diversity and encourage active sharing of these diversities. Programs shall include the teaching of biased free attitudes and behaviours.

WRDCC shall seek to eliminate systematic barriers and promote positive race relations and attitudinal change. We shall welcome all community members to participate in our program.

WRDCC plans to ensure full implementation of our anti-bias policy through ongoing:

- Commitment of the board, staff and parent members;
- Review of our programs, policies and practices, to identify and eliminate any biases;
- Necessary training for all Centre participants;
- Monitoring of implementation through surveys to parent members
- Appointing annually a designate Board member with the special responsibility to implement and monitor this policy.

Discriminatory or racist incidents and or behaviour from children, parents or staff are not tolerated. WRDCC will not tolerate racial, ethnic, culture, ability, sexual orientation or religious discrimination in any form from any of its participants. A racial incident may be intentional or unintentional, verbal or non-verbal. Incidents of bias may be subtle, passive or overt in nature. Avoidance, exclusion, rudeness, name-calling, jokes, slurs, stereotyping, insults, threats, and intimidation shall be deemed expressions of biased attitudes.

Disciplinary action will be taken in response to incidents of bias. This action may take the form of a warning reprimand, suspension, termination or refusal to provide service. If the incident of bias is from a child in the Centre, the child's parents will be contacted and informed of the incident, and an appropriate consequence will be given. Further incidents could result in suspension and if necessary, withdrawal from program.

Any incidents of bias shall be reported to the supervisor and or the board of directors as soon as reasonably possible. Upon the report of an incident the Board shall authorize the Board member designated to implement this policy to undertake an investigation of the said incident. That investigation shall be undertaken in a fair and discreet manner. The said Board member will report back to the Board as soon as possible. The Board shall then take such action it deems necessary having in mind the principles of this policy. All racial incidents must be reported as a Serious Occurrence.

Information regarding WRDCC is in languages of parent members to the greatest extent possible. This includes forms, and other reading materials for parents as well as books, games and other language tools for children. Program materials shall be free of biases. Materials shall portray a variety of people in a variety of activities, regardless of race, colour, heritage, ethnic origin, sex, sexual orientation, age, religion, disability or physical attributes.

Parent, Student, and Volunteer Policy

No child is supervised by a person under 18 years of age. All volunteers, as well as student volunteers will be supervised by WRDCC staff who will report any concerns to the Supervisor. All staff of WRDCC will review and sign the Volunteer Policy yearly to be familiar with the policy and procedures. The RECE staff will be responsible for the supervision and monitoring of the volunteer and inform them of the expectations of their volunteering experience. Orientation will also be provided to the volunteer by the supervising RECE. This will include information about the WRDC's policies and procedures, program philosophy and needs of individual children. They will be provided with a Family Handbook and informed of any relevant information. Direct unsupervised access (volunteer alone with a child) is not permitted for persons who are not employees of child care centres. Volunteers are not counted in the staffing ratios. Behaviour policies/Prohibited Practices and Program Statement Policies and procedures are reviewed with volunteers before volunteering begins at WRDCC and at the start of every new school year. Volunteer's behaviour management will be monitored and recorded twice a year. Anaphylaxis and Emergency procedures are reviewed and signed before volunteering begins and yearly afterwards.

Child Abuse

Any staff/student/volunteer that suspects a child has been abused or is at risk for abuse physically, sexually, or emotionally is required by law to report to the Children's Aid Society under the Child and Family Services Act. Staff members are required to report directly to Children's Aid (consultation call) in the case of suspected abuse and not to the Supervisor or Board of Directors. This puts staff in a very difficult position in that we must report any suspected abuse without discussion with the parents, other staff, Supervisor, or Board of Directors.

After a report has been made, the Supervisor can be informed and will provide support and direction. Please be advised that this is the law and not reporting any suspected abuse could result in a fine, loss of job and worst of all a child being put at risk. Of course we will do our best to exercise our best judgment but the welfare of a child must come first. Additional information may be found in our Policies and Procedures binder located below the parent board.

In the case of staff/student/volunteer suspected of child abuse:

- A staff member will immediately inform his/her supervisor of the intention to call C.A.S.
- If a parent makes the allegation, they will be informed of their legal obligation to report their suspicions to C.A.S. and the Supervisors obligation to also speak with a child protection worker
- If the person suspected is the Supervisor, then immediately inform the President/Chair of the daycare Board
- For all allegations made against a staff/student/volunteer, the Supervisor needs to be notified immediately
- The staff/student/volunteer making the allegations will follow the reporting procedure as outlined and complete all documentation required
- Allegations against anyone are considered a Serious Occurrence and the Serious Occurrence Policy and Procedure must be followed.
- The person suspected of the abuse will not be told by anyone about the suspicion/intent to report or the report of the abuse until after the Supervisor has consulted with a C.A.S. worker
- The Director will receive direction from a C.A.S. worker and/or Police Services as to what, if anything should be done to protect the child/children receiving care in the daycare from the alleged abuser
- The Director who in consultation with the President/Chair of the Board, C.A.S. and legal counsel will determine what if any action will be taken with respect to the job responsibilities of the staff person against whom allegations have been made.
- Once a joint decision has been reached by the Director, President/Chair of the Board and legal counsel, the staff person will be spoken to regarding any changes in duty and/or responsibilities etc. A copy of the written decision and reasons will be given to the staff person who has been accused of the abuse and a copy will be retained on file.

