



Family Handbook

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UNIVERSITY OF
GUELPH

**Child Care and
Learning Centre**

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Follow us on Instagram:



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CCLC Community Code of Conduct

The University of Guelph Child Care and Learning Centre strives to ensure all members of our community experience a sense of belonging, well-being, engagement, and expression. By joining the CCLC Community, whether as a staff, family member, student, or volunteer, all members agree to communicate respectfully with one another to ensure a welcoming, inclusive environment where everyone feels valued and safe.

Organizational Statements

Our Mission

We are an early learning lab school dedicated to co-learning with children, families, and students through our values and relationships with the Land and community.

Our Vision

A future of freedom and flourishing for all.

Our Core Values

Connection

We value our connection with each other, the Land, and the more-than-human world. We have gratitude for these relationships and see them as a critical component of our work.

Justice

We recognize the important role of early learning and care in creating a more just world. We view children as important citizens and recognize the responsibility that we have to create equitable spaces and be active in advocacy efforts.

Curiosity

We value questions, inquiries, and new learning opportunities. We foster curiosity by giving time and space to joyfully explore and wonder. We take risks, embrace innovation, and engage in research.

Nature

The Land is an important teacher for us. We recognize that we are part of nature and work to strengthen our connection with the more-than-human world. We respect what Indigenous wisdom and ways of knowing can teach us and meaningfully work to reflect these within our decisions and actions.

Leadership

We are advocates for the field of early learning and care. As an early learning lab school, we critically consider research and current trends in early learning. We recognize our responsibility to support innovation and work to lead new directions and ideas within the field.

Our Pedagogical Approach

The CCLC has a multifaceted pedagogical approach because we understand pedagogy to be the study of teaching and learning within our particular contexts, and the processes by which we come to make decisions. We are guided by *How Does Learning Happen? Ontario's Pedagogy for the Early Years* which asserts that learning happens through pursuing questions, including what we do, why, and what impact it has on our community. We create an emergent curriculum with the children and families that we work with, and we also introduce important topics that do not emerge naturally within the children's play. We are inspired by and consider a variety of approaches, perspectives and research findings within our programs. We think critically about how these different aspects bring our mission, vision and core values to life. As we learn and grow with the children, families and students in our programs, we continually question our practices to ensure that they are relevant for our current contexts.

Many different approaches and perspectives inspire us within our emergent curriculum, including:

- The children and families we work with;
- The students and staff of the CCLC;
- Our University of Guelph community;
- The Arboretum;
- Our Canadian context;
- Indigenous wisdom;
- Current research within the field of early learning and care;
- The educators of Reggio Emilia;
- Outdoor education;
- Danish Nature Kindergartens;
- HighScope;
- Key figures and researchers in early learning, such as: Dr. Jean Clinton, Dr. Stuart Shanker, Karyn Callaghan, Lorrie Baird and Anne Marie Coughlin, and early theorists.

In terms of pedagogical approaches, we are most inspired by aspects of a variety of philosophies, but know that our goal is not to “reproduce” what works in other jurisdictions. Rather, we aim to learn from the processes that places like Reggio Emilia and Denmark have engaged in to get to where they are in their approaches. We are most consistently inspired by the educators of Reggio Emilia and Danish Nature Kindergartens, and aim to think alongside the aspects of their work that are most relevant to our context.

Reggio Emilia is a city in Northern Italy and their municipal early learning centres are world renowned for what has come to be known as the Reggio Emilia approach. Ultimately Reggio Emilia is a relationship-based approach that focuses on educators and children as co-learners and co-researchers. Another focus of the approach is to recognize children as citizens, making them and their learning visible and enabling their full participation in their community. Reggio Emilia is also known for their environments – using colours from nature and incorporating science and art into the learning environments through light exploration, use of real tools like microscopes, and detailed documentation of children's learning and educators' professional knowledge.

We are also greatly inspired by some of the approaches of the Danish Nature Kindergartens, which allows us to value the outdoors as a pedagogical environment and to respect nature. We are committed to supporting children to develop deep, meaningful connections with nature. Another aspect of Danish Nature Kindergartens which we strive to achieve at the CCLC is incorporating appropriate levels of risk within children's play and exploration. By allowing for some risk-taking in a safe, supportive environment, children have the opportunity to experience some adversity and the great sense of competence and capability they feel when they overcome it. We know that connecting with nature from an early age promotes social, emotional, and physical health; enhances children's ability to manage risk; and promotes lifelong mutual custodianship with the earth. We use the CNAC's approach to risk assessment and developing risk competency where appropriate.

Protocols that Uphold our Pedagogical Approach and Shared View of the Child:

These protocols uphold the CCLC's pedagogical approach and shared view of the child. These protocols outline pedagogical processes for various areas of our work. Rather than policies, which are unwavering expectations related to the overall functioning, safety, legislation, and licensing of our Centre, these protocols support intentional thinking to *guide* our practice.

- The CCLC's Emotional Regulation Resource (2024)
- The CCLC's Positive Behaviour Guidance Resource (2015)
- The CCLC's Protocol for Supporting Developmental Growth, Sharing Developmental Observations, Creating Individualized Support Plans and Seeking Enhanced Support
- The CCLC's Language Standards (2018)
- The CCLC's Approach to Documentation
- The CCLC's Programming Expectations
- The CCLC's Learning Materials Protocol
 - Pedagogical Use of Food Protocol
 - Pedagogical Use of Video, Media, and Technology Protocol
- Artistic Protocol (being developed)
- The CCLC Community Garden Guiding Principles (2024)
- The CCLC's Thinking Protocol for Honouring Celebrations (2023)
- The CCLC Playground Agreements
- The CCLC Critical Conversations Protocol (2024)
- The CCLC's Use of Video Enhanced Reflective Practice

Land Acknowledgement and Indigenous Perspectives

In addition to these pedagogical approaches, we recognize that the CCLC resides on the traditional treaty lands of the Mississaugas of the Credit and the Dish with One Spoon territory, and strive to incorporate Indigenous wisdom and perspectives into our work with children as an act of reconciliation and hope for a better future for our planet. We do this by respecting all members of our community including families, children, educators, students, and visitors, and honouring who they are and where they come from. We also strive to help children to build deep, meaningful relationships with the land we are on so that they may feel *native* to this place and feel the responsibility that goes along with that. We engage an Indigenous Elder in our ongoing journey in this area and have deep gratitude for her generosity in sharing her wisdom with us.

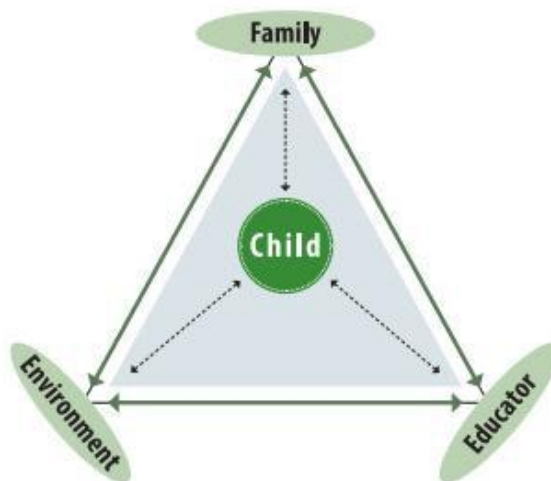
Sustainability

At the CCLC, we think deeply as a team on what it really means to “care” for children within our current context. As we face the reality of global pandemics and a climate emergency, we are thinking about what it means to care for children while our daily activities affect the livability of their planet. As a result, we have been working with our Sustainability Office on campus to work towards becoming a zero-waste facility. This has meant exciting changes to our menu and our practices in the classrooms.



