

*DUNDAS DAYCARE
PARENT HANDBOOK*



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PROGRAM STATEMENT

Dundas Daycare is dedicated to supporting children's learning, development, health and well-being through caring and responsive Early Childhood Educators, who focus on active learning, exploration, play and inquiry, and who see children and their families as competent and able, and as active participants in all aspects of the program.

A key feature of the Child Care and Early Years Act, 2014, is the focus on strengthening child care programs and ensuring high quality experiences for children. The CCEYA authorizes the Minister of Education to issue policy statements regarding programming and pedagogy for the purpose of guiding operators of child care and early year's programs. How does learning happen? Ontario's pedagogy for the Early Years (2014) is the document used by Dundas daycare. The document has a strong pedagogical focus, indicating that the pedagogy is not a prescriptive formula that lays out a specific curriculum or activities but instead challenges the status quo and explores how learning happens for children. How Does Learning Happen? is organized around four foundational conditions that are considered essential to optimal learning and healthy development for children:

Belonging:

Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

Well Being:

Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.

Engagement:

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

Expression:

Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

The four foundations apply regardless of the child's age, ability, culture, language, geography, or setting. Unlike a structured curriculum, the conditions are high states of being that children naturally seek for themselves and should not be viewed as separate elements.

Our Goals:

- *All staff will promote the health, safety, nutrition and well-being of each child by providing a clean and safe environment, nutrition based on the Canada's Food Guide, access to drinking water throughout the day,*

limited transitions, eliminating any environmental issues that may cause undue stress to the child, unnecessary disruptions to play and reducing hazards that may cause injury. Educators will familiarize themselves with all information concerning any medical conditions, exceptionalities, allergies, food restrictions, medication requirements, and parental preferences in respect to diet, exercise, and rest time.

- All staff will support positive and responsive interactions among the children, parents, and childcare providers. The Director and Board of Directors will support this through the hiring of qualified, responsive, and well-trained Early Childhood Educators who support families in their role as primary caregivers and understand the needs of each child as an individual.*
- All staff will encourage children to interact and communicate in a positive way and support their ability to self-regulate; acknowledging that each child is competent, curious, and rich in potential. Staff will support self-regulation in children (defined as the child's ability to gain control of bodily functions, manage powerful emotions, and maintain focus and attention) Self regulation in early development is influenced by a child's relationship with the important adults in that child's life, including the ECEs in the program. All staff will provide the experiences, support and encouragement that help young children learn to self-regulate, which is a crucial component of quality care.*
- All staff will foster the children's exploration, play and inquiry by providing a variety of activities, and an environment rich in content, that encourages choices, and active play, supported by qualified, attentive, and interactive Early Childhood Educators*
- All Staff will provide child-initiated and adult supported experiences. The Early Childhood Educators will observe the children and use that information to plan and create a positive learning environment that is based on the interests of the child and supported by all the adults in the childcare environment. Educators will be responsible for introducing new ideas, interests, facts, concepts, skills, and experiences to widen the child's knowledge and life experiences.*
- All Early Childhood Educators need to be reflective practitioners who learn about children through listening, observation, documentation, and discussion with others, families in particular, to understand children as unique individuals. They will observe and listen to learn how children make meaning through their experiences in the world around them, and use this to have meaningful interactions, and engage children daily.*
- Each child will experience indoor, and two hours of outdoor play (weather permitting) daily, as well as a time to rest and sleep if needed, quiet and active times, always being mindful of each child's needs and parental direction.*
- Regular and ongoing communication with parents is an important component of the day. Communication may be in person, by phone, e-mail or through written and posted communication tools. Communication needs to come from all members of the organization, the Board of Directors, the Executive Director and all staff.*
- Parents will be directed to resources outside of the centre if necessary, and community partners such as early year's services, speech therapists, support services, occupational therapists, counsellors, etc., this will be an important part of the centres support to all children and their families.*
- Dundas Daycare will provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice, to support continuous professional learning. All staff will build a climate of trust, honesty, and respect in the workplace, working collaboratively in order to provide a safe, secure, healthy and inviting environment for all children and their families, building and maintaining healthy professional relationships that encourage growth and offering support and mentorship.*

How we Meet our Goals:

- *Each classroom will maintain a binder containing observations, plans and documentation to support their understanding of the program statement. Copies of the documentation, relevant to their child, will be shared with all parents or guardians of the children in the program.*
- *The Director will meet on a regular basis with each team to establish a clear understanding of the program statement, to support staff in their delivery of the Program Statement and to aid the staff in self-reflection, to be recorded, and added to the binder on a regular basis. The Director will view each staff as competent and able, and give them time to be heard and respected, and to reflect on their own performance and their contributions to the environment and the development of each child in their care. The Director will use all observations, interactions, and conversations to monitor all staff.*
- *Staff will reflect on How Does Learning Happen?, by working through the reflection exercises in the document, by reviewing their observations and engaging children in meaningful activities, by maintaining communication with parents and building trusting relationships with the families, by working with their co-workers to create a safe and healthy environment and by taking the time to engage in self-reflection in a regular basis.*

We want to ensure that your children have a safe and positive experience that promotes their growth as a learner. To this end, the Director or designate will observe staff interactions with children ensuring that they align with our program statement and beliefs in adult-child interactions. The following practices are not supported by our facility:

- *Locking the exits of our facility from the inside*
- *Using a lock or lockable room or structure to confine a child that has been withdrawn from the group*
- *Abusing a child physically, verbally, or emotionally*
- *Depriving a child of basic needs including food, shelter, clothing, or bedding*
- *Using corporal punishment*
- *Using deliberate harsh or degrading measures that would humiliate the child or undermine his or her self-respect*

In the event that the Director or designate observes or is made aware of any practice that is not supported, they will address the issue with the staff member according to the strategies outlined in the Disciplinary Policy that is outlined in the Operations Manual.

Additionally, all Registered Early Childhood Educators have made a commitment to abide by the standards of their profession as set out in the College of Early Childhood Educators Code of Ethics and Standards of practice. All Early Childhood Educators hold themselves accountable, and will use the Code of Ethics, the Standards of practice and the CCEYA to guide their decisions and practice.

We keep records pertaining to monitoring of our Program Statement for 3 years.

Implementation Strategy

- *Clear guidelines about acceptable age-appropriate behaviours will be developed for each class room/age group with input from staff, parents and management. Parents / guardians will be made aware of expected child behaviours at the centre via the written guidelines for each section. These guidelines will be reviewed annually.*
- *The importance of confidentiality will be observed.*
- *Limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.*
- *Children will be encouraged to settle their differences in a peaceful manner.*

- *Staff will use voice intonations, facial expressions, and explanations to encourage desired behaviour. Building on each child's strengths and achievements will encourage positive behaviours.*

Prohibited Practices

Under no circumstance will staff of Dundas use any of the following disciplinary practises.

