



The Lee Wiggins Childcare Centre

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WELCOME

We would like to welcome you to the Lee Wiggins Childcare Centre at York University (LWCC or the “Centre”). As a member of LWCC, we would like you to become acquainted with all aspects of our Centre. This Parent Handbook was designed to inform you of all areas pertaining to you, as a member.

The LWCC at York University has qualified, caring staff who offer you and your child a fun, supportive, and stable environment. We are here to provide you with any information you may need, so feel free to ask us any questions you may have. Since we are often busy with the children, we are happy to make arrangements to meet with you at a mutually convenient time, when we can focus exclusively on your issues and concerns.

We hope this Parent Handbook will address many of your questions and be a valuable source of information. Welcome to the LWCC. We look forward to seeing you.

Acknowledgements

The LWCC at York University wishes to take this opportunity to acknowledge the contributions of the York University Student Centre Corporation, CUPE 3903 and the Centre’s Board of Directors, especially long standing board member Rob Castle, and committee members. Finally, we offer special thanks to all parents and supporters who have donated items, time and assistance to the Centre.



The Lee Wiggins Childcare Centre

HISTORY

The LWCC at York University was formally the York University Student Centre Childcare Committee (SCCC). The Centre began meeting in August, 1987 as an initiative of various student groups interested in securing part-time, flexible childcare for York students and part-time workers, as well as providing some form of support and resources for parents and children. Early support came from the Student Centre Committee itself with a commitment of a 1000 sq. ft. contribution to the childcare facility in the soon-to-be-constructed Student Centre. CUEW/SCTTE Local 3903 (now CUPE 3903) also agreed to use the upcoming collective bargaining process for 1987-89 to help obtain space and financing for the SCCC project. On November 2, 1987 these negotiations with the York University administration resulted in a contribution for research costs and for first year start-up costs. Later negotiations resulted in financial support for capital costs for 800 square feet of space in the soon-to-be-built York University Student Centre.

Research indicated that the 1000 square feet plus the possible addition of 800 square feet was insufficient, so SCCC returned to negotiations with both the administration and the Student Centre in hopes of obtaining the additional space. As a result of this negotiations process, the Student Centre generously added 500 square feet to their initial pledge of space. (Note: all space committed to the SCCC by the Student Centre is rent free and inclusive of occupancy costs). As a result, the project went ahead with a total space commitment of approximately 2,300 sq. ft. Discussions with the Ministry of Community and Social Services in 1989 culminated in a commitment of Minor Capital Costs for construction costs as well.

The SCCC continued to meet on a regular basis, developing a Constitution and Bylaws, assisting in designing the facility, liaising with Ministry fieldworkers, and developing initial drafts of programs and budgets.

The Committee applied for incorporation and received Letters Patent on December 13, 1988 under the name The York University Student Centre Childcare. Development of a Constitution and Bylaws began soon after the Committee's inception, and was approved on February 9, 1990.

During the summer of 1989, the SCCC again worked with CUEW/SCTTE to prepare a follow-up proposal for the upcoming round of contract negotiations with the University administration. At the conclusion of the negotiations, CUEW on behalf of the SCCC received a onetime total of \$30,000 for start-up costs, as well as a \$30,000 annual operating grant contribution and a yearly contribution for subsidies for members of CUEW/SCTTE (Collective Agreement 1989-91). This operating grant and subsidy allotment funding has been ongoing thanks to CUPE 3903.

The SCCC offered a small-scale drop-in program in the summer of 1991 in an apartment in one of the Assiniboine Residences, since the Student Centre building itself was not yet complete. The Centre itself started operation in September 1991 as a licensed program. An official opening ceremony was held on October 30, 1991.

Name Change

In the fall of 1999, our former Chair of the Board of Directors, Lee Wiggins, left the Centre to pursue her teaching career. Lee was instrumental in the creation of the Centre and followed through for 5 years until the dream became a reality in 1991. As if that was not enough, Lee continued to sit as Chair of the Board of Directors for over 8 years. Over the years, Lee contributed her time, expertise, and commitment to parents, staff, and children alike. Due to this on-going dedication, the Centre decided to acknowledge Lee by renaming the Centre in her honour: "The Lee Wiggins Childcare Centre at York University."



The Lee Wiggins Childcare Centre

MANDATE AND OBJECTIVE

The LWCC at York University is sponsored by two main bodies: York University students (via the York University Student Centre Student Levy) and CUPE Local 3903, through financing provided via contract negotiations with York University.

The Centre is designed to provide a positive childcare option that is directly responsive to the specific needs of students and educational workers. This works to supplement and complement the existing childcare facilities on campus - in other words, to provide licensed part-time childcare.

The main objectives that guide development and operation of the Centre are as follows:

- Determine and address the particular needs of the student and educational worker members at York University;
- Act as liaison with parties interested in childcare;
- Develop and maintain a flexible licensed childcare and a resource service;
- Oversee daily management including attending to long- term planning and the establishment of objectives;
- Oversee the security, financial operations and policies of the Lee Wiggins Childcare Centre at York University;
- Encourage involvement of representatives, particularly parent representatives, in the administration of the Centre.

The LWCC at York University provides innovative childcare to the York University community, with a particular focus on the needs of students. Operated by the York University Student Centre Childcare, the Centre is a not-for-profit organization, offering a holistic approach to early childhood development in a safe, positive, and inclusive environment.



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NON-PROFIT CORPORATION

Operation of the Corporation

LWCC is a non-profit Corporation that consists of the general membership, represented through the Board of Directors, which subdivides into an Executive Committee and other working committees. The business of the Corporation is taken care of through regular Board meetings. At these meetings the Directors are presented with information by the Coordinator of the Centre and the Executive Committee members and have the opportunity to vote on the matters that are put forward. The Executive and other committees meet more frequently and are in direct consultation with staff and external members of the community while taking care of the daily management of the Centre.

Members at large may attend Board meetings, although they may not vote. As well, members may put forward items for discussion and consideration at Board meetings by speaking to a member of the Board or by writing, usually to the Chair.

The General Membership meets semi-annually or when special circumstances dictate the necessity. All members are eligible and are encouraged to attend and participate. The main duties of The Lee Wiggins Childcare Centre members are twofold. First, members are expected to attend annual meetings in order to review and approve the audit of the previous year and the budget for the upcoming fiscal term. Second, they must be cognizant of and conduct themselves in accordance with the regulations and policies of the Corporation.

If you would like more detailed information about the LWCC Corporation, please see the Constitution and Bylaws of the Corporation, as well as the Board of Directors Handbook. These are available from the Centre's Coordinator.

Board of Directors

Members of the LWCC are encouraged to stand for election to become a Board member, which is the Centre's highest decision-making body. Having member representation is critical to the sustainability and success of the Centre.

Annual General Meeting (AGM)

This is the major financial meeting of the membership, and is normally held in October. At this time, members are presented with the previous year's Audit for discussion and approval. Auditors for the current year must also be approved. The Centre's Operating Budget is presented, along with any other information and business such as upcoming fundraising. If the Board of Directors decides that there is need for additional meetings of the membership, a special or general meeting can be called. At any time, the membership itself has the means to request that a general meeting be called by presenting a written requisition to the Board supported by at least one-third of the membership body. In this requisition a rationale for the meeting and any motion(s) that will be raised must be stipulated. The Board is then responsible for ensuring that such a meeting is held within forty-five days from the time that the request is received. The membership will be notified of this upcoming general meeting through public postings in and around the facility.

Quorum

At each meeting of the members, be it annual or general, quorum must be obtained. Quorum refers to the minimum number of officers and members that must necessarily be present for the valid transaction of Corporation business. It is thus important that members try to attend such meetings, or if that is not possible, to find a member who is attending and send their proxy vote. Each member of the Corporation has the right to one vote which can be exercised in person or in absentia, by proxy. To vote by proxy the absentee member must submit in writing to the Secretary of the Corporation or of the meeting authorization for appointment of a proxy voter. This proxy voter must be a member of the Corporation and may not hold more than one proxy at a time.



The Lee Wiggins Childcare Centre

OVERVIEW OF THE CENTRE

The LWCC is housed on the second floor of the Student Centre Building along the west wall, in Room 201. Access to the Centre is via the central circular staircase or by the elevator that opens directly into the Centre space.

The Centre is licensed for the provision of part-time/full-time care to twenty-five children, ages eighteen months to five years, at any one time, during the hours of 8:00 a.m. to 5:30 p.m.

Childcare is booked by parents/caregivers on a semester basis. The semesters are September to December, January to April and May to August. Emergency care is also available providing that there are spaces available and that the staffing compliment is sufficient.

The Centre also has a modest toy and book-lending library, and can provide parents with childcare information and advice. The Centre is divided into a quiet room, a resource Centre/staff room, office, kitchen, storytelling area, washroom facilities, storage room, and outdoor playground terrace, in addition to the main play space.

The LWCC follows the Accessibility for Ontarians with Disabilities Act (AODA). LWCC's Accessibility for Ontarians with Disabilities Act (AODA) Policy is available on our website.

The LWCC staff will assist in making the Centre more accessible by:

- Offering a variety of communication methods to parents;
- Accept feedback both positive and negative from parents;
- Identify and try to remove barriers that prevent people with disabilities from fully participating in the program;
- Take the time to understand the needs of each individual child and parent;
- Work in co-operation with people with disabilities to find the best solution.

Anti-Discrimination and Anti-Harassment in the Workplace

The LWCC is committed to fostering a work environment that is free from discrimination and harassment based on race, creed, colour, national origin, political or religious affiliation, sex, sexual orientation, age, marital status, family relationship, and disability. The Centre recognizes that a harassment and discrimination free workplace allows all employees, parents and children to develop to their full potential. This practice prohibits discrimination and harassment on the above grounds and that the Centre will work to ensure that all employees work in an environment free from harassment and discrimination.

LWCC's Anti-Discrimination and Anti-Harassment Policy is available on our website or you may request a hardcopy.

