



Parent Handbook

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Wellington Early Learning Centres Inc.

Parent Handbook

Program Statement

Wellington Early Learning Centres Inc., believes in embracing and imbedding the practices, principles and policies provided from documents such as *“Early Learning For Every Child Today: A Framework for Ontario Early Childhood Settings”*. (ELECT- 2007); *“Think, Feel, Act: Lessons from Research about Young Children”* (2013) and *“How Does Learning Happen? Pedagogy for the Early Years”*. (2014).

These documents are available on the Ministry of Education website at www.ontario.ca/edu along with the *Child Care Early Years Act* (CCEYA) which provides regulations for maintaining a license for childcare.

Our Program Statement is designed around the four foundations set out in *“How Does Learning Happen”*, that are important for children to grow and flourish.

All employees, student and volunteers shall review and sign off on the program statement prior to interacting with children, annually, and after any modifications.

At Wellington Early Learning Centres Inc., we believe that each child is curious, competent, capable, and rich in potential and that it is as important to teach children how to learn, as it is to teach specific skills and abilities. The following declarations reflect our expectations for current practices of early childhood education.

To promote the health, safety, nutrition and well-being of the children:

By building connections with the children that promote the well-being of the children:

- Engaging with children at their eye level
- Using a pleasant calm voice and simple positive language with eye contact
- Providing warm responsive physical contact
- Offering genuine acknowledgement for their accomplishments and effort for what they have done well.

By implementing policies and procedures that guide health and safety practices:

- Educators are Registered Early Childhood Educators (R.E.C.E.) accredited by the College of Early Childhood Education or equivalent qualification as set out by the CCEYA 2014
- All Staff will be trained in health and safety protocols. Hold fire drills on a monthly basis.

Trained in Standard First Aid/CPR and the use of epi-pens

By implementing policies and procedures that guide the nutritional practices:

- Provide a menu that is overseen by a dietitian from Public Health ensuring it meets the Canada's food guide for portions and balance of nutrition
- At our full day location, at least 2 staff hold a certificate of training in Food Handling practices
- Using good hygiene habits, such as all staff and children are required to wash their hands upon entering the room, after toileting and before eating.

To support positive and responsive interactions among the children, parents, child care providers and staff:

By using resources available that assists us to provide responsive and up to date information to plan and make decisions regarding the changing needs of children, their families and the educators.

- Workshops; professional development;
- Policy implementation; community partners; ASQ3; transition to school;
- Written documents such as "How does Learning Happen", CCEYA 2014," Early Learning for Every Child Today"
- We have an open door policy with Parents/ Parent communication
- Foster children's positive self-esteem

To encourage the children to interact and communicate in a positive way and support their ability to self-regulate:

By stating simple and clear expectations, taking time to engage children in the process of resolving problems and conflicts, encouraging children to listen to others and share ideas

- Staff will model the use of positive language and behaviours
- Encourage self-regulation through providing an environment where a child feels safe and supported.
- Teach the children to recognize their emotions and to discover ways in which to deal with the emotion affectively and calmly.

To foster the children's exploration, play and inquiry:

By providing a program where the educators are co-learners recognizing the value of the ideas and contributions that the children bring to the programs that enhance children's exploration, play and enquiry.

- Educators provide developmentally and age-appropriate learning activities for the children to explore and manipulate.

- Educators provide a combination of open-ended play-based materials along with teacher facilitated practices.

To provide child-initiated and adult-supported experiences:

By engaging children in active, creative and meaningful exploration and inquiry where staff will be co-learners with the children.

- Educators engage in open ended conversation with the children and asking open-ended thought-provoking questions
- Educators will develop an understanding of each child's interests through observation, reflection and documentation.
- Provide materials and activities to support those interests

To plan for and create positive learning environments and experiences in which each child's learning and development will be supported:

By Providing space and opportunities that are rich in potential for discovery, creativity, and learning.

- Educators actively engaged with the children and take advantage of spontaneous learning moments during the day.
- Provide space and opportunities that are rich in potential for discovery, creativity, and learning
- Encourage children to be respectful of the ideas of others

To incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care:

By providing time for children to engage in indoor and outdoor active play as well as rest and quiet times in the daily schedule.

• Children in our full day programs will spend a minimum of 2 hours per day outside engaging in active play, in all-weather except extreme. Our BASP's will spend at least 30 minutes outside during the before school portion of the program, and at least 30 minutes during the after school portion. At times, we may cancel or shorten this time due to inclement weather.

- Provide cots and sheets for quiet rest time
- During quiet time, provide alternate quiet activities for those children who are not ready to sleep
- Encourage children to bring articles from home to help transition to quiet time (favourite book, snuggly, music, etc.)

- Provide a space for children to be alone, within the safety of the program, or rest if they are tired.

To foster the engagement of and ongoing communication with parents about the program and their children:

By providing parents with regular communication in a variety of formats

- Educators will keep communication open via short discussions, notes, phone calls and emails.
- Sharing children's experiences with parents,
- Program documentation is available in all rooms for parents to view
- Parents are encouraged to get involved by joining our Board of Directors and Fundraising Projects.

To involve local community partners, such as help4kids and enhanced support services, through the County of Wellington, and allow those partners to support the children, their families and staff:

By working cooperatively with various agencies such as the County of Wellington and Taylor Evan's Public School, Community colleges and Universities to provide support to our children, families and staff.

- Community partners are invited to support the educator's and children in the programs
- Yearly observation that supports the programs through Operating Criteria
- Open communication for shared space, transition to school meetings and a seat on the Parent advisory Council
- Support co-op students from local universities and colleges by offering supervised placements and mentorship opportunities

To support staff, or others who interact with the children at a child care centre premises in relation to continuous professional learning:

By encouraging continuous learning for the educators through a variety of activities and opportunities

- Monthly staff meetings
- Regular scheduled programming time – individual and team
- Supported in participation of professional development offered in the community

To document and review the impact of the goals and strategies set out in the program statement on the children and their families:

The Program Statement will help inform Wellington Early Learning Centres performance review process. (Staff reviews and Parent surveys)

Information regarding the review of implementation of the program statement will be kept in a binder containing observations, plans and documentation to support understanding.

Canada Wide Early Learning & Child Care Program (CWELCC)

Wellington Early Learning Centres is happy to announce that we have applied to, and been accepted into the CWELCC program.