- a) Corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching).*
- b) Physical restraint of children, including but not limited to confining to highchair, car seat, etc. for discipline or in lieu of*
- c) Locking the exits of the childcare centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency.*
- d) Use of harsh, degrading measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, scare, or frighten the child or undermined their 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.*

Inclusion policy

Policy Statement

Dundas Daycare welcomes all children and is committed to providing developmentally appropriate early learning and development experiences that support the full access and participation of each and every child. We believe that each child is unique and work in partnership with families and other professionals involved with the child to provide the support every child needs to reach their full potential.

Procedures

Admissions/waiting list Children of all abilities are accepted into Dundas Daycare and families interested in having their child attend the program will be given an equal opportunity for admission. A waiting list will be maintained, and children will be accepted from the list on a first come first served basis.

Inclusive Environment

Early childhood educators at Dundas Daycare use developmentally appropriate practices and consider the unique needs of all children when planning. Staff will make every attempt to make any adaptations or modifications necessary to meet the needs of the children. Schedules, routines and activities are flexible and early childhood educators will work with therapists, special educators and other professionals to integrate individual accommodations, modifications and strategies into classroom routines and activities. Any adaptations will be reviewed with families and other professionals supporting the child.

Confidentiality

Confidentiality applies to all verbal and written information about potential, enrolled and previously enrolled children and their families. All staff will be briefed on the need for confidentiality and will be expected to fulfill their obligation to respect the protection of privacy. Written records will be stored in a secure location with access limited to the director and the child's teacher. No information will be released about a child and the parent/legal guardian during enrolment or transition to another receiving program or school without first receiving the written permission of the parent/guardian. This excludes the responsibility held by early childhood educators as mandated reporters of suspected child abuse.

Family Centered Practices

Dundas Daycare acknowledges and respects the priorities each family has for their child. Families are encouraged and supported to collaborate with staff to ensure that each child has an opportunity for optimum success. Dundas Daycare communicates with each family daily and has regular meetings to discuss the child's successes and challenges.

Serious Occurrence

The Ontario government has introduced a new policy that requires licensed childcare centres to post information about serious occurrences that happen at a centre effective November 1st, 2011. To support increased transparency and access to information, a "Serious Occurrence Notification Form" will be posted at the centre location in a visible area for 10 days.

A serious occurrence is defined under the CCEYA as:

- a. the death of a child who receives childcare at a licensed home premises or childcare centre;*
- b. abuse, neglect or an allegation of abuse or neglect of a child while receiving childcare at a home premises or childcare centre;*
- c. a life-threatening injury to or a life-threatening illness of a child who receives childcare at a home premises or childcare centre;*
- d. an incident where a child who is receiving childcare at a home premise or childcare centre goes missing or is temporarily unsupervised, or*
- e. an unplanned disruption of the normal operations of a home childcare premises or child care centre that poses a risk to the health, safety or well-being of children receiving care at a home child care premises or child care centre.*

Program Overview

Dundas Daycare is a licensed by The Ministry of Education. Our centre must consistently comply with the provincial regulations of the Child Care and Early Years Act (2014).

Our centre consists of three program rooms:

Toddler care for ages 18 - 30 months (Staff ratio 1:5)

Preschool care for ages 30 months – 5 years old (Staff ratio 1:8)

Our centre is open 12 months of the year excluding weekends and statutory holidays. Hours of operation are Monday – Friday from 7am – 6pm. During the winter/Christmas break we will run on reduced hours(8am-5pm).

Below is a list of statutory holidays that our centre will be closed:

New Year's Day

Victoria Day

Labour Day

Family Day

Canada Day

Thanksgiving Day

Good Friday

August Civic Holiday

Christmas Day & Boxing Day

All program rooms will be assigned the appropriate number of staff to meet the required staff/child ratios. In order to plan for staffing needs, upon registration the supervisor will discuss with families what typical hours of care will be required and adjust the program as necessary. It is important that children's schedules be kept as consistent as possible, and any changes be discussed with staff as needed.

Staff Qualifications

All staff employed at Dundas Daycare are members of the Ontario College of Early Childhood Educators or are individuals approved by a Director of the Ministry of Education that have had extensive prior experience working with young children. Our staff is committed to providing a healthy environment and enriched program each day. Most important to us is our relationship with each child and their family as these relationships are key to the success and growth of everyone involved.

All staff are required to maintain current Standard CPR/ First Aid certification and engage in ongoing professional learning to ensure a high-quality level of care.

Student Placement / Volunteer Participation

From time to time we may have students field placements take place in our program rooms. These students have been assigned to us via accredited schools and / or workplace agencies. Students engaging in the Early Childhood Education diploma program will have their picture and information available in the classroom they will be working in. We encourage students to introduce themselves and would encourage you to inquire about their specific placement in our program. Students are always monitored (and evaluated) by staff and are never left alone to supervise any of the children.

Program Policies & Procedures

- No child will be directly supervised by any person(s) under the age of 18.*
- Unsupervised access is not permitted for people who are not employed with Dundas Daycare.*
- Before commencing employment / placement / volunteering all persons (over age 18) permitted to engage with our children are required to pass a vulnerable sector screening through the municipal police service. A new vulnerable sector check is required on or before every fifth anniversary date of the most recent vulnerable sector check. In the years a vulnerable sector check is not required, individuals must sign an Offence Declaration.*
- Supervisor will conduct orientation and review all policies and procedures with employees before they begin their employment and at least annually afterwards; and with volunteers/students who will be providing care or guidance at the centre before they begin and at least annually afterwards.*
- Supervisor will review policies annually to ensure they all remain current.*
- Volunteers, students and staff will be asked to sign off on the policy manual after it has been reviewed.*
- Placement students/volunteers are not included in the staffing ratios of the centre.*
- The individual plans for a child with anaphylaxis and the emergency procedures will be reviewed with and signed off by volunteers/students and staff before they begin and at least annually afterwards.*
- If there are any questions or concerns regarding person(s) involved in our program rooms or to become a volunteer, please contact the supervisor or director.*

Parent Communication and Concerns

Daily parent communication is a foundation of care at Dundas Daycare. Approachable staff members will always be available for discussion regarding children at the beginning or end of the day. Alternately the director and/or supervisor will be present to meet with parents who have concerns or questions about our centre. Day to day concerns will be dealt with as quickly as possible. Please feel free to call the office at 905-296-3431 to speak to Kristie Ferrell, Director, or e-mail at dundasdaycareinfo@gmail.com. Concerns of a serious nature will be considered on a case-by-case

basis and dealt with in the appropriate time with necessary measures (parent meeting, contacting program advisor, behaviour monitoring etc.)