Smoke-Free Environment

The Centre is a smoke-free environment. It is unacceptable for staff, volunteers, and parents to smoke on the premises or in the presence of the children, e.g. during walks or outings. Contravention of the policy will result in discipline up to and including termination for staff members and volunteers. No smoking is permitted on the playground area even if there are no children present.



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STAFF, STUDENTS AND VOLUNTEERS

All existing Early Childhood Educator (ECE) employees must hold a current certificate of registration issued under the *Early Childhood Educators Act, 2007*, and be a member in good standing of the College of Early Childhood Educators. Being a member in good standing means that the applicant is not in default of payment of required membership fees and his or her certificate of registration is not suspended or revoked. The Coordinator of the Centre is responsible for reviewing applications and coordinating interviews for the hiring of all staff. Hiring decisions shall be based on appropriate educational qualifications, legislation/regulation requirements, experience and personal suitability.

The Centre is an equal opportunity employer which aims to select the best individual for each position regardless of race, creed, colour, national origin, political or religious affiliation, age, sex, or sexual orientation, marital status, family relationship, or disability.

All staffing is overseen by the Coordinator of the Centre, who is an ECE teacher with extensive administrative as well as teaching experience.

A Registered Early Childhood Educator (RECE) teacher is on duty at all times, with additional teachers and assistant teachers as needed to meet ratios. The Centre has also been fortunate to participate in the University-organized Work/Study Program, and normally hires a few students for the fall/winter term.

As well, the Centre has a volunteer program with York University students participating as on-floor assistants. The Centre occasionally accepts fieldwork students from the ECE program at various colleges.

Upon hiring, staff, volunteers, and students will read and sign off on all policies and procedures.

Each new staff or volunteer is assigned a mentor. They will be trained for several weeks by a seasoned staff member to ensure they understand the daily operations of the Centre.

Staff and Volunteer names and bios are posted in the Centre.

Child Supervision

All children upon arrival or departure must be signed in/out in our daily attendance sheet by staff indicating the time of arrival and departure. This will include a family healthy check of each child upon arrival. Staff will initial, indicating that they have completed a daily health check. This will include checking them off in our block attendance as well.

Attendance clipboards are to be kept with each group of children at all times.

Daily attendance sheets must also record all children that are absent, on vacation, or absent due to illness. A daily record indicating arrivals, departures, and absences helps to establish a rapid and accurate account of all children in the event of an emergency. Maintaining attendance records in conjunction with constant supervision skills is critical in ensuring the safety and well-being of the children in our care.

Please note that volunteer and students will:

- Never be left alone with a group of children;
- Will not be considered as part of the ratios;
- Will not communicate children's progress with parents/guardians;
- Will not be in charge of field trips or walk participations.

A newly hired staff will not be left unsupervised with the children until the Centre will receive and assess the Police Record Check results.

For more information, please ask the Coordinator to see our Criminal Reference Check Policy.



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Staff Training and Development

Staff will be sent for training to enhance their professional development throughout the year. Workshops may be held onsite during staff meetings or staff may be attend meetings or workshops in the evenings or weekends. The Coordinator will annually review to ensure that each staff have met the requirements as per our policy.

The LWCC strives to have our staff up to date and current with child development and to continue enhancing their education within the childcare field.

Staff will continue to be kept abreast of changes within the Early Years Act as well as new legislations and the Care Assessment for Quality Improvement documents.

Freelancing

Employees may not babysit or in any way provide childcare services to children who are enrolled at the Centre, either after working hours or on weekends. Such an arrangement would be considered a conflict of interest as outlined in the Conflict of Interest Policy contained in the Centre's Staff Handbook.

Social Functions

Employees will maintain a professional relationship with currently enrolled children and parents at all times. LWCC staff will not attend social functions, such as birthday parties, outside of the Centre as demands on staff time are high and staff at the Centre do not want to precipitate hurt feelings or the perception of biased treatment of children.



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WAIT LIST POLICY

Section 75.1 (1) of Ontario Regulation 137/15 – General

Waiting List

75.1 (1) No licensee shall charge or collect a fee or deposit for the placement of a child on a waiting list for admission to a child care centre or home child care agency. O. Reg. 274/16, s. 4 (1).

(2) Every licensee that establishes or maintains a waiting list described in subsection (1) shall develop written policies and procedures that,

- (a) explain how the licensee determines the order in which children on the waiting list are offered admission; and
- (b) provide that the waiting list will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected persons or families. O. Reg. 274/16, s. 4 (2).

As of September 1, 2016, under the authority of Ontario Regulation 137/15, licensed child care centres may no longer charge parents fees to have their child placed on a wait list.

A wait list fee is any fee or deposit paid by a parent for an unsecured spot in a child care centre. Regardless of whether or not the fee is refundable, child care licensees may no longer accept payment to place a child's name on a wait list that may or may not lead to the child being offered child care.

Child care centres may charge fees related to the administration of enrolling new children. However, these fees may only be charged once a child has been offered and accepted entrance into the child care centre.

The Ministry of Education recognizes that maintaining a wait list is not a straightforward endeavour and that a first-come/first-served approach may not be viable. Licensed centres need the flexibility to manage their admissions fairly, effectively and transparently.

To support transparency, new requirements in section 75.1 of the Ontario Regulation 137/15 requires child care licensees to have a wait list policy that explains how licensees manage wait lists and to include this policy in its parent handbook. Licensed child care centres must also provide parents with a best approximation of their child's status on a wait list, when asked. These new requirements came into effect on January 1, 2017.

A hardcopy of the waiting list is accessible to families in the office upon request. On both a toddler and preschool list, their position will be organized by the date the application was received. Next to this would be the birthdate of the child and the requested care (i.e., full time, part time hours). The initials of the parents are used to maintain privacy. Finally, the list indicates the date the child was registered to the Centre. Every effort will be made to enrol families, but will be based on age, availability, day and times required. Priority is listed below.

As such, the LWCC prioritizes siblings to help ensure that siblings can be cared for in one location and to support the continued workforce participation of parents.

Priority is then given to students of York University and CUPE 3903 members, followed by staff, faculty, and finally, members of the wider community.

Based on the above, if space is available for both toddler and preschool age groups, priority is then given on a first-come/first-served approach if viable. If either age groups are full within a given day, once space becomes available, whether full time or part time space, the LWCC will revisit the wait list. The LWCC will prioritize the first family, based on the above list, who may fill the space



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based on their requested hours of care and the child's age group.

Families may ask their status on the waiting list in person, through email or phone call.

MEMBERSHIP AND REGISTRATION

Membership

In order to schedule care at the LWCC, families must first become members of the Centre. Membership in the Centre is \$150.00 per year. The annual membership will be prorated, starting in May.

Example: $\$150 \div 12 = \$12.50 \times 4 \text{ months (May, June, July, August)} = \$50.$

Membership is renewed every September for those returning. For new members, please note that the registration fee of \$50.00 is required upon booking your registration appointment with the Centre, and is non-refundable.

As a member, you are encouraged to attend an Annual General Meeting (AGM) and are allowed to use the toy and book lending library, attend parent workshops and special events sponsored by the Centre.

Registration

Returning Members

The main registration for the Centre occurs in August, beginning with current members who are required to renew their membership, update their information and submit their care requests for the upcoming semester by August 1st.

New Members

Registration for new members occurs during the second last week in August. The Centre does not operate a childcare program during this week, but holds registration and information sessions for new member families. The \$150 membership fee is collected at the registration appointment.

Each new member is provided with a registration package.

New members will be accepted throughout the year, as space and staffing permits.

Please Note: All registration and information forms must be completed in full and submitted to the Coordinator of the Centre before any childcare can be provided.

Priority

Priority is given to students and CUPE 3903 members, followed by staff and faculty, and finally, members of the wider community.

Acknowledgment of Agreement

Parents registering their children at the LWCC are required to sign that they have read and agreed to the terms and policies outlined in the registration form.

Your signature on these forms indicates that you have read, understood and agreed to follow the practices and procedures that accompany each policy. Refusal to sign and agree to the policies will result in your inability to register.

All policies are included in Parent Handbook, on our website or you may request a hardcopy for your convenience.



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HOURS OF OPERATION AND CLOSURES

Hours of Operation

The Centre is open Monday to Friday from 8:00 a.m. until 5:30 p.m. Parents must arrive at the Centre by 5:30 p.m. and depart by 5:40 p.m. to allow staff to conduct Centre closing and next day set-up duties.

Centre Closure

- All statutory holidays;
- Winter Holidays –December 11, 2017 to Jan 2nd, 2018 inclusive;
- Registration Week – the second last week of August each year.

Statutory holidays are payable days. However, fees are **not** incurred during the two closures.

Emergency Closure Policy

In instances when the York University officially closes due to weather conditions or another emergency, the Centre will also close. Such information is made available via the University switchboard at (416) 736-5600.

There may be instances where the University is open but the Centre is closed. In instances where severe or inclement weather prevents the staff from getting to the Centre, the Centre voice mail will reflect this emergency closure. Please check with the Centre on severe weather days before you leave your home. The Centre's telephone number is (416) 736-5959.

Notice of Disruption

- Closure due to job action or strike:** In the event of job action or strike involving York University or Seneca College personnel, every effort will be made to keep the childcare Centre open and operating at full capacity. A job action or strike may cause restrictions to the hours of operation and/or programs offered.
- Closure due to Health and Safety or other circumstances:** Due to unforeseen circumstances, the Centre may be required to close for health or safety reasons (i.e. illness outbreak, fire, flood, etc.).
- Closure due to weather conditions:** If York University determines that the school must close early due to severe weather conditions, the Centre will advise parents to make arrangements to pick-up their children earlier than usual. There may be an occasion that York does remain open but the Childcare may need to close due to weather, if staff are unable to get to work.

Under any of the circumstances listed in a) or b) above, if closure of the LWCC is expected to exceed 5 working days, every effort will be made to move the Centre to an alternate suitable location, based on the Ministry of Community, Family and Children's Services approval.

All decisions regarding LWCC closures will be made at the discretion of the Board of Directors and the Coordinator taking into consideration the safety and health of the children and will be communicated to parents with as much notice as possible.