Parent Handbook

Thank you for taking the time to read this Parent Handbook. It contains important information regarding your child's care. Feel free to contact the Supervisor if you have any additional questions.

General Philosophy

At Wellington Early Learning Centres Inc., we believe that each child is a capable, competent being. Children learn through self-directed play and exploration. The educators provide guidance and direction through nurturing authentic, caring relationships and supporting meaningful participation.

We provide an environment that builds resilience, self-esteem and problem-solving skills. We work to enhance children's natural sense of wonder, encourage them to be observant, and provide occasion for discovering answers to their many questions. This provides each child with the opportunity to develop to his or her fullest potential.

We believe children develop to their optimum if their uniqueness is respected. A child who feels good about him/herself is a happy child. To help create self-approval in a child, the child's feelings, whatever they may be, are recognized and accepted without criticism. At the same time, we will promote positive problem solving that develops empathy and an understanding of how to function within a group setting.

We provide learning environments designed to provide the child with the materials he or she needs to promote independent thinking, enhance social skills and build upon prior knowledge. As a child gains experiences, he or she adapts this new knowledge in a way that is relevant to his or her own developmental stage.

We believe that through the encouragement of Early Childhood Educators and peers, a child will be able to safely explore as far as his or her curiosity leads. Through the many activities

offered in the Centre, a child will develop physically, socially, emotionally and intellectually with the guidance of qualified professionals.

We provide Early childhood educators, who observe, assess, and document what is seen as the learning process, skill achievement and learning outcomes for the children.

We believe that by paying close attention to how concepts are learned by children individually and as a group, we can continuously refine the educational process, and at the same time share it with you, the families.

Our Programs

Our **Taylor Evans** locations have facilities to accommodate 117 children between the ages of 18 months to 12 years.

We have accommodations for 15 Toddler and 16 Preschool full day spaces.

We also offer before and after school programs with accommodations for 26 JK/SK and 60 School age (6 to 12 years old).

Our **Kortright Hills** and **Mary Phelan** locations each offer Before & After school programs with accommodations for 26 JK/SK and 30 School age (6 to 12 years old).

Our BASP's run concurrent with the school year, following their instructional days and closures. on enrolment/need, we may offer full day care for these programs on non-instructional days such as PA/PD days.

Toddler and Preschool (18 months to 5 years of age)

Our Toddler and Preschool programs focus on social skills through play that challenges your child to learn. These Full Day Programs operate year-round with the exception of statutory holidays.

Kindergarten: Before and After School Care (Children in JK/SK)

Our kindergarten BASP program is designed to complement your child's kindergarten experience with a focus that encourages independent thinking, problem solving and promotes positive social skills.

School Age: Before and After School Care (Children in Grades 1-6)

Our School Age BASP program provides opportunities for your child to indulge in self-directed activities with peers, encouraging co-operation, self awareness and community values contributing to future growth & learning.

P.D. Days/March Break/Christmas Break/Summer Break

Both our Kindergarten and School Age Programs operate as full day care during scheduled school closures (i.e., P.D. Days, March Break, etc.). We recommend early registration for all of our programs, as space will be limited. Registration is based on a first come, first serve basis, with children currently enrolled having first priority over the community as a whole. Sign-up sheets will be provided in your child's program. These full day programs are conditional upon sufficient enrolment.

WELC will close the week of Christmas. The actual days will vary each year and will be communicated to parents beforehand. Parents will not be billed for those days,

Enrolment

We encourage all families who are interested in enrolling their child in one of our programs to call for an appointment to tour the Centre. During the tour we will discuss your childcare needs, the Centre's policies and the fees. Parents should inform the Supervisor if any special assistance is required. We are able to access many resources through the Canadian Mental Health Association, Immigration Services, Kids Ability, etc. Before your tour, we recommend that you visit the government web site: www.ontarion.ca/childcare "**Finding the Right Childcare For Your Family**". Once your child is enrolled into our program, we will set up some initial visits to familiarize your child with the Centre.

It is important for the safety of your child to keep all your information up to date and ensure that we have proper contact numbers in case of emergency. We will request that you review this information annually.

Wait List

Wellington Early Learning Centers Inc. will strive to accommodate all requests for the registration of a child at the child care centre. Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.

No fee will be charged to parents for placing a child on the waiting list.

Receiving a Request to Place a Child on the Waiting List

1. Our website www.welc.org has a link that prospective parents can follow to create a profile on the Wellington-Guelph Child Care Application & Waitlist, and then get added to our list.

2. If we receive a request via email or phone call, we will provide the prospective family with directions on how to access the Wellington-Guelph Child Care Application & Waitlist in order to create a file & get added to our list.

Placing a child on the Waiting List

1. The Wellington-Guelph Child Care Application & Waitlist system will automatically place children on the waitlist in chronological order, based on when they applied.
2. Once a child has been placed on the waiting list, the system will automatically send an email confirming they are on the list.

Determining Placement Priority when a Space Becomes Available

1. When space becomes available in the program, priority will be given to children who are currently enrolled and need to move to the next age grouping and then to siblings of children currently enrolled,
2. Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

Offering an Available Space

1. Parents of children on the waiting list will be notified via email or phone call that a space has become available in their requested program.
2. Parents will be provided a timeframe in which a response is required before the next child on the waiting list will be offered the space.
3. Where a parent has not responded within the given timeframe, the licensee or designate will contact the parent of the next child on the waiting list to offer them the space.

Responding to Parents who inquire about their Child's Placement on the Waiting List

1. The supervisor or designate will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
2. The supervisor or designate will respond to parent inquiries and provide them with the information on how to navigate the Wellington-Guelph Child Care Application & Waitlist system in order to determine their spot on the list.

Maintaining Privacy and Confidentiality

1. The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.
2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

Removal/Changes to the Waitlist

A child's name will be removed from the waitlist if;

1. The child has been enrolled in one of our programs.
2. The family has declined a spot that has been offered to them. (Unless they indicate they wish to remain on the list)
3. The family informs us that they no longer wish to remain on the list.

Admission and Discharge

A non-refundable \$40.00 **registration fee** is required when your child's space allocation is confirmed. Upon enrollment, a non-refundable/non-interest-bearing **deposit** of \$200.00 is required. This deposit is non refundable prior to your child beginning care. Once your child has started in the program, this deposit will be refunded or applied against the last invoice, when proper written notice of program withdrawal is submitted. Withdrawal from the program or requests for a permanent change in schedule requires 4 weeks written notice submitted to the supervisor. Any exceptions to this requirement will be at the Executive Directors discretion and will only be considered if a serious, medical, condition prevents the child from attending for a consecutive period of at least 1 month.