Parent Issues and Concerns Policy and Procedures

Child Care Centre: Dundas Daycare

Date Policy and Procedures Established: September 1 2017

Purpose

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

Definitions

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

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

Policy

General

Parents/guardians are encouraged to take an active role in our childcare centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, childcare 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 Dundas Daycare 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 2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p><i>Program Room-Related</i></p> <p><i>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</i></p>	<p><i>Raise the issue or concern to</i></p> <ul style="list-style-type: none"> - <i>the classroom staff directly</i> <li style="text-align: center;"><i>or</i> - <i>the supervisor or licensee.</i> 	<ul style="list-style-type: none"> - <i>Address the issue/concern at the time it is raised</i> <li style="text-align: center;"><i>or</i> - <i>arrange for a meeting with the parent/guardian within 2 business days.</i> <p style="text-align: center;"><i>Document the issues/concerns in detail.</i></p> <p style="text-align: center;"><i>Documentation should include:</i></p> <ul style="list-style-type: none"> - <i>the date and time the issue/concern was received;</i> - <i>the name of the person who received the issue/concern;</i> - <i>the name of the person reporting the issue/concern;</i> - <i>the details of the issue/concern; and</i> - <i>any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</i>
<p><i>General, Centre- or Operations-Related</i></p> <p><i>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</i></p>	<p><i>Raise the issue or concern to</i></p> <ul style="list-style-type: none"> - <i>the supervisor or licensee.</i> 	<ul style="list-style-type: none"> - <i>the details of the issue/concern; and</i> - <i>any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</i> <p style="text-align: center;"><i>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</i></p>

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<i>Staff, Duty parent, Supervisor, and/or Licensee-Related</i>	<p><i>Raise the issue or concern to</i></p> <ul style="list-style-type: none"> - <i>the individual directly</i> or - <i>the supervisor or licensee.</i> <p><i>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</i></p>	<p><i>Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</i></p> <p><i>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</i></p>
<i>Student- / Volunteer-Related</i>	<p><i>Raise the issue or concern to</i></p> <ul style="list-style-type: none"> - <i>the staff responsible for supervising the volunteer or student</i> or - <i>the supervisor and/or licensee.</i> - <p><i>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</i></p>	

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 Kristie Ferrell.

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.

<p><i>Contacts:</i></p> <p><i>Kristie Ferrell</i></p> <p><i>Lisencee</i></p> <p><i>905-296-3431</i></p>

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

Emergency Management Policy and Procedures

Name of Child Care Centre: Dundas Daycare

Date Policy and Procedures Established: September 2017

Date Policy and Procedures Updated: November 2017

Purpose

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the childcare premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency (e.g., emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole childcare centre (e.g., child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g., law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the childcare centre.

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

Meeting Place: the designated safe place near the childcare centre where everyone is to initially gather before proceeding to the evacuation site or returning to the childcare centre if evacuation is not necessary.

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

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response.

2. *Next Steps during an Emergency; and*
3. *Recovery.*

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

For situations that require evacuation of the child care centre, the meeting place to gather immediately will be located at: The parking lot of St. Marks Church – Behind the Daycare Centre

If it is deemed 'unsafe to return' to the childcare centre, the evacuation site to proceed to is located at: The Georgian Retirement Home - 255 Governors Rd.

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, Kristie Ferrell will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by Kristie Ferrell in the daily written record.

Emergency Situation	Roles and Responsibilities
Lockdown	<p>1) <i>The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.</i></p> <p>2) <i>Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location.</i></p> <p>3) <i>Staff inside the childcare centre must:</i></p> <ul style="list-style-type: none"> • <i>remain calm.</i> • <i>gather all children and move them away from doors and windows.</i> • <i>take children's attendance to confirm all children are accounted for.</i> • <i>take shelter in closets and/or under furniture with the children, if appropriate.</i> • <i>keep children calm.</i> • <i>ensure children remain in the sheltered space.</i> • <i>turn off/mute all cellular phones; and</i> • <i>wait for further instructions.</i> <p>4) <i>If possible, staff inside the program room(s) should also:</i></p> <ul style="list-style-type: none"> • <i>close all window coverings and doors.</i> • <i>barricade the room door.</i> • <i>gather emergency medication; and</i> • <i>join the rest of the group for shelter.</i> <p>5) <i>Kristie Ferrell will immediately:</i></p> <ul style="list-style-type: none"> • <i>close and lock all childcare centre entrance/exit doors, if possible; and</i> • <i>take shelter.</i> <p style="text-align: center;"><i>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</i></p>
Hold & Secure	<p>1) <i>The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</i></p> <p>2) <i>Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</i></p> <p>3) <i>Staff in the program room must immediately:</i></p> <ul style="list-style-type: none"> • <i>remain calm;</i> • <i>take children's attendance to confirm all children are accounted for;</i> • <i>close all window coverings and windows in the program room;</i> • <i>continue normal operations of the program; and</i> • <i>wait for further instructions.</i> <p>4) <i>Kristie Ferrell must immediately:</i></p> <ul style="list-style-type: none"> • <i>close and lock all entrances/exits of the child care centre;</i> • <i>close all blinds and windows outside of the program rooms; and</i> • <i>place a note on the external doors with instructions that no one may enter or exit the child care centre.</i>

	<p><i>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</i></p>
<p>Bomb Threat</p>	<p>1) <i>The staff member who becomes aware of the threat or Kristie Ferrell must:</i></p> <ul style="list-style-type: none"> • <i>remain calm;</i> • <i>call 911 if emergency services is not yet aware of the situation;</i> • <i>follow the directions of emergency services personnel; and</i> • <i>take children's attendance to confirm all children are accounted for.</i> <p>A. <i>Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line if possible while another individual calls 911 and communicates with emergency services personnel.</i></p> <p>B. <i>Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</i></p>
<p>Disaster Requiring Evacuation</p>	<p>1) <i>The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.</i></p> <p>2) <i>Staff must immediately:</i></p> <ul style="list-style-type: none"> • <i>remain calm;</i> • <i>gather all children, the attendance record, children's emergency contact information any emergency medication;</i> • <i>exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions;</i> • <i>escort children to the meeting place; and</i> • <i>take children's attendance to confirm all children are accounted for;</i> • <i>keep children calm; and</i> • <i>wait for further instructions.</i> <p>3) <i>If possible, staff should also:</i></p> <ul style="list-style-type: none"> • <i>take a first aid kit; and</i> • <i>gather all non-emergency medications.</i> <p>4) <i>Designated staff will:</i></p> <ul style="list-style-type: none"> • <i>help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and</i> • <i>in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.</i> • <i>If individuals cannot be safely assisted to exit the building, the designated staff will assist them to the office and ensure their required medication is accessible, if applicable; and</i> • <i>wait for further instructions.</i>

	<p>5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
<p>Disaster – External Environmental Threat</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p style="text-align: center;"><i>If remaining on site:</i></p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) Kristie Ferrell must:</p> <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p style="text-align: center;"><i>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</i></p>
<p>Natural Disaster: Tornado / Tornado Warning</p>	<p>1) The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</p> <p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children; • go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways; • take children’s attendance to confirm all children are accounted for;