Child Abuse Reporting Phone Numbers:

Toronto Children's Aid Society.....416 924-4646
Catholic Children's Aid.....416 395-1500
Jewish Children's Aid.....416 638-7800
Native Child and Family Services.....416 969-8510

Serious Occurrence

Reporting Process – within 24 hours:

1. Within 24 hours of the Supervisor becoming aware of a serious occurrence, the Supervisor or designate submits the serious occurrence online using the Ministry of Education's Child Care Licensing System (CCLS).
2. All serious occurrences will be posted within 24 hours
3. Within 24 hours the parent/guardian/advocate and, if applicable, the person or agency who placed the client, are informed unless such notification is contra-indicated.
4. Following the submission of the Serious Occurrence Report to the Ministry of Education, a Serious Occurrence Notification Form will be completed by the Supervisor or designate and posted in a conspicuous location. The Serious Occurrence Notification Form is updated as further actions or investigations are completed and will be posted for a minimum of ten business days. When updated, the form remains posted for a further ten business days from the date of each subsequent update. All Serious Occurrence Notification Forms will be retained for three years from the date of the occurrence. The Serious Occurrence Notification Form should not contain any identifying information such as the child's name, staff names, the age or birthdate of the child or the daycare room where the child is placed.
5. Some serious occurrences, most notably an allegation of abuse or neglect, will give rise to the child needing protection. The person who has the reasonable grounds to suspect that a child is, or may be, in need of protection must make the report directly to the Children's Aid Society (CAS) and follow Child Abuse Policy. Licensees are only required to notify the program advisor and make a Serious Occurrence Report on CCLS if the alleged abuse or neglect occurred while the child was receiving care at the childcare centre.
6. Serious Occurrence Notification Forms pertaining to allegations of child abuse at the centre are posted for a minimum of ten business days when the following has been concluded:
 1. The Children's Aid Society (CAS) has concluded its investigation and the allegation is either verified or not verified; or, CAS has determined that an investigation will not be conducted and the Ministry of Education has investigated any associated licensing non-compliances.
 2. Information to be included with the Serious Occurrence Notification Form:
 - a. CAS has verified or not verified the allegation;
 - b. The daycare has taken action on the directions given by CAS, if any; and
 - c. The daycare has addressed any associated licensing non-compliances identified by the Ministry of Education.

Reporting Process – within 7 days:

Upon a review of the reported serious occurrence, the Ministry of Education may request additional information or a further review by the service provider of the serious occurrence incident. The service provider is then expected to submit online any related follow-up or outcome report(s) to the Ministry of Education. A new Notification Report is generated and posted. The Ministry of Education may also initiate its own review.

Annual Summary and Analysis Reports:

1. Every licensee of a childcare centre shall conduct an annual analysis of all serious occurrences that occurred in the previous year. (O. Reg. 137/15, ss. 38(2)(a)) Based on an analysis of all serious occurrences during the reporting period, the report will describe any trends or patterns relating to staff, children, equipment and the physical plant or site that contributed to or caused the serious occurrence(s). This report stays on file at the childcare centre.
2. Every licensee of a childcare centre shall keep records of the actions taken in response to the analysis. (O. Reg. 137/15, ss. 38(2)(b)) Outline the action taken by your organization in response to the identified trends and patterns of serious occurrences, and describe additional plans to maintain compliance in these areas.
3. Every licensee shall ensure that a report is provided to a program advisor of any serious occurrence in the childcare centre within 24 hours of the licensee or designate becoming aware of the occurrence. (O. Reg. 137/15, ss. 38(1)(b)) Describe any issues, and actions taken, with regard to the timely reporting of serious occurrences.
4. The childcare licensee shall ensure that the policies, procedures and individualized plans it is required to have under this Regulation are implemented at the childcare centre. (O. Reg. 137/15, ss. 6.1(1))
5. At a minimum, the serious occurrence policies and procedures include:
6. The identification of serious occurrences;
7. The immediate response procedures to a serious occurrence incident;
8. The expected steps in reporting a serious occurrence; and,
9. The serious occurrence notification form posing requirements.

The College of Early Childhood Educators may require the employer or any other person or body designated by the regulations to provide the College with information, including personal information, in respect of members of the College, and the employer, person or body shall provide such information. (ECEA, 2014, c. 11, Sched. 3, s. 31 (4)) The College may require mandatory reports.

Reporting to Board of Directors:

All serious occurrences are reported to the board of directors either the day of the occurrence or soon thereafter.

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Protection of Personal Information and Privacy

- Operators must ensure the information posted in the serious occurrence Notification Form protects personal information and privacy.
- To help support the protection of privacy and personal information, no child or staff names, initials, and age or birth date of child are to be used on the Serious Occurrence Notification Form.

If a serious occurrence were to occur, parents can find the Serious Occurrence Notification forms located in the school age room posted on the parent board. The notification form will include the date of occurrence, type of occurrence, description of the occurrence, the action taken by the operator, and the outcome.

Termination/Discontinuation of Services

WRDCC may refuse to provide/continue service to any families under the following circumstances:

- The child has exceptional needs that cannot be met in our program (See Suspension and Withdrawal Policy below)
- Non-payment of fees is unresolved (see Payment of Fees Policy on page 4)
- A family refuses to comply with the various policies at the Centre.

Suspension and Withdrawal

The Centre will make every effort to provide a program that meets the needs of all children. Asking the children for their input, and discussing children's needs with the parents, helps accomplish this. Occasionally, there may be an unusual situation in which the regular program cannot meet the needs of an exceptional child. In this case, (in consultation with the Director over a reasonable period of time) the Board of Directors reserves the right to determine that this child be withdrawn.