Program Statement

The University of Guelph Child Care and Learning Centre (CCLC) proudly delivers an inclusive, child-centred, family-oriented program based on a philosophy of children as competent, capable, curious participants and contributors in their environments, their families and their communities and so very rich in potential. We are committed to supporting families and children to reach their potential through developing relationships built on respect and providing an environment that supports positive and responsive interactions. This begins with relationships among staff, students and volunteers and ripples out to relationships with children, families and the community.



(Ontario Ministry of Education, 2014, p. 6)

We are also proud to be part of the University of Guelph community and to be a place of learning for many undergraduate students, especially in the Child, Youth and Family program. Teaching future early learning and child care professionals is a privilege and responsibility that is valued by staff at the CCLC. It both enriches our program and broadens our impact.



(Ontario Ministry of Education, 2014, p. 8)

Every person who enters the CCLC should feel that they belong here, that they are engaged in the program, that their well-being is supported and even enhanced just by being here, and that they are free to express themselves. These four foundations of belonging, engagement, well-being and expression are the rights of all children and provide the basis of our goals and expectations for our program.

As such, this program statement is a living document that continually evolves with the ongoing engagement of the staff and families in our program. Annual and ongoing review of the program statement with staff, students, volunteers and families ensures its continued relevance. CCLC staff are supported to make meaningful contributions to the ongoing development and evolution of the program through professional learning provided in the form of onsite pedagogical leadership, attendance in training, workshops and conferences, and support with education.

The following statements specify the approaches we will employ to: promote health, safety, nutrition and well-being; foster positive and responsive relationships; support exploration, play and inquiry; and support family engagement and communication. These approaches are inclusive of all families and children, including those with specific developmental considerations and individualized plans.



Approaches to Promote Health, Safety, Nutrition and Well-Being

The health, safety, nutrition, and well-being of the children in our programs is a primary focus of the CCLC. Our goal is for all children to develop a sense of self, health, and well-being that they are able to bring with them into their later years. We recognize the significant importance of the early years in children's development and strive to provide children with a strong foundation.

The CCLC supports these goals through the implementation of a variety of approaches, such as:

- Providing nutritious foods and beverages that incorporate family and cultural preferences and are in accordance with the Canada's Food Guide and approved by a Registered Dietician, including one main meal and at least two snacks per day;
- Involving the children and families in menu choices;
- Providing experiences for children to engage in food preparation (e.g., baking activities);
- Being sensitive to and accommodating for children's food restrictions and allergies;
- Creating family-style, positive eating environments with foods and portion sizes that are responsive to children's cues of hunger and fullness;
- Ensuring that all staff members are trained and able to appropriately respond to health, safety and emergency situations;
- Engaging children in physical activity and decreasing the amount of time that is spent in sedentary activities;
- Providing opportunities for children to engage in risk at a level that is appropriate for their development;
- Supporting mental health wellness through encouraging children's development of self-regulation, resiliency and a rich emotional vocabulary;

- Providing opportunities and organization of materials to support children's growing autonomy and independence (e.g., using real dishes for meal times);
- Completing daily visual health checks and communication with families to understand the child's state of health entering the program and continually monitoring their health during their involvement in the program;
- Performing at least daily safety monitoring checks to ensure that indoor and outdoor environments are safe;
- Providing daily opportunities for sleep, rest, or engagement in quiet activities depending on each individual child's needs and development;
- Supporting children's self-regulation by assisting them in listening to their bodies' cues (e.g., allowing their bodies to rest when they are tired);
- Coordinating with Wellington-Dufferin-Guelph Public Health to ensure that all health and safety procedures are in accordance with research-based best practices;
- Providing at least two hours of time spent learning outside on a daily basis, weather permitting;
- Monitoring children's engagement in activities to determine optimal periods for transitions;
- Providing a variety of indoor, outdoor, active, rest and quiet experiences throughout the day.



Approaches to Foster Positive and Responsive Relationships

Positive and responsive relationships are essential to high-quality early learning and care. Our goal is to nurture authentic, caring relationships and connections to create a sense of belonging between children, adults and the world around them. We create opportunities for children to connect to others in their world, support their experiences of being valued, and provide opportunities to be part

of a community. Through responding positively to children's cues and engaging in reciprocal interactions secure relationships are developed. We believe 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.

The CCLC supports these goals through the implementation of a variety of approaches, by:

- Welcoming and greeting children and families at arrival;
- Providing opportunities for all children to engage with and make contributions to the world around them;
- Promoting engaged citizenship through empowerment, empathy, and advocacy;
- Supporting the development of a sense of community within the Centre, the University campus, and the Guelph community as a whole;
- Providing opportunities for all children to be heard and for their contributions to be appreciated within their communities;
- Advocating for all children as active, competent people who have a stake in Canadian society and in whom Canadian society has a stake;

- Encouraging children's active participation within their communities and their acquisition of civic literacy skills;
- Honouring children's ideas and contributions by responding to them in a respectful way and by focusing on using authentic language in our interactions with them;
- Interacting with children on their level;
- Actively play partnering with children to expand their learning and support their social experiences;
- Knowing when to be an intentional observer in a play scenario and to support these learning experiences from afar;
- Modeling resiliency and problem-solving skills with children and helping them to identify their feelings, the feelings of others, and possible solutions;
- Placing importance on encouraging children to develop authentic skills for solving problems, instead of having them take part in a prescribed solution (e.g., making a child say sorry);
- To better understand children on an individual basis to identify and work to proactively minimize stressors, and to help the children become self-aware;
- Actively listening to children and providing them the time and space to express themselves;
- Incorporating learning experiences for the children to engage in a range of group sizes;
- Responding to challenging behaviours with the most appropriate and effective, but least intrusive strategies;
- Reframing challenging behaviours by reflecting on why they may be occurring and what the child might be trying to express;
- Acknowledging and positively reinforcing children's efforts in a meaningful way by being specific when describing actions and reactions;
- Encouraging children to be respectful of the ideas of others and modelling this ourselves;
- Talking about emotions and modeling empathy and self-regulation aloud for the children to hear.



Approaches to Support Exploration, Play and Inquiry

When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Our goal is for the indoor, outdoor and natural environments to engage children in active, creative and meaningful exploration, play and inquiry. Through this type of play and inquiry, they develop skills such as problem

solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

The CCLC supports these goals through the implementation of a variety of approaches, such as by:

- Observing and engaging with children to understand their questions and inquiries and using these as a guide for programming;
- Respecting and supporting each child's sense of curiosity and wonder;
- Viewing the environment as the "third teacher" and understanding the significant impact it has on our program;
- Organizing the learning environments in a way that makes them aesthetically appealing, uncluttered, engaging, and welcoming;
- Incorporating materials that add to a homelike feeling within the learning environments (e.g., curtains, plants, lamps, natural lighting, soft colours, pillows, real materials);
- Providing interesting and complex open-ended learning materials for all children to engage with and explore;
- Including real items (e.g., dishes, lamps, glass jars) for children to use and explore in their play;
- Providing natural elements (e.g., sticks, rocks, shells, plants) to help children explore the natural world;
- Role modeling and encouraging respect for materials in the shared learning environment;
- Providing opportunities for extended and uninterrupted play and exploration multiple times each day;
- Providing a variety of learning experiences and materials for children to freely choose to play and express themselves with;
- Engaging with children during their exploration, play and inquiry to support and extend their meaning making of their experiences;
- Engaging in open-ended conversations with children and asking thought-provoking questions to help expand the children's learning and our understanding of their explorations;
- Having an awareness of the many languages that children use to express themselves and providing opportunities for children to share their thoughts and ideas in a variety of ways;
- Reviewing documentation of learning experiences with the children in order to encourage their reflection on their learning;
- Capitalizing on spontaneous, meaningful learning moments during the day by being actively engaged with the children;
- Creating inclusive learning environments that reflect the unique strengths and needs of the children and mirror the ideas, values, attitudes, and cultures of those who use the space;
- Involving local community partners in children's explorations and inquiries (e.g., visiting various areas around the University of Guelph campus, visiting families' workplaces, regularly exploring in the Arboretum, making use of locally donated resources and materials, inviting relevant experts in to share knowledge with the children, etc.).