Respectful Communication/Aggressive Behaviour/Conduct

Aggressive behaviour, whether towards children or staff, will not be tolerated at WELC. In instances where children exhibit aggressive behaviour or engage in actions that compromise the safety and well-being of others, the situation will be addressed in accordance with our Behaviour Management Policy. We are committed to collaborating with families to address and correct such behaviours. However, WELC reserves the right to discontinue care if aggressive or inappropriate behaviour persists.

Aggressive and inappropriate behaviour includes, but is not limited to:

- Physical aggression (e.g., hitting, biting, kicking, scratching)
- Verbal aggression (e.g., swearing, threats)
- Destruction of property
- Running away from the classroom or centre

Additionally, WELC reserves the right to terminate care if parents, guardians, or caregivers display aggressive or inappropriate behaviour towards our staff.

Fee Schedule and Remittance

The yearly Base fee and non-base fee schedule is attached.

Our programs are budgeted on a cost recovery, non-profit basis. Families will be invoiced monthly. Fees are invoiced at the end of the month for the following month. The preferred payment method is pre-authorized payment. Upon registration, parents/guardians can choose to have payment withdrawn on the 1st or 15th of the month, or 50% on each of those dates. In some incidents we may agree to accept payment by e-transfer. E-transfers should be sent to te.supervisor@welc.org and must be received by the 22. A late fee of \$25 will apply to any fees not paid by the 22nd. NSF and bank fees will apply to any preauthorized payments or cheques that do not clear. WELC reserves the right to terminate care, without notice, due to the non-payment of fees, or 3 or more late payments.

Payment is required for all scheduled care regardless of days missed due to illness, vacation, statutory holidays, inclement weather or changes in parent work schedules. Delinquent non-paid fees will result in withdrawal from the Centre. Withdrawal from the program or requests for a permanent change in schedule requires 4 weeks written notice submitted to the supervisor. If you need to make temporary changes to your child's schedule or require additional care please see the Supervisor.

PD days are filled on a first come first serve basis and a sign-up email will be sent prior to the date. Emails will also be sent for March Break and Summer Care programs, spaces fill up quickly.

2025 Base fees

Full time hours for the centre are 7:00 am to 6:00 pm. For full day care we ask that children are dropped off by 10:00am. All programs run based on enrolment, and registered spaces will be confirmed prior to the start of the program.

Toddler Program (for children 18 months (about 1 and a half years) to 30 months)

- **Full Time** (5 days a week) \$22. per day
- **Part Time** (4 days or less a week) \$22. per day

Full Day Preschool (for children 31 months (about 2 and a half years) to 3.8 years)

- **Full Time** (5 days a week) \$20.99 per day
- **Part Time** (4 days or less a week) \$22. per day

JK/SK Program (3.8 to 6 years)

- **Full Day** (PA Day, Strike Day, etc) \$20.99 per day

Before School Program (7:00 am to 8:25 am)

- Full time (5 days per week) \$8.79 per day
- Part time (4 days or less per week) \$9.99 per day

After School Program (2:55 pm to 6:00 pm)

- Full time (5 days per week) \$12 per day
- Part time (4 days or less per week) \$12 per day
- **Full-time Before and After Program** \$12 per day

***The above fees, for children under 6 years of age, represent the base fees paid by the family. The remainder of the fees are collected through the CWELCC program.**

School Age Programs (6 to 12 years)

- **Full Day** (PA Day, Strike Day, etc) \$60 per day

Before School Program (7:00 am to 8:25 am)

- Full time (5 days per week) \$9.32 per day
- Part time (4 days or less per week) \$10.56 per day

After School Program (2:55 pm to 6:00 pm)

- Full time (5 days per week) \$17.82 per day
- Part time (4 days or less per week) \$19.21 per day
- **Full-time Before and After Program** \$26.62 per day

Summer Care/March Break (for children 3.8 to 12 years)

JK/SK Weekly rate ((winter, March break, Summer)	\$104.95 per week
School Age Weekly rate (winter, March break, Summer)	\$300 per week
Summer Care core day runs from 8:30-4:30. Before care is offered from 7-8:30AM and after care from 4:30-6pm	
Summer care before care	\$10 per day
Summer care after care.	\$10 per day
Summer care before AND after care	\$15 per day

There is a \$40 non-refundable, registration fee per family and a \$200 per child security deposit that will be applied towards your child's last month of care, if 1 month written notice is given.

Non-Base Fees:

Late fees of \$5 for the first 5 minutes and \$1 for every additional minute will apply to children picked up after 6pm. Along with the late fee charge, parents will receive up to three warnings. The first warning will be verbal and the next two warnings will be written. A fourth lateness necessitates withdrawal of your child from the program.

A late fee of \$25 will apply to any fees not paid by the 22nd. NSF and bank fees will apply to any preauthorized payments or cheques that do not clear.

A fee of up to \$15.00 may apply if your child becomes ill and must be isolated from the group for longer than one hour.

Financial assistance with fees is available through the Wellington County Children's Early Years Department. To determine if you are eligible you must meet with a Child Care Subsidy worker. WELC receives a copy of the subsidy document confirming eligibility once this process is complete.

Parents are responsible for following all the rules and regulations of Wellington County Children's Early Years Department regarding subsidy or the space will be forfeited. Parents are required to review their subsidy record to ensure that it is kept up to date.

Other Non-Base Fees

A fee of up to \$15.00 may apply if your child becomes ill and must be isolated from the group for longer than one hour. We understand that parents need time to make arrangements at their place of work to leave on short notice and we believe that one hour is a reasonable amount of time for a parent to come pick up their child.

Tax receipts are issued by the end of February each year. WELC issues one receipt per family invoiced. Any additional or duplicate receipts will be subject to a \$25.00 administration fee. Please retain your monthly statements for additional income tax purposes.

Small additional fees may be requested from time to time to partially recover the added cost of a special event such as a field trip. Advance notice will be provided to parents.

The fee schedule will be reviewed periodically by the Board of Directors of WELC. All fees are subject to change. You will receive 30 days' notice of any fee changes.