**It should be noted that in extreme circumstances, a child would be, at the discretion of the Board and Director, immediately suspended from the program for the remainder of the day plus the whole of the following school day after the incident in question, if the child poses a clear and present danger to the safety of anyone at the Centre because of conduct that is injurious physically or mentally to the well-being of others in the daycare, because of willful destruction of daycare property, because of the use of abusive or improper language. Parents will be contacted of the offending incident by telephone and instructed to pick up their child immediately. **

In the case of a temporary withdrawal (suspension), a meeting will be scheduled on the day the child returns to WRDCC. It will involve the parents and WRDCC planning team and will develop a long-term action plan for future behaviour as well as to discuss terms for re-entry (i.e. a re-entry contract signed by parents and child). This would include a statement that a repetition of this offence could lead to withdrawal from the centre.

Children may be withdrawn under the following circumstances:

- The child no longer derives benefit from the program.
- Communication between parents and the Centre is no longer conducive to fostering growth and development for the child.
- All efforts have been made to help the child fit into the program by utilizing all necessary resources available.

- An evaluation has determined that another early childhood environment may be more beneficial for child/parent's needs.
- In the event a parent/guardian engages in abusive behavior toward a staff member, volunteer, parents and or children in the centre.

Withdrawal will be taken as a last resort and is driven by the interests of the child and the safety of others at the Centre. For the benefit of all concerned we will follow these steps:

Documentation

At the onset of problems, staff will record the behaviour in question. Specific incidents, as well as responsive actions taken by the staff to manage the improper behavior, will be included. Director and staff will meet to develop a strategy to help the child.

Parent Notification

Parents will be notified of any behaviour in question and informed of any actions the staff has taken to date. If problems persist, the parents should be notified and a meeting held, with the child present to establish a plan for improvement. Parental insight into any specific behavioural issues will be sought.

Development of a Long Term Behaviour Management Plan

If problems persist, a meeting will be held between parents, staff, the Director and our Special Needs Resource Consultant to identify and agree upon key issues. At this point, the child's teacher and the principal may be contacted to ensure we are working toward common goals, and may attend the meeting, if the parent consents. This group will be referred to as the WRDC Planning Team.

A Behaviour Management Plan will be developed. Clearly measurable goals accompanied by specific timelines for these goals will be established. Responsibility for carrying out the various components of the plan will be assigned. Several such meetings may take place in order to monitor the situation. Proper minutes will be kept.

The WRDCC planning team will decide if a more appropriate goal for the child would be a reduction of time spent at the Centre.

Parents unwilling to co-operate with the adoption of a Long Term Behaviour Management Plan may be at risk of having the child withdrawn if, after a reasonable amount of time, the child's behaviour does not improve.

Assessment/Review

If the Behaviour Management Plan is unsuccessful and if after every effort has been made to improve the situation, the Board of Directors has the authority to suspend the child temporarily, with conditions, or permanently, as the situation may warrant. In the case of permanent withdrawal, parents will be informed of this decision in writing and if possible, alternate arrangements for the child may be suggested. An appropriate time period will be established (up to one month) in order to find suitable care and secure the best possible placement for the child. Advisors of City of Toronto Children's Services, and the Ministry of Community and Social Services and school will be informed of the withdrawal. After the decision has been made, all efforts will be made to conduct an exit interview for future reference in improving Centre quality as well as a debriefing meeting to determine what did/did not work, and what needs to be in place for future success.

Withdrawal

If for any reason a parent chooses to withdraw their child from the program. A minimum of two months' notice must be given to the Centre in writing. If less than two months' notice is given, the parent fee for the month will be non-refundable, unless the Centre is able to fill the spot immediately.

If a family chooses to withdraw from the program. Families must be aware that you forfeit your spot. In the event, you would like to return to the program in the future, families be put back on the waitlist and subject to the waitlist policy. There is no guarantee that families will be able to get a spot for future preferred timing.

Harassment

It is the responsibility of the Board of Directors and management to promote a harassment-free Centre and to protect the employees, children, and staff. Any individual found to have engaged in misconduct will lead to an investigation. Misconduct could result in termination of services/employment.

AODA – Accessibility for Ontarians with Disabilities Act

The Accessibility for Ontarians with Disabilities Act (AODA) was passed by the Ontario Government in 2005. This act falls under the jurisdiction of the Ministry of Community and Social Service. AODA is an important law to ensure that we make Ontario accessible to all.

Under the act, Ontario is making the province accessible by 2025 through accessibility standards. These standards are the mandatory rules that businesses and organizations will have to follow in:

- Customer Service
- Transportation
- Information & Communications
- Employment
- The built environment

The first standard for customer service is now law. Other standards will be phased in over time and are developed by businesses and the disability community.

Williamson Road Day Care is committed to developing policies, practices and procedures that provide accessible quality service to parents and their children in accordance with Ontario Regulation 429.07 Accessibility Standards for Customer Services. Services will be provided to parents/guardians and children with disabilities in a manner that promotes and respects the individual.

Accessible Standard for Customer Service at WRDCC

- Communication: Our childcare Centre is committed to consider a person's disability when communicating with them. If an alternative method of communication is necessary, these methods will be provided as requested.
- Use of Assistive Devices: Assistive devices, walkers, wheelchairs, and oxygen may be used by individuals to assist in accessing services.
- Support Persons: WRDCC may require a person with a disability to be accompanied by a support person where it is necessary to protect the health or safety of the individual with a disability.
- Service Animals: All service animals must have proof of inoculations, vaccinations. Staff and volunteers will be trained by the parent/supervisor in how to interact with individuals with disabilities who are accompanied by a service animal/support person or assistive device.
- The use of any items must be in compliance with the regulations outlined in the day Nurseries Act and the Toronto Operating criteria.
- Notice of Temporary Disruptions: Parents/guardians will be notified if there is a planned or unexpected disruption of our facility or a service that will affect the individual to use or access the building or any services. The notice will be posted on the Centre door, provided verbally if possible, or on the Centre's answering machine. The notice will indicate why the service is unavailable, the duration of the disruption, and an alternate facility or service if there is one available to us.