Approaches to Support Family Engagement and Communication

Care and learning cannot occur without the support of the family. Our goal is for families to be active participants in their child's experience at the CCLC. We strive to establish positive, responsive relationships with children and their families by promoting engagement and ongoing communication about the program and their children.

The CCLC supports these goals through the implementation of a variety of approaches, such as by:

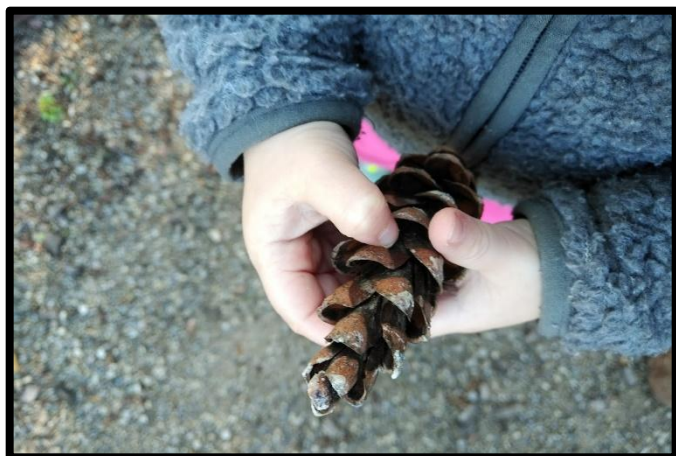
- Communicating with families on a daily in-person basis at minimum at arrival and departure;
- Communicating our perspective of the children's learning and development with families in daily documentation sent electronically through Lillio and posted on documentation boards;
- Encouraging families to share their perspective on the children's learning and development through in-person sharing and electronic responses in Lillio;
- Encouraging families to share pictures and stories of their child's time at home and with family;
- Displaying family information and photographs throughout the learning environments;
- Incorporating aspects from a variety of cultures within the learning environment (e.g., food, music, art, photographs, language, and artifacts);
- Inviting family participation within the daily program and encouraging them to share their varied perspectives and cultural experiences with the children;
- Creating a comfortable place in each learning environment for families to stay and visit;
- Encouraging family participation and engagement through a Family Collaborative;
- Connecting families with local community partners for additional support and services;
- Planning special events and social activities for families to engage in throughout the year (e.g., Mother's and Father's Day celebrations, holiday gatherings, annual family picnics).



Our Use of Documentation

The Child Care and Learning Centre uses a variety of documentation methods to share in the joy of children's learning and development, support our communication with families, reflect on our planning and creation of environments and experiences, review the impact of our interaction and planning approaches, and to support and monitor the implementation of our program statement. On a daily basis, each classroom writes a piece of documentation that draws attention to the children's thoughts and contributions, shares our professional knowledge, and includes representation of the children's, educators' and families' perspectives. These pieces of daily documentation share a broader picture of what is happening in each learning environment on a regular basis and do not include each child each day. Within each classroom, more individually and long-term focused documentation pieces are created and shared with families. These documentation pieces reflect the children, families, and educators in each individual learning space and take on a variety of formats, including individual learning stories, group reflections, storybooks, and documentation panels. Families are encouraged to read and respond to these pieces of documentation as they provide an important perspective on their child's learning and development.





Family Issues and Concerns Policy

Families are encouraged to take an active role in the CCLC and to regularly discuss what their child(ren) are experiencing within our program. We support positive and responsive interactions among the children, families, and staff, and foster engagement and ongoing

communication with families about the program and their children. Our staff are available to engage families in conversations and support a positive experience during every interaction.

If parents or guardians have concerns or questions, or if they are not satisfied with the CCLC program, they should:

1. First, speak to the individual involved and address their questions to them, except in the case of post-secondary students when concerns should be addressed to the primary teacher.
2. If they are unable to speak with the individual, are not satisfied with the response or would like further information they should contact Valerie Trew, Director of the CCLC.
3. If, after following these steps, the parent or guardian is still not satisfied, they can contact:

Vice-Provost Student
Affairs, University of Guelph
519-824-4120 Ext. 53868

Issues or concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent or guardian will respect and maintain the confidentiality of all parties involved. An initial response to an issue or concern will be provided to parents or guardians within 2 business day(s). The person who raised the issue or concern will be kept informed throughout the resolution process. Investigations of issues or concerns will be fair, impartial, and respectful to all parties involved.

When a concern is brought to a staff member they will:

1. First, provide the parent or guardian with the information required, referring to policy if necessary, and always maintain confidentiality.
2. Next, notify the appropriate Administrative Team member of the concern as follows:
 - Jessica Magee for matters relating to the Kitchen, Business Operations, Scheduling
 - Kim Barton for matters relating to Supply Teachers, Co-op Students, Student Assistants, College Student Placements, Volunteers, or Practicum Students and Pedagogy
 - Valerie Trew for Waitlist and Enrollment and all other matters or in the absence of the appropriate Administrative Staff
3. The Administrative staff and Teaching staff will determine together who should follow up with the family member and ensure a response within 2 business days of the concern being brought forward. If there is a potential for escalation the Director will notify the Vice- Provost, Student Affairs.

Issues or concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch. Issues or concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, College of Early Childhood Educators, etc.) where appropriate. Concerns regarding a child who may need protection must be reported immediately to Family & Children's Services of Guelph and Wellington County.

Dual Relationships Policy

Dual relationships are not prohibited by the CCLC, but they are avoided whenever possible. All CCLC staff are aware of dual relationships and identify and declare conflicts of interest when they arise and take action to prevent harm to children or their families as required by the Code of Ethics and Standards of Practice, 2017. As all CCLC staff hold positions of trust and responsibility regarding children under their professional supervision, they must disclose to their supervisor any existing or potential dual relationships (familial, business or personal) that may impair their judgement or lead to a risk of harm to children.

To maintain professional boundaries full time contract and regular RECE staff of the CCLC may not provide private child care or other services to CCLC families. This restriction does not apply to part-time (supply) or student (co-op, supply, or apprentice) staff. Ideally, full time contract and regular RECE staff of the CCLC do not have other conflicts of interest with CCLC families (e.g., be clients of each other outside of the workplace), but with our small community this is not always feasible.