Fees Will Not Be Refunded Due to Centre Closures

All clients will be notified of any closures and all required information via emails and through updated messages on the child care voice mail system. If possible, there will be notifications posted on the front door. This information will be provided as soon as it is available.



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Any families with a disability should notify the Coordinator if they require another form of communication regarding receiving information.

COMMUNICATING INFORMATION

Centre to Parent

Email, Letter, Communication Board

Announcements, reminders, and general inquiries is mostly communicated via email and/or hardcopy letter. Please check postings on the communication board and/or divider in the foyer frequently.

Facebook

Please "Like" us on Facebook, "The Lee Wiggins Childcare Centre at York University", to view and follow us on events, programming, explorations, and announcements. Photography of children is not posted on our Facebook page.

Newsletter

The LWCC has a newsletter which is produced approximately every two months. The newsletter will be emailed to you directly along with any other notices or bulletins.

Parent Board

Bimonthly, staff provide and display information on our parent board located in the hallway across the kitchen door (i.e., sun safety, bicycle safety, sibling rivalry, toilet training tips, allergies, summer fun ideas in the city, etc.)

Show and Share Calendar

The LWCC have specific days that the children are able to bring in items from home and share in a group teacher-facilitated setting. The Show and Share calendar schedules are sent in an email to the parents and are displayed in the foyer of the LWCC. The items are to be kept in the show and bin located on the divider to minimize loss.

Parent to Centre

Absences

If your child will not be attending on a day when you have time booked, please let us know in advance. If s/he is ill, please call or email the Centre before 9:00 a.m. to let us know. Regardless of the reason for the absence, parents will be charged for all time booked.

Class Schedules

All students must update their class schedules each term as classes and room numbers change. A staff member may be required to find you in a classroom in the event of an emergency. Blank class schedules are available in the foyer.

Custody and Visitations

If parents have a custody order in place, both parties must abide to the custody order and the terms and conditions outlined in the order (i.e. percentage or payment for each party) and must abide by the court order specifying each party's custodial days.

Parents will not be allowed to drop in at the Centre on unscheduled days or times as outlined in the court order.

Information Changes

If your phone number, address, class schedule, work schedule, or any other information changes, please inform the Coordinator. It is extremely important that we know how to contact you at any given time. Also, information about your child(ren) is essential – so if there are any changes in allergies, medical history, and so on, we do need to know. As well, any changes in your life (a move, a new child in the family, etc.) are important for staff to know as they may affect your child's behaviour at the Centre.

Open Door Practice

The office door is generally always "open", however, it is sometimes easier to either book an appointment, call the Centre (416) 736-5959 or leave an email at yorkchildcare@gmail.com.



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We strive to create a link where the childcare is a partnership between the staff and the parents. A very important way in which parents can be involved to strengthen this link is through clear and consistent communication with the staff about their child.

It helps the staff if parents contact them in the beginning of the day to let them know of any special or unusual events have occurred that might have an impact on their child and the way in which he/she will approach the program. We want to hear from you regarding any questions, concerns, suggestions and/or feedback.

If you would like to discuss your child's progress or program, please call us to set up an appointment.

We are happy to provide feedback, and recognize the importance (and at times) the urgency of our response, however, this discussion must take place in an appropriate and private location where confidentiality can be adhered to and the classroom will not be disturbed.

We avoid having discussions regarding a child in front of the children or child. These discussions must take place in a private location (without the child) where there are no distractions.

Consider:

- Staff are on program to supervise and facilitate the children (for programming and safety reasons) and should not be distracted by lengthy discussions with parents.
- All confidentiality must be adhered to.
- Too many adults in the room can cause distractions and disruptions within the program.
- Some children are upset by a change in routine caused by an unexpected parent visit.

Parent Participation

Fundraising

From time to time other fundraising events will be held in the Centre. Please check the newsletter and/or the bulletin boards for further information. We are always looking for helpers! If you would like to participate in our upcoming fundraiser or create a committee, please speak with the Coordinator.

Parents are offered the opportunity to purchase books from Scholastic Canada each month. Scholastic in turn donates a portion of the proceeds to the Centre.

Fundraising helps keep fees low. Please support our fundraising efforts!

Guest Speakers and Parent Workshops

As a member of the LWCC, your input in this area is appreciated. We will implement your suggestions of discussion topics from ongoing communication. We hope to offer this service on a regular basis.

Parent involvement is welcomed, so if you have any skills, abilities and interests related to childcare, please let us know. We are particularly interested in multicultural events, storytelling, music, and sessions on strategies for childrearing.



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RESOURCES

Book and Toy Lending Library

The resource books are available for borrowing for a two-week period. One book per adult and two books per child may be borrowed, due to the size of the library we offer. Pamphlets are available and need not be returned. The toy lending library offers a wide variety of toys ranging in ages from infancy to school-age children. The toys can be borrowed for a one-week period and on a one-toy-per-child basis. (Two puzzles per child.) These borrowing periods are strict to ensure accessibility to all members.

Toy and Book Replacement Fee

If a book or toy is lost or misused the fee will be the full replacement cost. All fees collected will be put into a fund for the purchase of new resource materials.

It is important to clarify with your child that this book or toy needs to be returned. We encourage you to include your child in the borrowing procedure if possible.

Resource Teacher

At the LWCC we work with Toronto Children's Services to promote positive and healthy environments that include all children.

Children's Services offers services for children who need extra support to participate in our child care program through the Every Child Belongs service model.

The purpose of this teacher is to support the Centre, the child, the parents, and teachers and to observe and assess any difficulties the child may be having. Examples: speech and language or behavioural issues.

The Centre staff may approach a parent if they observe any difficulties with behaviour or language, etc. and ask the parent or guardian for permission to contact the Resource Teacher to assist with an observation to further assess the child.

Every licensed child care program in the City of Toronto has access to a Special Needs Resource staff person.

You may see our Special Needs Resource Staff in the program working along with our staff to build the quality of our program for all children and for the children that need extra support. The Special Needs Resource Staff works closely with families so that children are able to receive the services and supports they need.

You can find more information about the supports that are offered through Every Child Belongs on the City of Toronto in the Families section under "Services for Children with Special Needs".

Speak to the Coordinator if you would like to find out more about the service or to schedule a meeting to with the Special Needs Resource staff.

Parents must sign permission forms to allow this process to take place.



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PRELIMINARY VISITS AND TRANSITIONS

Introductions and Preliminary Visits

It is important that you visit the Centre with your child/ren before he/she attends the Centre on their own. This is so your child will become familiar with the environment and the staff, and will then feel much more comfortable and secure when left with Centre staff. We strongly suggest two or three one-hour visits where you remain with your child, or leave for a short period and return.

There will be no charge for these preliminary visits; however, these visits must be scheduled in advance with the Coordinator of the Centre.

Transition Policy

Transitioning into a childcare setting can often be stressful for parents and children. At the Centre we strive to create and maintain a stable, nurturing environment for each child.

When a child enters the LWCC, staff members are introduced to the parent(s) and child(ren). The staff then introduces children to the new arrivals in hopes that they will feel accepted and comfortable. Experience has shown us that transition time is appropriate for most children.

A schedule has been developed to ease children's transition into the new environment. It is a guideline for parents and staff to follow, however, we realize the necessity for being flexible as each child has different needs and parents have other commitments.

The following method helps your child to gain the trust that you will come back. Your child may cry and we understand that it is difficult to leave under these circumstances. Our experience shows us that it is best to be consistent and to follow through. If you say you are going to leave, it is best to wait until you are ready to go, and then follow through. It can be confusing for a child to hear a parent say that they are going to leave and then they never do.

Staff will always be available to assist you and your child with your transition times.

Transition Schedule

Day 1

Parent/child arrives and stays at the Centre for one-hour maximum. The parent is encouraged to participate with their child and the group.

Day 2

Parent/child arrives at the Centre and stays for approximately one hour. After 45 minutes, the parent is encouraged to say goodbye to the child. A staff member will help with this transition, so it is important to tell staff when you are ready. The parent may leave for 10 to 15 minutes.

Day 3

Parent and child stay for approximately one hour and the parent is encouraged to say goodbye and leave for 30 minutes.

Day 4

Parent and child stay for approximately one hour and the parent is encouraged to leave for 45 minutes.

Unscheduled Visits and Drop-Ins



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Unscheduled visits and drop-ins can be confusing to your child as they think it will be time to go home. We prefer to keep these drop-ins to a minimum so as not to have to transition your child several times in one day. Be assured, if your child is having difficulty the staff will contact you to come and collect or calm your child down.

DAILY OPERATIONS

Parking Passes

The Centre offers parking passes for the York Lanes Parking Lot which allow parents to park for a maximum of 30 minutes to drop off and pick up their child. These numbered passes are obtained from the Coordinator and issued as requested. Only one pass per parent will be issued. The pass must be given to the parking lot attendant upon exit from the lot. If your stay in the lot has exceeded 30 minutes, you are required to pay for the extra time on the spot. Parking passes are valid from May 1st to April 30th each year.

Use of Lobby

When in the foyer area at the front of the Centre, please remember to follow the Centre's policies and practices (no running or climbing, use of inside voices, etc.) and please place all waste in the garbage.

Doors/Gate

Please do not allow your child to open the gates between the foyer and large room or any other doors at the LWCC. The doors/gates are there for the security of the children.

Parents/guardians will be able to open the main door to the LWCC with a FOB card between 8:00 a.m. and 5:40 p.m. If your FOB card does not work, it may be that you have arrived too early or late. Please ring the doorbell from either the elevator room or main entrance if you do not have access to the Centre.

Please note that if your FOB is not working between the hours of 10:00 a.m. – 12:00 p.m. and 4:00 p.m. – 5:00 p.m., staff may not be available to open the door because they will be on the playground. You may be required to come to the emergency exit on the west side of Treats coffee shop.

Please do not allow other children to come in or out when you pick up your child(ren) from the playground. Also, please do not stand in-between the playground door with the door ajar. Doors must be closed at all times. Safety is our priority and we want to ensure that children are not injured by the door.

Arrival

Parents are required to make it aware to staff that you have arrived. If anyone other than yourself will be picking up your child, please let a staff member know in writing at this time.

