Parent Handbook

20 Arboretum Road, Guelph,
ON, N1G 2W1
519-824-4120 Ext. 52682
https://www.uoguelph.ca/childcare/

LIFE-LONG LEARNING • RELATIONSHIPS • CURIOSITY • EMPOWERMENT • AUTHENTICITY

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Contact List

- **Front Office - Chantelle Wood**, Office Administrator
  - Phone: (519) 824-4120 Ext. 52682
  - Email: cclc@uoguelph.ca
  - Website: [https://www.uoguelph.ca/childcare/](https://www.uoguelph.ca/childcare/)

- **Valerie Trew**, Director
  - Phone: (519) 824-4120 Ext. 52683
  - Email: trewv@uoguelph.ca

- **Rachelle Campbell**, Child Care Operations Manager, Waitlist Coordinator
  - Phone (519) 824-4120 Ext. 56179
  - Email: rmacamp@uoguelph.ca
  - Waitlist Email: cclcwait@uoguelph.ca

- **Jessica Magee**, Business Operations Manager
  - Phone: (519) 824-4120 Ext. 58636
  - Email: jmagee01@uoguelph.ca

- **Kimberly Squires**, Pedagogical Leader
  - Phone: (519) 824-4120 Ext. 58147
  - Email: ksquires@uoguelph.ca

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, parent, student or volunteer, all members agree to communicate respectfully with one another to ensure a welcoming, inclusive environment where everyone feels honoured and safe.
Our Mission

We are a supportive early education and care community that continually learns and grows through our relationships with children, families, students, environments, and each other.

Our Vision

We aspire to a future of empowered citizenship for each member, where relationships are respected as partnerships for shared and continual learning, and where the wonder of childhood is celebrated.

Our Core Values

**Life-long Learning**

We optimistically seek new knowledge, ideas, or ways of being in the world. This openness to learning is essential at any age and is the foundation of our community.

**Relationships**

We recognize the power and importance of our interactions with each other and the environment. We are responsive in these partnerships and see them as the core of our learning.

**Curiosity**

We appreciate the wonder of new learning opportunities and believe in giving time and space to explore them. We take risks, are vulnerable, and embrace innovation.

**Empowerment**

We promote active, engaged citizenship for all members of our community. We value their differing perspectives and honour their right to be seen and heard.

**Authenticity**

We are true to who we are. We are intentional about and accountable to the choices and actions we make in our daily interactions.
Our Pedagogical Approach

The CCLC has a multifaceted pedagogical approach. We are guided by How Does Learning Happen? Ontario’s Pedagogy for the Early Years and create an emergent curriculum with the children and families that we work with. 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 can support our mission, vision and core values. 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;
- 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 such as Jean Piaget, Lev Vygosky, Friedrich Fröbel, Abraham Maslow, John Dewey, Stanley Greenspan, and Howard Gardner.

In terms of pedagogical approaches, we are most inspired by what we consider to be the best and most relevant aspects of Reggio Emilia and Danish Nature Kindergartens.

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 nature-based materials, colours from nature, and incorporating science and art into the learning environments through light exploration, use of 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. While Reggio Emilia is known for bringing nature indoors, the Danish are known for taking children outdoors. Being in nature with children is very important to us at the CCLC and 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 environmental stewardship.

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.

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.

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 health checks through 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 inquires (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 HiMama 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 HiMama;
- 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 parent participation and engagement through a Parent Advisory Council;
- 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 parents, 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 playroom 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 playroom, 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.
Parent 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/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 educator.
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 parents/guardian is still not satisfied, they can contact and discuss with:
   Carrie Chassels, Vice-Provost (Student Affairs)
   Student Affairs, University of Guelph
   519-824-4120 Ext. 53868

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

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

1. First, provide the parent with the information required, referring to policy if necessary and maintaining confidentiality at all times
2. Next, notify the appropriate Administrative Team member of the concern as follows:
   • Jessica Magee for matters relating to the Kitchen, Business Operations or Scheduling
   • Rachelle Campbell for matters relating to Co-op Students, College Student
Placements, Supply Teachers, Student Assistants, Volunteers or Waitlist/Enrollment

- Kimberly Squires for matters relating to Practicum Students or Pedagogy
- Valerie Trew for all other matters or in the absence of the appropriate Admin Staff

3. The Administrative staff and Teaching staff will determine together who should follow up with the parent 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 Carrie Chassels, Vice-Provost Student Affairs.

Issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act, 2014 and Ontario Regulation 137/15 should be reported to the Ministry of Education’s Child Care Quality Assurance and Licensing Branch. Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers, etc.) where appropriate. Concerns regarding a child who may be in need of protection must be reported immediately to Family & Children’s Service of Guelph and Wellington County.
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 an interactive and responsive programming. All playrooms are designed for ease of supervision and have a good exterior view and natural light.