	<ul style="list-style-type: none"> • <i>remain and keep children away from windows, doors and exterior walls;</i> • <i>keep children calm;</i> • <i>conduct ongoing visual checks of the children; and</i> • <i>wait for further instructions.</i>
<p>Natural Disaster: Major Earthquake</p>	<ol style="list-style-type: none"> 1) <i>Staff in the program room must immediately:</i> <ul style="list-style-type: none"> • <i>remain calm;</i> • <i>instruct children to find shelter under a sturdy desk or table and away from unstable structures;</i> • <i>ensure that everyone is away from windows and outer walls;</i> • <i>help children who require assistance to find shelter;</i> • <i>for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck;</i> • <i>find safe shelter for themselves;</i> • <i>visually assess the safety of all children.; and</i> • <i>wait for the shaking to stop.</i> 2) <i>Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.</i> 3) <i>Once the shaking stops, staff must:</i> <ul style="list-style-type: none"> • <i>gather the children, their emergency cards and emergency medication; and</i> • <i>exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building.</i> 4) <i>If possible, prior to exiting the building, staff should also:</i> <ul style="list-style-type: none"> • <i>take a first aid kit; and</i> • <i>gather all non-emergency medications.</i> 5) <i>Individuals who have exited the building must gather at the meeting place and wait for further instructions.</i> 6) <i>Designated staff will:</i> <ul style="list-style-type: none"> • <i>help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and</i> • <i>in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.</i>

- | | |
|--|---|
| | <ul style="list-style-type: none">• <i>If individuals cannot be safely assisted to exit the building, the designated staff will assist them to Click here to enter text. and ensure their required medication is accessible, if applicable; and</i>• <i>wait for further instructions.</i> |
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7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.

Additional Procedures for Immediate Emergency Response

1) Any staff not in program at the time will check with all rooms and help wherever needed.

Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, Kristie Ferrell must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:

Kristie Ferrell

Steve Dunham

905-531-4058

905-537-1874

Owner

Owner

Local Police Department: 905-546-4925

Ambulance: 905-540-5782

Local Fire Services: 905-546-3346

Site Director: 905-531-4058/905-537-1874

Licensee Contact(s): Kristie Ferrell/Steve Dunham

Child Care Centre Site Designate: Kristie Ferrell/Steve Dunham

- 4) Where any staff, students and/or volunteers are not on site, Kristie Ferrell or designate must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 5) Kristie Ferrell or designate must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;

- *conduct ongoing visual checks and head counts of children;*
- *maintain constant supervision of the children; and*
- *engage children in activities, where possible.*

7) *In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.*

<i>8a) Procedures to Follow When "All-Clear" Notification is Given</i>	
Procedures	<ol style="list-style-type: none"> 1) <i>The individual who receives the 'all-clear' from an authority must inform all staff that the 'all-clear' has been given and that it is safe to return to the child care centre.</i> 2) <i>Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.</i> 3) <i>Staff must:</i> <ul style="list-style-type: none"> • <i>take attendance to ensure all children are accounted for;</i> • <i>escort children back to their program room(s), where applicable;</i> • <i>take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and</i> • <i>re-open closed/sealed blinds, windows and doors.</i> 4) <i>Kristie Ferrell will determine if operations will resume and communicate this decision to staff.</i>
Communication with parents/ guardians	<ol style="list-style-type: none"> 1) <i>As soon as possible, Kristie Ferrell must notify parents/guardians of the emergency situation and that the all-clear has been given.</i> 2) <i>Where disasters have occurred that did not require evacuation of the child care centre, Kristie Ferrell must provide a notice of the incident to parents/guardians by telephone.</i> 3) <i>If normal operations do not resume the same day that an emergency situation has taken place, Kristie Ferrell must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.</i>

8b) Procedures to Follow When "Unsafe to Return" Notification is Given

Procedures	<ol style="list-style-type: none">1) <i>The individual who receives the 'unsafe to return' notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.</i>2) <i>Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.</i>3) <i>Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.</i>4) <i>Kristie Ferrell will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so.</i>5) <i>Upon arrival at the evacuation site, staff must:</i><ul style="list-style-type: none">• <i>remain calm;</i>• <i>take attendance to ensure all children are accounted for;</i>• <i>help keep children calm;</i>• <i>engage children in activities, where possible;</i>• <i>conduct ongoing visual checks and head counts of children;</i>• <i>maintain constant supervision of the children;</i>• <i>keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and</i>• <i>remain at the evacuation site until all children have been picked up.</i>
Communication with parents/guardians	<ol style="list-style-type: none">1) <i>Upon arrival at the emergency evacuation site, Kristie Ferrell will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.</i>2) <i>Where possible, Kristie ferrell will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.</i>

Procedures for Resuming Normal Operations	<ul style="list-style-type: none"> •If possible, reopen centre •If necessary, find temporary location •Contact parents via email or phone •Contact volunteers and students via email •Contact Ministry of Education Program Advisor •If necessary; respond to media and community inquires •Contact insurance company if necessary
Procedures for Providing Support to Children and Staff who Experience Distress	<p>If staff, volunteers, students or children experience stress related to an emergency event at Dundas Daycare, management will provide individuals or parents/ guardians with the contact information for Hamilton Public Health to access appropriate mental health supports & services. Hamilton Public Health: 905-546-2489</p>
Procedures for Debriefing Staff, Children and Parents/ Guardians	<p>Dundas Daycare management must debrief staff, students, volunteers and parents/guardians after the emergency. Management will prepare a memo providing details of the emergency situation and next steps for the centre to resume regular service to clients. This memo will be emailed to all parents/guardians, staff, volunteers and students. If individuals do not have an email address, management staff will contact these individuals by phone.</p>

Fees, Deposits & Registration

Registration of your child and placement cannot commence until all completed forms have been submitted to the director. Prior to the start date of care the following must be received by Dundas Daycare for each child:

- Enrollment Form (with Emergency Contacts)
- Immunization Record
- Parent/Guardian Consent Forms
- Non-Refundable Deposit of \$500 which will be applied to your child's last month in our care.

It is essential that program files be kept up to date. Parents must notify the staff immediately of any changes to telephone numbers or other information on the enrollment of your child.

Fees

Beginning December 2022 Dundas Daycare will be enrolled/participating in the Canada-Wide Early Learning and Child Care System (CWELCC). The following are the rates before and after the childcare funding, based on age.

Toddler (18-30 months) - \$55/day (base fee)

*After CWELCC is applied/what families pay - **\$22/day** (\$220 bi-weekly)*

Preschool (30-56 months) - - \$50/day (base fee)

*After CWELCC is applied/what families pay - **\$22/day** (\$220 bi-weekly)*

Parents agree that all fees will be paid in advance. Unpaid fees are subject to immediate suspension or termination of care unless reasonable arrangements are made and accepted by both parties.

A fee of \$40.00 will be charged for all NSF cheques(non-base fee).