About Our Services

The University of Guelph Child Care and Learning Centre is a licensed child care provider with 49 toddler spaces and 72 preschool spaces. The CCLC offers these two program areas based upon the age of the enrolled children. Children are grouped by age so that broad similarities in interest, ability, and development may be considered in program planning, physical space, and equipment. It also supports more effective supervision by staff and the delivery of interactive and responsive programming. All classrooms are designed for ease of supervision and have a good exterior view and natural light. Each program area is further divided into classrooms, identified by distinctive names:



- Toddler Programs – Maple, Cedar, Mulberry and Aspen Rooms
- Preschool Programs – Tamarack, Oak, Birch and Willow Rooms

Staff and children refer to each room by name. The children from different rooms within a program area may be together in the early morning and late afternoon, as there are fewer children present at those times of day. Children may also be moved to another room in their program area based on staffing requirements.

Hours of Operation

The CCLC is open Monday – Friday from 7:30 am to 5:30 pm and is closed on the following days:

Holiday	Date
Family Day	3rd Monday in February
Good Friday	Friday before Easter
Victoria Day	Monday on or before May 24th
Canada Day	July 1st
Civic Holiday	1st Monday in August
Labour Day	1st Monday in September
Thanksgiving	2nd Monday in October
Winter Holiday Closure	2 weeks determined by the University of Guelph and the UGDSB and WCDSB calendars; dates announced as early as possible
Staff Professional Development Day	Date to be determined in conjunction with the County of Wellington Children's Early Years Division; date announced as early as possible

Additional Closures

On certain occasions, the CCLC may be closed, due to inclement weather conditions or emergency situations such as a power failure or flood. Additionally, if the University of Guelph is closed, the CCLC must close. For your convenience, we attempt to make decisions as early as possible in the morning. To find out if the CCLC is closed on a particular day, please check the University of Guelph website for a full-campus closure; listen to CJOY, 1460 AM; Magic, 106.1 FM; or check Lillio.

****Please Note:*** *Child care fees are payable for all planned and additional closure days up to and including the last week of care.*

Arrival and Departure

Part of creating a rich, collaborative learning environment, consistent with our values, includes viewing children as citizens – fully participating contributors to their community. Out of this deep respect for our children – their relationships, contributions, and experiences – and our educators, children are expected to arrive no later than 9:30 am.

There are a number of times throughout their day at the CCLC that children take part in daily routines, assume responsibilities, and complete tasks related to the life of the group. These experiences contribute to each child's sense of belonging to their CCLC community in which they grow and learn. For example, every classroom has established a morning meeting or assembly time when they come together to make decisions about the day, what they may like to explore, and discuss important concepts like relationships, communication, and rules that keep everyone safe. This may also be a time to simply chat about family activities, celebrate milestones, or share special items from home. This important daily meeting time fosters well-being through participation, identifying with a group and making agreements together.

There may be occasions, such as doctor's appointments, when children may have to arrive a bit later. When possible, please schedule appointments early in the day so children arrive well before lunch time to settle in and establish connections with their peers before embarking on the busy transition periods around lunch and rest time. It is also helpful for the educators to know about these appointments in advance when possible.

Rituals and traditions are a central part of life. Research has shown that they can support families during difficult or stressful times and can foster a sense of belonging. These experiences can add a meaningful dimension to routines, giving children a sense of security when they need it most. In an effort to support this, we have a set of chimes available in our hallway that you can use to create a meaningful transition ritual with your child. Though each family may have their own unique ritual with these chimes, by engaging with the same instrument you will be experiencing these rituals together.

Safe Arrival and Dismissal Policy

The CCLC is committed to ensuring the safe arrival and dismissal of children receiving care. The Safe Arrival and Dismissal Policy provides staff with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the CCLC as expected, and the steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in child care.

Policy

The CCLC will ensure the safety of any child receiving care who does not arrive at child care as expected.

The CCLC will ensure that any child receiving care is only released to the child's parent or guardian or an individual who is 14 years of age or older and authorized in writing by the parent or guardian to pick up the child. The CCLC will not release any child from care without supervision.

Parents or guardians are not expected to have a specified pick-up time and are able to pick up their children up until the centre closes.

Procedures

Accepting a child into care

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

- Greet the parent or guardian and child;
- Find out how the child's morning has been and complete a daily visual health check;
- If the parent or guardian indicates that someone other than the child's parent or guardian will be picking up, staff will confirm that the person is listed as an Emergency Contact and Authorized Release Person on the child's Emergency Form. If the individual is not listed, the parent or guardian will be asked to notify the CCLC in writing through a message on Lillio, and the change will be noted in the daily written record.
- Sign the child in on Lillio.

When a child does not arrive in care as expected

When a child does not arrive at the centre by 9:30 am and the parent or guardian has not communicated that the child will be absent or late, program staff in the room will:

- Send a message to the child's parent or guardian on Lillio to inquire about their whereabouts. If parents do not respond by 10:00 am, the child will be marked absent and program staff will notify the office and an Admin staff will call or text the parent or guardian at their listed contact numbers. If there is no response by noon, the child's emergency contacts will be called and asked to verify the child's absence or reach out to the family and ask that they contact the centre.
- Once the child's absence has been confirmed, program staff will record and any

additional information about the child's absence in the daily written record.

Releasing a child from care

The program staff present at the time of pick-up will only release the child to their parent or guardian or an individual that the parent or guardian has provided written authorization to pick up the child. Where the program staff does not know the individual picking up the child, they will:

- confirm with another staff member that the individual picking up is the child's parent, guardian, or authorized individual. If the program staff is unable to confirm the individual's identity with another staff member, they will ask the individual for photo identification and confirm the information against the parent's, guardian's, or authorized individual's name on the child's file or written authorization.

Where a parent, guardian, or authorized individual arrives to pick up the child and is judged to be intoxicated or otherwise unfit to supervise a child, the individual will be asked to contact another responsible adult to accompany them. If this is not possible or safe, or the individual refuses, the program staff will contact the office for support and Campus Police and Guelph Police will be called. The child will not be released until Police and a responsible adult who is authorized to pick up the child arrive.

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

Where a parent, guardian, or authorized individual who was supposed to pick up a child from care has not arrived by the time the centre closes and has not communicated that they will be late, the program staff will:

- Call the parent or guardian to determine their or the authorized individual's expected arrival time.
- Provide the child with an activity while they await their pick-up.

If the parent or guardian cannot be reached and does not reply within 10 minutes, the program staff will:

- Call an authorized individual or another authorized emergency contact to pick up the child.

Where the program staff is unable to reach the parent, guardian or any other authorized individual listed on the child's file within 30 minutes of the centre closing, the program staff will:

- Contact Family & Children's Services of Guelph & Wellington County (F&CS). Program staff will follow the direction of F&CS with respect to next steps.

Ratio of Staff to Children

Children are supervised by a CCLC staff member at all times, whether in the CCLC or off the premises. Staffing in each program is determined by licensing requirements under the Child Care and Early Years Act (CCEYA) as follows:

Program Area	Age Range for Program Area	Ratio of Employees to Children	Maximum Number of Children in a Group
Toddler	18 months or older but younger than 30 months	1:5	15
Preschool	30 months or older but younger than 6 years**	1:8	24

**Although we are licensed for children up to 6 years, we recommend children transition to school when they become eligible for Junior Kindergarten. Accommodating children after they are JK eligible will be determined each year as it depends on funding guidelines and operational needs.

There are periods of “reduced ratios” under the CCEYA. These periods are 90 minutes after opening, 60 minutes before closing and during the two-hour rest period. During these specified times, the staff to child ratio may be 2/3 of the usual ratio (1:8 in toddlers and 1:12 in preschool).

