## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PARENT POLICY</td>
<td>8</td>
</tr>
<tr>
<td>PROGRAM STATEMENT AND PHILOSOPHY</td>
<td>9</td>
</tr>
<tr>
<td>HOW DOES LEARNING HAPPEN?</td>
<td>10</td>
</tr>
<tr>
<td>CURRICULUM</td>
<td>11</td>
</tr>
<tr>
<td>AGES STAGES QUESTIONNAIRE -3 (ASQ-3) SCREENING</td>
<td>11</td>
</tr>
<tr>
<td>ASQ-3 SCREENING PERMISSION</td>
<td>12</td>
</tr>
<tr>
<td>OUR CONTINUUM OF DEVELOPMENT</td>
<td>12</td>
</tr>
<tr>
<td>FOCUS ON THE CHILD</td>
<td>13</td>
</tr>
<tr>
<td>FOCUS ON THE FAMILY</td>
<td>13</td>
</tr>
<tr>
<td>FOCUS ON THE ENVIRONMENT</td>
<td>14</td>
</tr>
<tr>
<td>FOCUS ON REGISTERED EARLY CHILDHOOD EDUCATORS AND PLAYROOM STAFF</td>
<td>15</td>
</tr>
<tr>
<td>FOCUS ON STAFF</td>
<td>16</td>
</tr>
<tr>
<td>FOCUS ON THE UNIVERSITY</td>
<td>16</td>
</tr>
<tr>
<td>FOCUS ON STUDENTS</td>
<td>16</td>
</tr>
<tr>
<td>FOCUS ON RESEARCH</td>
<td>18</td>
</tr>
<tr>
<td>FOCUS ON MANAGEMENT</td>
<td>18</td>
</tr>
<tr>
<td>GENERAL INFORMATION</td>
<td>19</td>
</tr>
<tr>
<td>WHAT ARE PARENTS MOST INTERESTED IN LEARNING ABOUT?</td>
<td>20</td>
</tr>
<tr>
<td>PARKING</td>
<td>20</td>
</tr>
<tr>
<td>ITEMS TO SUPPLY FOR YOUR CHILD</td>
<td>21</td>
</tr>
<tr>
<td>Clothing</td>
<td>21</td>
</tr>
<tr>
<td>Sleep Blanket</td>
<td>21</td>
</tr>
<tr>
<td>VISITING THE PLAYROOMS</td>
<td>22</td>
</tr>
<tr>
<td>USING THE OBSERVATION BOOTHS</td>
<td>22</td>
</tr>
<tr>
<td>USING THE RESOURCE ROOM</td>
<td>22</td>
</tr>
<tr>
<td>INCLEMENT WEATHER POLICY OR CCLC CLOSURES</td>
<td>22</td>
</tr>
<tr>
<td>PARENT INVOLVEMENT AT THE CCLC</td>
<td>22</td>
</tr>
<tr>
<td>VOLUNTEERING</td>
<td>23</td>
</tr>
<tr>
<td>ATTENDING A PARENT EDUCATION EVENING</td>
<td>23</td>
</tr>
<tr>
<td>ADMISSION POLICY</td>
<td>23</td>
</tr>
<tr>
<td>ADMISSION FORMS</td>
<td>24</td>
</tr>
<tr>
<td>WITHDRAWAL OF SERVICES</td>
<td>24</td>
</tr>
<tr>
<td>THE ADMISSION PROCESS</td>
<td>24</td>
</tr>
<tr>
<td>WAITING LIST APPLICATION ONLINE FORM</td>
<td>24</td>
</tr>
<tr>
<td>Space Allocation</td>
<td>24</td>
</tr>
<tr>
<td>When a family is on the Wait List</td>
<td>25</td>
</tr>
<tr>
<td>FINANCIAL POLICIES</td>
<td>26</td>
</tr>
<tr>
<td>FINANCIAL ADMINISTRATION</td>
<td>26</td>
</tr>
<tr>
<td>RESERVING A CHILD CARE SPACE</td>
<td>26</td>
</tr>
<tr>
<td>REGISTRATION FEE</td>
<td>26</td>
</tr>
<tr>
<td>DEPOSIT FEE</td>
<td>26</td>
</tr>
<tr>
<td>CHILD CARE FEE SCHEDULE</td>
<td>26</td>
</tr>
<tr>
<td>PAYMENT CONDITIONS</td>
<td>27</td>
</tr>
</tbody>
</table>
OVERDUE OR NON-PAYMENT ........................................................................................................... 27
LATE PICK-UP FINE ............................................................................................................................ 27
MOVING CHILDREN TO AN OLDER PROGRAM AREA ................................................................. 28
CHANGE IN ATTENDANCE SCHEDULE .......................................................................................... 28
LEAVE OF ABSENCE ............................................................................................................................ 28
SECURITY KEY (FOB) ............................................................................................................................ 29
SUBSIDY .................................................................................................................................................. 29

PROCESS ONCE CHILD HAS BEEN ACCEPTED TO THE CCLC ..................................................... 29
INTAKE PACKAGE .................................................................................................................................. 30
INTAKE MEETING ................................................................................................................................... 30
PARENT AND CHILD ORIENTATION PERIOD .................................................................................. 31
MOVING PROGRAM AREAS .................................................................................................................... 31
SUMMER HOLIDAYS .............................................................................................................................. 32

CONSENT FOR COMMUNICATION AND PUBLICITY ........................................................................ 32
CCLC COMMUNICATIONS ....................................................................................................................... 32
PUBLICITY ............................................................................................................................................. 32
EMAIL COMMUNICATION ..................................................................................................................... 32
TEXT MESSAGING ................................................................................................................................. 33

CONFIDENTIALITY AND DISCRETION ............................................................................................. 33
CCLC PRIVACY STATEMENT TO PARENTS ......................................................................................... 33
CCLC PRIVACY POLICY FOR STAFF .................................................................................................... 33
PARENT/GUARDIAN ACCESS TO CHILD INFORMATION .................................................................. 34
Exception to Consent for Disclosure ...................................................................................................... 34

PARENTAL COMMUNICATION ............................................................................................................ 34
DAILY VERBAL COMMUNICATION ......................................................................................................... 35
DAILY WHITE BOARD COMMUNICATION ........................................................................................... 35
DAILY CLASSROOM DOCUMENTATION ............................................................................................ 35
ELECTRONIC COMMUNICATION .......................................................................................................... 35
OFFICE/PHONE CALLS/MESSAGES ....................................................................................................... 36

PARENTAL QUESTIONS OR CONCERNS ......................................................................................... 36
PARENT COMPLAINT PROCEDURE ..................................................................................................... 36
CONCERNS OR COMPLAINTS ABOUT LICENSED CHILD CARE .................................................. 37

PARENT ADVISORY COUNCIL ............................................................................................................ 37
WHEN DO WE MEET? ............................................................................................................................. 37
WHAT ARE CURRENT PAC ACTIVITIES AND EVENTS? .................................................................. 37
WANT TO BECOME INVOLVED WITH THE CCLC? ........................................................................... 37

POLICIES RELATED TO CHILDREN .................................................................................................. 38
REST TIME ............................................................................................................................................... 38
OUTDOOR PLAY TIME ............................................................................................................................. 38
CUBBIES ................................................................................................................................................. 39
FIELD TRIPS ........................................................................................................................................... 39
DIAPERS AND TOILET TRAINING ........................................................................................................... 39
OUTDOOR ENVIRONMENT POLICY ....................................................................................................... 40
Outdoor Environment Procedure ............................................................................................................ 40
SUPERVISION POLICY ............................................................................................................................ 41
INTAKE POLICY ADMISSION REQUIREMENTS .......................................................... 41
  EMERGENCY FORM ................................................................. 41
  CHILD DEVELOPMENTAL HISTORY FORM ........................................... 41
  WELLINGTON-DUFFERIN-GUELPH PUBLIC HEALTH UNIT IMMUNIZATION FORM .... 42

HEALTH POLICIES .............................................................................. 42
  THE DAILY HEALTH CHECK POLICY ........................................... 42
  HYGIENE POLICY ........................................................................ 42
  HAND WASHING POLICY .......................................................... 43
    Hand Washing Procedures ......................................................... 43
  HEALTH PROMOTION POLICY .................................................... 44
  ILLNESS POLICIES ................................................................. 44
    Policy - Excluding Sick Children from the CCLC ...................... 44
    Policy – Children Return to the CCLC .................................... 45
    Fever Policy ................................................................. 45
    Vomiting Policy .............................................................. 45
    Diarrhea Policy ............................................................... 46
    Outbreak Policy for Diarrhea and/or Vomiting ....................... 46
    Rash ................................................................. 47
    Infection ................................................................. 47
    Other Illnesses ............................................................. 47

MY CHILD IS NOT FEELING WELL....WHAT SHOULD I DO? ....................... 48
  A CHILD MAY ATTEND AND/OR STAY IN PROGRAM WHEN: ............. 48
  A CHILD MUST GO HOME, OR STAY AT HOME WHEN: .................. 48
  A CHILD MAY RETURN TO THE CCLC WHEN ......................... 48
  WHEN CCLC IS IN OUTBREAK STATUS ..................................... 48

MEDICATION AND CREAM POLICY ............................................... 49
  Prescription Medication Policy ................................................ 49
    Non-Prescription Medication Policy ........................................ 50
  Fever Control Medicine ......................................................... 51
  Non-prescription Topical Application ........................................ 51
  Routine Applications Policy .................................................... 51
  Diaper Cream Policy .............................................................. 51
  Sunscreen Policy ................................................................. 52

CATEGORIES OF DISEASE .............................................................. 52
  COMMUNICABLE DISEASES INFORMATION ........................................ 52
  REPORTABLE DISEASE POLICY .................................................. 52
  OUTBREAK POLICY FOR DISEASE ................................................ 53

HEAD LICE POLICY ........................................................................ 53
  AT THE DAILY HEALTH CHECK .................................................. 53
  DURING THE DAY ................................................................. 54

IMMUNIZATION POLICY .............................................................. 54
  WAIVER FOR IMMUNIZATION ................................................... 54
  CONSEQUENCES OF EXEMPTIONS ............................................... 54

PROCEDURES FOR MANAGING COMMUNICABLE DISEASES .................. 55
  ROLE OF PARENTS ................................................................. 55
  REPORTABLE DISEASES .......................................................... 55
  REPORTING CHICKENPOX POLICY ............................................... 55
  POSTING AT THE CCLC ............................................................ 55
  EXCLUSION FROM THE CCLC ..................................................... 55
STEPS TO REDUCE HARM

FIRST-AID KIT.............................................................................................................. 75
FIRE DRILL POLICY ....................................................................................................... 76
  Parent Procedures during Fire Drills in the Morning.................................................... 76
  Parent Procedures during Fire Drills in the Afternoon.................................................. 76
TORNADO DRILL POLICY ............................................................................................ 77
BUILDING EVACUATION POLICY ............................................................................. 77
LOCKDOWN PLAN POLICY ............................................................................................. 77
EMERGENCY SHELTER .................................................................................................. 78
CCLC EVACUATION ROUTE ........................................................................................ 78
RECOVERY RESPONSE ................................................................................................ 78
FOR THE SAFETY OF OTHERS .................................................................................... 78
NUT-FREE POLICY ......................................................................................................... 78
SCENT-FREE POLICY .................................................................................................... 79
SMOKING BAN ................................................................................................................ 79
SUN PROTECTION PROCEDURE ................................................................................ 80
STEPS FOR KEEPING CHILDREN COOL WHEN IT IS WARM OUTSIDE ...................... 80
STEPS FOR KEEPING CHILDREN WARM WHEN IT IS COLD OUTSIDE ......................... 81

MONITORING OF PROGRAM STATEMENT AND POLICY ........................................................................ 81

ATTENDANCE POLICY .................................................................................................. 81
  PARENT'S ROLE IN DAILY ATTENDANCE .................................................................. 82
  PARENT’S DAILY SIGN-IN/SIGN-OUT FORMS ............................................................... 82

EMERGENCY POLICY STATEMENT ........................................................................... 83
  ACCIDENT POLICY ....................................................................................................... 83
  CHILD ACCIDENT POLICY .......................................................................................... 84
  MEDICAL EMERGENCY POLICIES ............................................................................ 84
  HIGH RISK AND MEDICAL CONCERN POLICY ........................................................ 84
    Individual Emergency Plan ......................................................................................... 84
    Medical Emergency Procedure .................................................................................. 85
  TYPES OF EMERGENCIES ......................................................................................... 86
    Anaphylaxis Policy ...................................................................................................... 86
    Epipen Location .......................................................................................................... 87
    Responsibility for the Epipen ...................................................................................... 87
    Asthma Policy ............................................................................................................ 88
    Seizure Policy ............................................................................................................. 89

CHILD ABUSE POLICY .................................................................................................. 89

REFERENCES .................................................................................................................. 89
Parent Policy

The CCLC believes in the central importance of parents in the lives of the children in its care and invites parents to enter into a unique partnership with their child’s RECEs and playroom staff.

In fostering partnerships with parents, the CCLC aims to fulfill its mission to provide high-quality, supportive family-centred child care and education for children. To be of the highest possible quality, such care must be tailored to the needs of individual children and be as consistent as possible with what happens at home.

To achieve high quality care, partnerships between the CCLC and parents are based on two-way communication and the mutual sharing of information about the child. All forms of communication are encouraged to ensure that parents provide RECEs and playroom staff with essential information about their child, and the CCLC gives parents information on their child’s progress and offers resources to support them in their parenting roles.

The CCLC listens to parents and does its best to incorporate their suggestions and concerns into its programming. It also strives to respect cultural differences and support newcomers in transition to Canada. At the same time, the CCLC sets out specific expectations for parents in its printed materials and requires that these expectations be met while children are enrolled. Parents must also recognize that the CCLC is a teaching and research facility and meet any conditions imposed by the University of Guelph.

Since the CCLC is located at a place of work and study, parents have additional opportunities for involvement in their child’s program. The CCLC encourages parents to visit whenever possible, to spend time with their child or use the observation areas to watch their child interact with others.

In summary, the CCLC and parents have mutual responsibilities and the mutual goal of providing the best education and care for each individual child.
The philosophy that supports fulfillment of CCLC’s mission is based on the recognition that the CCLC is a multi-faceted organization and that each of its elements makes an essential contribution to the achievement of its goals. Together, these elements combine to create a unique centre of education and development that has wide-ranging significance, on many levels, for all participants. Specifically, the CCLC incorporates a shared understanding of the roles of the educator, child and family within its program by supporting positive and responsive interactions among the children, parents, educators and staff. All new staff, students and volunteers review the Program Statement prior to interacting with children and at any time when the program statement is modified. The CCLC Program Statement is reviewed annually by staff, students, volunteers and families to ensure that it is consistent with the Ministry of Education’s policy statement on programming and pedagogy. The approaches outlined in the Program Statement are implemented in the operation of the CCLC program.

Reflecting on a shared understanding of children, families, and educators in the context of the early years environment is a starting point for development CCLC programs and practices to support learning.

The four foundations of belonging, well-being, engagement, and expression are a vision for all children’s future potential and an understanding of what children should experience each day while in care. Regardless of age, ability, culture, language, geographies, or setting these foundations are what children naturally seek and will provide the optimal learning and healthy development. The foundations are the underpinnings of our goals for children and expectations for the program.
How Does Learning Happen?

This document outlines how we use current recommendations and advancements from both the Ministry of Education, and the Ministry of Child and Youth Services, to support our practice. Ontario’s pedagogy for the early years places relationships and collaboration at the forefront of early learning and development. *How Does Learning Happen? Ontario’s Pedagogy for the Early Years*[^1] is our new “compass” providing educators thought-provoking questions to support their professional practice. At the CCLC we are actively invested in this process, and are spending time defining organizational objectives and the daily intentional actions that contribute to the desired outcomes for children, parents / care givers and relationships. We will be showcasing different aspects of our curriculum that is reflective of this pedagogy and we welcome you to ask us any questions you have, as we continue to incorporate it! You can find it at [How Learning Happens](#).

Central to this pedagogy is **four foundations of learning** that support the development and implementation of our programs. As reflective practitioners these are central to guiding our continued deliverance of high quality **programs**.

![Four Foundations Diagram](#)

[^1]: How Does Learning Happen? 2014
### Table 1: Foundations for Child Development Within Child Care Programming

<table>
<thead>
<tr>
<th>Foundations</th>
<th>Goals for Children</th>
<th>Program Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belonging</td>
<td>Every child has a sense of belonging when he or she is connected to others and contributes to their world.</td>
<td>Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.</td>
</tr>
<tr>
<td>Well-Being</td>
<td>Every child is developing a sense of self, health, and well-being.</td>
<td>Early childhood programs nurture children’s healthy development and support their growing sense of self.</td>
</tr>
<tr>
<td>Engagement</td>
<td>Every child is an active and engaged learner who explores the world with body, mind, and senses.</td>
<td>Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.</td>
</tr>
<tr>
<td>Expression</td>
<td>Every child is a capable communicator who expresses himself or herself in many ways.</td>
<td>Early childhood programs foster communication and expression in all forms.</td>
</tr>
</tbody>
</table>

### Curriculum

Building on the ELECT, Early Learning for Every Child Today, and Think, Feel Act, the Ministry of Education released additional resources to support educators in designing program development and pedagogy in the Centre. How Does Learning Happen is a resource used by early childhood educators to develop goals for children, expectations for the program and questions to encourage reflection. It reflects on shared understanding of children, families and educators. HiMama©, a child care application, is a digital source for real time communication between parents and staff. Staff document the daily indoor and outdoor activities, including learning stories, teachable moments and daily activities with parents.