Parents must use hand sanitizer before entering the Centre. Children must wash their hands with soap and water upon entry.

Please take your child to the washroom and fill up his/her diaper pocket (if applicable) before you leave the Centre.

Strollers

Strollers may be stored in the elevator room and in our foyer. Umbrella strollers are highly recommended to provide space and easier storage. Please label your stroller with your name.

In the elevator room, strollers are to be folded neatly and placed against the wall or hung on the ballet bar. This allows for clear access for lunch delivery and people with disabilities.



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In the foyer, strollers are to be folded neatly and placed behind the divider to avoid trip hazards.

Cubbies

We have cubbies available for your use when your child is in the Centre. When you come in, please find your child's name tag in the alphabet pockets on the north wall of the foyer, then find an empty cubby and pin the name tag there. Your child's belongings, such as extra clothing, a special friend such as a stuffed toy or blanket, etc., may be left here while your child is at the Centre.

Please Note: Cubbies are for day use only, with the exception of full time children, and must be emptied each day when you leave. If we are very busy, it may be necessary to share cubbies. In this case, please attach your child's name to the cubby and share the space.

Also, Centre cubbies are to be used solely for the purpose of communicating between parents and LWCC. They are not to be used for business promotion.

Clothing

We encourage all children to participate in a wide variety of exciting activities, both indoors and outdoors. Please send your child dressed in clothes appropriate for active and messy play, and for the season. Hats and non-slip shoes (runners instead of sandals) are strongly recommended for summer months, and warm clothing and boots for winter.

When buying clothing for your child, allow for freedom of movement, simplicity and practicality. Children should feel comfortable, able to dress/toilet themselves (we encourage independence), while not worrying about getting their outfit dirty.

Your child's name should be marked clearly (**please use labels**) on all clothing that he/she may remove (i.e. coats, sweaters, hats, shoes, underwear, etc.) In addition, please ensure that you pack a clearly marked bag containing a complete spare set of labeled clothing with your child's belongings. Please be sure to bring items that your child might need during the day and store them in their cubby (e.g., diapers, extra set of clothes, running shoes, etc.).

While staff will be diligent in looking after each child's personal property, we are not responsible for the loss or damage of items left at the LWCC.

Make sure that your child has warm outdoor clothing and boots for cold weather. Mittens must be attached to coats with clips. Please do not send in your child with gloves as they are too awkward for young children to handle. Health Canada strongly recommends that parents avoid dressing their children in scarves and clothing with drawstrings as they are considered to be a choking hazard. The staff will not dress your child in his/her scarf if it is sent to the LWCC. Neck tubes are acceptable.

Boots must be placed neatly under your child's hook. Do not put boots in your child's knapsack/bag. It will help staff find your child's hats and neck warmers if they are placed inside your child's coat sleeve.

Please avoid dressing your preschool child in the following clothing:

- Belts
- Suspenders
- Bodysuits
- Overalls
- One-Piece Undershirts "Onesies"

These articles of clothing do not promote independence and usually require an adult's help. This can be very frustrating for both the child and staff during busy washroom and dressing routines.

Clothing that we highly recommend:



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Lee Wiggins Childcare Centre (soft soled shoes) that is easy for the child to slip on and off (i.e., Velcro).

- Sweat suits are fantastic for promoting independence and are very comfortable. Children can easily dress and toilet themselves without the aggravation of buttons, snaps and zippers.

Lost and Found

In case of missing items, please check your child's cubby or the Lost and Found box located in the foyer.

Diapers and Wipes

If your child uses diapers, please bring in a regular supply and fill up the appropriate pocket located across from the change table, which will be labeled with your child's name.

Diapers

Due to the Centre's limited storage space, only full-time parents will be allowed a maximum of one full case of diapers at any one time.

If you have additional diapers, they can be left in your child's cubby. The Centre does not provide diapers except in emergencies. The Centre would prefer if you do not use pull up unless they have closure tabs on the sides, as they are more time consuming for the staff to change.

Wipes

Parents whose children are in diapers will be subject to a monthly surcharge for unscented wipes. We use Pampers and Kirkland brands of unscented wipes.

- Part Time Care \$10.00 per month
- Full Time Care \$20.00 per month

Art Work

The children are encouraged to express themselves through different artistic mediums. This not only promotes child development but also allows children to take pride in their creative process and to build their self-esteem. Please pick up your child's art work on a regular basis. It will be in a named file in the Art File box, over by the staff art supply area.

Bottles and Soothers

Typically, we enroll children from 18 months to 5 years of age. For Health & Safety reasons the Centre does not accept children with bottles and soothers as these can become choking hazards. The Centre prefers that you bring in a sippy cup labeled with your child's name on it from home.

Toys from Home

Childcare is a place where children are encouraged to share and cooperate with each other. We explain to each child that the toys in the Centre are for everyone to use, so sharing is necessary. We ask that you not bring toys from home, since they cause unnecessary conflict and hurt feelings. It is easier for children to understand and learn about sharing when they are using toys that are not their personal property. A comforting toy that is needed for support during the day will be the only exception.

Please do not send your child with toys, candy, gum, necklaces, money, keys, or violent toys.



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No Children Areas

We ask that there be no children in the staff room, kitchen, or office without parents. This is for safety reasons and for the privacy of staff who may be using the Resource Room.

Departure

Parents are required to make it aware to staff that you are leaving.

Please Note: No one under the age of 12 years may pick up a child. Children will only be released to persons who are specified on the registration forms unless the parent or guardian has provided the Centre with written authorization to release the child to another individual. Photo identification is required before a child will be released to any person until that person is known by the Centre staff.

Telephone

We are very busy at the Centre caring for the children, which is our priority. The telephone is for communicating with parents and emergency calls. For this reason, we discourage parents from calling the Centre and asking to speak with their children.

Walk Participation

From time to time, the children will leave the Centre to participate on walks in and or around the York University campus when the weather is not suitable for outdoor play or for special events. For example: nature walks, feeding the ducks, construction observations, dance party at the underground, visiting a dance/music class, etc.

Please note that the children also leave the Centre once a month to participate in practice fire drills.

During a practice fire drill, the children will evacuate to the Behavioural Science Building (BSB) located west of the LWCC. If this is not a drill and the BSB is deemed unsafe, the child(ren) will go to the secondary evacuation site, located in the Lassonde Building. This is located on the north-west side of the Student Centre Building. If this secondary evacuation site is deemed unfit, the children will be evacuated to Black Creek Pioneer Village (1000 Murray Ross Parkway) by York University transportation or TTC.

Parents will be notified of any emergency via email and the York University LCD Emergency Alert System.

During registration, each parent/guardian will be informed of our emergency procedure including but not limited to playground safety and evacuation procedures.



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DAILY SCHEDULE

8:00 a.m. – 9:30 a.m.	
Arrival and Indoor Exploration	Hand Wash/Snack
9:30 a.m. – 10:00 a.m.	
Washroom Routine	Tidy Up
10:00 a.m. – 11:00 a.m.	
Group #1 Outdoor Exploration	Group #2 Rotation Backroom/Large Room Exploration & Child Focus Activity
Alternate play space: LWCC indoor playroom, walk around campus, "Bear Pit" in Central Square, Graduate Student Association Meeting Space 4 th floor Student Centre Building	
11:00 a.m. – 12:00 p.m.	
Group #2 Outdoor Exploration	Group #1 Rotation Backroom/Large Room Exploration & Child Focus Activity
Alternate play space: LWCC indoor playroom, walk around campus, "Bear Pit" in Central Square, Graduate Student Association Meeting Space 4 th floor Student Centre Building	
12:00 p.m. – 12:30 p.m.	
Gathering Time (i.e., Show and Share, Roleplay, Music and Movement, Songs, etc.)	Hand Wash
12:30 p.m. – 1:30 p.m.	
Lunch	Washroom Routine
1:30 p.m. – 3:30 p.m.	
Sleep / Rest / Quiet Exploration	Hand Wash/Snack
3:30 p.m. – 4:00 p.m.	
Washroom Routine	Tidy Up
4:00 p.m. – 5:00 p.m.	
Group #1 Outdoor Exploration	Group #2 Outdoor Exploration
Alternate play space: LWCC indoor playroom or Graduate Student Association Meeting Space 4 th floor Student Centre Building	
5:00 p.m. – 5:30 p.m.	
Hand Wash/Gathering Time	Pick Up
5:30 p.m. – 6:00 p.m.	
Teacher's Set Program for Next Day	Good Night



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NOTE: Program plan and schedule is flexible to change/adjustment

Outdoor Exploration

Outdoor play is an important part of your child's gross motor development. Your child will be expected to join the group outside. We do not have enough staff to keep one child inside.

Please dress your child according to the weather. The LWCC recognizes and follows the *Ministry of Education* for extreme hot and extreme cold conditions.

PLEASE NOTE: If your child is too ill to participate in outdoor play, he/she is too ill to attend the LWCC.

Sleep Monitoring, Rest, and Quiet Exploration

The LWCC will ensure that all of the children under the age of 44 months (3.8 years) will have a scheduled nap / quiet time, normally scheduled after lunch, for a maximum of two hours per day. Using the Child's Sleep Preference Form, parents let staff know what is done at home to prepare children for sleep.

Any child who is in attendance for longer than 6 hours per day is required by Ministry regulations to have a rest period.

Our experience is that children who are tired are unable to cope with the daily activities at the Centre. We also think that it is very important to be consistent, i.e., not changing their sleep or rest time every day or every few days. This can be confusing for the staff as well as the children.

Our Sleep Practice Is as Follows:

- All children will rest and/or sleep in the large room.
- Older children, who arrive later in the day, will have a 30-minute rest time on mats. The children will listen to soft music or may look at books.
- Direct visual/physical checks are performed minimally every 30 minutes for children, or more often if deemed necessary (i.e., if a child is or has been ill and requires closer supervision).
- Children resting on mats may fall asleep. In this event the staff will not wake them up unless they are still asleep at 3:30 pm.
- Children who do not fall asleep after 30 minutes will be able to participate in quiet activities.