Parental Concern Policy

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

All issues and concerns raised by parents/guardians are taken seriously by Wellington Early Learning Centre and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within two business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

If you have a concern regarding your child programming (ie. schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.) please address your child's program teachers. If the issue cannot be resolved, the supervisor will become involved.

If you have a concern regarding centre operations (ie. child care fees, wait lists, staffing, centre cleanliness, etc.) please address your concerns directly with the supervisor.

Confidentiality

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Escalation of Issues or Concerns

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Supervisor. If the concern can not be resolved, or involves the Supervisor, parents/guardians should contact the Program Administrator and/or the Executive Director.

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

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

Contacts:

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

Program Administrator: Tammy Gallant 519-763-5540 pa@welc.org

Executive Director: Megan Ramsey 519-763-5540 director@welc.org

College of Early Childhood Educators: 416-961-8558

County of Wellington Child Care Services: 519-837-3620 ext. 3800 for reception

Inclusive of all

We at Wellington Early Learning Centres Inc. believe that all children have a right to quality childcare. No child will be refused admission, where we can provide quality care that will meet the child and family's needs. We will not exclude any child due to culture, ethnicity, ability, fragile health, medical needs, or family background.

We will provide an intake interview and tour for all of our families and look at how we can meet the individual needs of their child and determine whether this is the best option for them. If we cannot meet their needs based on what we have to offer as a centre at that time we will provide support and information to the family in finding an alternate location. We will use all of the community supports at our disposal to support our families and provide opportunities for their children to be successful.

Visits to the full day childcare centre (Toddler & Preschool)

For children starting in our toddler & preschool programs, we recommend scheduling a few visits to the centre prior to your child's start date.

Plan on coming and staying with your child for 1-2 hours. This will allow your child to experience part of the program, the routines & transitions and interact with the educators and other children, all while having the security of your presence.

On your child's first day, and going forward, we recommend keeping the goodbyes short & sweet! You are encouraged to hand them over to an educator after a hug and a kiss goodbye. When you say goodbye don't be alarmed if you and your child cry. We will be happy to comfort your child and you can call to see how they have settled in at any time. It is a good idea to have a goodbye ritual like waving at the window to help your child to let go, it may be difficult for you to leave, but sometimes a child will become more upset if they sense that you are upset or unsure about what to do. You are welcome to bring a special blanket, sleep toy or other comforting item for your child. You might even send a family picture with your child. It is always difficult to leave your child in the care of others but please be assured that it will become less upsetting as everyone settles into a routine.

Communication

The teachers in the program will welcome each child and parent/caregiver upon arrival and departure; we encourage using this time for sharing brief messages about your child's day, weekend, etc. as it is important for each person to have an understanding of the child's well-being as we exchange care giver roles.

These can be busy times for everyone, if you would like to have a more in-depth conversation please call the centre to set up a meeting time.

Documentation in the form of photos and descriptions of events are posted in the centre along with written documentation of daily events, development and discoveries. Printed and/or e-mailed newsletters, program updates, general information is also used to keep families updated

The Family

As parents you are always welcome. We also invite you to share any special talents, occupation, pets, hobbies, or experience. The children can learn a lot from community visitors.

Parental input is important if parents and child care providers are to work together in the child's best interest, therefore we provide a parent survey each year which is instrumental in setting goals and objectives to ensure our programs meet your family needs. This information also guides us in planning parent meetings and family social events. Feel free to make appointments with your child's teacher or the supervisor to discuss any areas of concern or interest.

Parents are also encouraged to become active members of committees, formed as needed, or become part of the Board of Directors for Wellington Early Learning Centres. Interested Parents may contact the Supervisor at any time.

We have access to multiple community resources can assist in connecting families and offer a small library of books about child development and parenting challenges. We value and respect privacy in these matters therefore we have postings on the information boards as well as the teachers to help get the information to families.

The Child

We view the child as being competent, capable, curious and rich in potential.

The child is not only the student learning they are also the teacher. Through their play we see how they view their world, what experiences they have had and how they respond to those experiences.

These teachings allow us to incorporate Holistic approaches; to encompass a broad range of goals and aspirations for children's learning that extends well beyond academic learning into areas of social and emotional wellbeing.

The children's actions guide what interest centres and activities will be presented in the classroom.

The Educator

The educators are play partners. They follow the lead of the children in play and guide the play through questions to the children that encourage the children to think about what will happen if ...; they are also observing and listening to the children to determine understanding and skill set, and they use reflective practice to determine the needs and interests to expand the learning opportunities in the program.

By understanding the uniqueness of their group of children; and each child within that group, the teacher's guide the children using a Reggio inspired, play-based curriculum. Reading, writing, arithmetic and colours can easily be introduced to, and used by, the children during all parts of their day however, providing and learning the skills for social acceptance is not as easily put into place. The teachers encourage these skills through modeling behaviours such as asking to join in a group at play, empathizing when a child is finding it difficult to wait for a turn and providing safe outlets for anger when necessary. Simultaneously these amazing Educators are also encouraging independence in the children by allowing the children to try and try again then celebrating with your child as he or she gains success.

All of these skills are essential to each child becoming a productive, contributing member of our communities as they grow up and become the leaders of our society. (WELC, AGM, Supervisors report 2014)

These teachers are made up of people that are dedicated to children's success in achieving academics, social acceptance and independence. Our Registered Early Childhood Educators (RECE) and Educators have a variety of experiences; education and beliefs, which adds uniqueness to the culture and environment at WELC.

Our RECE's are members of the College of Early Childhood Educators (CECE), although mandated for RECE's; each educator is required to know and abide by the Code of Ethics and Standards of Practice as set out by the CECE and to continue their professional learning throughout their careers.

Each staff, student, and volunteer is oriented in policies and procedures of WELC and is required to provide a police record check with a background check under the vulnerable sector act as well as proof of immunization and current First Aid with Infant and Child CPR. Further, each new staff participates in a minimum of eight hours of job shadowing prior to their first day as a team teacher.

The Environment

Our program rooms are set up to allow for exploration of the materials. The educators provide materials that they have determined will be of interest and developmentally appropriate for individuals or groups of children. The children have input as to what is needed or wanted in the program through direct request, their interests and ability as well as through shared experiences.