Payment will be made using the following method(s):

- *Personal Cheque made out to Dundas Daycare*
- *E-transfers*

Bi-Weekly fees include all regular program days including any children's time off due to sick days, statutory holidays, vacation time or closure due to inclement weather - these are paid days. Fees are based on days the child is registered in the program, regardless if they are able to be in attendance. Refunds and credits will not be given for days where your child does not attend.

A non-refundable deposit fee equal to two week's care (per child) is required upon completion of registration to secure your child's placement in care. This deposit is non-refundable and will be applied to your LAST payment. Dundas Daycare will not hold a space unless the deposit fee is paid in full.

Initial: _____

Arrival and Departure Procedures

Good morning! Upon arrival, please assist your child to undress from any outerwear (including outdoor footwear) and proceed to the child's classroom.

You and your child will be greeted by a staff member when you enter. Please make sure that the staff are aware of your departure when you are leaving. A reminder that while staff are available, either at pickup or drop off, to chat and answer quick questions, their primary role during these times is supervision/interaction with all the children in the room.

Please ensure that you communicate any changes in the child's schedule (i.e. new person picking up, early pick-up etc) as well as any helpful information about their health and mood when dropping off.

We kindly ask that all families be in attendance before 9:30am each day. A later arrival time can disrupt the flow of the program for both your child and other children and staff already present. Of course, exceptions can be made for appointments and special considerations when discussed with the program team. Children are not permitted to be dropped off between 11:30am – 2pm for any reason, as this is lunch and nap time and a child coming in between these hours can be a very big disruption to the children who are already in care and we find children coming at this time are just not ready for nap/quiet time.

If you are going to be absent or late for any reason, please telephone the centre as soon as possible at 905 296 3431 and speak to a staff member or communicate through seesaw.

Our registration forms include an area where you can list other adults (16 years of age and over) who may pick up your child. Please remember to let us know when someone else is picking up. Ask your contacts to carry photo identification with them for pick up time. If that "someone" else is not listed on your registration forms, written/verbal confirmation must be communicated to staff before your child will be released. Anyone who the staff is not regularly familiar with will be required to show photo identification.

Initial: _____

Late Pick up

The centre closes promptly at 6pm. There is a late charge of \$5 for every 5 minutes a parent is late until 6:15pm, when the late charge increases to \$15 for every 5 minutes (non-base fee). The money will be given to the staff directly by the next working evening. These amounts are not tax-deductible and receipts will not be provided. In the event of a dispute, the centre's clock will be considered correct.

If a parent is late and a phone call is not received, the staff will follow this protocol:

The Supervisor or Director will be notified and will relieve the staff if requested.

At 6:05pm staff will attempt to contact parents via primary telephone numbers including cell phones and workplaces. If neither parent can be reached immediately staff will then call listed emergency contacts and arrange to have the child picked up as soon as possible.

Late fees will continue to accrue until the child departs and the centre is able to be closed.

If no one is reached by 7pm, or no one is available to pick up the child then the centre will contact The Children's Aid Society. The staff will then notify the supervisor of any action taken and document outcomes.

All documents of phone calls, names, numbers as well as parent's home and work addresses will be given to CAS. A message on the parent's phone and/or a note on the centres door will be left for the parent(s) by the worker. Once CAS has the child in custody, Dundas Daycare staff will no longer be responsible for the child. Parents at that time will have to contact The Children's Aid Society.

Inclement Weather/Emergency Closure

If the centre is closed due to inclement weather we will have a notification on the Dundas Daycare website (dundasdaycare.com), it will also be posted to your child's journal on seesaw by 6:30am. Closure of the centre is determined under the discretion of the Director, taking in to consideration surrounding community agencies closure policies and current weather / travel conditions.

In the event of an emergency evacuation children will be escorted to The Georgian Retirement Home at 255 Governors Rd. Parents will be contacted from the appropriate location to arrange pick up of their children as soon as possible.

If closure should need to occur during the day due to weather, hydro, water or any other unforeseen emergencies parents will be notified by staff and expected to make arrangements to pick up their child as soon as possible. Fees will be unaffected and still payable by any closures due to extreme weather or other emergency.

Parents are asked to ensure that they have reliable back-up options in place for care and / or for pickup of their children in case of unforeseen circumstances.

Initial: _____

Health & Wellness Policy

According to the Child Care and Early Years Act (2014) each child must be immunized according to the directions of the local Medical Officer of Health before registering in our program. Parents must fully complete an "Immunization History" form before admission.

In order to protect the well-being of all children in our program the following policy is in place regarding potential illness.

If your child appears to have the following symptoms, please keep him/her at home until they are at least 24 hours symptom free and pain medication free:

- *unidentified rashes*
- *fevers*
- *stomach illnesses such as diarrhea or vomiting*
- *throat infection*
- *head lice—nit free*
- *contagious illness such as chicken pox*
- *discharge: eyes, nose or cough*

In the event of any of these symptoms or other illness, please advise the staff by telephone prior to 9:00 am if a child will not be attending daycare. Staff may need to discuss briefly your child's symptoms to determine what precautions or measures need to be taken at the centre.

If you are unsure if your child should attend, please speak with the supervisor or program staff before arriving.

Parents further agree should a child become ill (under discretion of the Supervisor) while in care that immediate arrangement will be made have the child sent home from daycare.

In the case of any absence due to illness children will not be allowed to return to daycare until they have been symptom free for at least 24 hours (rashes, fever, throat infection, pink eye) or 48 hours (gastrointestinal). Please ensure your child is assessed without the use of pain medication before deciding they are no longer symptomatic.

(Ex. A child who has a fever that is being managed with Tylenol, may not actually be absent from fever without medication and therefore is not yet able to attend daycare.)

In some instances, a note from a doctor may be required before re-admitting a child. Upon return from illness please speak directly to a staff member to confirm that the child can be admitted and discuss any considerations that may be necessary.

Please respect our illness policy. If a child is not well enough to play outside or engage in our normal activities, they are not well enough to attend daycare.

Initial: _____

Medication Administration Policy and Procedure

In order to ensure safety and avoid the risk of error, Dundas Daycare has implemented the following procedure regarding administration of any medication to your child:

- 1. Each prescription drug or medication your child requires must be accompanied by a written authorization form. Parents must complete and sign the form, ensuring that all details match the accompanying prescription or medication will not be able to be given.*
- 2. The medication must be in the original container and have a prescription label attached to it from the pharmacist which includes:*
 - child's name*
 - date of birth*
 - name of drug or medication*
 - dosage to be administered*
 - any administration instructions*
 - expiry if applicable*
 - doctor's name address and telephone*
 - name and telephone number of pharmacy*
 - date of purchase*
 - instructions for storage if applicable*

A non-prescription drug or medication must be accompanied by authorization from a doctor and shown to the supervisor for approval.

Medications prescribed to anyone other than the specific child for whom the authorization form is completed cannot be administered.