Staff, Student, and Volunteer Information

Due to our close teaching relationship with the University of Guelph’s Department of Family Relations and Applied Nutrition, there are many practicum students within our programs during the Fall and Winter semesters. Prior to starting their placement, volunteers and students who may interact with children review the policies and procedures with the Director, Child Care Operations Manager or alternate administrative designate. All volunteers and students are assigned to mentoring educators who are responsible for their direct supervision. Depending on the placement, other staff members (such as other primary educators, the On-Site Instructor, the Business Operations Manager, the Child Care Operations Manager, and the Director) may also have secondary responsibility for the supervision of volunteers and students.

The roles and responsibilities for the supervising employees are as follows:

- Ensuring that the volunteer or student is supervised by an employee at all times
- Ensuring that no children are left alone with a volunteer or student
- Giving feedback on a regular basis to help the volunteer or student understand his or her areas of strength and areas for development
- Supporting the volunteer or student in developing and strengthening their ability to have positive interactions and relationships with children and families
- Helping the volunteer or student to feel comfortable and welcomed within the learning environments
- Providing experiences and opportunities that align with the goals and learning outcomes of the volunteer or student

The roles and responsibilities for the students or volunteers are as follows:

- Ensuring that they are never left alone with any child(ren)
- Ensuring that they understand and follows all required policies
- Supporting the children's learning and development through positive interactions and relationships
- Communicating any questions or concerns to his or her mentoring educator
- Assisting the staff in the daily operation of the program, including preparing learning opportunities, supporting children's self-care, and supporting children's conflict resolution
- Additional roles and responsibilities are arranged for students based on the requirements of their educational placement

As the CCLC is a place of learning, students may also attend to complete observations as part of their studies in Psychology, Child Development, or Nutrition. These are completed from the observation booths. These students do not interact with children or receive identifying information on the children. Students are closely supervised.

Social Inclusion

At the CCLC, an inclusive and integrated approach is used when working with children with special or medical needs. Educators work with families to identify concerns with development that may require additional support. Families, staff, and the inclusion support services team collaborate to develop Individual Support Plans that may include the use of aids, tablets, mobility devices, sign language, enhanced staffing, specialized seating, or other supports that ensure children are able to participate in the program.

Sometimes children need support from agencies that assist at the CCLC. This might include but is not limited to: Developmental, Social Development, or Mental Health Support; Speech, Behavioural, Physical, or Occupational Therapy. For a referral to an outside agency, the family must provide written consent. This opportunity is offered to all children at the CCLC.

Rest Time

As a licensed child care centre, the CCLC is required to have a two-hour designated rest time each day. This time provides children with a much-needed quieter period when they can relax, rest, and more easily self-regulate in a calmer environment. The children are not required to sleep during this time, but we do have to ensure the environment is conducive to other children resting. Therefore, children may start off resting while the rest of the children are falling asleep and then engage in a quiet activity on their beds or in another designated area of the classroom.

Sometimes as children get older, families like to reduce their naps to facilitate an earlier bedtime. We cannot keep children awake during rest time; however, if requested, we will not actively help children sleep (soothing, rubbing backs). If a child falls asleep on their own during rest time, then we let them sleep as that is clearly what their body needs at that time. With children's well-being in mind, we cannot withhold sleep from a child any more than we would withhold food or water. If a child falls asleep on their own but their family has asked that they have limited sleep, we will begin gently waking the child after 30 minutes. Sleep times are recorded in Lillio.

Activities Off Premises

To complement the children's daily program, educators 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, art gallery, or just a stroll around campus. At Intake, families sign a general permission form for on-campus trips, which do not involve transportation.

For off-campus trips, families are asked to sign a Specific Permission Form or reply on Lillio in advance of each trip. Off-campus trips could include a trip to an apple orchard, the police station, or the library. The children enjoy these outings. You will be provided with the date, time, destination, and method of transportation for the trip. A small fee is sometimes required for off-campus trips. Families are welcome to volunteer for any field trips.

Weather

The CCLC meets or exceeds Ministry of Education requirements that children spend at least one hour outdoors in the morning and one hour outdoors in the afternoon, weather permitting. We believe in the rich learning experiences afforded by many weather conditions, and it is likely that children will experience daily encounters with rain, wet clothing, heat, and mud, and ensure that children are dressed for the weather prior to heading outdoors. We consider several factors when making decisions to move our program indoors. For example, we monitor temperature, humidex, thunder, lightning, wind, heavy rainfall, air quality and air pollution (through the air quality health index) daily to make these decisions. We also monitor how the children are experiencing these conditions, and use several strategies to remain safe outdoors, including access to the shade and sheltering of the forest, water breaks and water play, monitoring children's moods, and encouraging activities that help regulate children's physiology in the various weather conditions. Children do not go outdoors when the temperature is -20° C or lower with the wind chill or over +35° C with the humidex, or during heavy rain, thunder, lightning, high winds or poor air quality. The decision to go outside is based on conditions at the time. Once outside, educators will monitor children and conditions and use their judgment to determine whether or not to remain outdoors. This may include playing in more sheltered or shaded areas; encouraging more or less active play depending on the temperature; encouraging water breaks; and closing off areas of the playground (based on exposure and conditions).

During a thunderstorm warning, the conditions will be carefully monitored by the Front Office and staff members outside. The children will be brought inside if thunder or lightning is reported or observed. If children are unable to play outdoors due to inclement weather, active gross motor activities are provided indoors.

Children should come dressed to explore in all weather as varied weather conditions provide unique opportunities for learning.

Use of Media

Media is occasionally used within the programs to support a current investigation or interest that the children are engaged with. These short, focused videos can help the children connect with concepts on a more realistic level and can be an excellent supplement to their learning as they allow a concept to be revisited, similar to rereading a book. Sing-along and exercise videos are also occasionally used to support the children's exploration of music and movement. Any videos that are used within the program are used with intentionality and clear purpose. Prior to any longer videos being shown, families would be informed through a message on Lillio.

Prohibited Practices

The Ministry of Education outlines in the Ontario Child Care and Early Years Act, 2014, a list of "prohibited practices" for licensed child care operators. At no time would the CCLC allow for:

- Corporal punishment of the child;
- Physical restraint of the child, such as confining the child to a highchair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting themselves or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- Locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine their self-respect, dignity or self-worth;
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- Inflicting any bodily harm on children including making children eat or drink against their will.

Contraventions of the Policies and Prohibited Practices

Any reports involving breach of the policies and prohibited practices are taken seriously and will be dealt with by the Director. Individuals who violate these expectations are subject to disciplinary or corrective action up to and including termination of employment, volunteer position, or student placement. The CCLC understands and complies with all established guidelines for reporting to the Ontario Ministry of Education, municipal children's services, child protection agencies, and professional regulating bodies.

Further, all CCLC staff are expected to adhere to the College of Early Childhood Educators Code of Ethics and Standards of Practice. Contravention of the Code and Standards by an RECE is reported to the College and could result in disciplinary or corrective action up to and including termination of employment.



Waitlist Policy and Withdrawal Procedures

The CCLC is committed to ensuring an equitable, transparent, and fiscally sound waitlist and enrollment process. We endeavor to maintain a 98% rate of enrollment.

Waitlist and Enrollment Process

Families who inquire about waitlist or enrollment in person to the front desk are directed to the Waitlist Coordinator if available, or to email cclcwait@uoguelph.ca. Communication regarding a child care space should be through email for the purpose of record-keeping. Email correspondence with families regarding waitlist and enrollment is conducted through the CCLC waitlist email address or the [Wellington County Child Care Application and Waitlist](#) (WGCW). The Waitlist Coordinator responds to emails within two business days. Family correspondence is fully noted on the child's record in WGCW.