LWCC's Sleep Monitoring Policy is available on our website or you may request a hardcopy.



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PROGRAM STATEMENT

Our Philosophy (Goals)

The LWCC believes in offering quality programs that are based on the childcare needs of the York University community, where parents and children are the key elements and remain the Centre's top priority. The Centre believes in providing a friendly, multicultural, and non-sexist environment for its members and feels that children are distinct individuals who should be treated with respect and they are encouraged to develop at their own pace and to their own potential. At LWCC, we believe that children learn about the world around them through play. The Centre's image of the child is one of being more worldly, being capable, competent and curious, a partner in the learning along with the teacher. Both images represent an inclusive environment where all children are welcome and included. Our children learn about themselves, their peers and the world in which they live through investigation and exploration, through art, drama, music and social interactions, while recognizing that each child is a unique individual. We encourage family involvement in our program as much as possible. We welcome ongoing discussions with parents and caregivers about their child's progress – social, emotional, cognitive – and their daily life at the Centre. We hire qualified staff and ensure their ongoing growth and development by offering workshops and seminars on a yearly basis. The staff focus on the children's interests and passions as well as their own. The staff team believes that children are strong, competent learners. We understand that children are to be heard, seen and believed. The staff values and respects the children and believes that their thoughts and ideas are pivotal to the curriculum. It is the educator's role to facilitate allowing the children's ideas and interests to flow in a positive planned program, allowing the children to discover, explore, document, compare and share their ideas and results. We believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children. Staff believe in being, honest, open minded, caring and current within the profession. Understanding that children learn in many different ways, small accomplishments are huge to a child who struggles within the program. We believe that the learning environment consists of everyone (children, teachers and families) working together for the holistic development of the child. We balance indoor/outdoor, active play, rest and quiet within each of our programs daily schedules. Activities within the program emphasize skills; self-esteem, self-respect, self-regulation, empathy and respect for others, which allows individual children and groups to interact in an appropriate and confident manner.



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Our Strategy

The LWCC strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years, How Does Learning Happen (HDLH). We understand that learning and development happens within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational conditions need to exist:

- A sense of Belonging,
- A sense of Well-Being,
- Opportunities and support for Engagement, and
- Opportunities and support for Expression.

The LWCC will adopt the following 11 strategies to create these conditions:

1. Promote an environment which is healthy, safe, and supports general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environments and experiences
8. Incorporate indoor and outdoor play, active play and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners
11. Support others in relation to continuous professional learning



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Plans of Action for the Toddler Program

1. Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations described in the guideline.
2. An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years' curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations described in the guideline.
3. Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver learning experiences to meet or exceed the expectations described in the guideline.
4. A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations described in the guideline. In addition to this, the LWCC will host a children's art exhibit promoting their exploration using various mediums and videos to share their process and creativity with families in a social gathering.
5. Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). In support of this, we will provide a sensory, Science and Nature program to meet or exceed the expectations described in the guideline.
6. Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide an Art program to meet or exceed the expectations described in the guideline.



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7. A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & literacy materials and a program that utilizes these to meet or exceed the expectations described in the guideline.
8. By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42). In support of this, we will provide music and accessories and program that utilizes these to meet or exceed the expectations described in the guideline.
9. We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will deliver physical play learning experiences that meet or exceed the expectations described in the guideline.
10. Offer children daily experiences with a multitude of materials and accessories. Offer play that develops spatial awareness, manipulation of 2-D and 3-D materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer a Cognitive & Manipulative and Blocks & Construction materials and environment, and a program to engage in this environment to meet or exceed the expectations described in the guideline.
11. Pretend play is an opportunity to provide children an environment and accessories, in good condition, which promotes imaginative play. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the pretend play area allow the children to see themselves from a different perspective. "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will offer Pretend Play accessories and environment, that are multicultural in nature and a program to engage in this environment to meet or exceed the expectations described in the guideline.
12. Following the individual cues of the children, and developing an awareness of what each child brings and how they adapt to situations and environments allow us to provide the care and learning that best respects and reflects their needs. "Gaining knowledge about children from multiple perspectives helps educators ensure that programs also value the unique and diverse characteristics of the children's families and the communities in which they live. It's not a "one-size-fits-all" approach." (HDLH, pg. 18). In support of this we will develop an individual schedule for each child based on their needs and/or the family's requests and capture daily information to share with parents to meet or exceed the expectations for routine care practices described in the guideline.
13. Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff for diapering routines to meet or exceed the expectations for routine care practices described in the guideline.



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14. Make food and eating time a positive learning experience that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Staff will encourage children to self-serve to gain an understanding of portion control. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times described in the guideline.
15. Ensure cot, mats and bedding is hygienically maintained. Support staff to show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. Pay attention to how we are meeting the needs of the children and what changes need to occur if we are not. In support of this we will meet or exceed the expectations for cots, mats, bedding and sleep times described in the guideline.
16. Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the Centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg. 30). In support of this we will meet or exceed the expectations for Health, Safety, and Toy & Play Equipment care described in the guideline.
17. Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. The Centre promotes this by conducting quarterly hand washing training with staff. In support of this we will meet or exceed the expectations for Hand Hygiene described in the guideline.
18. Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions and Attendance Verification described in the guideline.
19. Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg. 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere described in the guideline.
20. Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children described in the guideline.
21. Support staff in their competencies as Early Learning and Childcare professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg. 35). In support of this, we will meet or exceed the expectations for fostering children's independence described in the guideline.
22. Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg. 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem in children described in the guideline.



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23. Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg. 41). In support of this, we will meet or exceed the expectations for behaviour guidance described in the guideline.
24. Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg. 41). In support of this, we will meet or exceed the expectations for Supporting Communication and Extending Children's Learning described in the guideline.
25. Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area described in the guideline.
26. Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well-being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg. 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material described in the guideline.
27. We invite the community to be involved within the Centre to extend on children's understanding of the world around them. In support of this, we will meet or exceed the expectations for connecting and collaborating with local community and institutions described in the guideline.
28. Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth". In support of this, we will capture as evidence, Our Practices and our efforts to Being the best we can (which follow).

Plans of Action for the Preschool Program

1. Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations described in the guideline.
2. An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years' curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations described in the guideline.
3. Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver learning experiences to meet or exceed the expectations described in the guideline.
4. Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20). In support of this, we will ensure an indoor physical environment that will meet or exceed the expectations described in the guideline.
5. A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations described in the guideline. In addition to this, the LWCC will host a children's art exhibit promoting their exploration using various mediums and videos to share their process and creativity with families in a social gathering.
6. Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). In support of this, we will provide a sensory, Science and Nature within the program to meet or exceed the expectations described in the guideline.



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7. Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide an Art program to meet or exceed the expectations described in the guideline.
8. A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42). In support of this, we will provide books and a program that utilizing them to meet or exceed the expectations described in the guideline.
9. Staff will expose children to various materials and accessories to promote natural opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & literacy materials and a program that utilizes these to meet or exceed the expectations described in the guideline.
10. By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42). In support of this, we will provide music, accessories and program that utilizes these to meet or exceed the expectations described in the guideline.
11. We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will deliver physical play learning experiences that meet or exceed the expectations described in the guideline.
12. Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer Blocks and Construction materials and environment, and a program to engage in this environment to meet or exceed the expectations described in the guideline.
13. Provide children daily experiences with a multitude of materials and accessories to encourage a natural play environment that enhances cognitive development. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. Planned and/or documented cognitive and manipulative experiences will lead children to higher learning, based on the children's observed cues and interests. "The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centred on children's achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry." (HDLH, pg15). In support of this, we will offer cognitive and manipulative materials and environment, and a program to engage in this environment to meet or exceed the expectations described in the guideline.



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14. Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will offer Dramatic Play accessories and environment, and a program to engage in this environment to meet or exceed the expectations described in the guideline.
15. Parents/guardians will be made aware in advance of media used in the classroom, and resources will be available for alternative learning opportunities. In support of this, we will ensure an electronic media usage environment to meet or exceed the expectations described in the guideline.
16. Plan for Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff to meet or exceed the expectations for diapering and toileting routines described in the guideline.
17. Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Staff will encourage children to self-serve to gain an understanding of portion control. Use this time to engage and develop relationships with all of the children. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times described in the guideline.
18. Ensure age and developmentally appropriate utensils, dishes and furnishings to enable safe, and successful eating times. In support of this we will meet or exceed the expectations for equipment required for eating and seating described in the guideline.
19. Ensure cot, mat and bedding is hygienically maintained. Support staff to show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. Pay attention to how we are meeting the needs of the children and what changes need to occur if we are not. In support of this we will meet or exceed the expectations for Cots, mat and bedding described in the guideline.
20. Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the Centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg. 30). In support of this we will meet or exceed the expectations for Health and Safety described in the guideline.
21. Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will meet or exceed the expectations for toys and play equipment washing described in the guideline.
22. Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. The Centre promotes this by conducting quarterly hand washing training with staff. In support of this we will meet or exceed the expectations for Hand Hygiene described in the guideline.
23. Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions described in the guideline.



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24. Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions. In support of this, we will meet or exceed the expectations for attendance verification described in the guideline.
25. Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg. 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere described in the guideline.
26. Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children described in the guideline.
27. Support staff in their competencies as Early Learning and Childcare professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg. 35). In support of this, we will meet or exceed the expectations for fostering children's independence described in the guideline.
28. Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg. 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem in children described in the guideline.
29. Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg. 41). In support of this, we will meet or exceed the expectations for behaviour guidance described in the guideline.
30. Encourage staff to balance verbal/non-verbal interactions with children. Support them to provide experiences and opportunities to assist in extending the learning with all children. Help them play and role model positive social interactions with the children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg. 41). In support of this, we will meet or exceed the expectations for Supporting development of Communication skills described in the guideline.
31. Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg. 35). In support of this, we will meet or exceed the expectations for Extending Children's Learning described in the attached guideline (*preschool-AQI-guideline-31*).
32. Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area described in the attached guideline (*nutrition-AQI-guidelines-1-7*).