Each program area is further divided into playrooms, 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.

Hours of Operation

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

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Family Day</td>
<td>3rd 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 25th</td>
</tr>
<tr>
<td>Canada Day</td>
<td>July 1st</td>
</tr>
<tr>
<td>Civic Holiday</td>
<td>1st Monday in August</td>
</tr>
<tr>
<td>Labour Day</td>
<td>1st Monday in September</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>2nd Monday in October</td>
</tr>
<tr>
<td>University of Guelph Winter Closure</td>
<td>Typically the period between Christmas and New Year.</td>
</tr>
<tr>
<td>Staff Professional Development Day</td>
<td>Last Friday in June/last PD day in the school calendar OR Friday before Labour Day</td>
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**Additional Closures**
On certain occasions, the CCLC may be closed, due to harsh weather conditions or emergency situations such as a power failure/flood. Additionally, if the University 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 or listen to CJOY, 1460 AM; Magic, 106.1 FM for a full-campus closure.

**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.

**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:
<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>24</td>
</tr>
</tbody>
</table>

There are periods of “reduced ratios” under the CCEYA. These periods are for 90 minutes after opening, for 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 student or volunteer 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 and are closely supervised.

Social Inclusion
At the CCLC, an integrated approach is used when working with a child with special needs. Parents/guardians, staff and the Inclusion Support Services Team collaborate to develop Individual Support Plans that may include the use of aids, iPads®, tablets, mobility devices, sign language, additional staff, specialized seating, and other supports that ensure children are able to participate in the program.

Sometimes children need support from agencies that assist at the CCLC as part of Growing Great Generations Guelph-Wellington. 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, the parent/guardian gives informed consent. This opportunity is offered to all children at the CCLC.

Rest Time
As a licensed child care centre, we have a two-hour designated rest time each day. This time provides the children with a much-needed quieter period of the day where 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, parents 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 parents have asked that they have limited sleep, we will begin gently waking the child after 30 minutes. Sleep times are recorded in HiMama.

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, or just a stroll around campus. At Intake, parents/guardians sign a general permission 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 or the police station. The children enjoy these outings. 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. 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. Children do not go outdoors when the temperature is -20°C or lower with the wind chill or +35°C or higher with the humidex or during heavy rain, thunder or lightning, high winds, or poor air quality. Children should come dressed to explore in any other weather as varied weather conditions provide unique opportunities for learning.

If children are unable to play outdoors, they are provided with active gross motor activities indoors.

Use of Videos
Short videos are occasionally used within the programs to support a current investigation or interest that the children are engaged with. These videos can help the children connect with concepts on a more realistic level and can be an excellent supplement to their learning. 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 HiMama.

Prohibited Practices
The Ministry of Education outlines in the Ontario Child Care and Early Years Act 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 or student assignment. 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 colleagues.

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

Parents 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. All email correspondence with parents regarding waitlist and enrollment is conducted through the cclcwait@uoguelph.ca email address. The Waitlist Coordinator responds to emails and phone calls from parents within two business days. Parent email correspondence and phone correspondence is fully noted on the child’s record in SMART under “notes” including the author and date. The ‘Last Update’ field in SMART is updated with the correct date format after each new correspondence with parents.

Due to the volume of our waitlist, the CCLC does not offer individual tours. Instead, families on the waitlist are provided with a CCLC Parent Orientation video which includes vital information parents need to make an informed decision on whether the CCLC is the right fit for their family.

Parents are advised that waitlist information must be updated every six months via the cclcwait@uoguelph.ca email to ensure accurate and up-to-date information and to remain active on the waitlist. Parents 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. Parents are advised of their position on the waitlist and it is explained that this position could change if a family comes on who falls into one of the higher priority categories.

When a space becomes available:

1. Priority is given to currently enrolled children who are age/developmentally ready to move (either to preschool or the senior preschool room) 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 considerations. The Waitlist Coordinator will communicate with the family and educators before a toddler is moved to preschool.
3. Spaces are offered to parents who reach the top of the waitlist within 3 months of age eligibility and they are given the option to pay to hold the spot.
4. The Waitlist Coordinator confirms student status prior to offering a space.
5. Parents have until the end of day the following business day to express 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, parent handbook and the current fee schedule. When the registration fee and deposit is made or the completed intake package is returned, the Waitlist Coordinator will email the parents to set up an intake meeting. The intake package must be returned at least two business days before the intake meeting. Following the intake meeting, the Waitlist Coordinator connects the family with the educators via email so they can 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 6 months)
2. Students (degree program) of the University of Guelph
3. Faculty/Staff 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