Due to the volume of our waitlist, the CCLC does not offer individual tours. Instead, families on the waitlist are provided with an opportunity to attend a CCLC open house and view the CCLC Family Orientation video which includes vital information families need to make an informed decision on whether the CCLC is the right fit for them. The Family Orientation video is an important and required stage of the waitlist process.

Families will receive an automated reminder to renew their registration every six months via the WGCW platform to ensure accurate and up-to-date information and to remain active on the waitlist. Families who call into the CCLC for an update on their waitlist status are referred to the cclcwait@uoguelph.ca email for a response from the Waitlist Coordinator. Families are advised of their approximate position on the waitlist and that this position could change if a family comes on who falls into one of the higher priority categories.

Overview of Waitlist Process

1. Registration for the waitlist
2. Receive an automated reminder to renew registration every six months
3. Invitation to attend or view the CCLC Family Orientation
4. Offered a space once one becomes available

When a space becomes available:

1. Priority is given to currently enrolled children who are age/developmentally ready to move

ahead of any outside applications (including students) OR to children who are part-time and waiting for a full-time space OR to children who are returning from a leave of absence.

2. Children will move in chronological order in all cases where there are no developmental or other considerations. The Waitlist Coordinator will communicate with the family and educators before a toddler is moved to the preschool program.
3. Spaces are offered to families who reach the top of the waitlist within 3 months of age eligibility and they are given the option to pay to hold the space for a maximum of 3 months. Attendance must begin within one month of age eligibility.
4. The Waitlist Coordinator confirms student status prior to offering a space.
5. Families have until the *end of day the following business day* to confirm interest in the space.

When a space is accepted, the Waitlist Coordinator emails a welcome letter that outlines the deposit and registration fees information and attaches an intake package, family handbook, and the current fee schedule. When the registration fee and deposit are made or the completed intake package is returned, the Waitlist Coordinator will email the family to set up an intake meeting if required. The completed intake package must be returned at least 2 weeks prior to the child's start date. The Waitlist Coordinator then connects the family with the educators via email to set-up times to visit the program in advance of the start date.

When a space is declined, the family can remain on the waitlist and will be offered a future space when it becomes available. If a family declines a second time, they will remain on the waitlist; however, their registration date will be backdated to the date they declined the space.

Waitlist Priority Rating Scale

The CCLC utilizes the following rating scale to manage the waitlist in order of priority:

1. Families with children currently enrolled at the CCLC (or enrolled within the past 12 months)
2. Students (degree program) of the University of Guelph (International students are top priority)
3. Staff/ Faculty of the University of Guelph
4. Families with children who have previously attended the CCLC
5. Alumni of the University of Guelph
6. Community members (default when no affiliation is indicated)

Registration and Intake Process

When a child care space becomes available, a family will receive an email notifying them about the space. The family has until the end of the following business day to confirm their interest in the space. Failure to respond in time will result in the next family on the waitlist being offered the space. If the family responds that they want the space, they will have to accept and pay for the space as of the date of availability. They will receive an Intake Package electronically, which includes various forms that provide the CCLC with information about their child prior to starting in the program. This information is held in the strictest of confidence. The Intake Package also includes a Financial Agreement, which must be signed and returned with the registration fee and deposit within 5 business days. The registration fee and deposit are non-base fees and therefore not part of the Canada Wide Early Learning and Child Care agreement. The non-refundable registration fee is \$40 per child. The deposit is \$300 per child and is returned in full upon receipt of a 2-month written notice when a child withdraws and upon the family's child

care account being paid in full. No interest is earned on the deposit. If a family accepts the space, pays the deposit, and then decides not to enroll, the family is responsible for the cost of the space until it is filled by another family. If the family is unable to commit to the space on the date of availability, they will return to the waitlist.

Intake Meeting and Transition Period

Enrolment forms and policies are sent to families once a space is accepted. Forms are reviewed and signed electronically and returned to the Waitlist Coordinator. An Intake Meeting is held if required. After the completed and signed forms are received, a transition visit to the CCLC is scheduled for one or more parents/guardians and their child, prior to the child's start date. The child's primary educators will email the family to arrange the transition visit(s) depending on the child's and family's needs. During the child's transition visits, one parent/guardian must remain on the premises.

Moving Children to an Older Program Area

The decision to move a child to an older program area depends on a number of factors, such as: the age of the child, the child's developmental readiness and the child's current attendance schedule. Typically the oldest children enrolled in a program are the first to move into the next program area. Moves occur after discussing the situation with the families and educators. The CCLC strives to give families as much prior notice as possible when planning for a move and every effort is made to help your child make a smooth and successful transition. 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, families are required to continue to pay the child care fees for the child's current program.

Withdrawal Process

Withdrawal of Our Services

The CCLC's services may be withdrawn for failure of the child's family to comply with the CCLC policies, protocols, and procedures including, but not limited to:

- repeated late pick-up of the child;
- failure to pay child care fees;
- mistreatment of CCLC staff, students, or volunteers; or for
- any situation that compromises the health, safety, and well-being of CCLC staff, children, or families.

Where possible, 2 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.

Notice of Withdrawal

A two-month written notice is required prior to withdraw a child from the CCLC. If sufficient notice is not given, payment for the corresponding period may be required, unless the CCLC is able to fill the space prior to the end of the notice period. Fees are payable up to and including the end of the given week. Tuesday/Thursday schedules are payable up to and including the

Thursday of the given week. Monday/Wednesday/Friday and full-time (Monday – Friday) schedules are payable up to and including the Friday of the given week. Fees must be paid for all statutory holidays and CCLC closures, even if they fall within the final week of care.

Change in Attendance Schedule

The CCLC does its best to respond to requests for schedule changes (e.g., a family may wish 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 about that space. The family has 24 hours to respond, by email, to the notification. In some circumstances, families may have a transition date that meets their needs exactly; however, in some cases the family's needs may not coincide. In either case, the family 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

A Leave of Absence can be requested for a minimum of 3 months. This option is available once a child has been in attendance at the CCLC for a minimum of 3 months. During an approved LOA, your child's full deposit will remain with the CCLC. Children on LOA are given priority for a child care space on the internal waitlist at the end of their LOA; however, classroom allocation or attendance schedule may change. A space cannot be guaranteed on a specific date.

Financial Information

Child Care Fee Schedule

The University of Guelph Child Care and Learning Centre is enrolled in the Canada Wide Early Learning and Child Care (CWELCC) agreement. For more information, please refer to:

<https://www.ontario.ca/page/canada-ontario-early-years-and-child-care-agreement>
<https://www.wellington.ca/en/social-services/cey-cwelccfamilies.aspx>

Please refer to the CCLC's website (www.uoguelph.ca/childcare) for the current base fee schedule. Our fee schedules will be updated as the fee rates change. Each month you will receive an electronic invoice for your child's fees.

Payment Conditions

Families are required to pay one month in advance and continue with advance payments. Child care billing is completed monthly and typically is sent around the 20th of the month prior to child care. Payments are due on the first day of each month by 5:30 pm. 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 payee in your online banking and an account number will be provided to you with your registration.
- Full payment is required regardless of days missed due to illness, vacation, all statutory holidays, University holidays, winter holiday closure, staff professional development day, and unplanned closures, such as those due to weather. This policy applies to all full-time and part-time children.