Feedback Procedure

We are committed to do our best to accommodate any request. Please be aware that these requests must fall under and be supported by the Accessibility for Ontarians with Disabilities Act. When making a comment or request, please provide us with perceived barriers, ways we can assist you better, or how we can meet a need that is not currently being met in our Centre. Each request will be treated as unique and will be assessed. Your feedback is accepted in a variety of ways including by telephone, email, in person, or in writing. We do have a feedback form available for you located on the parent board. Our feedback protocol requires Williamson Road Day Care to respond to all inquiries within 10 business days. Whether we are able to or not able to meet your request, we will provide you a response verbally and in writing stating the reasons that we can or cannot accommodate your request.

Training of all Staff:

The supervisor of WRDCC is committed to provide ongoing training that is applicable for each of the Centre's client's individual needs.

AODA – The Accessible Emergency Response Standard

The Accessible Emergency Standard Response is part of the Integrated Accessibility Standards Regulations of the AODA. This standard requires us as an organization to take a proactive approach in identifying, removing and preventing barriers faced by persons with disabilities or persons with a special need.

When required, we will provide an individual workplace emergency response plan that is accessible to employees to prepare for those with a disability. This emergency response procedure will be updated and adapted as required based on the client's disabilities or needs. For example, our employees will follow individual alternate emergency response plans for those with a special need or requirement in regards to evacuation, fire emergency, lockdown, etc

**All Accessibility Policies of WRDCC are available to our clients. Alternative formats are available upon request.

Babysitting Policy

The Centre has a duty to safeguard all enrolled children while on our premises and while in the care of our staff. If staff are caring for your children at home outside of Centre hours, we cannot guarantee the safety of children.

All of our Registered Childhood Educators are registered with the College of Early Childhood Educators. Under the Code of Ethics of Standards and Practices for the College it indicates that Early Childhood Educators:

- "do not engage in professional relationships that constitute a conflict of interest or in situations in which members ought reasonably to have known the child under their supervision"
- "Early Childhood Educators do not provide a professional service while the member is in a conflict of interest."
- "Early Childhood Educators are to avoid conflicts of interest and/or dual relationships with children under the member's professional supervision and/or their families or with colleagues or supervisees that could impair the member's professional judgment"

Therefore, it is our policy that WRDCC does not allow current employees to privately care for children away from the Centre setting, as a safeguarding precaution and could result in termination for the staff member or the families involved.

Temporary Disruption of Service - Emergency Closures/Pandemic / Weather Closures

If the Centre is forced to close due to other unforeseen circumstances; the Board, with consultation from the Ministry of Education and Toronto Public Health, will look at the severity of the situation in order to determine how long the Centre may need to be closed. A portion of parent fees may be refunded and/or credited for unforeseen closures lasting longer than two weeks, at the discretion of the Board of Directors. Parent fees will not be refunded for brief emergency closures.

For extreme weather closures, the decision to close depends entirely on the TDSB; if the school is closed, then Centre is closed.

TDSB Job Action / Strike

The Centre remains open during labour disruptions so long as the school remains open. The decision to open or close the school depends entirely with the TDSB. If the school is closed then the Centre will also be closed. The Centre will communicate with parents on an ongoing basis to provide updates and information relating to job action and program or financial implications. Parents are encouraged to consult www.tdsb.on.ca for further information.

In the event of a brief strike, all costs related to providing care from 8:00am – 4:00pm will be absorbed by the Centre. In the event of a strike persisting more than one week, additional fees may apply based on the current fee schedule, at the discretion of the Board of Directors

Conflict Resolution

The role of the parent/guardian (Members):

An active partnership between the parents and staff enhances the quality of care. Parents are encouraged to visit their children, and to make suggestions or comments at any time. Teachers are available at drop off or pick up times for a short discussion, or to arrange a good time for a phone call for further discussion.

Should a Concern Arise:

Parents are encouraged to observe the following procedure:

1. Speak directly to your child's teacher. They are your best source of information, as they know your child. In the case of teaching teams, you may want to speak with each teacher.
2. If you need further clarification, or assistance, speak with the Director or assistant director.
3. If you are not satisfied after speaking with the two levels of staff members, the Chairperson of the parent program committee will try to be of assistance.

If you still remain unsatisfied, you will be referred to the Board of Directors. If any concerns or complaints are given to a staff or Director, we will do our best to respond within 1 business day.

*Please note the Conflict Resolution policy in our policy binder. In the event there is a concern that arises, please refer to this page and follow the appropriate steps.