### Ages Stages Questionnaire -3 (ASQ-3) Screening

An ASQ-3 is a set of questionnaires that focus on child development. It has been used for more than 20 years to make sure children are developing well. It is called a screen because it looks at how children are doing in important areas, such as speech, physical ability, social skills, and problem-solving skills. An ASQ-3 screen can help identify a child’s strengths as well
as any areas where a child may need support.

At the CCLC the RECEs and Playroom staff create appropriate play activities that are used as measures for each category in the screen. They are fun, easy and familiar activities that children enjoy. These activities encourage children to play, move around, and practice day-to-day skills. Parents can also use this screen to understand developmental milestones of their child. If a child is developing without concerns, there is nothing more that will happen until the next designated screening date. However, if there are areas of concern a child parents will be contacted to discuss the questions that arose.

RECEs and Playroom staff use the screen results to develop curriculum that addresses the successes and challenges of children in their playroom group and/or for a specific child. Finding delays or problems as early as possible supports young children’s healthy development and allows the possibility of early intervention.

**ASQ-3 Screening Permission**

An ASQ-3 is a set of questionnaires that focus on child development. It has been used for more than 20 years to make sure children are developing well. It is called a screen because it looks at how children are doing in important areas, such as speech, physical ability, social skills, and problem-solving skills. An ASQ-3 screen can help identify a child’s strengths as well as any areas where a child may need support.

**Our Continuum of Development**

*Early Learning for Every Child Today (ELECT)* provides us with a clear guide on how children learn and develop, with an understanding that each learner will develop along their own “timeline” with new skills and competencies emerging each day. ELECT provides us the knowledge of how children develop within five board domains: physical, social, emotional, communication / language and cognitive. This knowledge ensures we are supporting children’s natural patterns of development through the provision of high quality, play-based learning opportunities. We use ELECT to support our programs objectives, plan activities and adjust our interactions to support optimal development for all children. ELECT provides us with a shared language to discuss children’s learning and development with parents / caregivers, team members, and other practitioners within our larger community and sector.
Focus on the Child

As educators we know that creating, doing and learning are the underpinnings for healthy child development. Children are viewed as active participants in their own development and learning through exploration, observation and imitation. When they are engaged in purposeful play they are creating, discovering, responding, improvising and expanding their knowledge base. Educators move beyond preconceived expectations and outcomes and focus on how and why children learn (Think Feel Act, 2013).

Children are competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. We recognize children as capable and curious, therefore we strive to deliver programs and services that value and build on their strengths and abilities (HDLH, 2014).

While children are active participants in their environment, there are opportunities to play in outdoor and indoor environment throughout the day, morning and afternoon (see Focus on the Environment). There is also time for resting and quiet time after lunch. If children do not sleep they have opportunities to participate in “quiet” activities while the other children sleep. Quiet activities include reading books, arts and creativity, playing cards....

Focus on the Family

“Families are composed of individuals who are competent and capable, curious, and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the first and most powerful influence on children’s learning, development, health, and well-being. Families bring diverse social, cultural, and linguistic perspectives. Families should feel that they belong, are valuable contributors to their children’s learning, and deserve to be engaged in a meaningful way” (HDLH, 2014)

Care and learning cannot occur without the support of the family. We believe that parents must be active participants in their child’s experience at the CCLC and encourage all staff work to establish positive responsive relationships with children and their families by promoting the engagement of and ongoing communication with parents about the program and their children.

Since it is located at a place of work and study, the CCLC provides parents with opportunities for involvement in their child’s program that may not be available at other centres. The CCLC
encourages parents to use these opportunities to spend as much time as possible with their child – at lunch or during a field trip, for example. Parents can also use the CCLC’s observation areas to watch their child interact with others. Further, parents are encouraged to serve on the CCLC Parent Advisory Council and volunteer as their time and CCLC’s needs permit. Daily verbal communication is augmented by the use of HiMama®, a real-time application, to follow their child’s daily activities such as eating, sleeping, toileting and learning. It is an interactive means for parents to share their experiences with staff.

**Focus on the Environment**

The environment is the context in which learning takes place and includes indoor and outdoor environments. The environment was described by Loris Malaguzzi as “the third teacher” and is valued for its power to organize, promote relationships, and educate. It mirrors the ideas, values, attitudes, and cultures of those who use the space. From the aesthetics of the space, to the type of furnishings and materials available, to the organization of time; the environment communicates a powerful message and contributes to shaping the actions that can be taken within it (HDLH, 2014).

Playroom and outdoor spaces invite children to investigate, imagine, think, create, solve problems, and make meaning from their experiences. Spaces contain interesting and complex open-ended materials that children can use in many ways and the schedule allows for long periods of uninterrupted play, with few transitions and children are calmer and more engaged. The play spaces support children’s growing autonomy and independence and challenging behaviours are reduced so RECEs can focus more fully on observing, interacting, and extending children’s learning and development in meaningful ways (HDLH, 2014).

Outdoor learning experiences are intended to complement the vision and principles of HDLH and providing an holistic environment that contributes to the child’s overall growth. The children are provided with areas for dramatic play, areas that invite communication and collaboration, constructing, manipulating and investigation such as building wooden structures in the sandbox, spaces for quiet and calm and appeal to the senses under a shady tree or little nook with a flower garden and books, pillows and blankets; areas that encourage discovery and observation such as the mud/water area. “A small cluster of dwarf trees is enough to give a child the experience of being in a “forest”, and a trickle of water through a carved log is a creek. It’s the small things in a child’s environment that create the biggest interest and excitement; a splashing puddle, a delicate butterfly, or a lawn dotted with dandelions...” (Natural Playscapes, p.39).
Focus on Registered Early Childhood Educators and Playroom Staff

Care and learning at the CCLC is guided by Registered Early Childhood Educators (RECEs) and Playroom Staff, skilled professionals who have chosen to work with children, students and families as their career. They are knowledgeable, caring, reflective, and resourceful professionals. They are responsible for what happens in each playroom and, through a combination of post-secondary education and continuing professional development, have acquired the knowledge required to be co-learners in children’s growth, development and constructing knowledge together. Educators engage with, observe and listen to children (HDLH, 2014). They collaborate with other educators, children, family and caregivers, the possibilities for children’s further exploration in increasingly complex ways. All are co-learners, constructing knowledge together (HDLH, 2014). Every educator should feel he or she belongs, is a valuable contributor, and deserves the opportunity to engage in meaningful work.

While planning and creating positive learning environments, experiences, and contexts for children’s learning and development educators are responsive to the children’s right to:

1. Belong by being connected to others and contributing to their world
2. Develop a sense of self, health and well-being
3. Be an actively engaged learner who explores the world with their body, mind and senses
4. Be a capable communicator with the ability to express their self in many ways.

(HDLH, 2014)

Learning is an ongoing process that extends beyond earning a diploma or degree. Government policy and research within the field of early childhood education continues to shape practice and policy, leading to changes in expectations for RECEs.

When applicants become members of the College of Early Childhood Educator (CECE), they are required to know and abide by the Code of Ethics and Standards of Practice. Within the context of the ethical and professional standards of the profession is the expectation for RECEs to continue their professional learning throughout their careers. While the Code of Ethics and the Standards of Practice articulates the knowledge, skills and ethical values that are central to the work of the early childhood educator, ongoing learning is a component of professional competency and quality assurance. The CECE has implemented the Continuous Professional Learning (CPL), a framework that is designed to help RECEs reflect, plan for and document their professional learning in a meaningful way. The University of Guelph’s “Generating Ongoing Achievement & Learning” (G.O.A.L.)
is a tailored program for performance planning, assessment and development and includes year round support for staff needs and professional development.
In alignment with the University of Guelph and Ministry of Education that values life-long learning, the CCLC encourages continuous learning of all educators. The Director and educator identify opportunities for attending conferences, workshops or training sessions that result in the acquisition of knowledge and skills identified in the G.O.A.L. process. Educators may also request to attend conferences, workshops or training sessions that will further their personal development.

**Focus on Staff**

The CCLC operates with a team of staff that includes not only RECEs and Playroom Staff, but also administrative and support staff that ensure the smooth operation of the CCLC. In addition to routine tasks and responsibilities, they adapt and respond to unexpected and immediate changes in the CCLC’s daily operations arising from factors such as unusual weather or the needs of a specific child. In addition, a financial administrator monitors fee payments and oversees financial transactions. Under the direction of the Child Care Cook, the kitchen provides wholesome and nutritious meals and snacks for the children. The Child Care Cook also monitors special menus and is available to consult with parents whose children have allergies and other special dietary needs.

**Focus on the University**

In keeping with its status as a research-intensive, learner-centred institution, the University has two major reasons for supporting the CCLC:

- **As an educational resource** – By fostering educational and research opportunities for its students the University is building on its long and well-recognized tradition of professional expertise in the field of early childhood education and care as a foundation for many professions.

- **As a support to University staff and students** - the University is setting the standard for a family-sensitive learning and work environment. Over 75 percent of CCLC’s spaces are allocated to staff, students and alumni of the University of Guelph.

**Focus on Students**

Consistent with the University’s mission to put the learner at the centre of everything it does and to promote life-long learning, the CCLC provides many opportunities for students to
enhance their learning with practical field experience. These opportunities are available to students taking courses at several levels, both on and off campus. Learning opportunities at the CCLC are varied and include working with individual children as well as small and large groups of children. These opportunities are presented systematically: students’ progress from observing and modeling to assuming increasing responsibility for program planning, implementing and evaluating and for providing a safe and nurturing play environment for young children. Students are encouraged to accept leadership and to function more and more autonomously under the supervision of faculty course instructors and practicum teachers.

Throughout their learning process, students follow the CCLC’s philosophy and policies and are expected to approach interactions with the children and program planning in ways that are consistent with those of RECEs and Playroom Staff. In turn, students are respected by RECEs and Playroom Staff as valued members of the child care team. Students are encouraged to support each other and work together, sharing experiences and information. The CCLC environment supports communication and sharing among children, parents, students and staff.

Practical experience – or “practicum” as it is called in an academic context – requires that students embrace several types of learning:

- **Practical** – through the actual provision of care and education for children;
- **Theoretical** – through course readings and seminars; and
- **Personal** – through reflective journal writing.

The CCLC supports cultural diversity and students learn to provide curriculum that is culturally diverse and sensitive to individual needs. They are encouraged to access a wide variety of learning resources both within the CCLC and in the broader community.

Students – and other volunteers – are placed in particular programs with care and only after consideration of the appropriateness of the placement to the age of the children and after discussions with Staff in the program area. They come to the CCLC from a variety of learning situations and include:

- **University of Guelph Practicum Students** – most are enrolled in the Child, Youth and Family Major in the Department of Family Relations and Applied Nutrition (FRAN).
Supporting their learning is the strongest link between the CCLC and academic units on campus.

- **Ontario Work Study Students (OWS)** – campus undergraduates who replace RECEs and Playroom Staff for a few hours per week. They are hired to provide additional teaching support.

- **Conestoga College and St. Lawrence College Early Childhood Education Students** – placements from Conestoga’s early childhood education program

- **Cooperative Education Students** – undergraduate or high school students who are placed at the CCLC as part of cooperative education programs.

- **Student Volunteers** – come to the CCLC under two programs: one for university students on campus; the other for local high school students seeking community service hours.

**Focus on Research**

As a research-intensive institution, the University of Guelph fosters research across its campus. Research at the CCLC leads to greater understanding of children and families, a deeper understanding of the elements of quality child care and education, and enhanced teaching strategies to promote learning and development in young children. The University encourages families to participate in research activity which may be

- **Passive** – Researchers observe children’s programming from an observation booth or sitting quietly in the same room as the children. There are no changes to normal routine activities.

- **Active but Non-Interactive** – Researchers observe children’s programming from an observation booth or sitting quietly in the same room as the children. There are no changes to normal routine activities but the learning environment may be modified.

- **Fully Interactive** – Researchers interact with children and parents on a one-to-one basis. Projects involving surveys or questionnaires are considered interactive.

Research must be in the best interests of children and all projects carried out at the CCLC are approved by the University of Guelph’s Research Ethics Board.

**Focus on Management**

Everything that happens at the CCLC is directly affected by the management team, which includes the Director and Supervisor. Together they oversee all programming and promote and
represent the CCLC within the University and in the wider Guelph community. They ensure that mandatory regulations and guidelines are incorporated into policies and procedures and set standards for program operation. As the “gatekeepers to quality,’ they provide the supports that allow those standards to be translated into programming for children and families.

In particular, the Director is accountable to the University’s Associate Vice-President, Student Affairs for the entire operation of the CCLC, is a member of the Parent Advisory Council and oversees linkages between the CCLC and academic units on campus. The Supervisor is accountable for the daily delivery of high quality child care and education that is consistent with the CCLC’s philosophy. Both model professionalism and provide guidance to staff. They direct their efforts toward ensuring a positive environment at the CCLC, for the staff who work there and the children and parents they serve.

**General Information**

To view the CCLC’s website for news and bulletins, registration information, newsletters, menus, menu guidelines, more about inclusion, our program statement, policies and our philosophy please click on [Child Care and Learning Centre website](#).

The CCLC operates Monday to Friday each week from 7:30 a.m. – 5:30 p.m. The table below indicates the day the CCLC is closed throughout the year.

<table>
<thead>
<tr>
<th>HOLIDAY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Year’s Day</td>
<td>January 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Family Day</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Monday in February</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Friday before Easter</td>
</tr>
<tr>
<td>Victoria Day</td>
<td>Monday before May 25&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Canada Day</td>
<td>July 1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>Civic Holiday</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Monday in August</td>
</tr>
<tr>
<td>Labour Day</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Monday in September</td>
</tr>
<tr>
<td>Thanksgiving Day</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Monday in October</td>
</tr>
</tbody>
</table>
### What are Parents Most Interested in Learning About?

We have found that parents wanted to know about the following topics related to their child's preschool experience:

1. Their child's activities.
2. How their child responds to other children.
3. How other children respond to their child.
4. How children get along on the playground.
5. What their child likes and dislikes about school.
6. Whether or not the teacher is truly concerned about their child.

According to the survey, the most important question was the last one. The experience of staff in the CCLC confirms this view. They have found that parents are very interested in knowing if teachers know their child, understand their child, appreciate their uniqueness and like their child!

### Parking

Limited parking for dropping off and picking up children is available directly adjacent to the CCLC. We ask that you use the CCLC parking area for pickup and drop-off only, as there are only 10 spaces. While parking spaces adjacent to the building are very limited, there are many spaces available in the parking lot on the south side of Arboretum Road. A University permit is required or families may use the metered parking spaces. Parking is enforced from 8 a.m. to 5 p.m. daily. We encourage you to use these spaces to help us provide a safe environment for all children and families. Your co-operation in this area is essential.

- Please turn off your car’s engine and lock the doors to prevent theft while dropping off or picking up your child.
- Please remember to use caution, drive slowly and be aware of your surroundings when coming into or leaving the Child Care and Learning Centre parking lot. There are many children who may not be paying attention and may wander into the parking lot without looking for vehicles. Also, we need to be mindful of the families and staff

<table>
<thead>
<tr>
<th>HOLIDAY</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christmas Holidays</td>
<td>December 25&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>University of Guelph</td>
<td>Between Christmas Day and New Year’s</td>
</tr>
</tbody>
</table>
within the CCLC who have disabilities. "Disabilities range in type and severity and include physical, psychological, learning, intellectual, developmental, cognitive and medical disabilities, as well as hearing and vision loss. Some disabilities are obvious, such as a person with paraplegia who uses a wheelchair. However, the nature or degree of certain disabilities might render them non-evident to others." (taken from Understanding Disability) Let's keep our CCLC families safe!

- Please refrain from allowing your child to hold your car keys or your keyless entry remote for your car. If children lock themselves in a car, Campus Police are called and CAA is contacted to unlock the car at the owner’s expense.
- Please do not leave children unattended in the parking area. Be extremely cautious as you enter and leave the parking lot and driveway, because children will be entering and leaving vehicles. Always look carefully behind you for small children as they are difficult to see.

**Items to Supply for Your Child**

To make it easy for us to keep track of belongings, please label all of your child’s clothing and other possessions. You will be given a complete list of “What to bring to the CCLC” in your Intake Package.

**Clothing**

Please provide your child with at least one complete change of each item of fully labelled clothing. Seasonal changes influence the clothing your child should bring to the CCLC. Generally, in spring and fall you must provide sweaters, jackets and rain wear. In summer, your child will need light clothing, sun hats, and closed-toe shoes.

Winter requirements include a hat, two pairs of mittens and a snowsuit. We do not ask you to provide an extra snow suit; however, we do request that you purchase a snow suit that we can place in the dryer so it will be dry for afternoon outdoor play.