Our BASP's occupy classrooms that are used for the same age groups during the day (ie, our kindergarten programs operate out of kindergarten rooms, and our school age programs operate out of classrooms used for any grades between 1-6). This ensures that the shared space, materials, equipment and furnishings are developmentally appropriate for the group. We offer a minimum of two hours of **outdoor play** time for our full day programs, and a minimum of 1 hour for our BASP's, divided between mornings and afternoons. The outdoor spaces vary by location, however, all of them offer opportunities for connection with nature as well as large muscle movement, active games and exploration.

Programming objectives and activities are incorporated into outdoor play, at any time the outdoor environment can also be seen as an alternate classroom.

We use a variety of methods to ensure we are meeting each child's level of **development**. This includes photos and recordings for observation, Environmental rating scales and developmental rating scales.

Every May parents in the toddler and preschool program will be given a progress report that will inform you of your child's progress within our programs. You will also have the opportunity to meet with the teachers at that time to discuss the report and your child's progress.

As teachers plan for their programs you may be asked to provide information about your family or pictures and items of interest from home. We encourage you to share this information as it helps your child to feel included, important and respected by their peers.

The full day toddler & preschool programs also incorporate up to two (2) hours of **rest/sleep time** to allow the children to re-charge for the afternoon program. There is an expectation for the children to rest for the first half hour allowing time for their bodies to relax or fall asleep. For those children who do not fall asleep during this time we can offer quiet activities. These activities usually start with looking at books or activities' that can be accomplished while on their bed, after the first hour the children can continue with quiet activities at the tables.

Nutrition

We provide a lunch and 2 snacks for our Toddler & Preschool programs, and 2 snacks (AM & PM) for our BASP's. Our lunch and snacks are catered by Wholesome Kids. Menus are posted each month for your review.

Our **snack** routines can vary from program to program such as eating in a group setting (toddler & preschool) to free flow of children between snack and activities (BASP).

Our **lunch** program encourages everyone to sit together at tables in the “family style”. We provide the food options and the children decide how much to eat. Everyone is encouraged to try new or all foods to promote developing a sense of variety in nutritional intake. The educators will sit with the children to model healthy eating habits.

The Community/Students & Volunteers

Students and volunteers are an integral part of Wellington Early Learning Centres. Students come from a variety of backgrounds including high school co-op programs, college placements and university practicums, while volunteers may include non-credit students, parents, and other community members wishing to contribute to the Centre. Students and volunteers work under the direction and guidance of the staff, bringing new ideas and resources into the centre and providing valuable professional growth for staff, who develop supervisory and evaluation skills.

To ensure that the safety and security of all children at the Centre, the following policies will be observed with respect to the placement and participation of volunteers and students at the Centre:

- **No child will be supervised by a person who is under 18 years of age.**
- **Only paid employees may have direct unsupervised access to children.**
- **Volunteers and students will not be counted in the staffing ratio.**
- **Criminal Reference checks with vulnerable sector checks**

(From: WELC Policy # 8.6.9)

School Boards

WELC maintains a close professional relationship with the principal, vice principal and teachers of our host schools:, Taylor Evans PS, Kortright Hills PS and Mary Phelan Catholic School, ensuring communication and practice align with Upper Grand District School Board & Wellington Catholic District Board policies and procedures. Our connection through shared space and families for our before and after school programs assist in keeping up-to-date and involved with school/community interaction.

The Supervisor

The supervisor is responsible for the leadership, mentorship, coaching and development of educators.

The Supervisor is also responsible day to day operations regarding Human Resources, Health and Safety, Financial, Facilities, Family and Community Relations, and Governance. Some aspects of these responsibilities will be shared with an Assistant Supervisor when available. They will maintain involvement in the child care community through participation in County wide objectives, network meetings and professional development opportunities. As well as providing training to staff and families when appropriate.

The Program Administrator

The program administrators' main goal and objective is to assist all programs in maintaining high standards of care. Through weekly meetings with the Supervisors & Executive Director, the PA will maintain a strong understanding of the strengths, needs and goals of each program. The PA will actively support all programs in achieving these goals, while also ensuring that operating criteria and licensing objectives are met.

The Executive Director

The Executive Director is responsible for the successful leadership, overall management, and operations of Wellington Early Learning Centres (WELC) according to strategic direction, and policies set by the Board of Directors. The Executive Director is responsible for policy development and implementation, and effective management and oversight of WELC and all its locations and programs.

The Executive Director represents WELC to the greater community to further partnerships, advocacy objectives, programing initiative and community partnership goals.

The Board of Directors

WELC is governed by a board of directors made up of **parents and community volunteers**. The Board works as a team with the Centre's Supervisor to effectively carry out the business of running the Centre.

Working in conjunction of the Supervisor the Board's main roles are the following:

1. Setting goals and policies
2. Strategic Planning and evaluation
3. Financial Management
4. Employee relations
5. Community relations
6. Fundraising

Positions on the BOD are, President of the Board, vice or Past President of the Board, Secretary, Treasurer and Directors

Parents are encouraged to become active members of the Board of Directors. The Board is responsible for the overall governance of the organization. By joining the Board, you will have a voice in the management of the Centre. **Board meetings** are held monthly and last approximately 1-2 hours. As a not-for-profit organization we must have no less than six members, or the Centre is legally required to cease operations. If you or someone you know would like to become a board member please contact the Supervisor.

Prohibited Practices

As set out in the Child Care and Early Years act 2014 section 48 Prohibited practices

THE FOLLOWING FORMS OF DISCIPLINE SHALL NOT BE USED:

- Corporal punishment, physical punishment or other forms of aggressive contact
- Inflicting any bodily harm on children including making children eat or drink against their will.
- 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
- 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
- Deprivation of children of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
- 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

Safe Arrival and Dismissal Procedures

Children must be accompanied to and from the Centre by a parent or other adult. It is important that you bring your child into their program room, making sure the teacher is aware that your child has arrived. If you have any special instructions or change in pick up time, please advise staff when you arrive with your child. Your child will not be released to anyone who is not listed on the application form unless you have personally discussed this arrangement with your child's teacher or the Supervisor, or a note is provided. In situations where there is a

custody order in place we are required by law to follow the order as written. All new people in the childcare will be asked to produce photo identification when picking up a child. If a situation becomes of concern (a staff feels threatened or feels that a child may be in danger) the teacher will remove any children and themselves from the situation and call the police.

Parents who wish to have their school age children walk home on their own or be picked up by a person under 18 years of age, must give consent in writing.

If your child will be late or absent, please call the centre or email the supervisor or program to inform us of the absence.