Nature of Issues/Concerns	Steps for Parent/Guardians to Report Issues/Concerns	Steps for Staff and/or Licensee in Responding to Issue/Concerns
Program Room-Related	Raise the issue or concern to the supervisor or staff	Address the issue/concern at the time it is raised or Arrange for a meeting with the parent/guardian within 1 business day.
General, Centre- or Operations-Related E.g: child care fees, placement	Raise the issue or concern to the supervisor or staff	Document the issues/concerns in detail. Documentation should include: <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;
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to the individual directly or the supervisor or staff	<ul style="list-style-type: none"> • 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. Provide contact information for the appropriate person if the person being notified is unable to address the matter.
Student/Volunteer Related	Raise the issue or concern to the supervisor or staff	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 1 business day .</p> <p>Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concer</p>

Acceptance of Students Previously Enrolled in WRPS & WRDCC attending a TDSB Special Program

- The Child must have attended Williamson Road Daycare for at least one full school year prior to the request and be enrolled in a TDSB program that is bused to and from Williamson Road Public School.
- Parents/Guardian of the child must arrange that the child be escorted to the daycare by an authorized individual over the age of 16 years and signed into the daycare in the afternoon (parents must sign a waiver that says their child will be escorted and signed in). WRDCC will not be responsible for pick up or drop off to the Bus. Children must be at least 10 years of age for self-escort.
- Full Daycare fees are in affect, no morning daycare will be provided
- A strict 3 strike policy is in effect if Parents/Guardian are unable to meet the requirements, the Child will be asked to be withdrawn from the daycare program
- WRDCC Board of Directors reserves the right to make adjustments or revoke this policy at any time with due notice provided to the parents.

Bully Prevention and Intervention/Behaviour Code of Conduct

To establish a framework to enable, support and maintain a positive childcare setting.

Behaviour Code of Conduct:

Definition of Student Code of Conduct: set of standards of conduct expected of students enrolled in WRDCC's Childcare program. It holds the individual in our care responsible for their actions and consequences that comes with any misconduct.

Standards of Behaviour:

- Respect the rights of others and treat one another with respect and dignity
- Show proper care for the childcare's property and the property of others
- Demonstrate best effort during all childcare activities

Inappropriate Behaviours:

- Any behaviour that discriminates based on economic status, race, religion, or gender
- Any violent behaviour (physical or verbal behaviour that is meant to intentionally hurt an individual)
- Making derogatory or hateful comments toward an individual
- Threatening an individual or their property
- Using language that is violent or profane

The management and staff of WRDCC will ensure to protect the health and wellbeing of all the children in the Centre, and intervene if any form of bullying and or behavioural conduct is taking place.

Definitions:

Bullying (including cyber-bullying- aggressive and typically repeated behaviour (Physical, verbal, electronic, written or other means by a pupil where:

(a) The behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely have the effect of,

(i) Causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individuals reputation or harm to the individuals property, or

(ii) Creating a negative environment at school for another individual, and

(b) The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the offending individual(i.e. another pupil) based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education; ("intimidation")

For the purposes of the definition of "bullying" this behaviour includes the use of any physical, verbal, electronic, written or other means. In particular, cyber-bullying – bullying by electronic means including:

1. Creating a web page or a blog in which the creator assumes the identity of another person;
2. Impersonating another person as the author of content or messages posted on the internet; and
3. Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Staff will be Trained for the Following:

Bully Prevention: An approach that heightens expectations for a safe, caring and inclusive childcare climate. It includes shared understanding about the nature and underlying causes of bullying and its effects on the lives of individual students and the centre as a whole.

Bullying Intervention: a comprehensive and effective response to the bullying incident(s) that takes into consideration all parties involved in the bullying incident. It should provide specific supports for the student who has been bullied, intervention of the student who was bullying, and strategies for responding to students who were directly observing the bullying incident.

If an incident arises, that does not respect our outlined policies. The Centre reserves the right to suspend the offending pupil from the program for the remainder of the day, plus the whole of the following school day after the incident in question. Extreme circumstances would be if the child poses a clear and present danger to the safety of anyone at the Centre. Parents will be contacted about the offending incident by telephone and instructed to pick up their child immediately. Failure by the parent to pick up their child within a reasonable amount of time may extend the initial suspension period.

In the case of a temporary withdrawal (suspension), a meeting will be scheduled on the day the child returns to WRDCC. It will involve the parents and WRDCC planning team and will develop a long-term action plan for future behaviour as well as to discuss terms for re-entry (i.e. a re-entry contract signed by parents and child). This would include a statement that a repetition of this offence could lead to withdrawal from the Centre.

If there is an unusual situation in which the staff, management, and Board of Directors cannot redirect and manage the behaviour. In this case, (in consultation with the Director over a reasonable period of time) the Board of Directors reserves the right to determine that this child be withdrawn.

Wait List Policy/Procedure

Every Application to WRDCC is placed in order of date received. Siblings are given priority and are moved to the top of the wait list each September. Upon registration, please request to be placed on both our Kindergarten and our School Age Wait List.

A Sibling priority is: 2 children from the same family who will be attending the Centre in the same school year. Should there be more siblings than there are spaces, then sibling applications will be placed in order of date the application was received.

JK/SK rooms: After the sibling priority, any remaining spaces will be offered to the applicants in order of date received from the remaining waitlist.

School Age Rooms: After the sibling preference, any remaining spaces will be offered to children in the SK room, followed by applicants on the wait list in order of the date received.

Applicants on the wait list are contacted 2x over a period of two weeks and must express interest to remain on the wait list each September. If there is no response, the application will be removed from the waitlist.

For privacy and confidentiality purposes please speak to the supervisor of the centre to ascertain where your position is on the waitlist. Any disputes regarding placements will be determined by the Board of Directors in its sole and absolute discretion.

Children must be enrolled in Williamson Road P.S. to be accepted into the daycare. When a space becomes available the parents will be contacted and asked to come in for a tour and an initial interview.

Duty to Accommodate

WRDCC is committed to creating a program that is inclusive and barrier-free to ensure the full participation of all children. WRDCC aims to foster an environment that encourages and supports accommodation requests by working with parents on strategies to accommodate the needs of their child.

In working towards this goal, the organization will strive to provide support for and facilitate parent/guardian requests for accommodation consistent with the protected grounds outlined by the Ontario Human Rights Code and the Child Care and Early Years Act and AODA.