- Failure to make monthly payments will result in termination of your child's care.
- Refunds are only issued when a space is filled prior to the end of the notice period or if it is determined that there has been an overpayment.

Missed Days

Full payment is required regardless of days missed due to illness, vacation, all statutory holidays, University holidays, winter holiday closure, and one staff professional development day. This includes unexpected closures of the University (e.g., weather related, campus-wide days). "Make-up" days for days missed (for part-time care) are not permitted.

Tax Receipts

Tax receipts are issued annually in February via ACCEO/ DokMail OR the child care billing system for income tax purposes.

The late payment fee and late pick-up fee noted below are considered to be non-base fees and are not part of the Canada Wide Early Learning Child Care agreement.

Overdue or Non-Payment

If payment is not made on the assigned 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 Business Operations Manager, in advance, to arrange other payment terms.

Late Pick-Up Fine

The CCLC closes at 5:30 pm and staff members are scheduled until that time. Children must be picked up in time to be leaving the building no later than 5:30 pm. If a family is late to pick up their child, a Late Form is filled out by a CCLC staff member and signed by the parent or guardian picking up the child to verify the time of pick up. The late fine rate is \$5.00 for the first minute and \$1.00 for each subsequent minute. Repeated late pick-ups could result in the CCLC's services being withdrawn. Families receive an invoice for each late pick-up fine and payment is due upon receipt of that invoice.

Subsidy

Child care fee subsidy is assistance with the cost of child care that is available from Wellington County to eligible families. Information about how to apply for subsidy from the Wellington County Children's Early Years Division is available from the County:

[Wellington County Children's Early Years Division, Child Care Fee Subsidy](#)

Phone: 519-837-3620 Ext. 3090 x3800 or Toll Free: 1-800-265-7294



Family Communication and Involvement

Daily Arrivals and Departures

When you arrive at the CCLC, we ask that you bring your child directly to their classroom and let us know any relevant information about their night, morning, or health. This informal check-in allows the educators to assess the health of each child. On occasion, this check-in may lead to a

decision that a child is not well enough to stay at the CCLC. In case of disagreement, the CCLC Director will make the final decision. Similarly, at the end of the day, the educators look forward to filling you in on your child's day. Drop-offs and pick-ups are important times to connect with your child's educators, explore their classroom, and ask questions about your child's learning.

Daily Documentation

The primary educators post daily documentation to inform families of the investigations and inquire that the children were engaged in each day. Each child within the classroom will not appear in documentation on a daily basis; however, the primary educators aim to write the documentation about a learning concept that is significant to the majority of the children in the classroom, whether they are featured in the photos or not. Our hope is that this documentation will give you a glimpse into our perspective of your child's learning within our program and will help to create a dialogue about this learning between you and your child.

Daily Electronic Communication

The Toddler and Preschool programs at the CCLC use Lillio. This electronic application for communication between families and educators.

Family Involvement

We encourage families to spend time in their child's program in consultation with the educators. The CCLC is also equipped with two observation booths that allow for guided observation of some indoor learning environments with support from the educators, pedagogical leader, or director.

CCLC Family Collaborative

The CCLC has an active Family Collaborative that organizes many fundraising and social activities throughout the year. This volunteer group consists of family members whose children currently attend the CCLC, the CCLC's Director, and a representative CCLC primary educator. Volunteers are always welcome to help with events or join the Collaborative. We encourage family representation from each classroom. Please email cclcpac@uoguelph.ca if you are interested in becoming involved.

Nutrition

The CCLC provides nutritious plant-based meals and snacks to children three times daily. Food and nutrition has a direct impact on the physical and emotional growth of children, as well as their ability to learn. Each day we offer a morning snack, lunch, and an afternoon snack. A 4-week, rotational seasonal menu that follows Canada's Food Guide is posted on the website, outside of the Kitchen, and on Lillio.



Families of children with allergies or food restrictions must fill out a Food Allergy/Restriction Form and identify foods on the menu that their child cannot eat. Outside food is prohibited from the CCLC. In the rare circumstance that a child has food allergies and/or food restrictions **that cannot be accommodated by the CCLC**, families are responsible for providing appropriate plant-based food substitutes which meet the CCLC's nutritional requirements. Any food brought to the Centre must be clearly labelled with the child's name and be "ready to serve" from a thermos or container and include an icepack if needed. All food must be given directly to the classroom staff each morning and cannot be left in a child's cubby or classroom. There is no financial reimbursement for food not provided by the CCLC.

Food is served "family style" at the CCLC. An educator sits with a small group of children around the table and children are encouraged to self-serve their food with assistance as necessary. The educators eat with the children and model healthy eating habits, positive interactions, and the pleasure of experiencing new and different foods together. In both our Toddler and Preschool programs, the children may have their snacks and lunches on real glassware. The use of real dishes offers an appropriate challenge for the children and helps them to develop careful eating habits. We do not accept sippy cups or bottles from home. Children have access to water at all times. Each child is provided with a reusable water bottle which is sanitized daily.

Due to the high-fiber menu served at the CCLC, it is possible for new children to experience loose stool or tummy troubles in the early weeks of care. A GI infection must still be ruled out.

Allergen Policy

The CCLC strives to prevent contact with known anaphylaxis allergens, however certain products may come from a facility where these allergens are present. Dairy, eggs, shellfish, and peanut allergens are avoided at the CCLC to protect the children with life-threatening allergies to these substances. Families are not permitted to bring food from outside the CCLC unless there have been special arrangements made due to dietary restrictions. In particular, the chemical elements of a peanut or wheat product may remain on an individual's breath and hands and can cause an anaphylactic allergic reaction in someone who is highly reactive. If your child consumes peanut or grain products before child care, please take extra precautions to wash their hands and face and brush their teeth prior to attending the CCLC.

Health and Safety Information

Assessing Children's Health

Children are assessed for signs of illness upon arrival and monitored throughout the day.

A child must go home, or stay home **when:**

Temperature of
37.5°C to 37.9°C

99.5°F to 100°F
with one or more
additional symptoms:

**A child who is not
managing well must go
home.**

Fever of 38°C (100.4°F):
**With a fever this high
and over, the child needs
individual care and
attention, and must go
home.**

Vomiting/ Diarrhea:

two episodes with no
reasonable
explanation or one
episode with
additional symptoms.

Respiratory:

New or worsening runny
nose or congestion without
explanation.

AND/OR

New or worsening cough,
wheezing, or shortness of
breath without explanation.

AND/OR

Sore throat.

Rash:

unexplained rash or
bumps.

Infection:

signs of redness,
discharge or swelling
of eyes, nose or skin.

A child may return to the CCLC **when:**

Normal temperature of
up to 37.4°C:
**after remaining fever
free, without medication,
for 24 hours.**

Vomiting/ Diarrhea:

48 hours after their
last episode of
vomiting or diarrhea.

Respiratory: symptoms
have been improving for
24 hours and there are
no new or worsening
symptoms.

Rash/Infection:
a medical practitioner
has cleared the child
to return to child
care.

While the CCLC is in Outbreak or Pandemic Status, a child may return:

Normal temperature of
up to 37.4°C:

**(additional testing or
masking may be required
depending on public
health requirements)**

Vomiting/ Diarrhea:

Excluded after one
episode with no
reasonable explanation.
Can return 48 hours
after their last episode
of vomiting or diarrhea.

Respiratory:

Congestion/ Runny Nose:
once their symptom has
been improving for 24 hrs.