- 3. A parent must hand deliver the medication in the original container and give the written instructions to the appropriate staff member.
Any approved non-prescription medication must have the child's name visible on the bottle and be accompanied by the receipt of purchase.*
- 4. Medication is stored as directed and kept in a locked container either in the refrigerator or cupboard.*
- 5. Where possible, a child will be removed from the activity area to administer medication in a quiet environment with the least possible interruption. Medication should be administered in a well-lit area.*

6. For every prescription administered on site the following will be documented on each individual authorization form.

- child's name
- amount of dosage
- time dosage given
- signature of staff who administered medication
- any relevant notes

7. Any accidental administration of medication (e.g. medication to the wrong child or dose error) should be recorded and reported to the Program Supervisor, who will then notify the parent.

8. The early morning staff is responsible to collect the medication and store it away or refrigerate as required.

9. The RECE in each room or the Program Supervisor are the only staff members authorized to administer medications.

10. No medication can be kept at the program unless it is for a specific ailment or condition discussed with the centre supervisor. For instance, asthma medication or an Epi-Pen may be kept on site; however, cough syrup or Tylenol may not be kept unless prescribed by a doctor for a specific condition. Please do not send any medications, prescription items or other substances with children, either on their person or in their belongings. If an exception is necessary please speak to the centre supervisor.

Peanut Free Environment

DUNDAS DAYCARE IS A PEANUT FREE FACILITY.

In order to prevent possible risk of exposure to allergens NO outside food is permitted on the premises of Dundas Daycare unless previously approved by the supervisor or director.

This includes food from Tim Horton's and other fast food or convenience stores as we cannot guarantee they have not been in contact with peanut products.

Please ensure that if your child eats peanuts or peanut products before coming to daycare that their face and hands are washed thoroughly before arrival.

All families are asked for their understanding and cooperation in maintaining our peanut free environment. In the interest of safety, we ask that holidays and special events be celebrated at home.

Anaphylaxis Policy

Anaphylaxis is a serious allergic reaction that can be life-threatening. It requires avoidance strategies and immediate response in the event of an emergency. These policies and procedures are intended to help meet the needs and save the lives of children with severe allergies and provide relevant and important information on anaphylaxis to parents, staff, students, volunteers and visitors at Dundas Daycare.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for an anaphylactic policy for child care centres. The requirements set out in this policy align with Sabrina's Law, 2005.

Policy

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

- *Before attending Dundas Daycare, 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 Dundas Daycare 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 Dundas Daycare and will be kept in each child's file in the directors office, in each separate classroom binder as well as posted in each classroom.*
- *All individualized plans and emergency procedures will be reviewed with a parent of the child annually to ensure the information is current and up to date.*
- *Every child's epinephrine auto-injector must be carried everywhere the child goes (i.e., in the classroom binder/with the classroom teacher)*

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 Dundas Daycare.

- *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 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 Dundas Daycare 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 Dundas Daycare with the child's full name and the date the food arrived at the 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 daycare (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 at Dundas Daycare.*
- *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 daycare*

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 Dundas Daycare through our centre communication app (seesaw) as well as this list will be posted in each classroom.*

- *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 child care.*
- *The cook and individuals who collect groceries on behalf of the child care centre and/or other food handling staff, where applicable, will be informed of all the allergies at the child care 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 cook about which foods are not to be used in food prepared for the child care centre and will work together on food substitutions to be provided.*
- *Dundas Daycare 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 child care centre and that it is effectively achieving its intended result.*

Drug and Medication Requirements

- *Where drugs or medications will need to be administered to a child in response to an anaphylactic reaction, the drug and medication administration policy will be followed including the completion of a parental authorization form to administer drugs or medications.*
- *Emergency allergy medication (e.g. oral allergy medications, puffers and epinephrine auto-injectors) will be allowed to remain unlocked or carried by children with parental authorization so that they can be administered quickly when needed.*

Training

- *The director will ensure that the supervisor/designate and/or all staff, students and volunteers receive training from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication.*
- *Where only the supervisor/designate has been trained by a parent, the supervisor/designate will ensure training is provided to all other staff, students and volunteers at the child care centre.*

- *Training will be repeated annually, and any time there are changes to any child's individualized plan and emergency procedures.*
- *A written record of training for staff, students and volunteers on procedures to be followed for each child who has an anaphylactic allergy will be kept, including the names of individuals who have not yet been trained. This will ensure that training is tracked and follow-up is completed where an individual has missed or not received training. The form in Appendix B may be used for this purpose.*

Confidentiality

- *Information about a child's allergies and medical needs will be treated confidentially and every effort will be made to protect the privacy of the child, except when information must be disclosed for the purpose of implementing the procedures in this policy and for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).*

Waitlist Policy

How our childcare waitlist works:

Our centre operates at capacity all year round and we also keep an extensive waitlist.

Therefore, it is advised to put your child's name on the waitlist as early as possible.

Licensing requirements limit the age and number of children we can have in any classroom. We recommend that you research childcare options other than our centre in the event that we are unable to accommodate you.

If you choose to join our waitlist:

Step 1: Please obtain enrollment forms.

Step 2: Once the form is received, your child will be added to the waitlist according to the date the forms were received and your child's birthday.

Step 3: If there are any changes to your contact information please notify our centre right away.

Step 4: Please contact our centre once a year to confirm that you would like your child's name to remain on our waitlist. We annually review our list and remove names of those who have not been in contact with our centre. Also, parents are encouraged to contact our centre directly to find out where their child is on our waitlist.

Step 5: We are pleased to offer tours of our centre. We encourage you to take advantage of this opportunity and an appointment is necessary.

Step 6: A deposit will only be charged once a child is offered a secured spot within our centre.

Declining a Space:

We understand that the offer of a childcare space might now come at a time that works for the family.

The first time a space is declined, we will keep the child's name on the waitlist in the same order if requested. If a space is declined a second time, the child's name will be moved to the bottom of the list.

After the third refusal the child's name will be removed from the waitlist all together.

Children's Daily Necessities

**All items are to be clearly labeled with your child's name or initials. Please provide your child with a backpack with the following:*

- *Any diapers/wipes that are required. Please bring enough for 2 weeks or more to be left at the centre and you will be notified by staff when supplies run low.*
- *Indoor and outdoor footwear that is appropriate for the weather. Please leave a pair of properly fitting indoor shoes or slippers at the daycare.*
- *A complete change of clothing including underwear and socks. Please ensure clothing are of a quality that children will be able to play and explore in. Do not send children in special articles that you may have concern for if children become dirty during their daily learning. Please send extras if we are in the process of toilet training.*
- *A blanket for rest time. This should remain at daycare.*
- *Refillable Water Container / Bottle*

- *Outer wear that is appropriate for the weather/season. (See extreme weather policy for a suggested list of outer wear)*

Children's Personal Belongings

Developmentally appropriate toys are provided for your child to play with at the centre. Please do not bring any toys from home as this can cause potential issues for staff and children, including loss or damage. A special pillow, blanket, or stuffed animal that is clearly labeled with your child's name may be brought for rest times only. These items will be kept in cubbies or diaper bags until rest time.