**Sleep Blanket**

For sleep or rest time we provide sheets, and we ask that you provide a blanket and a cuddly toy for comfort and warmth. At the end of the week, we place the blanket in the child’s cubby to be taken home for washing. RECEs and Playroom Staff clean and disinfect the child’s sleep cots and sheets.
**Visiting the Playrooms**

We encourage parents to spend time in their child’s program. Our playrooms are open to you at all times, and we acknowledge the value of sharing time together with your child in this unique space. In rare circumstances, when separations are challenging between parent and child, we may meet with you to discuss the most appropriate times during which to visit with your child, such as at the start or end of the day.

**Using the Observation Booths**

The CCLC is equipped with two observation booths that allow for observation of the children’s indoor play areas: Preschool and Toddlers. Parents are welcome to use these booths at any time to observe their child in program. Please keep in mind that students, RECEs and Playroom Staff may also be using these booths.

**Using the Resource Room**

Parents are welcome to use the Resource Room if it is not being used. Parenting pamphlets and a computer are available for your convenience.

**Inclement Weather Policy or CCLC Closures**

On certain occasions, it may be necessary to close the CCLC due to inclement weather conditions or emergency situations such as a power failure or flood. Additionally, if the University is closed we are also closed. For your convenience, we attempt to make closure decisions as early as possible in the morning.

To find out if the CCLC is closed on a particular day, please check the CCLC website, the University website or listen to CJOY, 1460 AM; Magic, 106.1 FM, in Guelph for closures, or telephone the CCLC for up-to-date information.

**Parent Involvement at the CCLC**

Parents are viewed as vital to their child's success in the program. When you enroll your child, you enter into a unique partnership with our RECEs and Playroom Staff. Indeed, we see the CCLC as a family resource where discussions about family and parenting issues are encouraged among parents, RECEs and Playroom Staff. Since every day is a special day in the life of a child, we also encourage parents to spend time with the child at the CCLC. Our observation facilities provide parents with unique opportunities to watch their children interacting with others. Consistent with the University's philosophy that learning is a life-long process, our mandate is not only to provide high quality care and education to your child but also to serve as a support
to both your child and your family. We strive to support you in the care and education of your child in a secure and cooperative atmosphere. This is encouraged in a number of ways.

➢ Please consider becoming involved with our programs and/or spending time with your child at the CCLC. At the CCLC we can give you more information about the opportunities described here or answer any other questions you might have about your involvement.

**Volunteering**

Throughout the year, parents have many opportunities to be involved with activities and events at the CCLC. On occasion, help is appreciated within the program areas or when your child’s group is going on a field trip. Parents are also encouraged to discuss with the RECEs and Playroom Staff any additional support or other ideas they may have to enhance the curriculum (e.g., volunteering to play music at small group time or assisting in the preparation of craft supplies). If you decide to help with the children’s program, it is important for you to know that you will be under the direction and the supervision of the RECEs and Program Staff. Parental assistance is also appreciated on special occasions, such as during fundraisers. Parents also serve on our Parent Advisory Council.

➢ If you have any curriculum ideas or are interested in providing assistance, please speak to any of our RECEs or Playroom Staff. To become a regular volunteer, parents must fulfil all of the volunteer requirements. You may also wish to consider becoming a member of our Parent Advisory Council.

**Attending a Parent Education Evening**

Parent education evenings occur throughout the year and are used as vehicles for providing information and education to parents on common parenting issues and emerging philosophies of child development and child care. Previous discussion topics have included guiding children’s behaviour, resiliency and nutrition. Education evenings will be advertised electronically and posted on doors and bulletin boards at the CCLC.

**Admission Policy**

The CCLC accepts applications for both full-time and part-time spaces from all students, faculty, staff and alumni of the University of Guelph and members of the Guelph community who currently have children aged eighteen months up to sixty eight months. Pregnant parents who
have a confirmed pregnancy due date may also apply.

**Admission Forms**

The forms in the Admission Package provide us with important information about your child prior to starting the program. Completion of the forms is required by the Ministry of Education, by whom we are licensed, and by the University of Guelph. All information is held in the strictest of confidence.

**Withdrawal of Services**

The CCLC’s services might be withdrawn for failure by the child’s parents to comply with the CCLC policies and procedures including but not limited to

1a. repeated late pick-up of the child
1b. failure to pay child care fees

Where possible, two weeks’ written notice of withdrawal of services will be given in advance. However, the CCLC reserves the right to terminate its services immediately if, in the CCLC’s sole discretion, the circumstances warrant such action.

**The Admission Process**

If you are interested in applying to the CCLC, applications are available online. Our Waiting List Application Online Form has been designed to be completed and submitted easily. All information on your Waiting List Application Online form remains confidential. Our website uses a security license distributed by Computing and Communications Services at the University of Guelph.

**Waiting List Application Online Form**

Click on this [Wait List](#) link or go to the CCLC Home Page, access the online services and click on Waiting List Information & Online Application.

**Space Allocation**

When a Waiting List Application Online Form is received at the CCLC, it is filed by date, on one of two separate waiting lists by age. When a space becomes available within the CCLC, first consideration is given to names on our internal list (families with an enrolled child). If the space cannot be filled from the internal list, the CCLC consults our external list (families with
no enrolled child).

The space is then offered according to the date on the Waiting List Application Online Form, the allocation guidelines described below, and the following criteria:

**Internal List**

1. A family with a child enrolled, waiting for a schedule or program change.
2. A family with a child enrolled on an approved leave of absence.
3. A family with a child enrolled, requesting care for a sibling(s).

**External List**

A family that has applied for a space but does not have a child enrolled in the CCLC. We assign available spaces according to the following allocation guidelines:

- 75% of the spaces across all program areas are offered to students, faculty, staff and alumni of the University of Guelph and the remaining
- 25% to those who are not affiliated with the University, but who are part of the Guelph community.

Of the 75% of spaces, students are given first priority followed by faculty, staff and alumni equally.

**When a family is on the Wait list**

Unfortunately, the CCLC cannot give an exact number of where a child is on the wait list. We have a wait list of approximately 200 applications, and each child’s position on the wait list changes depending on the circumstances.

A number of circumstances affect each child’s place on the waitlist. First, student applications are given priority and each time a student applies it moves others down the wait list by one. Secondly, as children within the centre move from one age category to another they may move rooms, and this shifts our available spaces.

We suggest that parents email the CCLC two months prior to needing a child care space and ask for information about their child on the waitlist. The person who manages the waitlist will check the waitlist data base and estimate the availability of a space within two months of your inquiry.
Financial Policies

Financial Administration
The Financial Administrator can be reached by emailing cclcfa@uoguelph.ca.

Reserving a Child Care Space
When a child care space becomes available a family will receive an email notifying them that the space is available. The family has 24 hours to respond, by email, to the notification that a vacant space is available. Failure to respond in 24 hours will result in the next family on the wait list being offered the space and the application will be archived. If the family responds that they want the space they will have to accept the space as of the date of availability. The family will then receive an electronic Intake Package which will include a Financial Agreement. The Financial Agreement must be signed and returned with the Registration and Deposit fee within five business days. The family will be required to pay for the space from the date of availability. If the family is unable to commit to the space on the date of availability they will return to the wait list.

Registration Fee
A non-refundable registration fee is required to reserve a space for their child within the CCLC. The fee is $40.00 for the first child and $20.00 for each additional child in the family. Please submit the Registration Fee with the Financial Agreement.

Deposit Fee
A deposit is required when a family reserves a child care space. The deposit is $300.00 per child. This deposit will be returned in full upon receipt of a 2 month written notice when your child withdraws and upon your child care account being paid in full. No interest is earned on the deposit. If you accept the space, pay the deposit, and then you decide not to enroll, the full deposit is non-refundable.

Child Care Fee Schedule
Fees vary according to the program in which your child is enrolled and are highest for the youngest children. Fees are subject to review on a yearly basis and can be increased with two months’ notice to families. The CCLC increases fees as is deemed necessary to maintain financial viability. Each month you will receive an electronic invoice for your child’s fees.
**Payment Conditions**
Parents/Guardians are required to pay one month in advance and continue with advance payments. Payments are due on the first working day of each month by 5:30 p.m. Payment must be made online through your financial institution or through payroll deduction for University of Guelph employees.

- Child Care Fees can be paid through online banking with all major Canadian banks and Credit Unions. To pay at the bank simply add the 'University of Guelph - Child Care' as a vendor in your online banking. The Account Number that must be used is the 4 digit Payer Record number that can be found to the left of the Payer name on the monthly invoice. This record number is the same each month and is specific to your account only. Banks require account numbers to be a minimum of five digits and therefore a zero **must** be added to the front of the record number. For example if your record number is 7789 you would use 07789.

- Full payment is required regardless of days missed due to illness, vacation, all statutory holidays, and University holidays (the week between Christmas and New Year’s Day) and closures due to weather. This policy applies to all children whether they are attending full-time or part-time.

- Failure to make monthly payments will result in termination of your child’s care.

**Overdue or Non-payment**
Fees are due on the first working day of each month by 5:30 p.m. If payment is not made on this day a late fee will be charged. A $25.00 fine will be assessed per month for late payment of fees.

Any family consistently failing to make monthly payments will be asked to withdraw their child from the CCLC.

Any family having difficulty meeting the payment deadline should approach the Financial Administrator, in advance, to arrange other payment terms.

**Late Pick-up Fine**
The CCLC closes at 5:30pm and staff members are scheduled to that time. Children must be picked up and in their parents or guardians custody no later than 5:30pm. If you are late, a Late Form is filled out by a CCLC Staff member and signed by you. The financial penalty for late fines is $1.00 a minute for the first five minutes and $2.00 a minute after the first five minutes.

If you are late on three occasions, a written warning will be issued. If you are late five or more
times you may be required to withdraw your child from the CCLC. All late fines will be added to your child’s account.

**Moving Children to an Older Program Area**

When children are age and developmentally ready for a move to the next program level, for example from Toddlers to Preschool, a space will be offered to you. Occasionally, when it is time for a child to move to the next program area the CCLC may not have a space available and when this occurs, parents are required to pay the child care fees for the child’s current program.

**Change in Attendance Schedule**

The CCLC does its best to respond to requests for schedule changes, for example a parent wishes for their child to change from a Tuesday/Thursday schedule to a full time schedule. When a child care space becomes available a family will receive an email notifying them that the space is available. The family has 24 hours to respond, by email, to the notification that a vacant space is available.

In some circumstances parents may have a transition date that meets their needs exactly. However, in some cases the date the space is available and the date the parent wishes to move their child may not coincide. In either case the parent is required to pay from the date of availability as determined by the CCLC until their child is ready to attend on the new schedule.

**Leave of Absence**

During an approved leave of absence (three months or more), your child’s full deposit will remain with the CCLC. Children on a leave of absence (minimum of three months) are given priority for a child care space on the internal waiting list upon their return; however the playroom allocation or attendance schedule may change. If a decision is made not to return, the deposit will remain with the CCLC.

**Notice of Withdrawal**

A two-month written notice is required prior to withdrawing a child from the CCLC. If sufficient notice is not given, payment for the corresponding period is required.

If the CCLC is able to fill the space prior to the end of the notice period, parents have an opportunity to withdraw their child earlier without penalty.
Security Key (FOB)

If a FOB is lost or not returned it will cost $20.00 to replace it and the cost will be deducted from your deposit fees when your child leaves the centre.

Subsidy

Financial subsidy is available from the County of Wellington to eligible students, staff, faculty, alumni and members of the community. Information about how to apply for a subsidy from the County of Wellington Child Care Services is available from the main office in the CCLC or from the County:

County of Wellington Child Care Services (CWCCS)  
Telephone: 519-837-3620 [County of Wellington Website]

Student parents may apply for a University of Guelph Child Care Bursary from:
Scholarships or International Student Bursary or a Bette Stephenson Accessibility Bursaries and Other Awards

Process once Child has been accepted to the CCLC

Upon acceptance of their application, the CCLC’s formal relationship with the family begins. Parents receive an Intake Package and completion of the forms is required by the Ministry of Education, by whom we are licensed, Wellington Dufferin Guelph Public Health and by the University of Guelph. All information is held in the strictest of confidence. Please return the completed forms to the CCLC at least two days prior to your intake appointment. This will allow us time to review the information.

When forms have been completed the CCLC Supervisor will set up an intake meeting to go over the forms in detail and to review our policies.
**Intake Package**

The Intake Package includes the following:

- A Welcome Letter from the CCLC
- the Financial Agreement
- the Emergency Form
- the Child Developmental History Form
- the CCLC Food Allergy/Restriction form
- the CCLC Communication and Publicity Consent form, and the CCLC Permission form.
- CCLC Parent Policy and Information Guide will also be attached and at the Intake Meeting, parents are asked to sign an agreement that they have read the policies.

All forms are to be completed and returned to the CCLC at least two days before the child’s intake meeting.

**Intake Meeting**

The Intake Meeting is usually the first opportunity parents have to sit down with the CCLC Supervisor to discuss the family’s specific child care needs. In preparation for this meeting, parents should have become familiar with the operation of the CCLC and its policies by reading the Parent Policy and Information Guide. At the same time, completion of the enrolment forms provides the CCLC with important information about the child who will be joining one of its programs. The information parents provide at this time helps RECEs and program staff offer developmentally appropriate programming that meets the needs of the child and alerts the CCLC to any health or safety concerns that must be addressed.

During this meeting, the Supervisor

- Helps parents become familiar with CCLC’s policies especially as they relate to items they are required to supply and items that are not allowed at the CCLC;
- Reviews the completed enrolment forms;
- Explains how children are grouped at the CCLC and, if possible, introduces parents to their child’s Primary RECE;
- Explains the CCLC’s role as a teaching facility and confirms that parents are comfortable knowing that students and volunteers will also be present in their child’s playroom; and
• Addresses any questions and concerns parents may have.

Parent and Child Orientation Period

After the Intake Meeting, an orientation visit to the CCLC is scheduled for one or both parents and their child, prior to the child’s start date.

Before your child’s official start date, we strongly suggest a period of orientation, during which your child will visit in the program area for one or two hours a day for a few days. During this time, we ask that one parent remain on the premises. You are welcome to stay in your child’s playroom with your child, observe your child at play from the observation booth, or use the Resource Room, if available, to look at the parenting materials or simply relax. We hope that through this process the whole family will begin to feel comfortable with the CCLC and with our RECEs and Playroom Staff.

Moving Program Areas

As children mature, they move to the next program area. The decision to move a child from one program area to another depends on a number of factors. Generally, the Primary RECEs and the Supervisor begin the moving process by looking at the age of the child and the child’s current attendance schedule.

Usually the oldest children enrolled in a program are the first to move into the next program area (e.g., from the Toddler program to the Preschool program). Moves occur, however, only after considering a child’s developmental readiness for a move and discussing the potential move with the parents. At times, especially during summer months when many moves are occurring, children may move out of their age sequence. Moving out of sequence may be due to the holiday schedules of RECEs and Playroom Staff, awareness of the best strategies for settling the child into the new area, and the child’s enrolment schedule. Part-time children are more likely to move out of age sequence than full-time children.

➢ The CCLC strives to give parents as much prior notice as possible in planning for a move. Every effort is made to work with you to help your child make a smooth, successful transition.
➢ Since program moves have corresponding financial implications, please refer to Moving Programs under Financial Policies for more detailed information.
**Summer Holidays**

Every April we ask you to please fill out a vacation form indicating when your child will be away from the CCLC in the summer. (Please submit a separate form for each child.)

---

**Consent for Communication and Publicity**

We use a number of formats to share news and events from CCLC and to keep in touch with our families and community (“Communications”).

**CCLC Communications**

On occasion, photos of a child taken either individually or as part of a group involved in daily activities, may be sent home or posted in HiMama. CCLC teachers’ may compile slideshows, or photos of children in a year end video which is also sent home to the family. We may post pictures, newsletters, or slideshows to the CCLC website. Although CCLC strongly encourages parents/guardians not to post these Communications on social media sites such as Facebook, CCLC cannot guarantee compliance.

Typically at admission parents/guardians will fill out the consent form and agree or for those who do not wish to have their children’s names or photos/likeness used in these external communications will opt out, however, if for any reason you wish to opt out at a later time, please contact the front office for a form.

**Publicity**

Occasionally, publicity is arranged through various media such as newspapers or television, or the CCLC is featured in photographs, slide presentations or videos. Whenever possible, parents/guardians who have consented to publicity are notified prior to any event that includes their child. If advance notice is not possible, the CCLC notifies parents/guardians promptly after the event.

**Email Communication**

RECEs and Playroom staff frequently communicate to parents using email. Additionally, the CCLC uses email to send newsletters and parental communication.
Text Messaging
With permission, the front office staff will occasionally text a parent when they are trying to send a message during the day.

Confidentiality and Discretion

CCLC Privacy Statement to Parents
The CCLC and the University of Guelph are subject to the Freedom of Information and Protection of Privacy Act (“FIPPA”). As such we are sensitive to the need to collect and appropriately manage your Personal Information and that of your children and family. Examples of Personal Information may include the names of children and parents/guardian, address, children’s dates of birth, health history, developmental history, emergency contacts, and authorized persons for pick-up of children. Additional Personal Information may be collected by CCLC if you have given your consent for an outside agency to work with your child regarding certain activities such as social development, language development and speech therapy, and behavioural support. Personal Information collected by us will only be shared with third parties either with your consent or in accordance with applicable legislation. A copy of referral documentation will be provided to you.