**(additional testing or
masking may be required
depending on public health
requirements)**

Rash/Infection:

a medical practitioner
has cleared the child
to return to child care.

Reporting Illness

If your child is ill, please call the Front Office at 519-824-4120 Ext. 52682 and leave a message stating your child's classroom, the nature of your child's illness, and if you have a doctor's diagnosis. It is helpful to the morning program if you are able to call by 9:00 AM. While the CCLC is in Outbreak status, the WDG Public Health Unit requires us to report the number of bouts of enteric illness any children have. Families must report this information to the Front Office each day that their child is ill.

An Unwell Child

Children's health is monitored at drop-off and throughout the day while they are at the CCLC. Parents or guardians are contacted to pick up their child according to the requirements stated above. If parents cannot be reached, the emergency contact on file is called. Children must be picked up within 30 minutes. If necessary, children may be cared for in one of the administrative offices or an isolation room while waiting to be picked up. Parents or guardians are also contacted if a child seems unwell, has a slightly elevated temperature, or a mild rash developing. Parents may decide whether to pick up their child in these cases.

Handwashing and Hygiene

Handwashing is critical in stopping the spread of illness and protecting severely anaphylactic children from exposure. Families are asked to ensure that all children have their hands and faces washed and teeth brushed before attending the CCLC and wash their hands once they enter the program in the morning. We appreciate your help in ensuring that your child washes their hands when they arrive.

Sanitary Practices

The CCLC follows the guidelines provided by the Wellington Dufferin Guelph Public Health (WDGPH) in order to maintain a safe and healthy learning environment. The WDGPH regularly inspects the CCLC learning and food preparation environments and any additional recommendations given to classrooms are immediately implemented and recorded in the daily written record. The CCLC completes specified infection control practices in cleaning and disinfection, handwashing and glove use, diapering and toileting, and food serving. Additional measures are taken when the Centre is in Outbreak Status.

The CCLC follows the "Child Care Cleaning and Sanitizing Schedule" provided by the WDGPH. This schedule is posted in all classrooms and staff members initial that they have completed the daily, weekly, bi-weekly, and monthly cleaning procedures on the Monthly Classroom Checklist. When there is an increase in illness or frequent mouthing of objects in the room, we engage in enhanced sanitary practices, such as more frequent hand washing, more frequent disinfection of the classroom. All materials that are mouthed by children (including their own hands) are washed as soon as possible.

Administering Medications

Prescription

Prescription medication can be administered to children while at the CCLC if it is in its original container and labelled with:

- Child's full name
- Name of the medicine
- Name of the prescribing practitioner
- Dose
- Time of administration
- Purchase date
- Special storage instructions
- Start date and, where appropriate the end date, and expiry date.

An exact measuring device is required to ensure the correct dose for the prescribed medication. The CCLC will not administer a dosage higher or more frequent than the dosage suggested by the practitioner. Families will be asked to complete a Medical Authorization form.

Non-Prescription

Over-the-counter medication can be administered to children at the CCLC if it is accompanied by authorization from a health care practitioner. The medication must be in its original packaging, labelled with the child's full name and have not expired. The CCLC will not administer a dose that is higher or more frequent than the dosage suggested for the child's age or weight on the original packaging.

Medical Devices

Medical devices must go home with the child daily. Families are responsible for maintaining devices in sanitary condition and working order.

Sharps

Sharps are stored in the specified container provided by the family and returned once full.

Medical Emergencies

In consultation with families and medical practitioners, the CCLC develops an individual plan for all individuals with a high-risk medical condition (e.g., anaphylaxis allergy, asthma, seizures, etc.). All staff, students, and volunteers are made aware of these conditions and protocols and sign off on them annually or whenever updates are made.

Duty to Report

The CCLC is committed to safeguarding the welfare of all children. As early learning and care professionals all our staff have an enhanced legal responsibility and “duty to report” possible cases of child abuse (including neglect and exploitation) as outlined in the *Child and Family Services Act*. This duty to report supersedes any obligation of confidentiality.

Parental Intoxication

If we have reason to believe that a parent, guardian, or authorized pick-up person is under the influence of an intoxicating substance upon arrival for pick-up, one of the child’s Emergency Contacts will be contacted for the safe pick-up and supervision of the child.

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. If a FOB is lost/ not returned there will be a \$20 charge.

Scent Awareness

In respect and consideration of others, please refrain from wearing scents in the CCLC.

Smoking/Vaping Ban

The University of Guelph is a tobacco- and smoke-free campus. Smoking and vaping are prohibited on University premises including the CCLC grounds and buildings.

Sun Protection

The CCLC applies sunscreen to children before going outdoors on summer afternoons. If families bring sunscreen from home, it must be a minimum of SPF 15, must not contain nut oils or gluten, must not be expired, and must be labeled with the child’s full name. Families are asked to apply sunscreen to their child in the morning and the educators will apply sunscreen to the children in the afternoon. In the summer, children need both sunscreen and sun hats.

Access to Water

Children attending the CCLC have access to drinking water at all times. Each child is provided with a labelled stainless steel water bottle which is sanitized daily.

Emergency Management Procedures

The CCLC has an Emergency Management policy, including a Fire Safety & Evacuation procedure, Tornado procedure, and Lockdown procedure. In the event of an emergency situation requiring the evacuation of the CCLC or activation of our emergency management policies, families will be notified as soon as possible through Lillio. In the event that children must be picked up, a message will first be sent out through Lillio and families will then be individually called by their

child's primary educators. The emergency shelter for the CCLC is the W.F. Mitchell Athletic Centre. Fire drills are conducted monthly by the University of Guelph Fire Prevention Officer, at which time fire extinguishers and the premises are also inspected. If you arrive during a fire drill, please wait outside until re-entry to the building has been announced.

Fire Safety/Evacuation Procedures

In the event of a fire drill, alarm, or other evacuation all adults on the premises will:

- Assist anyone in immediate danger;
- Try to isolate any burning area by closing the door to the area;
- Sound the fire alarm if necessary, which triggers the arrival of both University of Guelph and City of Guelph emergency services personnel;
- Assist educators with children as needed;
- Follow the instructions of staff of the CCLC;
- Evacuate using the nearest exit or nearest alternate exit identified on the Emergency Evacuation Procedures posted in each room;
- Evacuate directly to the designated area on the playground
- Evacuate to the W.F. Athletics Centre Main Gym (the designated place of shelter in the event of an emergency evacuation) if a full evacuation is required;
- Support whichever classroom in their area has the fewest staff and most needs assistance, taking into consideration any special/medical needs of the children and adults on the premises;
- Help keep children calm; and
- Remain with the CCLC until the all-clear is given.

Please note that, adults dropping off or picking up children must remain with their child or their child's classroom until the all-clear has been given.

Related Resources



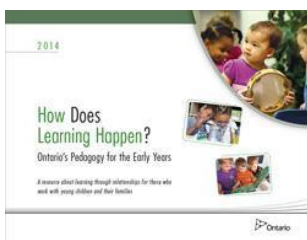
Wellington County Children's Early Years Division

<https://www.wellington.ca/en/social-services/childrens-early-years-division.aspx>



Ministry of Education

<https://www.ontario.ca/page/child-care-licensing-system>



How Does Learning Happen?: Ontario's Pedagogy for the Early Years

<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>



Child Care and Early Years Act

<https://www.ontario.ca/laws/statute/14c11>



Wellington-Dufferin-Guelph Public Health Unit

<https://www.wdgppublichealth.ca>