WRDCC is committed to striving to the extent possible to accommodate children who have behavioural issues related to a disability when administering this policy. The organization will, where it is possible and reasonable to do so and does not cause undue hardship, alter existing practices, adopt new policies or practices, and make adjustments to the program or centre once the parent/guardian has provided the appropriate documentation supporting the accommodation request.

The purpose of this policy is to provide WRDCC with:

- A clear statement of the obligations and responsibilities that are inherent in the organization accommodation process
- Set out guidelines and standards for the implementation of this policy
- Recognizing the need for accommodation can be either requested by a parent/guardian or recognized by a staff member working with the child

Within the guidelines and requirements of the Ontario Human Rights Code and the Child Care and Early Years Act the organization is committed to:

- Ensuring that each request will be considered individually, on a case-by-case basis, to determine accommodation requirements
- Working to eliminate barriers that prevent children from accessing or participating in the program
- Achieving a culture and program environment that is supportive of children including reviewing policies and practices to ensure that they are not discriminatory

- Ensuring compliance with all applicable legislation and WRDCC's policies
- Establishing an efficient and timely accommodation process that is consistent
- WRDCC will develop (jointly with the parents/guardian and the treating physician if appropriate) an accommodation plan that respects the dignity of the individual, promotes integration and full participation and respects confidentiality
- Clarifying roles, responsibilities, and accountabilities for the accommodation process
- Ensuring all parents/guardians are advised of their right to be accommodated.

Childcare Responsibilities

- Respect the dignity of the parent/guardian by accepting a parent's/guardian's request for accommodation in good faith
- Advise parents/guardians of available accommodations, support services, and resources
- Ensure that the accommodation provided meets the specific circumstances, while at the same time working to ensure general accessibility for all children in terms of spatial and physical requirements
- Ensure the necessary steps are taken to determine what modifications might be required for a child to participate fully in the program
- Be inclusive by ensuring that the parent/guardian is involved in the process
- Consult with appropriate specialists, obtain expert advice where needed to determine individual accommodation requirements
- Ensure that all accommodation requests are considered on an individual basis
- Limit requests for information to those reasonably related to the nature of the need or limitation, and only for the purpose of facilitating access to the program;
- Deal with accommodation requests in a timely manner;
- Ensure that the childcare environment is welcoming and that all children treat one another with respect;
- Take immediate remedial action in situations where bullying and harassment is or may be taking place; and,
- Educate all staff and placement students about disability-related issues.
- Take an active role in ensuring that alternative approaches and possible accommodation solutions are investigated, review various forms of possible accommodation and alternative solutions up to the point of undue hardship.
- Work to identify an appropriate accommodation which meets the needs of the child in an equitable and financially responsible manner.

Parent/Guardian Responsibilities

- Inform WRDCC of the need for an accommodation related to disability in writing to the Director
- Provide sufficient information regarding limitations and restrictions that impact the child's ability to participate in the program

- Cooperate and be involved in the development and implementation of a reasonable accommodation plan based on the child's current abilities
- Communicate any known accommodation needs to the Director. To facilitate the accommodation process, parents/guardians will not unreasonably withhold such information
- Provide WRDCC with all medical and/or other relevant information that pertains to the accommodation request
- Provide WRDCC with any changes to the child's medication or circumstances that may require a change in the accommodation plan.
- Participate in the accommodation process. WRDCC reserves the right to determine the nature of the accommodation.
- Communicate any issues, or problems with the accommodation plan in writing to the Director

Best Practices

- Review all your admissions material to ensure that it provides information on your accommodation process and invites prospective families and new participants to request accommodation if required.
- Create a transparent accommodation process, can be followed consistently and is easily documented including goals and review dates.
- Maintain regular documentation on the child's progress and response to the accommodations that have been put in place. Be prepared to modify your program goals /interventions for the child to better meet his/her needs.
- Set regular review meetings with the parents to ensure the accommodation plan is meeting the child's needs. Document all meetings in writing. Have the parents sign off on the plan and provide them with a copy of the plan for their records.
- If the accommodation plan is not working and you may need to discharge the child from your program contact your lawyer before proceeding.
- Be proactive about managing the message when other parents start to complain or gossip by scripting a response that addresses concerns without disclosing confidential information.

Fee Schedule

Current Fee Schedule 2025 - 2026 (Monthly):	
Junior/Senior Kindergarten	\$15.26 per day
School Age	\$580

Program Statement: Plans of Action for the Kindergarten Program

The Plan of approaches are listed below, are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education. The Plans of Action largely follow the City of Toronto AQI Guideline which Child Care Centers in the City of Toronto are required to follow. The following plans of action are intended for compliance for employees, volunteer and students who provide care/supervision for WRDCC.

1. Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviours and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations. (*preschool-AQI-guideline-1*).

2. An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations described in the attached guideline. (*preschool-AQI-guideline-2*).

3. Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver learning experiences to meet or exceed the expectations. (*preschool-AQI-guideline-3*).

4. Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20). In support of this, we will ensure an indoor physical environment that will meet or exceed the expectations. (*preschool-AQI-guideline-4*).

5. A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations described in the attached guideline. (*preschool-AQI-guideline-5*).

6. Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). In support of this, we will provide a sensory, Science and Nature program to meet or exceed the expectations. (*preschool-AQI-guideline-6*).

7. Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide an Art program to meet or exceed the expectations. (*preschool-AQI-guideline-7*).

8. A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42). In support of this, we will provide books and a program that utilizing them to meet or exceed the expectations. (*preschool-AQI-guideline-8*).

9. Staff will expose children to various materials and accessories to promote natural opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & literacy materials and a program that utilizes these to meet or exceed the expectations. (*preschool-AQI-guideline-9*).