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33. Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well-being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg. 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material described in the attached guideline (Playground-AQI-guidelines-1-4).
34. We invite the community to be involved within the Centre to extend on children's understanding of the world around them. In support of this, we will meet or exceed the expectations for connecting and collaborating with local community and institutions described in the attached guideline (working-together-AQI-guidelines-1-4).
35. Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth". In support of this, we will capture as evidence, Our Practices and our efforts to Being the best we can (which follow).



The Lee Wiggins Childcare Centre

Program Statement Management and Implementation

The following practices implement, monitor, and evaluate action plans and continually improve our performance.

As we believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children, evidence of our practice will be captured in our documentation.

The LWCC is committed to supporting children to grow to their fullest potential in a safe, caring and nurturing environment. Our Centre has a program statement that is consistent with the Ministry's policy statement on programming and pedagogy referred to in *How Does Learning Happen?* The program statement,

- reflects the view of the child as being competent, capable, curious and rich in potential,
- describes the goals that guide our program for children and
- the approaches that will be implemented in the program

Section 48 of Ontario Regulation 137/15 – General

Prohibited Practices

- 48.** No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,
- (a) corporal punishment of the child;
 - (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
 - (c) 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;
 - (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
 - (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
 - (f) inflicting any bodily harm on children including making children eat or drink against their will. O. Reg. 126/16, s. 34.

Monitoring Practices

Coordinator will:

- Ensure all new staff, students and volunteers are oriented to the LWCC Program Statement **before** they interact with children. A sign off sheet is signed by the staff, student, or volunteer indicating the date they have complied with the program statement. This is found in our policy and procedure binder.
- Review the LWCC Program Statement with all staff, students, and volunteers on an **annual** basis or any time there is substantive changes to the program statement. A sign off sheet is signed by the staff, student, or volunteer indicating the date they have complied with the program statement and any changes. This is found in our policy and procedure binder.
- Discuss Ministry of Education licensing and quality assessments results with staff.
- Provide guidance for staff to engage in ongoing reflective practice and collaborative inquiry with the staff through documentation, huddles and staff meetings.
- Provide staff with opportunities to attend mandatory and supplemental training.
- **Monitor** all staff, students and volunteers for compliance with the approaches set out in the program statement and the commission of any prohibited practices through a combination of observation; reports from colleagues, parents, program plans and documentation.
- **Immediately** report any concerns of any prohibited practices to the Board of Directors, Ministry of Education, municipal children's services, child protection agencies and professional colleges within established guidelines.



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Staff, Students and Volunteers will:

- Engage in ongoing reflective practice and collaborative inquiry with the staff.
- Participate fully in all discussions of the Ministry of Education licensing and quality assessments.
- Attend and fully participate in mandatory and supplemental training.
- Provide resources based on families' requirements.
- Immediately report any concerns of any prohibited practices to the Coordinator and/or Board of Directors. Report to child protection agencies within established guidelines.

Implementation

Staff, students and volunteers are required to implement the approaches outlined in the program statement when they are applicable.

It is expected that the approaches used by staff be implemented on an on-going basis e.g. interacting with a child in a positive and responsive manner.

Our program uses pedagogical documentation to illustrate how the approaches are being implemented into the program. This will provide evidence that the approaches in the program statement are being implemented when they cannot be observed.

Our daily practices, program plans and playroom environments are aligned to the program statement and serve as evidence of implementation.



The Lee Wiggins Childcare Centre

OCCASSIONS

Birthdays and Special Occasions

Although we are pleased that parents/guardians and children wish to include us in their birthday celebrations, we are unable to accommodate everyone in their individual birthday festivities.

Some of the children in our care have severe allergic reaction/dietary restrictions to some food groups, so we do not allow parents/guardians to send birthday or celebration treats for their children to the Centre.

Once a year (close to Canada Day), the LWCC provides a nut free cake to celebrate Canada and everyone's birthday together.

Movie, Show and Short Film

On occasion, the LWCC may play a short educational and interactive 20-minute video. It may be used for exercise or during unseasonable weather.

The video viewed is recorded by staff (i.e., title of video/DVD, date viewed, length of time) and posted in the back playroom.

Field Trips

Typically, the LWCC does not participate in field trips off campus. This is due to the nature of our Centre offering part-time care.

In the event that we choose to plan a field trip off campus, parents will sign a permission form outlining the nature of the trip, time, location, specifics, and any other pertinent information.

Please note that the child supervision policy applies to volunteer and students who participate in a field trip.



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E-SAFETY, PHOTOGRAPHY AND VIDEO POLICY

Staff regularly record and post images of children in the Childcare programs as part of our emergent curriculum. These recorded images display the children's interests, their talents, their skills and their learning through activities and play. Such media vividly portray what is happening in the Childcare and are an important part of documenting our programs and the children's progress, growth and development.

The recorded images will be used for activities, portfolios or displays in our Centre. Images will not be used for any other reason, without parent/guardian permission.

If you do not wish to have your child's photo taken, please inform the Childcare's Coordinator of your wishes in writing and tell your child so they are also aware. We will ask Childcare photographers and staff to honour individual requests not to be photographed.

In the event the Childcare ever wishes to use a photo or video of a child to promote the Childcare or an event, this will only be done if we have the express written permission from the parents.

Staff, students and volunteers will only use Childcare cameras or recording devices for documentation purposes. Staff will ensure the safety and confidentiality of the children by not posting images on social networking sites. Images will only be used for educational purposes. Images will be downloaded to the Centre's computer for printing, sent electronically to be printed or brought to a photo shop on a Childcare USB stick to be printed.

No private cameras, cellphones or other devices shall be used to photograph any children on the premise of the Centre.



The Lee Wiggins Childcare Centre

MEALS

Food and Allergy Notice

All food brought from home must be nut free and be in a sealed container with all the ingredients listed. The child's name must also be on the container. Home-baked goods of any kind are not allowed at the Centre.

LWCC's Allergy and Anaphylaxis Policy and Procedure is available on our website or you may request a hardcopy.

Snacks

LWCC provides healthy snacks which are posted on a bi-weekly basis and follow the Canadian Food Guide.

A morning snack will be served at approximately 8:30 a.m. – 9:30 a.m. and an afternoon snack at approximately 2:30 p.m. – 3:30 p.m. If coming after this time, in order to assure that your child receives snack you must call to request for snack to be set aside for your child. This maintains a consistency in routines for both the children and the staff.

Our Centre believes strongly in the importance of nutrition and its valuable role in your child's development. We ask that you do not send your child to the Centre with candy or gum. Any food that is brought from the child's home or bought enroute to the Centre for snack must be consumed outside of the Centre.

NO NUTS. Please do not bring any foods with nuts into the Centre. In case some children may have allergies to nuts, which can be life-threatening.

Filtered water is available to all the children at all times of the day should the children require or request it. This also includes when the children are outside on the playground.

Lunch

Any child who is in attendance during the 12:30 p.m. – 1:30 p.m. lunch hour block will receive a hot lunch.

Menus are posted on the program information board just inside the gate before the kitchen.

Lunches are catered by Healthy Kids Catering. They can accommodate some food allergies and food restrictions. Vegetarian, Halal, No Dairy, and Gluten-free meals are also available. Healthy Kids Catering works on a 4-week rotating menu and has a different menu in the Fall/Winter and the Spring/Summer seasons. Healthy Kids Catering serves a hot meal each day with fresh fruit for dessert. Their menu reflects a multi-cultural flavor and is nut free.

LWCC serves filtered water and 2% milk only. No juice is served.

PLEASE NOTE: Milk is offered to the children during snacks and lunchtime only. We do not provide milk for the travel home for children in the Centre. This would be extremely costly to the Centre.

Safe Drinking Water

LWCC's Safe Drinking Water Policy and Procedure is available on our website or you may request a hardcopy.



The Lee Wiggins Childcare Centre

ALLERGY AND ANAPHYLAXIS POLICY AND PROCEDURE

Definition of Anaphylaxis

Anaphylaxis is a severe allergic reaction that can be fatal, resulting in circulatory collapse or shock. The allergy may be related to food, insect stings, medicine, latex, etc.

Overview

The LWCC will follow policies and procedures as described in the Child Care and Early Years Act.

In our childcare there may be children who are at risk for potentially life-threatening allergies. Most of these children are allergic to food and some children may be at risk for an insect sting allergy. Anaphylaxis (pronounced anna-fill-axis) is a severe allergy reaction that can be caused by foods, stings, medications, latex or other substances. While anaphylaxis can lead to death if untreated, anaphylactic reactions and fatalities can be avoided. Education and awareness are key to keeping students with potentially life-threatening allergies safe. Common allergens include peanuts, strawberries, fish, shellfish, wheat, dairy, soy, latex, and bee stings.

Our Centre's anaphylaxis plan is designed to ensure that children at risk are identified, strategies are in place to minimize the potential for accidental exposure, and staff, student teachers and key volunteers are trained prior to employment and annually to respond in an emergency situation.

LWCC does not claim to be, free of foods and nonfood items that may lead to a severe allergic or anaphylactic reaction.

LWCC will take reasonable efforts to reduce the risk to children with severe allergies or anaphylaxis. Creating an environment which reduces the risks to severely allergic or anaphylactic children will require the cooperation and understanding of all members of LWCC, including staff, volunteers, children and parents/guardians.

The parents of a severely allergic or anaphylactic child are required to discuss their child's condition and any concerns they have with the childcare's policies and procedures at any time with the LWCC staff and coordinator.

Allergy Notice

We will not allow any outside food products into the Centre that is pre-prepared.

All foods must have labels outlining the food ingredients.

Foods with nut warnings will not be served (i.e. "May contain traces of peanut/nut", or "Manufactured in a facility that processes peanuts/nuts").

LWCC's Allergy and Anaphylaxis Policy and Procedure is available on our website or you may request a hardcopy.



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HEALTH AND WELLNESS PROCEDURE

The health policy contains guidelines that ensure smooth operation of the Centre and the wellbeing of the children and the staff. The main objective of the policy is to minimize the spread of illness.

All the full-time staff at the Centre is trained in First Aid and CPR.

PLEASE NOTE: It is not the responsibility of the Centre to care for sick children. Parents are expected to cooperate fully with the health policy as this policy is in place for the protection of the children in the Centre and the Centre's staff.