Dundas Daycare staff will not be held responsible for any personal items that may become damaged or lost.

Nutrition

Children in our toddler and preschool program are provided with a 4 week rotating menu based on Canada's Food Guide. Menus are posted in the main foyer and any changes will also be reflected there if necessary. Children will be offered water with snacks and milk with their mid-day meal. Extra water will be available throughout the day and we ask that families provide a labelled water bottle for use at the centre.

Children are encouraged to try foods that are offered but are not required to eat them. If staff find that the child's appetite has changed or there are problems with eating, the staff will inform the parent. A list of children's allergy and food restrictions are posted in the kitchen and in each classroom. Allergies that require special food will be discussed with staff. It is the parent's responsibility to buy the foods necessary if it is a daily need.

Toilet Training

When you feel your child is ready for toilet training, we ask that you begin teaching at home. We will follow through and encourage your child while they are in our care. We ask that your child be accident free at home for 2 weeks before sending them to daycare in underwear.

Daily communication between the parent and day care provider is very important during this transition.

- *The child must be showing signs of readiness and able to control their bladder and bowel movements.*
- *The child must be kept in a diaper, pull-ups, or underwear.*
- *Please keep in mind that the high activity level here at the Center may distract your child from responding to the urge to use the potty more so than at home.*
- *If your child is having consistent/frequent accidents (which does happen) throughout the day they will need to wear a pull up until they are ready for underwear at daycare.*
- *Please keep in mind that there are always multiple children training at any given time and for sanitary reasons we can't have any one child having consistent accidents throughout the classroom.*
- *Staff will never put a child on the potty unless the child is willing.*
- *Staff cannot wash out soiled clothing per regulations set by the Center for Disease Control. They are required to put soiled clothing in a plastic bag for you to take home and wash.*

- *Please send them to daycare with loose fitting clothing that your child can manage independently. Try to avoid tight clothing, pants with snaps or buttons, overalls, and tight leggings.*
- *The child will be encouraged to use the potty throughout the day.*
- *Parents are required to supply the diaper/pull-up and extra clothing (including socks).*
- *A pull-up or diaper will be put on the child during naptime if your child is unable to control their bladder/bowel movement during sleep time.*
- *We encourage parents to communicate with their child's teacher throughout the potty training process.*

Should you choose to discontinue potty training at home or require more resources for support, please let us know.

Extreme Weather Safety

During the summer children are required to wear sunhats that shade their faces and bring in personal bottles of broad spectrum sunscreen. Staff will apply sunscreen at least twenty minutes before any sun exposure and reapply as needed. On extremely hot days children will be encouraged to play in the shade and given extra water to drink. When the outdoor temperature and humidex are above 35 degrees Celsius children will remain indoors.

During the winter months children are required to dress appropriately for weather conditions. Outdoor play will be held for up to two hours daily and children will be exploring the snow. If the air temperature and or wind chill goes below -15 degrees Celsius children will remain inside. Every day children will require labeled outdoor clothing such as:

- *a full snow suit (snow pants & winter coat or one piece suit)*
- *hat*
- *scarf or neck cover*
- *winter boots*
- *waterproof mittens or gloves appropriate to child's age*

Sleep Supervision Policy and Procedures

Policy

Placement of Children for Sleep

All children will be placed on their assigned cots for sleep.

Consultation with Parents

All parents of children who regularly sleep at the childcare premises will be advised of the agency's policies and procedures regarding sleep at the time of their child's enrolment and/or anytime the policies and procedures are revised, as applicable.

The educator will consult with parents about their child's sleeping arrangements at the time of their child's enrolment and at any other appropriate time.

Significant changes in a child's sleeping patterns or behaviours will be communicated to parents. Any changes in sleep behaviours will result in adjustments being made to the child's supervision during sleep time, where appropriate, based on consultation with the child's parent.

Direct Visual Checks

The first visual check must be completed after the first half hour once the children have all settled on their beds. The subsequent visual checks will be conducted every 30 minutes after the first one. Visual checks will also be done as needed (i.e. if a child has a persistent cough, is restless in their sleep.)

Each check will require the staff to move throughout the room and observe each child within proximity of their cot. Remove any obstructions that may have occurred while the child is sleeping and ensure the child's safety and comfort needs are met.

- *Each visual check will be documented in the child's individual sleep log.*

Sufficient light will be provided in each classroom in order to conduct appropriate visual checks.

- (1) *Every licensee shall ensure that, if child care is provided for a child who regularly sleeps at a child care centre the licensee operates or at a premises where it oversees the provision of home child care,*
 - (a) *an employee periodically performs a direct visual check of each sleeping child by being physically present beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours;*
 - (b) *there is sufficient light in the sleeping area or room to conduct direct visual checks; and*
 - (c) *there are written policies and procedures at the child care centre with respect to sleep, and the policies and procedures,*
 - (i) *provide that children will be assigned to individual cots in accordance with this Regulation,*
 - (ii) *provide that parents will be consulted respecting a child's sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's request,*
 - (iii) *provide that parents of children who regularly sleep at the child care centre or home child care premises will be advised of the centre's or agency's policies and procedures regarding children's sleep,*
 - (iv) *provide that the observance of any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents and will result in adjustments to the manner in which the child is supervised during sleep, and*
 - (v) *include details regarding the performance of direct visual checks, including how frequently direct visual checks will be performed and how direct visual checks will be documented.*

Permission to be Photographed

From time to time children will be photographed or filmed for documentation purposes. These photos or videos, taken by staff, may be used within our program or on our website. Any photographs or videos taken by students will require separate permission completed by the student and parent(s)/guardian(s) unless the material does not include children's faces or distinguishing features. Parents are asked to contact the director or her designate if they do not wish to have their child photographed.

Parking

St. Mark's has kindly given us permission to use their parking lot for the drop off and pick up of children. They ask that all parents please enter through the east side of the parking lot and exit on the west side; this is to minimize risk of collision. As well, we ask that all parents be sure to drive slowly as there may be children in the parking lot.

Termination of Service

Dundas Daycare reserves the right to suspend or terminate care of any child without notice, should it be deemed necessary for the overall safety and well-being of Dundas Daycare participants and staff. The following are some reasons that withdrawal may be enacted.

- 1. A child's behaviour is consistently causing excessive disruption to the program; harm to other children or harm to property.*
- 2. A parent's refusal or inability to abide by the policies and procedures as set out in the Parent Handbook.*
- 3. A parent's conduct being harassing, belligerent, abusive or in any other manner inappropriate.*
- 4. Outstanding fees - either regular bi-weekly fees or any other fees such as fees due from a late pick up etc*

Request for Withdrawal

Parents must submit a request for withdrawal to the centre supervisor including the date of which the withdrawal would take effect. Parents further agree to give a minimum of 2 weeks written notice for the withdrawal of their child/ren from care or agree to pay 2 weeks fee in lieu of notice. No exceptions will be made.