**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 24 hours to respond, by email, to the notification. Failure to respond in 24 hours 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 them 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 non-refundable Registration Fee is $40.00 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 Orientation Period**
An Intake Meeting is required prior to your start date to review enrollment forms, relevant policies, and to discuss any questions or concerns that a parent might have. After the Intake
Meeting, an orientation visit to the CCLC is scheduled for one or both parents/guardians and their child, prior to the child’s start date. The child’s primary educators will email the parents to arrange the orientation depending on the child’s needs. During the child’s orientation, 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. Usually the oldest children enrolled in a program are the first to move into the next program area. Moves occur after discussing the situation with parents/guardians and educators. The CCLC strives to give parents/guardians 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, parents/guardians are required to continue 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 parents/guardians 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 and safety of staff or children at the CCLC.

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 withdrawing 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) are payable up to and including the Friday of the given week.

**Change in Attendance Schedule**
The CCLC does its best to respond to requests for schedule changes (e.g. a parent/guardian 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, parents/guardians may have a transition date that meets their needs exactly; however, in some cases the parent/guardian’s needs may not coincide. In either case, the parent/guardian 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, minimum of 3 consecutive months or less than 6 months, your child’s full deposit will remain with the CCLC. These children 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.

**Financial Information**

**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 an annual basis and can be increased with 2 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. Please refer to the CCLC’s website (www.uoguelph.ca/childcare) for the current fee schedule.

**Payment Conditions**
Parents/Guardians 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, and closures 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.

**Missed Days**
Full payment is required regardless of days missed due to illness, vacation, all statutory holidays, University holidays, and CCLC PD days. This includes the period between Christmas and New Year’s as well as other closures of the University (e.g. weather related, campus -wide days), and one CCLC staff professional development day per year (either last Friday in June or last Friday before Labour Day). “Make-up” days for days missed (for part-time care) are not permitted.

**Tax Receipts**
Tax receipts are issued annually in February via email for income tax purposes.
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 no later than 5:30 pm. If you are late, a Late Form is filled out by a CCLC staff member and signed by you to verify the time of pick up. The late fine rate is $1.00 per minute for the first five minutes and $2.00 per minute after the first five minutes. Repeated late pick-up of the child could result in the CCLC’s services being withdrawn. All late fines will be added to your child’s account.

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
Toll Free: 1-800-265-7294 Ext. 3090
Parent/Guardian Communication and Involvement

Daily Arrivals and Departures
When you arrive at the CCLC, we ask that you bring your child directly to their playroom 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 playroom, and ask questions about your child’s learning.

Daily Documentation
The primary educators post daily documentation to inform parents/guardians of the investigations and inquiries that the children were engaged in each day. Each child within the playroom 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 playroom, 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 HiMama. This electronic application for communication between families and educators.

Parent Involvement
We encourage parents/guardians to spend time in their child’s program. The CCLC is also equipped with two observation booths that allow for observation of some indoor learning environments. Parents/guardians are welcome to use these booths to observe their child.

Parent Advisory Committee
The CCLC has an active Parent Advisory Committee (PAC) that organizes many fundraising and social activities throughout the year. This volunteer group consists of parents/guardians 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 PAC. We encourage parent/guardian representation from each class on the council. 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 HiMama. If a child has food allergies and/or food restrictions that cannot be accommodated by the CCLC, parents are responsible for providing appropriate food substitutes which meet the CCLC’s nutritional requirements as necessary. Parents 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. Any food brought to the Centre must be clearly labelled with your child’s name and be “ready to serve” from a thermos or plastic container. All food must be given directly to the kitchen 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, enjoyable interactions, and the pleasure of experiencing new and different foods. In both our Toddler and Preschool programs, the children serve 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 Klean Kanteen™ which is sanitized daily.

Allergen Policy

The CCLC strives to prevent contact with known anaphylaxis allergens though certain products may come from a facility where these allergens are present. Dairy, eggs, and peanut/ tree nut allergens are avoided at the CCLC to protect the children with life-threatening allergies to these substances. Food from outside is not brought into the CCLC unless there have been special arrangements made due to dietary restrictions. In particular, 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. If your child consumes peanut products prior to attending the CCLC please take extra precautions to wash their hands and face.
**Health and Safety Information**