10. By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42). In support of this, we will provide music and accessories and program that utilizes these to meet or exceed the expectations. (*preschool-AQI-guideline-10*).

11. We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will deliver physical play learning experiences that meet or exceed the expectations. We will ensure that the children have a minimum of 30 minutes of indoor/outdoor play. (*preschool-AQI-guideline-11*).

12. Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer Blocks and Construction materials and environment, and a program to engage in this environment to meet or exceed the expectations. (*preschool-AQI-guideline-12*).

13. Provide children daily experiences with a multitude of materials and accessories to encourage a natural play environment that enhances cognitive development. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. Planned and/or documented cognitive and manipulative experiences will lead children to higher learning, based on the children's observed cues and interests. "The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centred on children's achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry." (HDLH, pg15). In support of this, we will offer cognitive and manipulative materials and environment, and a program to engage in this environment to meet or exceed the expectations. (*preschool-AQI-guideline-13*).

14. Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will offer Dramatic Play accessories and environment, and a program to engage in this environment to meet or exceed the expectations. (*preschool-AQI-guideline-14*).

15. Utilize guidelines for children to encourage safe, developmentally-appropriate electronic media usage. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Parents/guardians will be made aware in advance of media used in the classroom, and resources will be available for alternative learning opportunities. Monitor games brought from home or usage of Internet within the room. In support of this, we will ensure an electronic media usage environment to meet or exceed the expectations. (*preschool-AQI-guideline-15*).

16. Plan for Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff to meet or exceed the expectations for toileting routines. (*preschool-AQI-guideline-16*).

17. Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times. (*preschool-AQI-guideline-17*).

18. Ensure age and developmentally appropriate utensils, dishes and furnishings to enable safe, and successful eating times. In support of this we will meet or exceed the expectations for equipment required for eating and seating. (*preschool-AQI-guideline-18*).

19. Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we will meet or exceed the expectations for Health and Safety described in the attached guideline (*preschool-AQI-guideline-20*).

20. Utilize guidelines for children to encourage safe, developmentally-appropriate electronic media usage. Guidelines may include but are not exclusive to, frequency of use, duration, and sign-up sheet. Parents/guardians will be made aware in advance of media used in the classroom, and resources will be available for alternative learning opportunities. Monitor games brought from home or usage of the Internet within the room. In support of this, we will ensure an electronic media usage environment to meet or exceed the expectations. (*preschool-AQI-guideline-15*).

21. Plan for Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff to meet or exceed the expectations for toileting routines. (preschool-AQI-guideline-16).

22. Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times. (preschool-AQI-guideline-17).

23. Ensure age and developmentally-appropriate utensils, dishes and furnishings to enable safe, and successful eating times. In support of this we will meet or exceed the expectations for equipment required for eating and seating. (preschool-AQI-guideline-18).

24. Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we will meet or exceed the expectations for Health and Safety described in the attached guideline (preschool-AQI-guideline-20).

25. Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will meet or exceed the expectations for toys and play equipment washing. (preschool-AQI-guideline-21).

26. Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will meet or exceed the expectations for Hand Hygiene. (preschool-AQI-guideline-22).

27. Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions. (preschool-AQI-guideline-23).

28. Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions. In support of this, we will meet or exceed the expectations for attendance verification. (preschool-AQI-guideline-24).

29. Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere. (preschool-AQI-guideline-25).

30. Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children. (preschool-AQI-guideline-26).

31. Our professionals will follow the cues of children and help provide interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35). In support of this, we will meet or exceed the expectations for fostering children's independence. (preschool-AQI-guideline-27).

32. Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours." (HDLH, pg 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem. (preschool-AQI-guideline-28).

33. Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for behaviour guidance. (*preschool-AQI-guideline-29*).

34. Encourage staff to balance verbal/non-verbal interactions with children. Support them to provide experiences and opportunities to assist in extending the learning with all children. Help them play and role model positive social interactions with the children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for Supporting development of Communication skills. (*preschool-AQI-guideline-30*).

35. Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35). In support of this, we will meet or exceed the expectations for Extending Children's Learning described. (*preschool-AQI-guideline-31*).

36. Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area. (nutrition-AQI-guidelines-1-7).

37. Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material.

38. Ensure collaboration with local community partners. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.). In support of this, we will meet or exceed the expectations for connecting and collaborating with the local community and institutions.

39. Support staff in continuous growth and professional learning. Research, theory and practice suggest that one of the things important to achieve a high-quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth". In support of this, we will capture as evidence, Our Practices and our efforts to be the best we can (which follow).

Program Statement: Plans of Action for the School-Age Program

The Plans of approaches listed below are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education. The Plans of Action largely follow the City of Toronto AQL Guideline which Child Care Centers in the City of Toronto are required to follow. The following plans of action are intended for compliance for employees, volunteers and students who provide care/supervision for WRDCC.

1. Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations. (school-age-AQI-guideline-1)

2. An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations. (school-age-AQI-guideline-2)

3. Staff will use their observations, knowledge of child development and the children's cues to implement the activities and experiences described in the program plan. "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver activities and experiences to meet or exceed the expectations. (school-age-AQI-guideline-3)

4. Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20). In support of this, we will ensure an indoor physical environment that will meet or exceed the expectations. (school-age-AQI-guideline-4)

5. A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations. (school-age-AQI-guideline-5)

6. We will offer diversity in Play Equipment/Toys as it relates to race, culture, gender, age, language, family status and ability. "Developing policies, practices, and environments that respect and support inclusion (HDLH, p. 27) is one way to create a sense of belonging for children. In support of this, we will ensure an offering of play equipment and toys to meet or exceed the expectations. (school-age-AQI-guideline-6)

7. Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide Art/Sensory Activities, Equipment and Materials to meet or exceed the expectations. (School-age-AQI-guideline-7)

8. A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42). In support of this, we will provide books and accessories that meet or exceed the expectations. (school-age-AQI-guideline-8).