Registration is not complete, and care will not commence until all the paper work is complete and submitted.. Prior to the start date of care the following must be received by Dundas Daycare for each child:

*Enrollment Form & Childhood History Form
Immunization Record
Parent/Caregiver Contract
Non-Refundable Deposit*

Safe Arrival & Departure Policy

Purpose This policy and the procedures will help support the safe arrival and dismissal of children receiving care in our child Care and school age programs. This policy will provide Educators, 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.

Scope

This policy applies to all potential and existing Dundas Daycare employees who work directly with children, including students and volunteers of who are over eighteen (18) years old. All Dundas Daycare Educators, students and volunteers 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.

Dundas Daycare Educators 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. Where a child does not arrive in care as expected or is not picked up as expected, Educators must follow the safe arrival and dismissal procedures set out below:

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 on the Authority and Release Form.

Where a parent/guardian provides written instructions for the release of their child from care without supervision, the parent/guardian is aware that the child Care is no longer responsible for that child upon their dismissal.

Procedures

- 1) Accepting a child into care When accepting a child into care at the time of drop-off, The Educator in the room must:
- 2) 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).
- 3) Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the Educator must confirm that the person is listed on the child's pick up list in the

child profile. If the individual is not listed, the Educator must 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 centre communication book.

4) Sign the child in on the classroom attendance record.

5) 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 or advised the closing staff at pick-up the prior day), the Educator in the classroom must: • For Children in the Toddler, Preschool programs Educator will notify the supervisor/designate and they must commence contacting the child's parent/guardian no later than 10 am. Educators shall contact the parents/guardians by calling and leaving a detailed message. If no response is received, an email will be sent to the parent/guardians advising them of the child's absence. After 30 minutes, if they do not successfully connect with the family, they must follow up again with a second phone call. Once the child's absence has been confirmed, the Educator shall document the child's absence on the attendance record and any additional information about the child's absence in the communication books.

Releasing a child from care

1. The Educator 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.

2. Where the Educator does not know the individual picking up the child (i.e., parent/guardian or authorized individual), the Educator must do the following: • Confirm with the Centre Supervisor that the individual picking up is the child's parent/guardian/authorized individual.

3. 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.

4. Sometimes, a parent may tell you not to release a child to the other parent. You cannot do this unless the parent has a court order that says the other parent cannot see the child. A court order may also state what days and times the parent can see the child. If a parent asks you not to release a child to the other parent but does not have a court order saying so, follow these steps: • Tell the parent that you cannot stop the other parent from picking up their child, unless you see a court order that says this. Only a court of law can take away a parent's right to be with their child. • If the parent is still concerned that the other parent may come, ask that the child not remain in care until this is sorted out.

5. If the parent tells you that the other parent may be abusing the child, call the Children's Aid Society immediately.

6. Sometimes the parent has a court order stating when each parent may have the child, but the parents want to switch days. In this case, ask for a written note telling you who should pick up the child each day. If a parent comes on a different day, follow these steps: Tell the parent who has come to pick up the child that you must call the other parent to make sure that it is okay to release the child.

7. Call the parent who is supposed to pick up the child on that day. Ask for permission to release the child to the other parent. You must get an email / text message permission note or a message on the voice mail

from this parent agreeing to the change. Do not release the child until you receive the email /text or phone message. 3) If the parent insists on taking the child without permission, or begins to get upset, angry, or threatening in any way, release the child to them and call the police or 911.

8. If you know that there is a restraining order, condition of bail, or prohibition order that does not allow the person to be near the child, call the police immediately when that person arrives at the centre. You cannot let a parent visit a child if you know there is a court order against this, even if the other parent says it is okay.

9. Call the Children's Aid Society if the child tells you that someone who is not allowed to be near the child has been visiting or seeing the child. 6) Notify your supervisor.

10. Where a child has not been picked up as expected (before centre closes)

11. Where a parent/guardian has previously communicated with the Educator a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, the Educator shall contact the parent/guardian by a phone call or a text message and advise that the child is still in care and has not been picked up.

12. Where the Educator, designate, supervisor is unable to reach the parent/guardian, the Educator must call again and leave a message for the parent/guardian. Where the individual picking up the child is an authorized individual and their contact information is available, the Educator 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.

13. Where the Educator has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact emergency contact, wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed"

14. Where a child has not been picked up as expected and the Centre is closed If a child is not picked up by closing, and no one has called to say they will be late, follow these steps. (Please Note: Do not follow this procedure if the parent has given you a reasonable explanation for being late. An example of a reasonable explanation would be there was a bad accident on the road and the parent is stuck in traffic.)

a) Wait 15 minutes for the parents to arrive. After 15 minutes try to contact parent(s)/guardians at all available phone numbers and leave messages and text messages. b)

b) Telephone the alternate pick-up person or emergency contact. If that person is not there or you get a voice mail leave a message with your name and phone number. Ask the person to call you back and let you know if they can pick up the child.

c) c) Notify your supervisor or the backup Supervisor covering, or the Program Manager for your area.

d) d) If an alternate pick-up person you have never met responds to your call, ask them for identification before you release the child. Leave a message on the parent's telephone to let them know who has picked up their child and at what time this occurred.

e) e) If no one has arrived one hour after closing time, call the Children's Aid Society. If you get an answering service, leave your name and phone number and a Children's Aid worker will call you back. Tell

the Children's Aid worker that you are a child care centre staff and that you are unable to reach anyone to pick up the child.

f) f) Wait for a Children's Aid worker to arrive. This may take several hours. Do not go out or drive the child anywhere. When a Children's Aid worker or police officer arrives at the centre, ask for identification before letting them in.

g) g) If the parent arrives before the Children's Aid worker arrives, release the child. Call Children's Aid to report when the child was picked up. Also, let the Children's Aid Society know the reason given as to why the parent was late.

h) h) Document the following in the communication book:

Purpose This policy and the procedures will help support the safe arrival and dismissal of children receiving care in our child Care and school age programs.

15. The reason the parent gave you for being late;

16. The name of the Children's Aid worker or police officer;

17. Any instructions that the police or Children's Aid gave you • What happened when a Children's Aid worker or police officer came to the centre.

18. Inform your supervisor/Program Manager of what has happened.

19. Dismissing a child from care without supervision procedures

20. Educators 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.

21. Where a parent/guardian has provided written authorization for their child to be released from care without supervision, one Educator in the program must be responsible for dismissing the child from care. Prior to dismissing the child from care, the Educator shall review the written instructions for release provided by the parent/guardian on the Authority and Release Form – Unescorted and release the child at the time set out in the instructions. The staff shall document the time of departure from care and include their initials on the attendance record. How long the child stayed with you past the pick-up time;

The reason the parent gave you for being late;

The name of the Children's Aid worker or police officer;

Any instructions that the police or Children's Aid gave you.

What happened when a Children's Aid worker or police officer came to the centre.

Inform your supervisor/Program Manager of what has happened.

Dismissing a child from care without supervision procedures Educators 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.