If a child has not been picked up by 6pm, we will initially try to contact the parents/guardians at all numbers we have on file. If we have not reached them, or heard back, after 20 minutes, we will call the emergency contacts. If we have not heard from, or been able to make contact with, anyone by 7pm (or within 1 hour of closing time, if time has been adjusted for any reason), we will place a call to Family & Children Services to inform them of the situation.

Accepting a child into care

1. 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 (i.e., someone other than the parent/guardian picking up). 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 the child's enrolment form, or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
 - 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

1. 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 or advised the closing staff at pick-up), the staff in the classroom must:
 - inform the Supervisor, Assistant Supervisor or designate, and they must commence contacting the child's parent/guardian no later than 10:00 AM (9:00 AM for the Before School Program). Staff shall call each parent/guardian. If no answer, they will leave a message and send an email.
 - If the parent/guardian has not called back by 11am, we will try 1 more time to reach them by phone, leaving another message.
2. 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.
3. If a child has not arrived in our after school program, the staff will first touch base with the Taylor Evans office staff to enquire if the child was at school that day. If the child

was not at school, or if they informed the school that they would not be attending our program, they will be marked as absent from our program. If the child was in school and no alternate after school plans were communicated, we will call the parents to enquire. If they do not answer, we will leave a message and send an email.

Releasing a child from care

1. 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. Where the staff does not know the individual picking up the child (i.e., 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)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up within 30 minutes of that time, the program staff 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, staff must leave a voice message and then email. 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 wait until the centre closes and then follow the steps under "Where a child has not been picked up and the centre is closed".

Where a child has not been picked up and the centre is closed

1. 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.
2. 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 staff shall contact the parent/guardian first, and if unable to reach them, try the authorized pick up person.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall call the emergency contact and other authorized individuals on the child's enrolment form.

4. 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 7pm the staff shall proceed with contacting the local Children's Aid Society (CAS) at 519-824-2410. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Note: Please select from the below which option fits your program and delete all other options.

Option 1: 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.

Parking

Parents can park in the visitor parking or staff parking areas of the school parking lot when space permits. During time of school arrival and departure, (Taylor Evans: between 8:15 to 8:35 AM and 2:50 to 3:10PM, Kortright Hills : Between 8:30-8:50AM and 2:50-3:20 PM, Mary Phelan between 8:45-9AM and 3:00 – 3:30PM) entering the parking lot is not permitted for the safety of all children and families. It is recommended that families walk to the centre during these times as parking may not be available.

Children's Health

Illness is defined as having symptoms such as vomiting, diarrhea; fever over 38°C or 101°F, unexplained rash or any contagious condition. At the time of your child's arrival at the Centre, or during the day, the staff may observe that a child is not well enough to attend the Centre. In such cases, the parent will be notified that the child must be picked up within the hour as children who are ill might pass the illness on to others. It is a requirement for ill children to be removed from the program until they are no longer contagious, or 24 hours have passed symptom free, without the use of medication. In the case of an outbreak, or with gastro symptoms (vomiting, diarrhea) you will be notified, and the timeline will double to 48 hours symptom free. We cannot accommodate requests for children to stay indoors when they have a cold or cough. Outdoor play is an important part of our program. If your child is too sick to go outside, he or she is too sick to be at the Centre.

In the case of Hand Foot & Mouth, children can return to the centre once: They have been fever free, without medication, for 24 hours; The rash has stopped spreading/worsening; They are able to fully participate in the program.

All children must have an up-to-date immunization record on file and this is shared with the Public Health Unit. The Public Health Unit keeps a data base of this information for your child's safety. The parent or childcare Centre can be contacted if there is a concern or possibility of contracting a communicable disease.

If your child contracts any communicable disease, or your child has been hospitalized for at least 24 hours, WELC must be notified. This notification ensures that protocols are followed to prevent further spread of illnesses.

If your child will not attend the centre on a particular day, please call the centre as soon as possible and inform us if your child is ill and what their symptoms are, or if they are not ill and staying home for another reason.

All environmental and food allergies, food restrictions or dietary preferences, must be documented in the appropriate registration and medical forms. We have a strict policy that requires all staff to follow the posted “allergy” information when providing food or program items.

Due to allergies and protocols any food coming into the centre must be documented with the supervisor or child’s teacher and labeled with the child’s name to remain at the centre.

It is important that parents do not send in food items with their child. We serve a well-rounded menu in our toddler and preschool programs which includes the snacks for our school age programs (JK-Gr. 7). When the school age programs are required to bring a lunch for full day care we expect that it will be a nutritious lunch and follow the same guidelines as in regular school day requests.

Medications and Medical Needs

Any child with serious allergies or a medical condition that requires special medication must complete an *Emergency Medical Plan*. We may also require a doctor’s note or instructions to follow through with the administration of certain medication. Medications can only be administered if they are provided in the original prescription container, prescribed to your child, with clear instructions and a clear expiry date. All parents must complete a medication administration form each time medication is brought to the Centre. For your child’s safety, please make sure the Supervisor is informed of all medical needs.

Anaphylactic Policy:

Individualized Plans and Emergency Procedures for Children with Life-Threatening/Anaphylactic Allergies

- Before attending the childcare centre, the supervisor/designate will meet with the parent of a child to obtain information about any medical conditions, including whether the child is at risk of having or has anaphylaxis.
- Before a child attends the childcare centre or upon discovering that a child has an anaphylactic allergy, an individualized plan and emergency procedures will be developed for each child with anaphylaxis in consultation and collaboration with the child’s parent, and any regulated health professional who is involved in the child’s care that the parent believes should be included in the consultation (the form in Appendix A may be used for this purpose).
- All individualized plans and emergency procedures will include a description of symptoms of an anaphylactic reaction that are specific to the child and the procedures to be followed in the

event of an allergic reaction or other medical emergency based on the severity of the child's symptoms.

- The individualized plan and emergency procedures for each child will include information for those who are in direct contact with the child on a regular basis about the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- All individualized plans and emergency procedures will be made readily accessible at all times to all staff, students and volunteers at the childcare centre and will be kept in the office as well as in all classrooms.
- **All** individualized plans and emergency procedures will be reviewed with a parent of the child yearly, to ensure the information is current and up to date.
- Every child's epinephrine auto-injector must be carried everywhere the child goes.

Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

The following strategies to reduce the risk of exposure to anaphylactic causative agents must be followed at all times by employees, students and volunteers at the childcare centre.