CCLC Privacy Policy for Staff
The Ministry of Education requires, as outlined in the Child Care and Early Years Act - 2014, that all information contained in a child's records be considered privileged and confidential. The following principles of confidentiality are also stated:

- Any information collected should be the minimum needed to serve the purpose of the service provided.
- The right of every child and family to privacy should be recognized and protected to the greatest extent possible.
- All individuals selected for full-time or part-time employment, volunteer positions and student placements interacting with young children, have access to information about parents and their children. All information on the children and their family is to be treated as confidential and must not be discussed outside of the CCLC.

Discretion is an important part of confidentiality. The feelings of children are to be respected
when discussing their behaviour with other staff members or with parents. When possible, discussions should be held in private. Private conversations respect parents' right to privacy because other parents, staff or students cannot overhear them. Be aware that individuals in the observation booths can hear what is being said in the playroom.

**Parent/Guardian Access to Child Information**

Parents/guardians may access and correct the personal information they have provided about themselves or their child. They may also withdraw consent for some of the uses and disclosures described above, subject to legal exceptions.

**Exception to Consent for Disclosure**

Information about your child will be disclosed to persons outside the CCLC only with your consent EXCEPT in the following situations:

- Reporting a child in need of protection to Family and Children’s Services.
- Reporting a Serious Occurrence to the Ministry of Education.
- Responding to a court order to release information from a record.

**Parental Communication**

The first relationship in children’s lives is with their families. Building strong relationships with families takes commitment and reflection. RECEs must consider the ways that families uniquely contribute to the learning environment. Collaborating and co-learning with families supports RECEs in fostering positive interactions with children and allows for meaningful connections to be made between the home and the CCLC. When families are provided opportunities to share information about their child, RECEs deepen their relationships with children and strengthen their strategies to support positive interactions and self-regulation.

In the event that you have any questions or concerns you wish to discuss at greater length, meetings between RECEs, Playroom Staff, the CCLC Director or Supervisor and parents can be arranged at mutually convenient times.

We use a number of formats to share news and events from CCLC and to keep in touch with our families and community (“Communications”). These Communications include our consent for communication and publicity which parents review and sign upon registration as well as the following:
Daily Verbal Communication

During morning drop-off and afternoon pickup times, we ask that you take a moment to talk with your child’s RECE or Playroom Staff to share any important information about your child and to receive any information. We ask that you approach your child’s RECE or Playroom Staff as they are often positioned in the room to allow for optimum supervision. Please use discretion when talking with the RECEs or Playroom Staff during program hours. Your child and others may be listening to your conversation. If you wish to discuss challenges you are facing, or concerns you have regarding your child’s development and behaviour, we ask that you request to speak with the RECEs or Playroom Staff privately at the earliest convenient time. We will do our best to follow through in a timely manner.

Daily White Board Communication

There is a white board close to each program area’s playroom. Primary RECEs update this board frequently to inform parents of daily events. Information on this board includes the shift schedule of the RECEs and Playroom Staff, the presence of any supply RECEs, details of events that occurred during the day, and any other relevant information parents may need to know (e.g., a reminder to sign permission forms).

Daily Classroom Documentation

In compliance with requirements under the Child Care and Early Years Act - 2014, Primary RECEs post daily documentation to inform parents of the curricula completed each day. You will find this information useful for creating a dialogue between you and your child as you discuss the day’s events after pickup time. Furthermore, having an understanding of the observations, feelings, relationships, concepts, and themes explored during the day will allow you to extend your child’s learning beyond the CCLC.

Electronic Communication

The Toddler and Preschool programs use Hi Mama Inc. to document daily diapering, toileting and to record information about the children’s day, including eating, sleeping and toileting patterns. This information allows parents to get a deeper understanding of their child’s experiences, especially when a child is preverbal, and to pass on any relevant information about their child.
Office/Phone Calls/Messages

If, during the day, you need to update information given to the RECEs or Playroom Staff or pass along new information, the front office staff accepts messages and will give them to the RECEs or Playroom Staff at an appropriate time. If your message can wait, or if you would like to be called, a note will be placed in your child’s RECEs mail slot located in the front office. Phone mail is available on the front office extension 24 hours a day. Although we do our best to have someone answering the telephone during operating hours, there may be occasions when you call and no one answers. Please leave a message and we will return your call as soon as possible. Ideally, messages are taken off the machine every 30 minutes if no one is able to answer your call in person.

Parental Questions or Concerns

If you have concerns or questions about any aspect of your child’s care or education, or if you are not satisfied with the CCLC program, here are three steps you can take:

1. First, speak to your child’s Primary RECE and address your questions to them.
2. If for any reason you are unable to ask your child’s Primary RECE, or if you wish further information, please speak to the CCLC Supervisor or Director.
3. If after following these steps you are still not satisfied, please follow the Parent Complaint Procedure outlined below.

Parent Complaint Procedure

If you feel that a concern or issue regarding the care and education of your child is not being addressed by the CCLC Supervisor, Director or your Primary RECE, you may contact and discuss the issue with the following:

Associate Vice-President, Student Affairs
University of Guelph
518-824-4120 ext. 53868
Concerns or Complaints about Licensed Child Care

- Program Advisor
  County of Wellington Child Care Services
  518-837-3620 x 3095
  800-265-7284 ext. 3095
  Email: Program Advisor

- Program Advisor
  Ministry of Education
  1-877-510-5333 ext. 3654
  Web site: Ministry of Education

Parent Advisory Council

PAC is a volunteer group of parents whose children currently attend the Child Care and Learning Center (CCLC). The CCLC director and a representative CCLC teacher also serve on the council. The PAC has inspired and supported various activities at the CCLC including fundraising initiatives, social activities for families to get to know each other, parental educational seminar series, and promoting awareness of child care advocacy issues.

When do we meet?

PAC meets at the CCLC once a month. We currently meet the 3rd Tuesday or Thursday of every month at times determined by PAC members each semester.

What are current PAC activities and events?

Fundraising: PAC silent auction; babysitting nights

Social activities: CCLC annual picnic; year-round clothing exchange; sponsoring Christmas hampers

Educational Seminars: Topics are chosen based on popular demand

Questions/comments/suggestions?

PAC is always looking for new ideas and suggestions! Please contact us at cclc-pac@uoguelph.ca or use the PAC mailbox in the CCLC front office.

Want to become involved with the CCLC?

There are lots of ways to become involved! You can be informed of PAC and CCLC activities by joining our email list. Volunteers are always welcome to help with events or join PAC! We encourage parent representation from each class on the PAC.
council. Please take a moment to complete the form in the CCLC Intake Package and leave it in the PAC mailbox in the CCLC front office.

**Policies Related to Children**

At the CCLC, RECES and Playroom Staff recognize that everything that happens is part of the curriculum. They know that if organized appropriately, routines can be used to reinforce curriculum goals, promote communication and teach concepts such as sharing, turn taking and patience. The CCLC must follow the Child Care and Early Years Act - 2014 in regard to operations; some specific daily routines are outlined here.

**Rest Time**

Child’s well-being is supported when staff respect and find ways to support each child’s varied physiological and biological rhythms and needs for active play, rest and quiet time. Toddler and preschool rest periods do not exceed 2 hours each day. Children need this quiet to balance the excitement and stimulation of daily program activities. Rest tile at the CLC should be of such duration that normal sleep patterns at home are not disrupted. Toddler and preschool children may sleep, rest or engage in quiet activities based on the child’s needs. As much as possible, children who rest are separated from those who sleep, so that they do not disturb one another.

> Please let us know if you have any questions related to your child’s sleep patterns.

**Outdoor Play Time**

Under the Child Care and Early Years Act, 2014, all children are required to participate in outdoor play for a minimum of two hours per day, one hour in the morning and one hour in the afternoon, weather permitting. Since we do not have additional RECES or Playroom Staff to supervise children indoors, all children in attendance must be well enough to engage in outdoor play.

Toddlers and preschool children benefit by having their own separate playgrounds. Separating children of varying abilities during active physical play can help to protect them from serious injury and allow staff to create an environment and experiences appropriate to safely challenge the varied abilities of children. Not all outdoor play need not be high energy or focussed on
gross motor skills. Children benefit from a variety of opportunities to engage with the natural world, including exploration, investigation and observation of the environment. Both groups of children are able to explore and engage in a safe environment. Outdoor play during the day helps develop a foundation and love for movement and physical activity that will support health and well-being throughout the child’s life.

- Please ensure that your child is dressed appropriately for the season, for example, with snow gear in winter, sunscreen in summer, and splash pants in spring and fall.

**Cubbies**

A cubby is a very small wooden space in the program area where your child can store clothing for daily use. Full-time children have their own cubbies. Part-time children share a cubby.

- Since the children's cubbies can get very full with their treasures and belongings, and there is not room to store articles at the CCLC, please take home your child’s personal belongings regularly.

**Field Trips**

To complement the children's daily program, the Primary RECEs and Playroom Staff sometimes plan special activities on-campus or off-campus. An on-campus trip could include a visit to the Arboretum, the entomology lab, the ice rink, or just a stroll around campus. At Intake, please sign a General Permission Form for on-campus trips, which do not involve transportation.

For off-campus trips, we will ask you to sign a Specific Permission Form in advance of each trip. Off-campus trips could include a trip to an apple orchard, the police station, or a bakery. The children thoroughly enjoy these outings, especially the bus ride, whether it is the city bus or a school bus. You will be provided with the date, time, destination and the method of transportation for the trip. A small admission fee is sometimes required for off-campus trips. You are welcome to volunteer for any field trip.

**Diapers and Toilet Training**

While your child is in diapers we ask that you supply your child’s diapers and appropriate skin cream. The RECEs and Playroom Staff will let you know when your child’s diaper supply is low. When it is evident that your child is entering the stage of development to be ready for toilet training, your child’s Primary RECEs will discuss with you how we can carry out the training
together. It is less confusing for the child if expectations at home and at child care are similar. Since toilet training is unique for each child, we do not have a standard plan for assisting children. An individual plan is developed with input from the child, the parent, and the Primary RECE. If a child is ready to go to another program area, there is no requirement that the child be toilet trained before moving to a new program and playroom.

Please Provide:

- diapers (cloth or disposable)
- training pants
- a change pad that is washable
- non-prescription cream (see the authorization form contained in the following pages)
- cloths to wipe the child’s bottom.

Please Remember to:

- Pick up cloth diapers and change pads daily,
- Wash vinyl change pads weekly.
- Leave their child at the CCLC with a clean diaper.

Outdoor Environment Policy

Children play outside daily at the CCLC, except on days when weather restrictions apply. Regularly through the day, when weather seems problematic, the front office person checks the temperature and forecast provided for Guelph by Environment Canada.

It is the policy of the CCLC to restrict outdoor activity because of:

Temperature – children cannot be outside when the temperature is -17C or lower with the wind chill or +34C or higher with the humidex; or as demonstrated by the outdoor thermometer.

Extreme Conditions – at the discretion of the Director/Supervisor, children remain indoors during extreme weather conditions such as wind, rain, snow, icy conditions or blizzard.

Outdoor Environment Procedure

If the front office person observes a weather concern she will notify the Director/Supervisor
and the RECEs and playroom staff of any steps that need to be taken.

**Supervision Policy**

Supervision of children at the CCLC involves direct supervision by sight and hearing at all times, including when children are sleeping or resting and with age-appropriate respect for a child’s privacy during toileting. It requires the physical presence of a staff member who is close enough to intervene, if necessary, to protect the child from harm or reduce negative outcomes when harmful situations occur. Licensing requirements for staff: child ratio must be met at all times.

Note:

*A child must never be left alone without supervision in any area of the CCLC. If a child is left unsupervised, inform the director or supervisor immediately!*

**Intake Policy Admission Requirements**

Prior to a child’s admission to the CCLC, a parent must complete an Emergency Form, the Child Developmental History form and the Wellington-Dufferin-Guelph Public Health Unit Immunization Data form. If the child could not be immunized a [Statement of Conscience or Religious Belief Affidavit](#) must be completed. Please click on the [Ontario’s Routine Immunization Schedule](#) for more information.

**Emergency Form**

To ensure easy communication, up to date contact information, and the health and safety of all children, it is essential that the CCLC have up-to-date information about each child on file and readily available in case of emergency.

**Child Developmental History Form**

The developmental history form provides background information about a child, and gives parents an opportunity to make general comments about their child’s health and overall well-being, as well as any previous hospitalizations that might have occurred.
Wellington-Dufferin-Guelph Public Health Unit Immunization Form

Before a child's orientation to the CCLC begins, a Wellington-Dufferin-Guelph Public Health Unit Immunization Data form with a Personal Immunization Record attached must be submitted.

Health Policies

The Daily Health Check Policy

Under the Child Care and Early Years Act - 2014, RECEs and Playroom Staff must check the health of every child every day upon arrival at the CCLC. This check is carried out informally, in the parent’s presence, by the greeting RECE or Playroom Staff. This is a critical time for parents to share information about their child’s health. It is also an opportunity to discuss the best ways of meeting the CCLC health requirements, as well as those of the parent and the child.

By examining the health of children at the beginning of each day, it is often possible to identify specific signs or symptoms of illness in time to prevent the spread of infection. RECEs and Playroom Staff are not expected to be able to diagnose illness, but to be sensitive to a child’s condition. In addition to looking for symptoms of ill health staff are mindful of any sudden or gradual changes to a child’s behaviour, sleeping or eating patterns, or sign that a child has lost some previously acquired skill(s) for example, stopped being able to feed themselves or stopped using language. These changes will be communicated to parents immediately, as atypical behaviour could be a sign of something more serious. On occasion, the health check may lead to a decision that a child is not well enough to participate in program activities. In such situations, the parent will be asked to take their child home. In case of disagreement, the CCLC Director or Supervisor will make the final decision.

Hygiene Policy Statement

The University of Guelph Child Care and Learning Centre (CCLC) aims to preserve health and prevent disease through high standards of hygiene and effective sanitary practices. In this regard, the CCLC strives to meet and where possible, exceed, standards embodied in licensing requirements, including requirements of the Wellington-Dufferin-Guelph Public Health Unit.

Because the standards and practices of the CCLC are directed toward the prevention of
disease, they must be followed at all times, even when the need is not immediately apparent. Adults and children who are ill are often able to spread disease before their symptoms are evident and many who never get sick act as carriers. Similarly, areas of the CCLC that appear to be clean may harbour germs that cause illness.

To ensure that the highest standards are met at all times, sanitary practices must be followed and respected by everyone at the CCLC, including the children, parents, RECEs and Playroom staff, staff members, students, volunteers and visitors.

Hand Washing Policy

Research has demonstrated that frequent hand washing is one of the best ways to reduce the risk of infection. Hand washing is an integral part of all activities at the CCLC for both staff and children.

Children wash their hands at the following times:

- upon arrival at the CCLC;
- before entering a room from another area, or from outdoors;
- before and after eating or drinking;
- after diapering or going to the toilet;
- after playing with the sensory tub; and
- after sneezing or coughing and wiping their nose.

Hand Washing Procedures

Please take the following steps when washing your own hands or teaching and encouraging children to wash theirs:

Use a hand wash sink supplied with hot and cold running water, soap from the dispenser, and paper towels:

- run the water to a comfortable temperature;
- moisten hands with water and apply soap;
- work the soap into a heavy lather, paying particular attention to the areas between fingers, around nail beds, under fingernails, the backs of hands and around wrists;
- AVOID using nail brushes since they may cause small tears in the skin;
- wash well under running water for approximately 15 seconds
• rinse well under running water for 30 seconds and hold hands so that the water runs from wrist to fingertips;
• dry hands with a paper towel, and
• use the paper towel, NOT bare hands, to turn off the faucet.

Health Promotion Policy

The CCLC views health as a fundamental condition of well-being and more than an absence of illness. At the CCLC, prevention and health promotion are primary responsibilities, both at Intake, when children are introduced to the centre, and Daily, while children are at the CCLC.

Illness Policies

Sick children will be excluded from the program according to guidelines established by Wellington-Dufferin-Guelph Public Health and the CCLC. The CCLC is required to comply with any exclusion recommendations made by Wellington-Dufferin-Guelph Public Health.

If a child becomes ill during the day, the child may be isolated from other children and made comfortable under the supervision of an RECE or Playroom Staff person. If symptoms suggest a contagious illness or the child seems too ill to participate in regular programming, all observed symptoms and other relevant information will be recorded and the child’s condition will be reported to the CCLC Director or Supervisor immediately. The child’s parent or emergency contact will also be informed immediately and a decision will be made during that discussion as to whether the child can remain at the CCLC and for how long. If a child suddenly becomes seriously ill and requires immediate medical attention, the CCLC will follow the Medical Emergency Procedure and Emergency Services from the U. of G. campus and city of Guelph will respond.

The most common symptoms of illness seen at the CCLC are fever, vomiting, diarrhea, rash and infection. If these symptoms occur, the following policies, as highlighted in the above chart, are implemented.