Prior to leaving your child in the care of the LWCC staff, parents/guardians and the Centre must fulfill the following responsibilities related to health and wellness:

Immunization/Allergies

Parent Responsibilities

- Provide a current photocopy of your child's immunization record, completed by the child's physician. If a parent objects to immunization for their child for matters of religion, consciences, or health, the parent must ensure that the Centre receives a letter in writing to outline their reason not to immunize their child for our records."
- Inform the Coordinator of the Centre about any known allergies (food, medicine, or animals).

Centre Responsibilities

- Maintain accurate immunization and allergies records for each child (based on parents' submissions).
- Inform Centre staff about all known allergies.
- Post all known allergies in the Centre.

Illness

When a child takes ill at the Centre, or is ill at home, each party is expected to complete their responsibilities as outlined below:

Parent Responsibilities

- Phone the Centre prior to 9 a.m. to inform the staff that the child will be absent and the reason for the absence.
- Keep your child at home as long as she or he is still suffering from a fever, vomiting, diarrhea, complicated cold or flu symptoms (green mucus, heavily phlegm-congested coughing, excessive discomfort or lethargy).
- Return your child to the Centre only when she or he is fever-free and symptom-free without the aid of fever-reducers or other medications for one full day, and is able to fully participate in all Centre activities including outdoor play.
- Allow the Centre's staff to ascertain the health of your child prior to re-admission to the Centre.
- If notified that your child has become ill during the course of the day, it is the parent's responsibility to remove the child from the Centre within one hour from the time of the call.
- Notify the Centre if your child has a contagious disease (i.e., measles, mumps, chicken pox, hepatitis, head lice, etc.).

Centre Responsibilities

- To assure the health of all the children and staff of the Centre,
- One of the key ways to reduce the spread of infectious diseases is to confirm that a child returns to the Centre only when she or he is symptom-free. Staff are required to take a child's temperature.
- Upon return to the Centre after an illness-related absence and have the right to refuse re-admission until the child is deemed to be symptom-free by the staff (and notwithstanding authorization from a medical professional).



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do not notify parents as soon as a child is exhibiting symptoms of illness and/or illness related discomfort while in the care of the Centre (i.e., fever, extreme lethargy, rash, etc.).

- To notify the designated guardian of the child if the parent does not return the emergency call after one hour. The guardian is then expected to pick up the child immediately upon receiving the call.
- To remove the child from interactions with other children until the child is picked up by a parent or designated guardian.
- To post a notice of any contagious disease.

Prescription Medications

Over-the-counter medication cannot be administered by Centre staff, nor should it be brought to the Centre. At no time should medicine of any kind be brought to the Centre in bottles or sippy-cups as another child may ingest this medication by accident.

Parent Responsibilities

- Do not leave medication of any kind in a child's cubby.
- Whenever possible, administer all medications at home.
- All medication brought to the Centre must be signed-in with the Centre staff.
- Medication brought to the Centre must be in its original packaging and have the following:
 - Child's name
 - Date of prescription and name of prescribing physician
 - Dosage
 - How it is to be administered (by mouth, before/after meal)
 - Duration of prescription
 - Instructions for storage
- Please do not send your child to school with vitamins

Centre Responsibilities

- Staff will ascertain that only properly labeled and approved prescription medications will be administered at the Centre.
- Staff will ensure that the prescribed medication will be administered to the child in accordance with the prescription information and only by an RECE staff member.
- Staff will follow Centre guidelines confirming that the medication was given in accordance with the prescription information.

Accident and Incident Reports

In the event of a minor or major accident/incident staff will fill out the appropriate forms for the children involved. This is for parents to acknowledge that their child has been hurt or their child has hurt another child in the Centre.

When medical attention is sought out, a Serious Occurrence Report will be completed and filed with the Ministry of Education, as per Ministry requirements.

Accident/Injury

In instances when a child has an accident or is injured when at the Centre, staff will first assess the injury. One staff person will remain with the child, while another gets any first aid items that might be needed. If medical attention is required, this staff person will find the child's file and take this with the child. If EMS is required, staff will call the child's parents/emergency contact as well as York Security to arrange for transport, or call 911 as appropriate. The Coordinator of the Centre or designate will accompany the child to the hospital or doctor's office and will remain with the child until the parent/emergency contact arrives. When the Coordinator of the Centre or Assistant Coordinator returns to the Centre they will fill out a Serious Occurrence Form in conjunction with the attending staff.



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In all cases of injury, a Child Accident Report is completed which must be signed by the attending staff, the Coordinator or designated Acting Coordinator. This form is then shown to parents, who are asked to sign to indicate their notification of the accident.

In all cases of serious accident or injury the parent is responsible for responding immediately to a call from the Centre and to meet the child and Centre staff at a designated location if off-site care is required.

Serious Occurrences

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates,

- a) *corporal punishment of the child {{O. Reg. 137/15, ss. 48(a)}}}*
- b) *physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent; {{O. Reg. 137/15, ss. 48(b)}}}*
- c) *locking the exits of the child care centre 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; {{O. Reg. 137/15, ss. 48(c)}}}*
- d) *use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth; {{O. Reg. 137/15, ss. 48(d)}}}*
- e) *depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; {{O. Reg. 137/15, ss. 48(e)}}}*
- f) *inflicting any bodily harm on children including making children eat or drink against their will. {{O. Reg. 137/15, ss. 48(f)}}}*

Under the *Ministry of Education*, a serious occurrence is any injury which occurs at the Childcare Centre under staff supervision which requires outside medical attention either immediate or follow-up; or, and any allegation or complaint regarding the Centre, its management or staff which has been brought to the attention of the Board of Directors. As well, any injury or incident which the staff feels is serious will also be considered a serious occurrence. Attending staff will complete a Child Accident Report, which must be signed by the attending staff, the Coordinator of the Centre or designated Acting Coordinator and which is then shown to parents who are asked to sign the report to indicate their notification of the accident.

In all cases of serious accident or injury the parent is responsible for responding immediately to a call from the Centre and to meet the child and Centre staff at a designated location if off site care is required.

The *Ministry of Education* will be notified within twenty-four hours of the serious occurrence (in the case of accidents or injury) or as soon as the complaint is brought to the attention of the Board. The Coordinator of the Centre and the Board of Directors of the Centre are also informed, and this information must be kept on file at the Centre. More detailed *Guidelines for Documenting Serious Occurrences* are available upon request.

A serious occurrence report will take place when:

- Police, fire, and/or ambulance are used;
- In response to a significant incident involving the *Ministry of Education*;
- The occurrence will likely result in significant public or media attention.

Serious occurrence that occur within the Centre are posted in a visible area for 10 days.



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FEES

General Fees

Members must block their required care on a per semester basis. Blank block schedules are available on our website as PDF files and may be emailed to the Coordinator of the Centre at yorkuchildcare@gmail.com.

Semesters are defined as follows:

- September to December
- January to April
- May to August

The Centre provides licensed blocks of care during Monday through Friday.

CUPE 3903 Subsidy

Subsidies are provided to members of the LWCC who are also members of CUPE 3903. Members must fill out an application form (available at the Centre) and provide a photocopy of a current teaching contract or proof of current CUPE membership. Subsidy amounts are subject to fluctuation, but typically range from 20% to 40% of monthly childcare costs. The number of CUPE users and the amount of care they use will affect the amount of subsidy available. The CUPE subsidy will remain in effect as long as the CUPE subsidy funds are available.

PLEASE NOTE: the CUPE subsidy amount will be reviewed by the LWCC board of directors on a quarterly basis. Members will be given a minimum of 30-day written notice of changes to the CUPE subsidy amount.

As per the CUPE collective agreement, the total subsidy amount received by the LWCC from York University for the 2017/18 school year is \$40,000.

Extra/Emergency care is not eligible for CUPE subsidy.

Emergency Care and Extra Care

In order to be as flexible as possible for members, the Centre will provide spaces if available to members on an emergency basis. This care cannot be booked more than one week in advance.

As well, due to illness and other contingencies, last minute cancellations of booked spaces may result in last minute availability for those needing emergency spaces.

If there is space, emergency care will be added to your next month's bill, since this will not have been included on your regular Notice of Fees. Non-members must pay for space when the time is booked, either by cash or via e-transfer, prior to booking the care. This will not be refunded if the care is cancelled or unused.



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Emergency care is calculated at a higher rate when care is booked 48 hours or less from when care is needed.

Emergency Care Fees

- Full Day (9 hours) \$150.00
- Half Day (5 hours) \$75.00

Membership

Membership is \$150.00 per year, from September to August. This is non-refundable.

For more information, please see "Membership and Registration".

Scheduled Care

The Centre is open from 8:00 a.m. to 5:30 p.m. on a daily schedule that is divided into care blocks.

Scheduled care blocks begin at 8:00 am and end at 5:30 p.m.

- Children who are scheduled for the first care block may arrive at 8:00 a.m.
- Children who are scheduled for the last care block must be picked up by 5:30 p.m.
- All members must exit the Centre no later than 5:40 p.m.

The Centre has many entry and exit points throughout the day, but is still required to maintain Ministry-approved ratios at all times. There is a 10-minute grace period at the start of the day and at the end of each care block. If you are late picking up your child at the end of your scheduled block, you will first receive a warning and then when late for a second time, you will be charged for the next block, since your child is taking up a licensed space.

If you are late at the end of the day you will be charged a late fee.

Late Fee Policy

Parents will pay \$15.00 for the first 15 minutes that they are late or any part thereof. The fee will increase by \$1.00 per minute after the initial 15 minutes.

The parent will pay by a separate cheque from regular fees, and sign off on the late fee with the Centre's Coordinator. The Centre will then pay the staff the late fee.

Tax receipts will not be issued as this is a penalty, not a childcare fee.

Financial Policy / Semester Deposit Required

At the time of registration, parent must pay their first month's fee as well as a one-month deposit fee for each semester. If the parent withdraws their child(ren) any time before the semester period is concluded; the semester deposit is forfeited. The semester deposit is not applied to the parents' last month's fees. The semester deposit may be applied to the 4th month of the term only at the parent's request given in writing.