- Do not serve foods where its ingredients are not known.
- Do not serve items with 'may contain' warnings on the label in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.
- Ask the caterer or cook to provide the known ingredients for all food provided. The ingredients will be reviewed before food is served to children to verify that causative agents are not served to children with anaphylactic allergies.
- In cases where a child has food allergies and the meals and snacks provided by the childcare centre cannot meet the child's needs, ask the child's parent to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.
- Ensure that parents label food brought to the childcare centre with the child's full name and the date the food arrived at the child care centre, and that parents advise of all ingredients.
- Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.
- Encourage parents who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the childcare centre (e.g., by thoroughly washing hands, brushing teeth, etc.)

- Do not use craft/sensory materials and toys that have known allergens on the labels.
- Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in the childcare centre.
- Make sure each child's individual plan and emergency procedure are kept-up-to-date and that all staff, students, and volunteers are trained on the plans.
- Refer to the allergy list and ensure that it is up to date and implemented.
- Update staff, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures
- Update families when changes to allergies occur while maintaining the confidentiality of children.
- Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at the childcare centre.

Communication Plan

The following is our communication plan for sharing information on life-threatening and anaphylactic allergies with staff, students, volunteers, parents and families.

- Parents will be encouraged not to bring foods that contain ingredients to which children may be allergic.
- Parents and families will be informed about anaphylactic allergies and all known allergens at the childcare centre through posted notices and seasonal newsletters..
- A list of all children's allergies including food and other causative agents will be posted in all cooking and serving areas, in each play activity room, and made available in any other area where children may be present.
- Each child with an anaphylactic allergy will have an individualized plan and emergency procedures that detail signs and symptoms specific to the child describing how to identify that they are having an allergic reaction and what to do if they experience a reaction.
- Each child's individualized plan and emergency procedures will be made available and accessible wherever the child may be present while receiving childcare.

- The caterer, cook, individuals who collect groceries on behalf of the childcare centre and/or other food handling staff, where applicable, will be informed of all the allergies at the childcare centre, including those of children, staff, students and volunteers. An updated list of allergies will be provided to the caterer or cook as soon as new allergies are identified. The supervisor or designate will communicate with the caterer/cook about which foods are not to be used in food prepared for the childcare centre and will work together on food substitutions to be provided.
- The childcare centre will communicate with the Ministry of Education by reporting serious occurrences where an anaphylactic reaction occurs in accordance with the established serious occurrence policy and procedures.
- This communication plan will be continually reviewed to ensure it is meeting the needs of the childcare centre and that it is effectively achieving its intended result.

Sleep time

We offer up to two (2) hours of sleep/rest time for our toddler and preschool programs. The transition to sleep time begins following the lunch routine. Generally, between the hours of 12:00 and 2:00pm

- At time of enrolment parents will be asked about their child's sleep habits/routine
- Sleeping patterns or routines will be discussed at other times such as prior to moving to the next age group, noticeable change in child's sleep pattern, or when requested by the parent

Prior to sleep/rest:

- All children are encouraged to use the toilet either before or after lunch, or have their diaper changed.

Cots:

- Children in toddler or preschool programs are provided a cot labeled with their name, covered with a sheet.
- The sheets are laundered weekly
- If a cot is shared, the cot is clearly labeled with the child's name and scheduled days, the sheet is removed, placed in a labeled bag and a sheet is put on for that specific child.
- Each cot is disinfected weekly or between uses of a shared cot.

Procedures for sleep/rest time:

- The room will have relaxing music or sound playing.

- Adults in the room will assist the child to calm through sitting near them, rubbing backs, or calming conversation.
- Once the children are settled and are able to rest their body for 30 minutes, they are given the opportunity to choose a book or bed box to play quietly with on their cot.
- Toys can be rotated every 20 minutes as needed.
- Strategies, in consultation with parents, will be put in place for children who do not rest or have difficulty settling.
- After 30 minutes to a maximum of one hour all children who are awake may participate in quiet activities set out in the room.
- When staffing & ratios allow, preschool children who have woken up or do not sleep will be brought out to either the hallway for quiet activities or the playground,
- Quiet time is over after 2 hours has passed.
- Any change to sleep patterns as noted through visual checks must be documented and shared with parents, staff, students, volunteers.
- Sharing information with parents can be done through daily notes, a personal conversation, (end of day, formal meeting) or by phone or email.
- Sharing information with staff, students' volunteers can be done through reading of the documented information (sleep check chart/daily journal) personal conversation. The person that documented the information is responsible for ensuring the information is relayed

Visual checks – Toddler program only

1. Employee's periodically perform a direct visual check of each sleeping child by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours
2. Employees must ensure there is sufficient light in the sleeping area or room to conduct direct visual checks.
3. In the event of a concern please ensure the safety of all children, ask for assistance, and follow first aid protocols.
4. Employee indicates time of check(for child); any information (from rubric)
5. Employee must initial in the sleep check number box.

Visual checks le.

Check #	1	2
	AD	ED

include: ensuring the child's state of health has not changed (no irregular breathing patterns, change in skin colour, etc.); waking at an unusual time, waking in an unusual matter, coughing, restlessness or any unusual behaviours for that child.

Visual checks are made and documented for each child in the toddler program twice during the sleep/rest period. Once in the first hour; 30 min after children have fallen asleep and again once in the second hour 30 minutes before the scheduled waking time.

Documentation of the checks are completed on the **Sleep Checks chart** and kept in the room in a separate binder.

Sleep check charts must include:

- Date
- Name of each child: First name Last Initial
- Time that sleep time started
- Time of check 1
- Time of check 2
- Comments for changes/adjustments to sleep check schedule

Information regarding the children's sleeping patterns or behaviours will be discussed with parents when there is a change or information has been documented.

Adjustments to the sleep supervision schedule will be made for a specific child or the group based on any irregular sleep patterns/behaviours or parent requests.

Some strategies to consider are:

- More frequent sleep checks
- Position of sleeping
- Propping the bed up in a safe manner
- Adding or eliminating a pillow

Weekly Sleep Checks (sample chart) (see sample page 26)

- ✓ Sleep checks are performed once in the first hour; 30 min after children have fallen asleep and again once in the second hour 30 minutes before the scheduled waking time.
- ✓ Please follow the rubric at the bottom of the page; indicate time, comments, and initials once the check is completed.