Policy - Excluding Sick Children from the CCLC

If a child is ill with an identified communicable disease, or is experiencing conditions of ill health that are identified as posing a risk to others, the child will be excluded from
attendance at the CCLC. To minimize contagion, illnesses that may pose a risk to others must be diagnosed by a physician. A child should be absent until the contagion stage is over as described by a physician or according to policies established by Wellington- Dufferin-Guelph Public Health for Child Care Programs.

- When a child is ill; parents are asked to notify the CCLC immediately and provide details of the nature of the child’s illness and the expected time of absence.

Policy – Children Return to the CCLC
When children are excluded from care it is the responsibility of the parent to ensure that a physician examines the child and that appropriate measures are taken. The parent is also responsible for ensuring that the child returns to the CCLC only when the child is feeling better and all of the requirements of the CCLC and the Wellington- Dufferin-Guelph Public Health Unit have been met.

Fever Policy
If a child develops a fever and it reads 37.7 °C or 100° F or lower, with NO other symptoms, the RECE or playroom staff will call the parent to alert them that the child is running a fever. The RECE or playroom staff will continue to monitor the child’s condition and if the fever continues to increase the parent will be called again to come immediately.

If a child has a fever of 37.7° C or 100° F or lower, WITH symptoms and seems too ill to participate in regular programming, or if a child has a fever of 38.3 °C or 101° F or higher the child’s symptoms will be recorded and the parent will be contacted to take their child home. The RECE or playroom staff will continue to monitor the child until the parent arrives.

If a child has a fever before coming to the CCLC, the RECE or playroom staff will ask that the parent take the child home where a higher level of individual care is available. The CCLC asks that parents do NOT try to reduce their child’s fever with medication before coming to the CCLC. If a child leaves the CCLC with a fever, they must be fever-free without medication for a full 24 hours before returning.

Vomiting Policy
Due to the concerns of contamination, if a child vomits with no reasonable explanation, the RECE or playroom staff will call the parent to pick-up their child.
When a child has vomited, they must stay away from the CCLC for 24 hours following the last episode of vomiting.

**Diarrhea Policy**

Diarrhea is any change from a child’s normal solid or semi-solid stool to a liquid or semi-liquid state. Diarrhea stools tend to be more frequent than a child’s usual bowel habits and a child may lose bowel control.

A child may remain in the program if there is only one episode of diarrhea that has not contaminated the environment, and there are no other signs of illness.

If there is a second bout of diarrhea, or the first bout contaminated the environment, a child will be isolated, and the RECE or playroom staff will contact the parents and ask that they take their child home. The child will remain home until 24 hours after the last bout of diarrhea.

**Outbreak Policy for Diarrhea and/or Vomiting**

“An enteric outbreak is defined as 3 or more cases within a 4 day period.” As defined by the [Wellington-Dufferin-Guelph Public Health Unit](https://www.wdgu.ca/), Public Health may put the CCLC into what is called “Outbreak Status.” This status indicates that there are higher than usual numbers of children with diarrhea and/or vomiting.

When the CCLC is in “Outbreak Status” and a child is ill; with parents’ permission the RECEs and Playroom staff will obtain the child’s stool sample. Alternatively, the RECEs and Playroom staff will encourage parents to follow the procedure provided in the Enteric Outbreak Kit and collect their child’s stool sample to submit to Public Health. Additionally, when staff are ill they are encouraged to submit a stool sample for testing. Each stool sample will be identified with the individual’s name and date of birth, sealed securely, bagged, and refrigerated until pick up by Public Health unit for testing. Public Health will pick up samples for testing.

Following stool collection Wellington-Dufferin-Guelph Public Health will notify parents with either positive or negative results. If the results are positive, it is often known within a day and parents will be notified and informed of control measures that can be taken at home. If the results are negative it may take a week or more to get the results. If parents wish, a copy of the test results can also be sent to the family physician.
With parental permission Wellington-Dufferin-Guelph Public Health will notify the CCLC to discuss the results and any additional control measures. However, this is personal health information and if parents do not wish to disclose the results, then the results will not be shared.

- When the CCLC is in Outbreak status, an individual who has had diarrhea or vomiting must remain away from the CCLC for 48 hours following the last bout of diarrhea or vomiting.

**Rash**

If a child has an unexplained rash or bumps the parent must take the child home.

The child may return with a Doctor’s note stating the cause of rash, if the rash is contagious, the time the contagion is complete and that it is okay to return to the CCLC.

**Infection**

If a child has signs of redness, discharge or swelling of eyes, nose or skin the parent must take the child home. The child may return with a Doctor’s note stating the cause of infection, if the infection is contagious, the time the contagion is complete and that it is okay to return to the CCLC.

**Other Illnesses**

A comprehensive list of illnesses and recommendations from Wellington-Dufferin-Guelph Public Health is available on the Public Health website. This resource can be particularly helpful for a parent if a child has been ill on the weekend or during the night and they are trying to make a decision about whether to bring their child to the CCLC. Parents may also call the CCLC at any time during working hours to obtain information pertaining to a child’s illness.

When a child is ill; parents are asked to notify the CCLC immediately and provide details of the nature of the child’s illness and the expected time of absence.

- Information about illnesses and recommendations is available on the
  
  **Wellington Dufferin Guelph Public Health website**
## My Child Is Not Feeling Well...What should I do?

### A Child May Attend and/or Stay in Program when:

<table>
<thead>
<tr>
<th>Temperature of</th>
<th>Vomiting:</th>
<th>Diarrhea:</th>
<th>Rash:</th>
<th>Infection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.5°C to 37.7°C or 99.5°F to 100°F</td>
<td>no vomiting</td>
<td>If a child has one episode of diarrhea that is contained; The child may stay at the CCLC.</td>
<td>no rash</td>
<td>no infection</td>
</tr>
<tr>
<td><strong>Without symptoms</strong></td>
<td>A child who is managing well in the program can stay at the CCLC.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### A Child Must Go Home, or Stay at Home when:

<table>
<thead>
<tr>
<th>Temperature of:</th>
<th>Vomiting:</th>
<th>Diarrhea:</th>
<th>Rash:</th>
<th>Infection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.5°C to 37.7°C or 99.5°F to 100°F</td>
<td>If a child vomits with no reasonable explanation; the child must go home.</td>
<td>If a child has one episode of diarrhea that is uncontained, or a second bout of diarrhea. The child must go home.</td>
<td>If a child has an unexplained rash or bumps the child must go home.</td>
<td>If a child has signs of redness, discharge or swelling of eyes, nose or skin the child must go home.</td>
</tr>
<tr>
<td><strong>With symptoms:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A child who is not managing well in the program must go home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fever of 38.3°C (101°F)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With a fever this high and over, the child needs individual care and attention, and must go home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### A Child may RETURN to the CCLC when

<table>
<thead>
<tr>
<th>Normal Temperature</th>
<th>Vomiting:</th>
<th>Diarrhea</th>
<th>Rash/Infection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.7°C to 37.3°C</td>
<td>A child may return 24 hours after the last episode of vomiting.</td>
<td>A child may return 24 hours after the last episode of diarrhea.</td>
<td>A child may return with a Doctor’s note stating the cause of rash/infection and that it is okay for child to return to the CCLC; and the time of contagion is complete.</td>
</tr>
<tr>
<td>Your child may return to the CCLC after remaining fever free, without medication, for 24 hours.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### When CCLC is in Outbreak Status

<table>
<thead>
<tr>
<th>Vomiting:</th>
<th>Diarrhea</th>
<th>Rash/Infection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child may return to the CCLC 48 Hours after last bout of vomiting.</td>
<td>If a child has one episode of diarrhea (contained or uncontained) the child must go home and return to the CCLC 48 hours after the last bout of diarrhea.</td>
<td>A child may return with a Doctor’s note stating the cause of rash/infection and that it is okay for child to return to the CCLC; and the time of contagion is complete.</td>
</tr>
</tbody>
</table>

*PARENTS: If your child is ill. Please call the CCLC at X52682 and leave a message stating your child’s playroom, the nature of illness your child has, and if you have a doctor’s diagnosis. It is helpful at the CCLC if you are able to call by 10 a.m.*
Medication and Cream Policy

Both prescription and non-prescription medication can be administered to children at the CCLC by RECEs; only non-prescription medication can be administered to children at the CCLC by RECEs and staff. The CCLC takes great care to ensure the safety of the children. No medication is administered at the CCLC without authorization from the Director, Supervisor or staff designate.

Medication is administered according to written procedures in accordance with licensing requirements under the Child Care and Early Years Act - 2014. The CCLC also follows the requirements of the Wellington-Dufferin-Guelph Public Health Unit, including the requirement that prescription and non-prescription drugs or medication be administered only if prescribed by a child’s doctor and a parent gives written permission. When a child requires non-prescription medication a parent MAY need a note from their child’s physician.

If an RECE or Playrooms staff observes that a child is displaying any side effects listed on the medication or showing other signs of adverse reaction after receiving medication, the Supervisor will be notified and parents will be called immediately. The CCLC also requests permission to contact a child’s physician or dispensing pharmacist, if necessary.

Parent Procedure and Signature for Medication at the CCLC

- Parents must give medication directly to the child’s RECE.
- Parents are asked to inform the child’s RECE if a child has been given over-the- counter or prescription medication overnight or before arriving at the CCLC.
- For RECEs to administer prescription or non-prescription medication, it is required that parents sign a Medication Authorization form or a Non- prescription Topical Application form. When a child requires non-prescription medication a parent MAY need a note from your child’s physician.

Prescription Medication Policy

Medicine prescribed by a physician must be provided in its original container and labelled with the child's full name, name of the medicine, name of the prescribing physician, dose, time of administration, purchase date, special storage instructions, start date and, where appropriate the end date, and expiry date.

The CCLC requires an exact measuring device to ensure the correct dose for the prescribed medication. The CCLC will not administer a dosage higher or more frequent than the dosage
recommended by the physician.

**Non-Prescription Medication Policy**

Medicine that is not prescribed by a physician but has been purchased by the parents "over-the-counter" must be in its original container.

The parents must label the medicine with the child's full name, name of the medicine, name of the prescribing physician, dose, time of administration, purchase date, and start date. These instructions must not cover the original directions on the container. If the original directions are covered, the medication will NOT be administered. If a container is small, the child's full name should be written on the container, and the container placed in a plastic bag, which has been labelled with the required information. Each program area has a supply of labels and plastic bags.

Before administering such medication, the expiry date must be checked. If the medication has expired, the medication will NOT be administered.

IMPORTANT: RECEs may not administer a dose that is higher or more frequent than the dosage recommended for the child's age or weight by the drug company on the medication container. If a parent requests a dosage other than that specified "Under X Age" or "as directed by a physician," a note from the physician showing the child's name, type of medicine, the situation for administering, dose and frequency is required.
Fever Control Medicine

Fever control medicine such as Tempra or Tylenol may be administered in very specific situations for

- children at risk for seizures,
- pain control where reviewed by the Supervisor or Director (e.g., for a fracture),

and

- reasons documented by a physician (e.g., after an immunization needle).

Procedures for administering fever control medication are the same as for other medications.

**NOTE:** No fever control medication will be given unless a child has experienced febrile seizures and the request to administer is supported by a physician’s note. Fever control medication cannot be administered for unexplained fever control.

Non-prescription Topical Application

A non–prescription topical application will be administered only if it is in its original container labelled with a child’s name, the dosage and frequency of administration. If the dosage information specifies “Under X age or as directed by a physician,” we require a note from the child’s physician indicating the child’s name, type of medicine, situation for administering, dosage and frequency.

Routine Applications Policy

Some non-prescription preparations are routinely administered by staff at the CCLC, including topical products such as diaper cream and sunscreen.

Diaper Cream Policy

Parents are responsible for providing diapering supplies, including diaper cream for their children. Parent must sign a diaper cream application form.

- RECEs and playroom staff apply diaper cream as directed by parents.
**Sunscreen Policy**

The CCLC has sunscreen in each playroom that, with parent permission, is applied before going outdoors on summer afternoons. If parents prefer to bring sunscreen for their child, the Ministry of the Environment recommends a minimum of 15 SPF and the CCLC asks that it be scent-free.

- During Intake, Parents are asked to sign a Sunscreen Permission Form for the application of sunscreen.
- Parents are asked to apply sunscreen to their child in the morning.
- RECEs and Playroom staff will apply sunscreen to the children in the afternoon.
- Sunscreen will be stored safely by the RECEs and Playroom Staff.

**Categories of DISEASE**

Response to a child’s symptoms at the CCLC depends on the category in which the illness falls or the context in which it occurs. This response is largely determined by the Wellington-Dufferin-Guelph Public Health Unit, based on information provided by the CCLC. An understanding of three terms used by the Health Unit is important for responding appropriately:

- Communicable diseases;
- Reportable diseases; and
- Outbreaks.

**Communicable Diseases Information**

Communicable diseases are difficult for the body to resist and spread rapidly to others. They are caused by a microorganism (bacteria, virus, fungus, or parasite) that can be transmitted from person to person via an infected body fluid or respiratory spray, with or without an intermediary agent (such as a louse or mosquito) or environmental object (such as a table surface).

**Reportable Disease Policy**

Some communicable diseases are also Reportable Diseases. Under the Health Protection and Promotion Act, CCLC’s director or a designate must report to the local Medical Officer of Health
any person who is or is suspected to be infected with reportable communicable disease.

**Outbreak Policy for Disease**

A disease outbreak has two distinctive characteristics:

- a number of cases in excess of the expected number; and
- cases that appear to be linked.

When these conditions are met by illnesses among children and staff at the CCLC, the centre is said to be in “outbreak status.” The expected number of cases that define any given outbreak is determined by the Wellington-Dufferin-Guelph Public Health Unit.

The CCLC also informs the University of Guelph’s Health Services and Occupational Health and Safety Department, and the Ontario Ministry of Education by way of a written serious occurrence report.

When it has been determined that the CCLC is in outbreak status, RECEs and staff follow the Outbreak Procedures.

**Head Lice Policy**

Head lice are a common occurrence in early childhood settings, and it has nothing to do with the cleanliness of the child’s hair or home environment. A louse lives thirty to thirty-five days, are grayish in colour, and about 1mm in size. The nits or lice eggs are brownish to caramel in colour, glued to the hair shaft in hot spots on the head and hatch in five to seven days. The empty shells are white and remain glued to the hair shaft.

The following outlines the CCLC Head Lice policies and procedures.

**At the Daily Health Check**

1. If head lice are present at the centre, each parent will be asked about head lice and each child will be carefully observed.
2. If a child is suspected of having head lice,
   - The child will be taken to a quiet area and examined carefully.
3. If evidence of head lice is found the parent will be asked to take the child home for treatment.
4. The child may return to the CCLC after treatment and when all nits have been removed.
5. When a child returns to the CCLC after an episode of head lice, RECEs will check to ensure that all nits have been removed.

**During the Day**
If head lice are present in a playroom each child in the room will be checked and if head lice are present in an area each child will be checked.
1. Each child will be taken to a quiet area away and examined carefully.
2. If evidence of head lice is found a child may stay at the CCLC and at the end of the day, the child’s parent will be asked to treat the child before the child returns to the CCLC.
3. The child may return to the CCLC after treatment and when all nits have been removed.
4. When a child returns to the CCLC after an episode of head lice, RECEs will check to ensure that all nits have been removed.

**Immunization Policy**

At the CCLC all children, RECEs and Playroom Staff maintain an up-to-date immunization schedule as required under the Child Care and Early Years Act - 2014 and defined by [Wellington-Dufferin-Guelph Public Health Unit](https://www.wdgu.ca/). Immunizations must be up-to-date before admission to the CCLC.

**Waiver for Immunization**

Immunizations must be up-to-date before admission to the CCLC. A waiver for immunization grants exemption from immunization for religious, medical or personal reasons must be signed and completed before admission to the CCLC. Click on [Statement of Conscience or Religious Belief](https://www.wdgu.ca/) for the form. All exemptions and any changes to a child’s immunization schedule must be documented.

**Consequences of Exemptions**

If an incidence of a vaccine-preventable disease to which children are susceptible occurs at the CCLC, or to a member of the immediate household of a child enrolled at the CCLC, all children who lack immunization to that disease will be excluded from care for the duration of possible exposure as determined by the Wellington-Dufferin-Guelph Public Health Unit; or until age-appropriate immunizations have been completed.
Exclusion of an unimmunized child in such circumstances protects the health of that child.

**Procedures for Managing Communicable Diseases**

**Role of Parents**

Parents are asked to notify the CCLC within 24 hours after a child has developed a known or suspected communicable disease, or if any member of the immediate household has a communicable disease. In such circumstances, the CCLC asks parents to seek the advice of a physician and inform the CCLC of the diagnosis. The CCLC then follows the recommendations of the physician and the Wellington District Health Unit.

**Reportable Diseases**

When the CCLC becomes aware of an incidence or suspected incidence of an identified reportable disease, the Supervisor notifies the Health Unit immediately.

**Reporting Chickenpox Policy**

When cases of chickenpox are identified in a child care centre, the Ministry of Health requests that the total number of cases by age group be reported to the local Health Unit each week. This information is valuable in establishing rates of infection in different age groups.