**Assessing Your Child’s Health**
Children are assessed by CCLC staff for signs of illness upon arrival.

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<tr>
<th><strong>Symptom</strong></th>
<th><strong>Guideline</strong></th>
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<tr>
<td><strong>Temperature</strong></td>
<td>A child must go home, or stay home when:</td>
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<tr>
<td>37.3°C to 37.7°C (99.5°F to 100°F) with symptoms:</td>
<td><strong>Vomiting:</strong> A child must go home if they vomit with no reasonable explanation. <strong>Diarrhea:</strong> A child must go home if they have one episode of diarrhea that is uncontained or a second bout (contained or uncontained) within a short period of time. <strong>Rash:</strong> A child must go home if they have an unexplained rash or bumps. <strong>Infection:</strong> A child must go home if they have signs of redness, discharge or swelling of eyes, nose or skin.</td>
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<td><strong>Fever of 38.1°C (101°F):</strong> With a fever this high and over, the child needs individual care and attention, and must go home.</td>
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<td><strong>Vomiting:</strong> A child may return to the CCLC when:</td>
<td>Normal temperature of 34.7°C to 37.3°C: Your child may return to the CCLC after remaining fever free, without medication, for 24 hours.</td>
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<td><strong>Diarrhea:</strong> A child may return 24 hours after the last episode of diarrhea.</td>
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<td><strong>Rash/Infection:</strong> A child may return with a doctor’s note stating: the cause of the rash/infection, that it is okay for the child to return to the CCLC, and that the time of contagion is passed.</td>
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<td><strong>Vomiting:</strong> A child must go/ be kept home if they vomit and cannot return to the CCLC until 24 hours later if only one episode or 48 hours after the last bout of vomiting or diarrhea if two or more episodes.</td>
<td><strong>Diarrhea:</strong> A child must go home if they have one bout of diarrhea (contained or uncontained) and cannot return to the CCLC until 24 hours later if only one episode or 48 hours after the last bout of diarrhea or vomiting if two or more episodes. <strong>Rash/Infection:</strong> A child may return with a doctor’s note stating: the cause of the rash/infection, that it is okay for the child to return to the CCLC, and that the time of contagion is complete.</td>
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**While the CCLC is in Outbreak Status:**

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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 playroom, 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. Parents/guardians must report this information to the Front Office each day that their child is ill.

An Unwell Child

Parents are called to pick up their child when they are unwell and not coping; when they have a fever of 38.3°C or higher; when they vomit for no apparent reason (e.g. aggravating cough, excessive crying); if they have an unexplained rash; or if they have excessive redness, discharge or swelling of eyes, nose, or skin. If parents cannot be reached, the emergency contact on file is called. Children may be cared for separately from their peers while waiting to be picked up.

We will also do our best to notify you by phone or through HiMama if your child seems unwell, has a slight fever up to 37.7°C, or a mild rash developing. This will allow you to decide if you would like to pick up your child or plan in the event of their condition worsening.

Handwashing

Handwashing is critical in stopping the spread of germs. The WDG Public Health Unit recommends that all children wash their hands once they enter the program in the morning. Often times, this is initiated by the child immediately eating morning snack. We appreciate your help in ensuring that your child washes their hands when they arrive.

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 physician
- 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 physician. Parents/guardians 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 accompanied by a note from a medical doctor. 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. Parents are responsible to maintain devices in sanitary condition and working order.

Sharps
Sharps are stored in the specified container and returned to parents when full.

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” suspected 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 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-Free Policy
In respect and consideration of others, please refrain from wearing scents in the CCLC.

Smoking/Vaping Ban
Under the Smoke-Free Ontario Act, smoking and vaping are prohibited “in enclosed workplaces and enclosed public places in order to protect workers and the public from the hazards of second-hand smoke.” Smoking and vaping are prohibited on University premises.

Sun Protection
The CCLC has sunscreen in each playroom that, with parent/guardian permission, is applied
before going outdoors on summer afternoons. If parents/guardians prefer to bring sunscreen from home, it must be a minimum of SPF 15, must not contain nut oils, must not be expired, and must be labeled with the child’s full name. Parents/guardians 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.

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.

Emergency Management Procedures
The CCLC has an Emergency Management policy, including a Fire Safety/Evacuation procedure and Tornado procedure. In the event of an emergency situation requiring the evacuation of the CCLC or activation of our emergency management policies, parents will be notified as soon as possible through HiMama. In the event that children must be picked up, a message will first be sent out through HiMama and parents 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 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 playroom 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 playroom until the all-clear has been given.
Related Resources

**Wellington County Children’s Early Years Division**

**Ministry of Education**
http://www.edu.gov.on.ca/childcare/

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

**Child Care and Early Years Act**
https://www.ontario.ca/laws/statute/14c11

**Wellington-Dufferin-Guelph Public Health Unit**
https://www.wdgpublichealth.ca

**Guelph-Wellington Growing Great Generations**