THE WEEK OF:

YEAR:

Day of the week	Monday		Tuesday		Wednesday		Thursday		Friday	
	Time that majority fall asleep:		Time that majority fall asleep:		Time that majority fall asleep:		Time that majority fall asleep:		Time that majority fall asleep:	
Check #	1	2	1	2	1	2	1	2	1	2
Initial:										
Time of Check										
Child Name First Name Last Initial										

Comments: (indicate specific plans for individuals or group)

✓ = Normal	W =Woke Up Upset	C =Coughing	R =Restless	BP =Bed Propped	NS =No Sleep	BM =Woke Up with BM
Comments		Irregular breathing	Unusual behaviour			

Fundraising

WELC is a charitable organization and fundraising is an essential source of income for our organization. Eighty percent of our yearly budget goes to wages, this helps ensure our teachers are qualified professionals who are paid a fair wage. Research shows that quality care requires continuity of teachers and a variety of learning materials presented in an inviting manner. The cost to maintain and/or update these items can be quite high. Fundraising is intended to support the purchase of program materials to avoid these costs being incorporated into parent fees.

Successful fundraising requires help from parents to organize, participate in and promote our various campaigns. Donations are also accepted at all times. As a charitable organization we can provide a tax receipt for cash donations. "In-kind" donations or gently used items are also always welcome. (Paper for children's drawings is always needed.)

Field Trips as Enrichment Opportunities

Field trips are an important part of the school age summer program planning at WELC. They are designed to meet the children's developmental needs and to enhance the projects or activities that the children enjoy in their daily program. We inform parents in advance in order to allow parents sufficient time to sign a consent form for each activity. Parents will be given at least one week's advance notice of any addition to programming.

The Child Care and Early Years Act is very specific in its requirements for child/ caregiver ratios, and full staff participation is required for field trips. Should circumstances arise which prevent a child's participation in a field trip, it is the parent's responsibility to arrange alternate care. For field trips that involve the entire group, it is impossible to provide **alternate care** and still ensure that all children on the field trip are properly supervised. Fees cannot be reimbursed under these circumstances.

Please discuss your concerns regarding field trips with your child's teacher or the childcare supervisor to ensure that we work together for the best possible outcome.

Extreme Weather & Emergency Evacuation

Extreme weather has a number of forms: wind chill, low air quality, high winds, very hot temperatures or very cold temperatures. Each situation is unique and can interrupt our outdoor play time. During any time that there may be concern for the children's safety in regards to playing outdoors, the staff may decide to reduce the outdoor time or adjust the activities offered.

At WELC we practice monthly fire drills and tornado drills as well as "lock down" procedures with the school. In the event of an **emergency** we are well prepared! If ever we should have to evacuate the building our emergency site is Gateway Public School during the school months. The summer alternate site is the West End Community Centre. In the event of an emergency evacuation we will notify parents as soon as possible by phone.

Centre Closures

In the event that a winter storm or any other serious situation causes Taylor Evans PS to close, WELC will also be closed. An email will be sent to all families and the outgoing voicemail message will be changed advising of the closure. Fees cannot be reimbursed under these circumstances.

WELC will close the week between Christmas & New Years. The actual days will vary each year and will be communicated to parents before hand. Parents will not be billed for those days,

Mandatory Reporting

There are a number of legislations that require mandatory reporting of events or situations that affect the programs and those working in the programs or accessing our services.

All employees are mandated to report "*Any allegations that a child may be in need of protection*" to **Family and Child Services and/or the police**. These concerns could be from something a child has told us, (disclosure) a parent has told us or that we have witnessed. Subsequently "any Wellington Early Learning Centre employee, board member, or volunteer found guilty of abuse" will be reported. This could also include any concerns for the safety of a child. (i.e. Car seats not used, impaired parent, other)

Serious occurrence reporting

We report to Ministry of Education – Childcare Licensing Division as well as the County of Wellington Children's Early Years Division. These reports fall into specific categories:

1. The death of a child who receives child care at a home premises or child care centre;
2. Any abuse, neglect or allegations of abuse or neglect, of a child while receiving child care at a home premises or child care centre;
3. A life threatening injury to or a life threatening illness of a child who receives child care at a home premises or child care centre.
4. An incident where a child who is receiving care at a home premises or child care centre goes missing or is temporarily unsupervised, or
5. An unplanned disruption of the normal operations of a home child care premises or child care centre that poses a risk to the health, safety or wellbeing of children receiving child care at a home child care premises or child care centre.

Program Development

All policies and methods of program delivery are evaluated on a regular basis to make sure that all information is accurate and relevant to current standards.

Please be aware that there are many policies that relate to safety, communication, and program development; these include the playground policy, parent access policies, Centre visitor policies and curriculum development, just to name a few. Space does not permit including all of these policies into this handbook; however, if you would like more information on any of the Centre's policies or any other aspect of your child's care, please do not hesitate to contact the Supervisor.

Hours of Operation

Taylor Evans:

Toddler and Preschool Programs

Monday to Friday: 7:00am to 6:00pm

We ask that children be dropped off by 10:00am to ensure minimal disruption to the programs.

Kindergarten/School Age Full day/PA days

7:00am to 6:00pm

We ask that children be dropped off by 10:00am to ensure minimal disruption to the programs.

Before/After School Programs

7:00am to 8:25am/2:55pm to 6:00pm

Kortright Hills:

Before/After School Program

7:00 – 8:50 am/3:10 – 6:00pm

Kindergarten/School Age Full day/PA days

7:00am to 6:00pm

We ask that children be dropped off by 10:00am to ensure minimal disruption to the programs

Mary Phelan:

Before/After School Program

7:00 – 8:50 am/3:20 – 6:00pm

Kindergarten/School Age Full day/PA days

7:00am to 6:00pm

We ask that children be dropped off by 10:00am to ensure minimal disruption to the programs

Late fees of \$5 for every 5 minutes, or part thereof, will be charged for each child being picked up after 6pm.

Holidays

Family Day

Victoria Day

Civic Holiday

Thanksgiving

Boxing Day

Good Friday

Canada Day

Labour Day

Christmas Day

News Year's Day

WELC will close the week of Christmas. The actual days will vary each year and will be communicated to parents beforehand. Parents will not be billed for those days,

Parents of children whose regular scheduled day falls on one of the above holidays will be charged for that day. Any other closure dates may be determined based on the viability of running the program.

Contact/Mailing Information

Head Office:

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