**Posting at the CCLC**

When the CCLC is advised of the presence or suspected presence of a communicable disease or infection, a designated RECE posts an information sheet titled “Facts About” in each program area. This information sheet includes signs and symptoms of the disease, recommendations for recovery, and the number of confirmed cases in each program area. When the CCLC is in outbreak status, signs are posted at entrances to all play areas and at the front door of the CCLC.

**Exclusion from the CCLC**

Children experiencing illnesses from identified communicable diseases or conditions of ill health identified as posing a risk to others in the CCLC will be excluded from attendance to ensure the health and well-being of the child and the other children in the program.

Children with some infections conditions, including some communicable diseases, may continue to attend the CCLC, providing they are well enough to do so and the CCLC is not
experiencing an Outbreak of the condition. In such cases it is important that a medical practitioner make a diagnosis.

Return to the CCLC

When children are excluded from care it is the responsibility of the parent to ensure that a physician examines the child and that appropriate measures are taken. The parent is also responsible for ensuring that the child returns to the CCLC only when the child is feeling better and all of the requirements of the CCLC and the Wellington- Dufferin-Guelph Public Health Unit have been met.

Children’s Programs

The CCLC has a strong commitment to provide a progressive and consistently high quality child care and education program, where the needs of both the children and the families are met. Learning experiences to enhance children’s social, physical, emotional and intellectual development are provided on a daily basis. We encourage children to embrace the richness and diversity of our society in an environment where all children feel valued and respected for who they are, respect those around them and develop a sense of social and moral responsibility in our community.

The CCLC offers two distinct program areas based upon the age of the enrolled children. Children are grouped by age so that broad similarities in interest, ability, and attention span may be considered in program planning, physical space and equipment. It also supports more effective supervision by staff and the delivery of an interactive and responsive programming. All playrooms are designed for ease of supervision and have a good exterior view and natural light. Playrooms are adjacent to or may have their own diaper-changing areas and have accessible cubby areas.

Each program occupies a distinctive area in the CCLC and each program area is further divided into playrooms, identified by distinctive names:

- Toddler program area – Sun, Monkey, Giraffe, and Dragonfly Rooms
- Preschool program area – Butterfly, Star, Lady Bug and Rainbow Rooms

Staff and children refer to each room by name, and the children are identified by these names when children from more than one room are together. The children from appropriate program
areas are together in the morning and late afternoon, as there are fewer children present at those times of day. During rest time, toddlers and preschool children who are awake early engage in quiet play, while the other children remain asleep.

**Information on Specific Children’s Programs**

Each of the program areas develop and implement their own curriculum, and daily schedule. Your child’s Primary RECE will give you information based on the developmental abilities specific to the age of your child. When your child moves to a new program and into a new playroom, you will be given the expectations, specific to the new program.

**Supervision of Children by an Adult**

Children are supervised by an adult at all times, whether in the CCLC or off the premises, to ensure their safety and well-being while they are receiving care. To ensure adequate supervision of a preschool child who is sent in from outdoors, a staff member inside the CCLC must be made aware that the child has entered the building and meet them at the door. It is the responsibility of both staff to ensure the child is supervised at all times.

**Ratios of Staff:Children**

The staff: child ratios indicate the number of children one staff member is permitted to supervise. For example, in the Monkey Room there is one staff member for every five toddlers. When all 15 spaces in a toddler room, such as the Sun Room, are being used, there must be a minimum of three staff members present at all times. More staff and other adults may also be in the room. The Ministry regulates the number of staff in each room to ensure the safety of your child and support program quality. Researchers have identified interactions between adults and children as a key indicator of child care quality. The CCLC meets and often exceeds these minimum requirements and provides children with opportunities for enriched interactions with adults through the use of highly qualified staff and the presence of carefully selected students and volunteers.

At the CCLC, each playroom has two Primary RECEs, and each RECE is responsible for a specific group of children that play and learn together in their own playroom. Upon enrolment, your child will be placed in a group and become the responsibility of that group’s Primary RECE. Staffing in each program is determined by licensing requirements under the Child Care and Early Years Act - 2014 and is implemented as identified in the following chart:
Table 2: Ratios of Staff to Children for Child Care Programming

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Age Range for Program Area</th>
<th>Ratio of Employees to Children</th>
<th>Maximum Number of Children in a Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddler</td>
<td>18 months or older but younger than 30 months</td>
<td>1:5</td>
<td>15</td>
</tr>
<tr>
<td>Preschool</td>
<td>30 months or older but younger than 6 years.</td>
<td>1:8</td>
<td>16</td>
</tr>
</tbody>
</table>

There are rules used to determine how many children from a younger age group are permitted in a licensed age group. The needs of all children in the group are met, regardless of how many younger children are included. The 20% rule approves all age groups to include no more than 20% younger children in a licensed age group based on licensed capacity. It the number of younger children exceeds 20% and additional teacher is required to support the ratio of the younger age group.

The chart below shows the minimum number of children from a younger age category that can be included while still maintaining the ratio and group size for the older age category based on licensed capacity:

Table 3: Amounts of Children for Different Age Categories

<table>
<thead>
<tr>
<th>Name of age category</th>
<th>Group size</th>
<th>Maximum number of children from younger age category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddler</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Preschool</td>
<td>16</td>
<td>3</td>
</tr>
</tbody>
</table>
Because children arrive and depart at flexible times an attendance fluctuates greatly during these periods and including rest time, a reduced ratio provision allows for flexibility during arrival and departure times. The ratio of teachers to children at the CCLC may be reduced to less than required, as long as observed ratio is not less than two thirds of the required ratio.

During periods of arrival 7:30 a.m. – 9:30 a.m. and departure 3:30 p.m. – 5:30 p.m. and the rest period (up to two hours):

- Toddler ratios are no less than 1:8
- Preschool ratios are no less than 1:12

While reduced ratios are being exercised a required number of staff must be on site to meet the reduced ratio requirements.

**Daily Schedule**

Each playroom follows its own daily schedule. This schedule can accommodate children who attend on a full-time or part-time basis. Full-time child care consists of five full days. Part-time is either two (Tuesday and Thursday) or three full days (Monday, Wednesday, Friday) each week on a regular schedule.

- You will note that the schedule includes a variety of activities, including outdoor play, play in another playroom that is not your child’s usual playroom, lunch and toileting.

**Play Materials**

To ensure that all children have the opportunity to engage in exploration, play and inquiry, play materials are provided to spark their curiosity and promote learning and development in all areas (social, emotional, cognitive, communicative and physical).

The CCLC ensures that play material are:

1. Provided in numbers that are adequate to serve the licensed capacity of the Centre
2. Of sufficient variety to allow for rotation of the play materials
3. Available and accessible for the children throughout the day
4. Of such type and design to allow the children to make choices
5. Appropriate to support learning and development of each child.

Play materials, equipment and furnishings are maintained in safe and clean conditions and are kept in a good state of repair with adequate storage available.

**Video Viewing Policy**

It is our belief that children construct their knowledge by being actively engaged with the environment. Therefore, as much as possible, children spend the majority of their time engaged in hands-on play.

However, at times, especially with the older children, a short educational or story video can be an excellent supplement to their learning. Videos are only shown to the children with the prior approval of the Director or Supervisor. You will be notified in advance if a special video is part of your child’s curriculum.

The only exceptions to this policy involve sing-along and exercise videos that have received previous approval by the Director or Supervisor for use as part of a music curriculum or on an inclement weather day.

**Transition to School**

Below are some other links that also may be helpful in being prepared for "Big School".

Upper Grand District School Board on FDK: [Upper Grand District School Board](#)

Find My School: [Find My School](#)

Inclusion: [Inclusion](#)

**Supporting Children’s Self-Regulation**

The College of Early Childhood Educators released a document “*Practice Guideline: Supporting Positive Interactions with Children*” in March 2016 and the CCLC wishes to acknowledge the College for allowing us to use the document in the development of our policy “Supporting Children’s Self-Regulation”.

Current research indicates that fostering good relationships with children and their families is the single most important priority for teachers. Responsive relationships with children are paramount and we understand that supporting children’s internal capacity to self-regulate and engage in positive interactions is the foundation for optimal learning, development, health and well-being. It is our ethical and professional responsibility to develop and support positive
interactions and build authentic relationships with children rather than manage or direct behaviour.

Building strong relationships by collaborating and co-learning with families provides teachers with opportunities to create meaningful connections between home and the CCLC. When families share information about their children, such as their interests, challenges or temperament, the RECEs develop their relationships with children and strengthen their approaches to support positive interactions and self-regulation.

While there are many definitions of self-regulation from the early childhood education perspective we refer to stressors, how the child responds to the stressors and now quickly they recover from the stressor. Self-regulation develops through warm and caring relationships and positive interactions with children. Positive interactions help with understanding the precursors to challenging behaviour. For example, when a child does not sleep well and that information is shared by the parent, we will know that the child may be very tired before rest time and this may inhibit their ability to cope. Helping them cope and recover from stress enables them to manage stress and challenging moments as they grow and develop. Supporting the child’s natural ability and motivation to self-regulate also helps children become self-aware and begin to regulate. These moments can be teachable moments for the child, family and RECE.

RECEs can support the ongoing process of self-regulation by:

1. Reading the signs of stress and reframing the behaviour
2. Recognizing the stressors
3. Reducing the stress
4. Reflecting
5. Responding

**Strategies for Positive Interactions**

Challenging behaviours inevitably arise when working with children and despite the challenging behaviours a majority of interactions can be positive. All strategies must be intentionally and thoughtfully developed, consistent and based on:

- current evidence based research
- the needs of the individual child
- while some children may need additional supports, staff must anticipate and respond appropriately to all children
- family circumstances and cultural factors
- the environment
  - is it the “third teacher” that is warm and inviting
Anticipate and Prevent Challenges

To support positive interactions, RECEs must reflect on their role in anticipating and preventing challenges.

- Observe non-verbal cues and group dynamics
- Be physically and emotionally available to children
- Actively listen by giving children time and space to express themselves
- Prepare children for changes in their day and reflect on individualizing your expectations
- Support and encourage children as they develop friendships, problem solve and seek staff support

Engage in play with children and ensure face-to-face interactions:

- Be a play partner
- Know when to actively engage in the play and knowing when to be an intentional observer removed from the play scenario
- Provide support as you maneuver away from a challenging moment into a more positive interaction between children

Direct Intervention

When a child's behaviour is challenging, the adult should always respond with the MOST
APPROPRIATE AND EFFECTIVE BUT LEAST INTRUSIVE strategies, such as:

- Ignore the behaviour if warranted
- Move closer to the child
- Distract and re-direct attention to another activity when appropriate
- Actively listen to children expressing themselves and maintain a positive view of the children when deciding your response:
  - What is the child showing you that in order to calm themselves they need – a hug, quiet space, natural and logical consequences
  - Support the child as they calm, show them that you believe in them
  - Monitor the tone and language used with children (see language policy)
- Be consistent and use clear, developmentally appropriate language when setting limits and boundaries
- Model problem solving strategies and positive emotional expression by acknowledging and labelling your own emotions
- Acknowledge and label the child’s emotions
- Be flexible and prepared to change your strategies in order to meet the individual child’s needs or that of the group
- Model problem solving language e.g. “Have you ask Vera for a turn on the bike?” and to allow the child to problem-solve a different response.
- Reflect on the potential causes of the challenging behaviour and react warmly and supportively
- Acknowledge and positively reinforce children’s hard work in a meaningful way and be specific when describing actions and reactions

Prohibited Practices in License Child Care Settings
Section 48 of the General Regulation 137/15 of the Child Care and Early Years Act, 2014 and ensure the following prohibited practices do not occur:

- “corporal punishment of the child;
- deliberate use harsh or degrading measures on the child that would humiliate the child or undermine his or her self-respect.
- depriving the child of basic needs including food, shelter, clothing, or bedding;
- locking the exits of the child care centre or home child care premises for the purpose of confining the child; or
- using a locked or lockable room or structure to confine the child if he or she has been separated from the other children.”
Reference

Social Inclusion and Respect for Diversity

Social inclusion and respect for diversity follow naturally from a respect for rights. All children, regardless of who they are, or their particular abilities have the same right to be free from discrimination, and participate in the same type of child care setting that is available to all children. This statement is supported by the University of Guelph, and this right is guaranteed by law in The UN Convention on the Rights of the Child.

Social Inclusion Policy

The CCLC is a high quality early childhood education program that provides children with special needs the opportunity to achieve their fullest human potential. The CCLC enrolls children with special needs based on the capacity of the RECEs and playroom staff to meet the unique needs of each child.

Social inclusion means that all children have the same right to function and participate in a meaningful and purposeful manner with in care at the CCLC. In other words, a child who is different from other children for any reason, including a child with a disability or special need, is welcome to participate in the same setting that he or she would have experienced without the disability or special need. At the Child Care and Learning Center an integrated approach is used when working with a child with special needs. Collaboration with parents, staff and Inclusion Support Services Team help to give the child and family a successful, enjoyable experience while at the CCLC. Individualized support plans support each child with special needs. The use of aids, supports or other modifications to the physical, social and learning environment support the child with special need to attain their potential. iPads®, tablets, mobility devices, sign language, additional staff, seating systems and accessible designs within the building and the playgrounds ensure that children are supported to participate fully in the program.

When individual children need support from agencies that assist at the CCLC, as part of Growing Great Kids. This might include but is not limited to: Social Development Support,
Language Development and Speech Therapy, Behavioral, Physiotherapy, Occupational Therapy or Developmental Support. For an outside agency to work with a child in the CCLC the parent/guardian gives informed consent. The parent, community agency representative(s), teacher(s) and Director collaborate in developing an Individualized support plan to support each child with special needs. This opportunity is presented to all children who participate in the program.

HDLH set out a view of the child as competent and capable, curious and rich in potential. This helps teachers focus on the strengths of each child rather than the needs and deficits. Documentation shared with parents help educators continue to learn about each child’s unique abilities, characteristics and growth. Knowledge gained through documentation helps teachers create environments and experiences that best support the learning and development of each child and can be used to update the individualized support plans on an ongoing basis.

For more information about Inclusion Support Services please check out the Growing Great Kids Guelph-Wellington program.

Respecting Diversity

The CCLC aims to respect diversity by being sensitive to the unique qualities of each child and family in our program. Within our curricula, we respect many forms of diversity and strive to incorporate many levels of diversity in our programming.

➢ Please share with us any cultural practices, curriculum ideas or activities that would help us further support the special qualities of your child and family.

Cultural Context

Although researchers have concluded that children everywhere pass through the same stages of development it is also known that, as a result of environmental influences, children develop at slightly different rates and in different ways. Children’s development can be understood only in light of the cultural practices and circumstances of their communities.

It is essential that cultural differences and similarities be taken into consideration during the process of developing curriculum. At the CCLC, RECEs and playroom staff have the dual challenge of understanding the influences that have shaped each child and preparing them for participation in a world that is likely to be different. To meet that challenge, they need a clear
sense of which they are, an ability to recognize and appreciate differences in others, and an ability to develop curriculum that prepares all of the children in their care for positive future outcomes.

**Gender Equality Policy**
To ensure that children have an equal opportunity to develop to their fullest potential, we aim to provide all children with a wide range of experiences within the child care environment. We encourage both boys and girls to be assertive and gentle, caring and physically strong, active and contemplative, and creative and logical. We help both boys and girls develop, accept and express a full range of emotions and behaviours. Our anti-bias program seeks to avoid discrimination on the basis of gender, race, religion or ability.

**Food Service and Nutrition**

The CCLC at the University of Guelph aims to provide nutritious meals and snacks, and serve food in a manner that promotes good health and supports best practice. In this regard, the CCLC strives to meet and where possible, exceed, standards embodied in licensing requirements, in legislated nutritional requirements as dictated by the CHILD CARE AND EARLY YEARS ACT - 2014, and the requirements of the Wellington-Dufferin-Guelph Public Health Unit.

As outlined in the Food Program Objectives, the CCLC recognizes that food and nutrition have a direct impact on the physical and emotional growth of children, as well as their health and ability to learn. Menus for children are carefully planned to ensure variety and meet the nutritional requirements of all children. When dietary or eating issues arise for a specific child; the CCLC works with a parent to complete a **Food Allergy/Restriction Form**. RECEs recognize the special needs of very young children and understand the importance of meal and snack times as opportunities to both provide food and establish caring relationships.

**Food Program Objectives**

Not only is sound childhood nutrition a fundamental component of creating the best possible conditions for learning and socializing, it also lays the groundwork for establishing healthy eating patterns that are an essential life skill. In accordance with the Child Care and Early Years Act - 2014 (CHILD CARE AND EARLY YEARS ACT - 2014), the food program at the
CCLC delivers menus that are designed to support the development of wholesome nutrition for children. This is achieved both through our approach to cooking and through the manner in which we serve lunches and snacks. More specifically, the objectives of the food program at the CCLC are to:

- Fulfil and exceed where possible legislated nutrition requirements, as dictated by the CHILD CARE AND EARLY YEARS ACT - 2014 (see 7.2.1)
- Meet and exceed where possible legislated food safety requirements, as dictated by the Wellington-Dufferin-Guelph Public Health Board
- Offer a food program that delivers healthful and enticing meals and snacks that:
  - rely on current knowledge and scientific evidence to inform decisions regarding the best possible nutrition content of our food offerings,
  - reflect and respect the cultural and ethnic diversity of our family community, and
  - foster an inquisitive and beneficial relationship with food by way of
  - highlighting fresh, seasonal and novel ingredients through hands on learning and an open atmosphere that encourages experimentation. For example, at some lunches children build their own sandwich by choosing the ingredients they prefer and classroom cooking activities allow children to participate in the preparation of food.
  - continually strive to improve our practices via an adaptive planning approach that enables innovation and flexibility. The kitchen staff is open to feedback and incorporates feedback into planning and implementation of menus.