9. Staff will expose children to various language and listening opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & listening opportunities and materials and a program that utilizes these to meet or exceed the expectations. (school-age-AQI-guideline-9)

10. Utilize guidelines for use of TV and Films to encourage safe, developmentally-appropriate usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and content. Parents/guardians will be made aware in advance of usage in the classroom, and resources will be available for alternative learning opportunities. In support of this, we will ensure TV and Movie usage will meet or exceed the expectations. (school-age-AQI-guideline-10).

11. Utilize guidelines to encourage safe, developmentally-appropriate IPAD usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Monitor/supervise usage. In support of this, we will ensure a IPAD Usage environment to meet or exceed the expectations. (school-age-AQI-guideline-11).

12. Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will provide Dramatic Play Activities and Accessories to meet or exceed the expectations. (school-age-AQI-guideline-12).

13. Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer Blocks and Construction Activities and Accessories to meet or exceed the expectations. (school-age-AQI-guideline-13)

14. Provide access to an ample selection of age-appropriate games and game accessories. "Programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry" (HDLH p.15). In support of this, we will offer Games, Game Activities and Accessories to meet or exceed the expectations. (school-age-AQI-guideline-14)

15. Materials reflecting, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). In support of this, we will provide Science and Nature Experiences and Material to meet or exceed the expectations. (School-age-AQI-guideline-6)

16. We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will ensure Physical Activities/Active Play Indoors or outdoors that meet or exceed the expectations. We will ensure that the children have a minimum of 30 minutes of indoor/outdoor play. (school-age-AQI-guideline-16)

17. To "allow every child to participate and be challenged in meaningful ways" (HDLH p.29) in Physical Activities/Active Play Indoors or Outdoors, we will supply appropriate and ample active play equipment for the number of children enrolled. In support of this, we will ensure the supply of Active Play equipment meets or exceeds the expectations. (school-age-AQI-guideline-17)
18. Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times. (school-age-AQI-guideline-18).
19. Ensure utensils, dishes and furnishings to enable safe, and successful eating times. In support of this we will meet or exceed the expectations for equipment required for eating and seating. (school-age-AQI-guideline-19).
20. Ensure accessible washroom facilities for all enrolled children. Ensure compliance with the Regional Public Health procedures and practices. In support of this we will provide washroom facilities, and supplies, and personal hygiene and body development related information resources to meet or exceed the expectations. (school-age-AQI-guideline-20).
21. Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we will meet or exceed the expectations for Health and Safety. (School-age-AQI-guideline-21).
22. Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will meet or exceed the expectations for toys and play equipment washing. (school-age-AQI-guideline-22).
23. Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will meet or exceed the expectations for Children's hand washing/sanitizing practices. (school-age-AQI-guideline-23).

24. Ensure environment and practices for proper hand hygiene by staff that promote healthy living. In support of this we will meet or exceed the expectations for Staff Hand Washing/Sanitizing Practices. (school-age-AQI-guideline-24).

25. Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions. (school-age-AQI-guideline-25).

26. Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions. In support of this, we will meet or exceed the expectations for Attendance Verification. (school-age-AQI-guideline-26).

27. Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere. (school-age-AQI-guideline-27).

28. Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children. (school-age-AQI-guideline-28).

29. Our professionals will follow the cues of children and help provide interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35). In support of this, we will meet or exceed the expectations for fostering children's independence. (school-age-AQI-guideline-29).

30. Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem in children. (school-age-AQI-guideline-30).

31. Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for behaviour guidance. (school-age-AQI-guideline-31).

32. Staff will Initiate and build on conversations with and between children: Staff will extend conversations with individual children as well as between children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for Supporting development of Communication skills. (school-age-AQI-guideline-32).

33. Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35). In support of this, we will meet or exceed the expectations for Extending Children's Learning. (school-age-AQI-guideline-33).

34. Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area. (nutrition-AQI-guidelines-1-7).

35. Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material. (Playground-AQI-guidelines-1-4).

36. Ensure collaboration with local community partners. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.). In support of this, we will meet or exceed the expectations for connecting and collaborating with local community and institutions. (working-together-AQI-guidelines-1-4).

37. Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth".

Our Practice

The following practices implement, monitor, and evaluate action plans and continually improve our performance.

As we believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children, evidence of our practice will be captured in our documentation.

As educators who deliver high-quality early years programs, we also know that you are never done. Our commitment to continuous improvement will be achieved by management policies and practices that embrace the program statement.

1. All new staff on hiring, and all existing staff (annually) will acknowledge and review:
 - (i) This program statement document
 - (ii) All relevant and attached guidelines
1. Parent survey will be conducted annually to assess performance against the 11 key requirements
2. Internal Rating (AQI) for each Plan of Action will be conducted annually for each program
3. Undertake monthly staff meeting. Always include agenda item to discuss performance against the program statement and plan for improvement for next month.
4. Undertake quarterly management/board meetings. Always include agenda item to discuss performance against the program statement and plan for improvement for next period.
5. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
6. Share "performance outcomes and goals review with Board/Management and document and incorporate their feedback
7. Each monthly staff meeting will, on a rotation basis, include on the agenda, one of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured.
8. Budget a professional development investment for each staff and align the professional development with the program statement needs
9. The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will annotate the self-assessment with an example of each and identify goals for improvement for the next year.