**Menu Planning Approach**

**Mealtime Schedule**

Each day we offer a morning snack, lunch and an afternoon snack. Table 4 outlines the mealtime schedule for the Toddler and Preschool groups. Note that timing of snacks may vary slightly from day to day depending on the time of year and individual classroom activities and excursions.

*Table 4: Mealtime Schedule*

<table>
<thead>
<tr>
<th>Age Group</th>
<th>AM Snack</th>
<th>Lunch</th>
<th>PM Snack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toddlers</td>
<td>7:30am – 9:00am</td>
<td>11:30am – 12:15pm</td>
<td>2:00pm – 2:45pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4:15 additional snack</td>
</tr>
<tr>
<td>Preschool</td>
<td>8:00am – 9:30am</td>
<td>12:00pm – 12:45pm</td>
<td>2:00pm – 2:45pm</td>
</tr>
</tbody>
</table>
No Food from Home

Please keep the environment safe for all the children by NOT bringing any food from home into the CCLC. Due to the range and volume of life-threatening allergies present in children attending the CCLC, we enforce a ‘No Food from Home’ policy. This includes baked goods and other foods for special occasions. A small number of exceptions to this policy exist, including the provision of milk alternatives for children with dairy restrictions (e.g. soy milk). The CCLC must be aware of all potential hazards to which the children may be exposed and take steps to avoid severe, life-threatening allergic reactions and eliminate potential choking hazards.

RECEs and Playroom staff are not allowed to bring food from home into the cubby or playroom areas.

Meeting Each Child’s Dietary Needs

Nutrition and playroom food service at the CCLC is the responsibility of the CCLC Kitchen Staff. Meals and snacks are prepared in the CCLC’s kitchen according to menus that are approved by a dietician, and the Director, and then posted for parents.

Menus provide for age-appropriate foods and beverages and are designed to meet the dietary needs of all of the enrolled children. Exceptions will be made if a child has a documented food allergy or food restriction.

Special Dietary Plans Policy

If a child has special dietary needs, the kitchen staff will follow a menu that outlines the child’s food substitutions. A Dietary Plan is developed with advice from the child’s parents, physician/health or nutrition practitioner, the Intake Person and the CCLC Kitchen staff.

When the child’s dietary needs relate to other aspects of care such as feeding methods or emergency response procedures, it may also be necessary to develop an Individual Emergency Plan for the child. Such a plan would be necessary, for example, if a child’s allergic reaction to a food included anaphylactic shock. A child who is anaphylactic to foods that we serve may be seated at an individual table, and have their food served on an individual tray to avoid cross
contamination. All staff involved with the care of a child with special dietary needs is made aware of the child’s needs and the steps to be taken.

The need for special, individual plans may become apparent at intake or while a child is enrolled at the CCLC.

**Family Style Food Service**

Food is served “family style” at the CCLC. That means that a Primary RECE sits with a small group of children around the table and children are encouraged to self-serve their food with assistance from the teacher. The Primary RECE eats with the children and models good eating habits, enjoyable interactions and the pleasure of experiencing new and different foods.

Children are encouraged to try at least some of everything. If they have met this minimal requirement, they are never being forced to eat. The management of "problem eaters" who consistently do not eat or demonstrate other difficulties are discussed on an individual basis with the child's parents and in team meetings with the Director. Following these meetings, appropriate management strategies can be adopted.

Similarly, children who appear to have adverse reactions to certain foods should be observed carefully and all reactions should be reported to the Director and parents as soon as possible. Once again, appropriate strategies can be adopted following consultation with others. RECEs and playroom staff must be prepared to assist children when the need arises. The CCLC also encourages RECEs to eat with the children to provide a positive role model.

**Research at the CCLC**

As a condition of acceptance at the University of Guelph, Child Care and Learning Centre (CCLC), parents/guardians agree that their children in care may be observed for the purposes of general educational study and research based on naturalistic observation. Additional studies involving direct interaction between a researcher and children or parents/guardian will require written consent from parents/guardians and are completely voluntary.

**Types of Research**

The types of research that may be carried out at the CCLC can be placed into two categories:
Naturalistic Observation

Observational research involves watching children interact with people and things in a play environment or observing adults as they perform care giving and teaching responsibilities. Observations are conducted from the observation booths, equipped with one-way mirrors or by an observer sitting quietly in the play room.

Interactive

Interactive research includes projects in which the researcher interacts directly with the children or parents/guardians on a one-to-one basis. Projects involving surveys/questionnaires for parents/guardians or staff to complete are considered to be interactive projects. For this kind of research, voluntary written consent will be sought from the parent/guardian and verbal consent from the child, if the child is capable of giving it. If a child does not wish to participate, the child will be removed from the project. In addition, no child will be identified in the research results by name or demographic data that could cause his or her identity to become known.

Research Approval

Regardless of the type of research, all research projects carried out at the CCLC must first be approved by the University of Guelph’s Research Ethics Board (REB). For more information about the REB, see University of Guelph's Research Ethics Board or contact:

Research Ethics Coordinator
Office of Research
Rm.437, University Centre
Guelph, ON N1G 2W1
Telephone: (518) 824-4120, ext. 56606 / Fax: (518) 821-5236

Safety and Supervision Policy

The University of Guelph Child Care and Learning Centre (CCLC) aims to keep children safe and prevent accidental harm to children by adopting and meeting high safety standards and practicing effective supervision. In this regard, the CCLC strives to meet and where possible, exceed, standards embodied in licensing requirements, including requirements of the
Wellington-Dufferin-Guelph Public Health Unit. In addition, the CCLC follows directives and advice provided by the University of Guelph and local fire and emergency authorities, including the Guelph Fire Department.

Because the standards and practices of the CCLC are directed toward the prevention of harm, they must be followed at all times, even when the need is not immediately apparent. Such practices include rigorous maintenance of accurate attendance records at all times, the constant supervision of each child at all times, and vigilant attention to environmental conditions.

The CCLC establishes procedures for responding to emergencies and staff keep themselves in a constant state of response readiness through regular drills and reviews. Regular reviews of procedures and practices provide the CCLC with opportunities to respond to changing threats and make decisions based on the most current safety information.

**Shared Safety Measures with Parents and the CCLC**

**Building Security**

The CCLC is a secure facility with a video and audio feed and an electronic FOB or iclass card system that is networked with Campus Police.

The front entrance doors are locked and you will require a FOB or iclass card to enter the building. There will be two FOBS or iclass cards or a combination designated for each family.

**Ensure the Safety of All Children**

The safety and security of all of our children at the CCLC is important to us.

When entering and exiting the building and program areas, please ensure that you allow only your own child through the doors. Please ensure that no other children exit.

**Safety Guidelines**

RECEs and Playroom Staff are well-trained in providing a physically safe environment both indoors and out. Children are never, in any circumstance, left unattended. They are always under the direct supervision of an RECE or Playroom Staff member. There is a telephone in
each playroom, and when a playroom group goes for an outing or a walk, they take a charged cell phone with them in case of an emergency. Program area doorknobs are high, out of the reach of small children to prevent unauthorized exploring.

Constant attention to safety includes helping children communicate using strategies that prevent altercations of a physical nature. Guidelines have been established for appropriate and safe behaviour as children engage in daily activities. As children learn the “rules and limits” of safe play, the environment becomes one of safety for all.

**Indoor Play**

All playrooms are checked daily to ensure that toys and equipment are safe for the children. The playrooms are set up to ensure freedom of movement and safety. Sleep cots and cribs are set up according to safe practices required under the Child Care and Early Years Act - 2014.

Toys are inspected regularly for wear or damage. Toys are disinfected with Virox® and/or in the dish-washer at different times in each program area. In Toddlers, we check the size of toys and detachable pieces to make sure that none can be swallowed or stuck in the eyes, ears, or nose.

**Playground Safety and Supervision Policy**

Outdoor play is an extension of the regular indoor program for the child with the addition of numerous opportunities for gross motor development. All other program areas such as dramatic play, creative arts, and books are recommended for inclusion in the outdoor play time. Outdoor time is to be physically challenging, stimulating, fun and safe.

To facilitate supervision and ensure the safety of the children outdoors, each playground has been divided into quadrants. If it is open for play, each quadrant must be supervised by an adult. An adult supervisor must be an RECE, or playroom staff member. Child Care and Early Years Act - 2014 teacher/child ratios are maintained at all times on the playground.

Supervision requires the staff member’s

- **physical presence** in the child care space;
- **knowledge** of each child’s
  - program of activities,
  - individual needs, habits, interests; and
- special problems, if any; and
- acceptance of accountability for the care of a child or group of children.

**Parental Intoxication**
The Ministry of Education, Family and Children’s Services of Guelph and Wellington County, and the University of Guelph support all RECEs or Playroom Staff in following specific procedures should a parent who has apparently been drinking or using intoxicating substances arrive for pick-up. If RECEs or Playroom Staff are concerned about your condition when you arrive to pick-up your child, they will request that you take a cab with your child, or call another person to come and get you and your child. To ensure your safety and the safety of your child, if you do not comply with this request, the Campus Police will be called. If you know that you will be drinking at a special event, please make arrangements for someone else to pick-up your child.

**Failure to Pick-up**
If a child is not picked up at the end of the day, by 5:30 p.m., two RECEs or Playroom Staff will stay with the child until a parent or authorized release person arrives. If a parent has not arrived by 6:00 p.m., and has not contacted the CCLC, an RECE or Playroom Staff will inform Family and Children’s Services of Guelph and Wellington County that a child remains at the CCLC.

**Items not allowed at the CCLC**

**Clothing with Drawstrings**
Drawstrings pose a serious safety threat when children are using playground equipment.

- Please avoid purchasing clothing, such as fall jackets and snowsuits, with drawstrings. When items already purchased have drawstrings, please cut the strings and tie them to prevent possible accidents.

**Plastic Bags**
All plastic bags should be kept out of the reach of children in the cubby area. Any soiled clothing to go home will be placed in a plastic bag and put on the very top portion of your child’s cubby.

- Please remember that canvas bags, cloth bags, or children’s backpacks are safer
alternatives for the storage of extra items in cubbies.

**Small Items from Home: Food, Candy, Coins or Toys**

When small items or food from home, including candy, are left in knapsacks and cubbies, they pose a choking threat to children who may find them and put them in their mouths. Small items in pockets, such as coins, beads, seeds or safety pins, can also be dangerous.

- Please do not allow your child to bring small items or food to the CCLC. To be sure, please check your child’s pockets at drop-off time. Your co-operation in this area is vital to the safety of all the children.

**Inappropriate Toys**

Some toy items brought for Show and Share may be inappropriate toys in a CCLC playroom setting. For example, toys may have many small parts that could be choking hazards. Toys, such as guns or swords, may be seen to represent violence and suffering.

- Please check with your child’s Primary RECE about appropriate toys for Show and Share before bringing them into your child’s playroom.

**Steps to Reduce Harm**

If and when there is a threat of an impending situation or a situation that affect the life, health, safety, property or reputation of the University or may adversely impact the operations of the CCLC, the U of G responds with a coordinated emergency response the Campus Control Group (CCG). The University of Guelph Campus Police, Guelph Community Police, CCLC Director and the University of Guelph Emergency Operations Centre are responsible to addressing the media with respect to any criminal incident and the police response to an incident.

**University of Guelph Emergency Management Plan**

The Director and Supervisor meet and discuss the outcomes of the emergency response after discussions with emergency responders. Any gaps that are identified are discussed and staff are updated by email. Staff will sign off on any changes to policy.

Parents are notified when an emergency management plan has been activated at the CCLC. They are notified in any of the following ways:

- Parent email blast by Office Assistant or Supervisor
• Individual family email/text/phone calls if required by Office Assistant, Financial Assistant, Supervisor and/or Director or designate
• CCLC website posting by Office Assistant
• University of Guelph website
• CCLC answering machine message by Office Assistant or Director

Just as effective supervision and safety precautions protect children from harm on a daily basis, so advance planning and preparation protect children when emergencies occur. It is important to be prepared for extraordinary events by training staff and ensuring that

• First-aid and emergency/evacuation kits are well-equipped, up-to-date and readily accessible.
• Epinephrine auto-injector medication and asthma inhalers are kept in unlocked easily identifiable, labelled and accessible containers in the playroom and outdoor playground. The child’s emergency plan is with their medication.
• Emergency response plans are posted and known by staff.
• Evacuation and tornado/turtle drills are held on a regular basis.

First-Aid Kit
Every child care provider is required by the Child Care and Early Years Act, 2014 to have their current Standard First Aid and Infant/Child CPR. Even in settings that seem safe, accidents and injuries can occur and it is critical to be prepared at all times to respond quickly and effectively when an emergency does occur. Child may receive minor injuries as they engage in active exploration and play, learn about their environment and develop fine and gross motor control. First-aid kits and supplies are checked on a regular basis and maintained by a designate of the CCLC Health and Safety Committee. They are available throughout the CCLC, as follows:

• A basic-first aid kit equipped with essential materials is located and readily available in each program area.
• Each program area has a backpack which includes a basic first-aid kit.
• More extensive first-aid kits and an eye wash station are located in the front office and kitchen.
• Ice packs for treating injuries are available in the freezer section of the refrigerator in each program area. Before use, the ice pack should be wrapped in a clean paper towel.
• Frozen juice popsicles to control bleeding or swelling in the mouth is kept in the
freezer in the kitchen.

RECEs, playroom staff, students and volunteers who are new to the program area should locate the first-aid kit and other supplies prior to working with the children.

**Fire Drill Policy**

Under the Child Care and Early Years Act - 2014 a fire drill must be held once a month to ensure that the building will be evacuated safely in the event of a fire. As part of the monthly drill, fire extinguishers are also inspected.

The plan for evacuating the building during fire drills, fires and other emergency situations is posted in each playroom and at strategic points throughout the CCLC.

Emergency personnel on campus ring the actual bell for us and it is quite loud. Some children are frightened by the sound and we work closely with them to help them cope with this fear and respond in an appropriate manner by exiting the building.

**Parent Procedures during Fire Drills in the Morning**

- If you have arrived and have not entered the building, please wait outside with your child, wait and sign your child into the CCLC when re-entry to the building has been announced.
- If you have arrived but you have not signed your child into the playroom when an alarm is sounded, please evacuate the building with your child, wait and sign your child into the CCLC when re-entry to the building has been announced.
- If you have signed your child into the CCLC playroom before a fire alarm rings, please leave the building, and leave your child in the care of the RECEs and Playroom Staff of the CCLC.

**Parent Procedures during Fire Drills in the Afternoon**

- If you have arrived and have not entered the building, please wait outside until re-entry to the building has been announced, then proceed with picking up your child, and signing them out.
- If you have arrived but you have not signed your child out of the playroom when an alarm is sounded, please accompany your child and their class, evacuate the building, and then wait and sign your child out of the CCLC when re-entry to the building has been announced.
• If you have signed your child out of the CCLC playroom before a fire alarm rings, please leave the building, and take your child with you.

**Tornado Drill Policy**

When a tornado threatens, children will be evacuated from their playrooms to designated locations in the CCLC and assume the “turtle position “kneeling on both elbows and knees with their hands covering their heads.

As a safety precaution, RECEs, all Staff and children practice tornado drills during the spring and fall. The tornado drill is known to all children as the “Turtle Drill.”

**Building Evacuation Policy**

If the building must be evacuated for any reason, your child will be escorted to the W.F. Mitchell Athletic Centre kitty-corner from the CCLC on East Ring Road. Such an evacuation may occur, for example, as a result of a lack of heat or a gas leak in the area. If the CCLC is evacuated, and the children need to be in the care of a parent or guardian, we will notify you and ask you to pick-up your child as soon as possible.

**Lockdown Plan Policy**

The Director’s Office, room 101, is the “command post” location, with the Resource, room 110, as an alternate command post. Room 102, the Front Office is the third alternative.

Teacher’s lock the playroom door and gather everyone in the immediate vicinity into their playroom, but only if it is safe to do so. Once inside a secure area, staff and students should: stay away from doors and windows, turn off lights; close blinds; be aware of sight lines; if the classroom door has a window, consider covering the window; take cover if available (get behind something solid); remain absolutely quiet; teachers take attendance; not use cell phones unless it is necessary to communicate regarding the incident. Phones that are being used for this purpose should be put on vibrate and all others should be shut off; consider *barricading* doors where possible, in addition to locking them. Barricading can sometimes provide additional protection against an intruder.

The CCLC conducts a minimum of two lockdown drills during each calendar year.

**Provincial Model for a Local Police/School Board Protocol**
Emergency Shelter

The emergency shelter for the CCLC is the **W.F. Mitchell Athletic Centre**.

CCLC Evacuation Route

To view in Google Maps please ctrl + click the Links below:
- Route A: Evacuation Route A
- Route B: Evacuation Route B

Recovery Response

Children who require additional support as a result of distress during the incident and/or emergency have immediate access to teacher support. Staff who require additional support as a result of distress during an incident and/or emergency will debrief with the Director and/or Supervisor and/or the University of Guelph Crisis Response Team.

For the Safety of Others

Nut-Free Policy

The CCLC adheres to a strict ‘Nut-Free’ policy. This includes items labelled as ‘May Contain Nuts’ or ‘Produced in a Facility that Uses Nuts’. Peanut butter, peanuts, other nuts and any products containing nuts are not allowed in the CCLC at any time, as children with potentially life-threatening allergies do attend our programs. Help us to keep the environment safe for all children by NOT bringing any food, especially nut products, from home into the CCLC. This includes milk alternatives that contain nuts (e.g. almond milk).

Please do not bring nuts or nut products into the CCLC. The CCLC requests that everyone refrain from eating nuts or nut products before attending at
the CCLC. The chemical elements of a peanut or peanut product may remain on an individual’s
breath and hands, and can cause an anaphylactic allergic reaction in someone who is highly
reactive.
The CCLC appreciates everyone’s co-operation in this area.

**Scent-Free Policy**

For the general population, exposure to scent is not typically problematic. However, on
occasion, perfumes and other scented products present indoor air quality concerns that affect
individuals and may present a health hazard. For adults or children with pre-existing
conditions, such as chemical sensitivities, asthma or allergies, exposure to some odours can
cause a range of health effects.

In respect and consideration of others, please refrain from wearing any perfumed products in
the CCLC. Such products include scented hairspray, soaps, scented fabric softener and laundry
detergent, cologne, perfume or scented sunscreen.

The CCLC appreciates everyone’s understanding.

**Smoking Ban**

Under the Smoke-Free Ontario Act, smoking is prohibited “in enclosed workplaces and
enclosed public places in order to protect workers and the public form the hazards of second-
hand smoke.”

Smoking is also prohibited in any day nursery licensed under the Child Care and Early Years Act -
2014.

**Responsibilities of Operators under the Act:**

- Ensure that everyone is aware that smoking is prohibited.
- Remove ashtrays and any object that serves as one.
- Ensure that no one smokes on the premises.
- Ensure a person who does not comply does not remain on the premises.
- Post No Smoking signs at all entrances, exits, washrooms, and other appropriate
  locations.

Ministry of Health Promotion’s Website, Smoke Free Ontario Act

**Smoke Free Ontario.**
**Sun Protection Procedure**

The CCLC has sunscreen in each playroom that, with parent permission, is applied before going outdoors on summer afternoons.

When parents permit the use of sun screen:

- The CCLC asks parents to apply sunscreen to their child in the morning.
- Before outdoor afternoon play, for all children with permission for sunscreen, the RECEs and playroom staff will apply sunscreen using the predetermined sunscreen.
- RECEs and playroom staff must wash their hands between each child’s sunscreen application.

If a parent prefers that their child uses Sunscreen from home:

- The parent signs the sunscreen permission form and make note of the preference to have their child use their own sunscreen.
- Check to ensure that the sun screen provided for a child is the same as the type noted on the child’s form and that the expiry date on the sunscreen has not passed. If the sunscreen is different, or if the expiry date has passed, advise the parent that a new form or new sunscreen is required and use the sunscreen that has been provided before going out.
- Ensure that each child’s sun screen is labelled with the child’s full name and stored safely, **out of reach of the children.**

**NOTE:** In summer, children need both sunscreen and sun hats.

**Steps for Keeping Children Cool when it is warm outside**

In Toddlers, drinking water is provided. RECEs and Playroom staff bring out a jar of water and paper cups to serve water to the children.

In Preschool, drinking water is available to children who wish it from a water fountain outside the preschool door. This fountain is in the entrance way to the Preschool Play yards. Children who wish to have a drink ask a teacher; the teacher opens the gate, and supervises the child.

In Preschool, children may line up and have a drink on the way inside after outdoor play. In each of the playgrounds there is shade available for the children to play under.

Water play is set up by the RECEs and Playroom staff to allow the children to cool themselves
as they enjoy sensory play.

**Steps for Keeping Children Warm when it is cold outside**

1. When the children are dressing for outdoor play, the RECEs and Playroom staff ensure that the children have on dry socks, snowsuits, hats, mitts, and boots.
2. When children come in from outdoor play, the RECEs and Playroom staff dry the children’s mitts, and snowsuits to be ready for the next outdoor play session.

**NOTE:** Parents must sign a Snowsuit drying permission form to allow the RECEs and Playroom staff to dry their child’s snowsuit in the clothes dryer.

**Monitoring of Program Statement and Policy**

Compliance with the Program Statement, policies and prohibited practices is monitored and recorded on a yearly basis. All staff sign an agreement of understanding and compliance with all policies. Monitoring procedures at the CCLC are important tools for determining what types of professional learning would benefit staff and ensure that staff, students and volunteers always interact with children in a manner consistent with the program statement. Compliance to all policies are monitored on an ongoing basis, recorded and addressed. Contravention of prohibited practices results in immediate removal of the staff from the situation to meet with the Director and/or the Supervisor. In extreme situations, the individual may have their employment terminated.

Records of compliance or contravention are stored in a secure location for at least 3 years from the date of creation.

**Attendance Policy**

Daily attendance records must accurately reflect the number of children present in a playroom for a group of children. Daily attendance documents the presence of individual children on an individual day, and is kept in accordance with licensing requirements. These records, along with regular number counts (head counts), allow RECEs and playroom staff to account for the children in their groups at all times during the day. Attendance records are retained by the
CCLC for seven years and are available for future reference.

**Parents Role in Daily Attendance**

Unless we hear from you, we assume that your child will be present for all days of scheduled attendance. The number of children present affects our staffing levels and it is important that we know how many children to expect on a given day.

To protect the health of all the children, if your child will be absent due to illness, it is imperative that you call us in the morning and provide us with the following information: the name of your child, your child’s program area and playroom name, and your child’s symptoms. If your child is being taken to a doctor, please advise us of the diagnosis. We regularly monitor the health of all children.

➢ Please call us in the morning if your child will be late or absent for the day. If you know that your child will be away for a day having fun with you, with grandparents or at another event, please let us know in advance.

**Parent’s Daily Sign-In/Sign-Out Forms**

All children must be left with an RECE or Playroom Staff before you depart in the morning. At pick-up time, it is imperative that you let an RECE or Playroom Staff know when you are leaving with your child.

Parents sign a **Sign-In/Sign-Out Form** each day by putting a signature beside their child’s name when they bring the child to the CCLC and again at pick-up time. RECEs or Playroom Staff sign and initial the update when parents forget to sign their child in or out.

➢ Please be sure to sign your child in and out every day using the sign in/sign out binder located in your child’s program area.
Emergency Policy Statement

The University of Guelph Child Care and Learning Centre (CCLC) recognizes that even though all possible measures are being taken to keep children safe and prevent accidental harm, emergencies will still occur. Such emergencies include accidents, medical emergencies, fires and natural disasters. When they occur, the CCLC is able to respond effectively to protect children and staff because detailed emergency response plans are in place and have been tested in advance during drills and practices. In formulating and carrying out its plans, the CCLC strives to meet and where possible, exceed, standards embodied in licensing requirements, including requirements of the Wellington-Dufferin-Guelph Public Health Unit. In addition, the CCLC follows directives and advice provided by the University of Guelph and local fire and emergency authorities, including the Guelph Fire Department.

Whenever an emergency occurs, the CCLC’s first concern is for the wellbeing of the children and the staff who care for them. At such a time every effort is made to respond in a timely manner. Whenever possible, staff make decisions according to the wishes of parents and in keeping with the written directives of health care and other professionals.

In all cases, when emergency action has been taken, the CCLC informs parents as soon as possible, and follows reporting procedures as set out by the University of Guelph and other authorized bodies.

Accident Policy

In spite of the best preventive measures, accidents happen, especially in childcare centres. When accidents occur, it is important to not only attend to the injured child with care and comfort, but also ensure the safety and supervision of the remaining children in the playroom. It is required that all staff members have received up to date Standard First Aid and Infant/Child CPR training.
**Child Accident Policy**

When a child is injured at the CCLC or off the premises while receiving care, the child is attended to then a report is prepared as soon as possible. The report describes the circumstances of injuries and any first aid administered. A copy of the Accident Report that is reviewed and signed off by the staff, parent and given to the Supervisor. Once it is reviewed and signed by the Supervisor a copy is put in the child’s cubby for the parents to pick up.

**Medical Emergency Policies**

Often a child has a known potential for the sudden onset of a medical condition, such as anaphylaxis or asthma. Ensuring the safety of children with a known condition, that may be life-threatening and lead to an emergency at the CCLC, is the responsibility of the CCLC and the parents.

**High Risk and Medical Concern Policy**

When a child is at risk for or has a known medical concern such as Anaphylaxis, Febrile Seizures, Seizures, Epilepsy, or another condition that may need medical attention, the child’s physician must establish an individual treatment protocol. This protocol is reviewed annually with the family. Parents must also advise the CCLC when there are changes to their child’s treatment protocol. The CCLC cannot assume responsibility for treatment in the absence of such a protocol. This treatment protocol is outlined on an Individual Emergency Plan Form that parents are required to complete upon identification of the child’s condition.

**Individual Emergency Plan**

**The CCLC Responsibilities –**

To ensure that everyone is aware of each child’s needs and knows how to respond to those needs, the CCLC develops an **Individual Emergency Plan** on identification of a child’s condition. The basis of this plan is the child’s individual treatment protocol, which is provided by a parent and must be established by the child’s physician. This protocol is updated as necessary and is reviewed annually with the family.

**NOTE: The CCLC cannot assume responsibility for treatment in the absence of a protocol signed by the child’s physician.**

Each Individual Emergency Plan includes a photo of the child, and a description of the emergency triggers, anticipated behaviour and instructions for taking action as set out in the
child’s individual treatment protocol. A copy of the Individual Emergency Plan is placed in the child’s file, posted in the child’s playroom, and in the appropriate playroom information/log book. A master list of all children with Individual Emergency Plans, with their photograph and treatment plan summary is in all attendance binders, and food preparation/serving areas to ensure that all staff members are aware of these children. This list is updated monthly.

**NOTE:** The child’s Individual Emergency Plan will identify when symptom indicate activation of the child’s treatment plan.

**Parent Responsibilities**

The CCLC expects the parents of such children to share information about their child’s health with RECEs and Playroom Staff during intake and participating as actively as possible in the development of procedures to protect their child at the CCLC.

Parents must take full responsibility for providing the CCLC with medical information, their physicians’ protocol for treatment and an adequate supply of up-to-date prescription medication and emergency supplies, such as an EpiPen® or inhalers. Parents are also responsible for advising the CCLC if there are changes to their child’s treatment protocol. It is strongly suggested that each child should wear a Medic Alert bracelet that states his/her allergy or condition.

The parent is responsible for completing a Medication Administration Authorization Form for any medication required and, if appropriate, an authorization form for the use of any emergency supply, such as an EpiPen® or an inhaler.

**Medical Emergency Procedure**

If a child requires emergency medical attention because of an allergic reaction, accident or seizure or any other medical emergency:

RECEs and Playroom Staff will:

- Attend to the child who is injured, ill or otherwise experiencing difficulty.
  - Call other team members to help you.
  - Ensure other children in the group are supervised.
  - Follow the child’s Individual Emergency Plan.
- If there is no Individual Emergency Plan, **Follow the Emergency Response**
Protocol and call 2000, the University of Guelph’s Emergency Services.

- Contact the Supervisor, Director or designated Building Person.
- Notify the child’s parents or emergency contacts.
- Document the medical emergency by filling out a Serious Occurrence Report.

If emergency personnel decide that transfer to the Guelph General Hospital is required by ambulance, an RECE or Playroom Staff member will accompany the child in the ambulance and take the child’s file.

The accompanying RECE or Playroom Staff will stay with your child until the parent or emergency contact arrives, no matter how long it takes.

Any costs resulting from the transporting of a child, by ambulance, are the responsibility of the parents.

Types of Emergencies

A medical emergency can take a number of forms. Three that commonly occur in child care settings are:

- Anaphylaxis
- Asthma attacks
- Seizures

Although they may share common triggers, a particular allergen, for example, each emergency condition has distinctive characteristics and requires a specific response, as set out below.


Anaphylaxis Policy
If an individual is identified as at risk, has an EpiPen® that has been prescribed by their physician, has an Individual Anaphylaxis Plan established, and begins to exhibit symptoms, the Treatment protocol that has been outlined will be followed.

To Attend the CCLC
For a child who has been identified at risk for Anaphylaxis to attend the CCLC the Anaphylaxis Policy checklist, all documents specified in the checklist and an up-to-date EpiPen® are required. If a child develops a new anaphylaxis trigger we must complete this procedure again.

Individual Anaphylaxis Plan
Each Individual Anaphylaxis Plan is specific to the individual named on the plan. Each plan will include an Allergy Description, Avoidance (Any substance to avoid), Symptoms, Treatment Plan, EpiPen® location and Contact Information.

Any adult at risk for Anaphylaxis is asked to complete an Individual Anaphylaxis Plan with the Office Administrator.

Yearly Individual Anaphylaxis Plan Review
Yearly each staff, student, volunteer must read, review and be trained in the management of each Individual Anaphylaxis Plan for each child and Staff within the CCLC. With each change to or new Individual Anaphylaxis Plans all staff are required to read and sign off on the new information.

Epipen Location
The EpiPen® will be in unlocked clear plastic container labelled “Epipen & Inhaler” in clear sight of all staff and away from the reach of children. The child’s Individual Anaphylaxis Plan, a photo, and other emergency information are also in the container. From October 1 to May 1, when the child is outdoors, the EpiPen® will be in a fanny pack worn by the teacher responsible for the child. The teacher will be wearing a safety vest to indicate that they have the EpiPen®.

Adult EpiPen®. Location is specified on the individual’s specific Individual Anaphylaxis Plan.

Responsibility for the Epipen
Responsibility for the EpiPen® rests with the staff member with responsibility for the care of
the child. The EpiPen® must be in the same location as the child at all times. Each child’s EpiPen® and a cell phone will be carried on all field trips or CCLC outings.

Each Adult EpiPen® is the responsibility of the individual.

**Specific Symptoms: What to Look For**

Follow each Individual’s Individual Anaphylaxis Plan.

**Asthma Policy**

The CCLC will develop an **Individual Asthma Plan** for each child with asthma. This plan will identify the symptoms a child typically experiences, the treatment plan, and any activities that may trigger an asthma attack. The treatment plan will be followed if the child exhibits symptoms.

**To Attend the CCLC**

For a child who has been identified at risk for Asthma, the CCLC asks the parent to complete the Asthma Policy checklist, all documents specified in the checklist and up-to-date medication are required. If a child develops a new Asthma trigger we must complete this procedure again.

**Individual Asthma Plan**

Each **Individual Asthma Plan** is specific to the individual named on the plan. Each plan will include Avoidance Strategies to Reduce Risk, Symptoms, Treatment Plan, Asthma medication location and Contact Information.

Any adult at risk for Asthma, who may need assistance, is asked to complete an **Individual Asthma Plan** with the Office Administrator.

**Asthma Medication Location**

The inhaler will be in unlocked clear plastic container labelled “Epipen & Inhaler” in clear sight of all staff and away from the reach of children. The child’s **Individual Asthma Plan**, a photo, and other emergency information are also in the container.

**Responsibility for the Asthma Medication**

Responsibility for the Asthma medication rests with the staff member with responsibility for the care of the child. The Asthma medication must be in the same location as the child at all times. Each child’s Asthma medication and a cell phone will be carried on all field trips or CCLC outings. Each Adult Asthma medication is the responsibility of the individual.
Specific Symptoms: What to Look For
Follow each Individual’s Individual Asthma Plan.

Seizure Policy
The CCLC will develop an Individual Emergency Plan for a child and the Emergency Medical Procedures should be implemented as specified on the child’s Individual Emergency Plan or when a child has one or more of the following:

- A major convulsive seizure lasting more than 5 minutes;
- One seizure after another without waking up between seizures;
- A period of complete unresponsiveness for 20 minutes after the seizure.

Whenever a child has a seizure, staff should take care to document the seizure, including its symptoms, length and other characteristics, and the steps by staff at the time of the episode. A child’s physician needs such information to make appropriate adjustments to the child’s treatment protocol.

Child Abuse Policy

The CCLC recognizes that every child has a right to be protected from neglect, abuse and exposure to family violence. The CCLC accepts that it has a special responsibility to take all possible measures to prevent children from becoming victims of abuse or exposure to violence either at the CCLC or in their homes or communities.

If a person has reasonable grounds to suspect that a child is, or may be, in need of protection must make the report directly to Family and Children’s Services, Guelph and Wellington County.

Everyone has a duty to report suspected child abuse.

References