PLEASE NOTE: A period of one calendar months' written notice is required if a child is withdrawing from the Centre.

Childcare Fees



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Monthly fees are non-refundable.

Monthly fees are due the first week of each month. After the first week, if bills have not been paid a charge of \$20.00 per week will be added to your next month bill. No exceptions.

Members are responsible for payment of all fees incurred. Fees are incurred when care is scheduled. Failure to make payment will jeopardize the child's continued enrolment in the Centre. All custodial parents/caregivers must sign a copy of the Financial Policy to indicate their awareness of this policy and their responsibility for payment of fees.

Fees are payable the first week of each month. The Centre does not accept credit or debit cards for payment of fees. Late payments are subject to a late payment charge of \$20.00 per week when fees are overdue. If fees are not paid by the 15th of the month, requests for care for the following month will not be accepted or honoured until fees are paid or an agreement has been reached with the Centre for the payment of fees. The Centre will not reserve or hold spaces for members who have not paid their fees in a timely manner.

The Centre prefers payment of fees by cheque, but fees may also be paid by cash, money order or e-transfer. If your Notice of Fees is included with payment, it will be stamped 'Paid' and returned to you as a receipt. Fees should be placed in the *Fees Box*, a small locked wooden box on the wall across from the kitchen door. Cheques are payable to "The Lee Wiggins Childcare Centre" or "LWCC".

Door Security Card System (FOB)

As of September 2011, the LWCC has installed a door security system to enhance security for the children, staff, and parents. The front door and the elevator door will be locked at all times and may only be accessed by cardholders. Parents' cards will be programmed to access the Centre from 8:00 a.m. to 5:40 p.m. Monday to Friday. Families will be allowed up to two FOB cards only.

There will be a \$25.00 deposit on each card. When you leave the Centre, i.e., withdraw, return your cards and your deposit will be refunded. If you lose a card you must immediately report this to the Coordinator, and the card will be deactivated. A \$10.00 fee will be charged to replace the card.

Parents and staff will not share cards with anyone. If you require an additional card for partner or family member, please see Coordinator. Parents and staff will not allow anyone to enter the Centre behind them (even if you know them).

Please bring your card each day, as staff will not have time to answer the door. If there is an occasion that a designate will pick up your child, we will have a courtesy card for these occasions. A \$10.00 deposit will be required to acquire a temporary or courtesy card and the designate will need to sign for the card.

Discounts for 2nd Child

Discount for a second and subsequent child will be a 15% discount for parents who have more than one child enrolled at the Centre, providing that they are using more than 15 hours of licensed care per week and are not using **CUPE 3903 Subsidy**.

If you are using subsidy, the 15% is not included.

Sunscreen Policy

LWCC requires all parents who plan on using summer care to contribute \$5.00 each month to a common fund in order to purchase sunscreen. LWCC purchases 50+ SPF sunscreen for the children, which is applied to any exposed skin before we go outside every day of the year. This eliminates the difficulty of having individual sunscreen for every child at the Centre. This amount will be added onto your May fees.



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However, if your child requires a specific sunscreen due to allergies/sensitivity we ask that a bottle is left at the Centre with your child's name on it.

Non-Sufficient Funds (NSF)

NSF payments are subject to an NSF fee of \$5.00 plus the current bank fee, which is \$40.00.

NSF payments must be replaced by certified cheque, cash or money order for those months' fees. If more than two payments are returned, all future payments must be made by certified cheque, cash or money order. If you are having difficulty meeting your payments, please speak with the Coordinator. Every effort will be made to accommodate alternate payment arrangements.

E- Transfer Payment

As long as you have a bank account at a financial institution, you can make e-transfer payments online through your banking website. A nominal fee of approximately \$1.50 is charged by your financial institution for the service. Here's how it is done:

1. Login to your account.
2. Enter your email address.
3. You will be asked for your Recipient's name – Lee Wiggins Childcare
4. Next, you will be asked for your Recipient's email – yorkchildcare@gmail.com
5. Enter payment details (i.e., \$200).
6. Create and type in a security question and security answer.
Use "What is your child's name?"
The answer should be (your child's first name).
7. You can confirm if the e-transfer was sent by "viewing status."

Leave of Absence from the Centre and Vacation Time

Members who register their child(ren) for 1 year (or 3 consecutive semesters) may take 10 vacation days without being charged. 5 consecutive business days of vacation may be taken at a time. All other vacation time taken will be considered payable days.

Members who register their child(ren) for 2 semesters may take 5 consecutive business days of vacation and not be charged. All other vacation time will be payable.

PLEASE NOTE: Parents must notify the Coordinator 2 weeks prior to taking vacation time.

Tax Receipts

Tax receipts will be issued in February for the past calendar year. Upon registration you will be asked to whom you wish the receipt to be issued. If you require a second copy of the most current tax receipt, this will be issued for a \$10.00 fee.

If you require a tax receipt from a previous year, a \$10.00 administration fee will be charged for each year you go back (i.e. in 2009 a receipt for 2006 will require a fee of \$30.00).

Any donation towards the Centre that is over \$10.00 receives a tax receipt.



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SCHEDULE OF FEES AND CHARGES

Block of Time	Number of Hours	Price (Preschool/Toddler)
Monthly Full Time Rate	(4 consecutive month enrollment)	\$1,375.00 Per month (Preschool) \$1,440.00 per month (Toddler)
Full Day 8:30am to 5:30pm	9 hours	\$90.00/\$95.00 per day
8:30am to 12:30pm	4	\$38.00/\$40.00 per day
8:30am to 1:30pm	5	\$55.00/\$60.00 per day
10:30am to 3:30pm	5	\$55.00/\$60.00 per day
12:30am to 5:30pm	5	\$55.00/\$60.00 per day
1:30am to 5:30pm	4	\$38.00/\$40.00 per day
Other fees and charges		
Membership Fee	\$150.00 (September to August)	Renewable each September
Fob Access Card	\$25.00 per card (deposit)	Replacement card (\$10.00)
Refund deposit	Equal to your first month fee	
CUPE Discount	25% on the dollar	Extra care is not eligible for CUPE discount
Discount for Second Child	15% Minimum 15 hours per week of care. Cannot combine with CUPE discount.	
Emergency Care	\$150.00 for full day (9 hours) or \$75 for 5 hours	If booked 48 hours or less, standard price of care is offered.
NSF Fee	\$5.00 over bank rate (current bank-rate is \$40.00)	
Late Payment fee	\$20.00 per week to a maximum of \$80.00 if 4 weeks late	
Late schedule fee	\$20.00	When Applicable
Lateness Fee (end of day)	\$15.00 for first 15 minutes	\$1.00 per minute thereafter
Tax Receipt	\$10.00 for replacement of current year \$10.00 for every year that is required Example (05, 06, 07 = \$30.00)	
Lost Toy or Book Items	Full replacement cost from book or toy lending resources	
Monthly Wipes	\$20.00 for 20 hours or more of care	\$10.00 for 20 hours or less of care
1 Year of sunscreen	\$5.00 added to monthly bill annually each May	
Workshops	Free	Typically, three times per year
Families and Staff Get-Together	Free	Typically, twice per year
Registration fee	\$50.00 non-refundable	Due upon booking your appointment



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WITHDRAW POLICY

Parents to Withdraw their Children from Lee Wiggins Childcare (LWCC)

In the event that a parent/guardian wishes to permanently withdraw their child from the LWCC, the procedure set out below must be followed.

Written Notice

- Written notice of permanent withdrawal of your child **must be given 1 calendar month in advance**
- The last month "Term Deposit" is only applied to the 4th month of the term. It is non-refundable under any other circumstances.
- A permanent space cannot be guaranteed if you wish to temporarily withdraw your child.
- If you withdraw your child, you must follow the application process if you wish to re-enroll.
- It is important for your child to be given the opportunity to say goodbye and have a sense of closure when leaving the Centre. Please let your child and our staffs know in advance of his/her last day, so that transition can be a positive experience for your child, their childcare friends and teachers, and your family.

Removal or Suspension of Services at the Lee Wiggins Childcare

- There may be instances when the LWCC cannot accommodate the ongoing future needs of a currently enrolled or wait-listed child.
- These matters will be brought to the attention of the LWCC Board of Directors.
- In the event, it is determined that the program at LWCC does not meet the needs of the child, LWCC reserves the right to require the removal of the child from the program wait-list.

In order for a child to be discharged from LWCC

- All relevant information must be documented
- The Board of Directors must approve the discharge and
- Four weeks written notice will be provided (except as outlined below)



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Discharge Due to Breaches of the LWCC Policies

- Upon admission to the LWCC, all families are in good standing.
- However, breaching any of the policies outlined in the Parent Handbook places the family at risk of being found **NOT** in good standing with The LWCC.

In extreme cases due to special needs and/or behaviour management problems which cannot successfully be addressed by the Centre, it is within the discretion of the Centre to terminate that child's enrolment at the Centre. The Centre is responsible for providing a safe, caring and positive environment for children enrolled in our program, and must act accordingly in recognizing that we may not be able to provide such an environment to all children. However, we must also stress that this discretion relates to extreme cases only, and does not pertain to the "normal" childhood relations and interpersonal conflict that occur as a matter of course when more than one child is present.

Before such a discharge, the following steps will first occur:

Step 1

Instances of problematic and/or unmanageable behaviour or instances where a child's special needs cannot be met by the Centre will be documented by staff and reported to the Coordinator. Child guidance tactics and strategies used by the Centre will be explained to the parent(s) and the situation discussed. The Centre will endeavour to work with the parents and with the child to develop positive behaviour and eliminate the problems.

Step 2

If the child guidance strategies employed at the Centre plus any initiatives used by the parents at home fail to resolve the problem, or if the Centre cannot manage to meet the special needs of the child in question, the Coordinator will meet with the child's parents to determine a mutually agreed upon course of action. This may include counselling from an outside agency and consultation with the Ministry of Education to determine other available, practical approaches.

Step 3

If the problems have not been resolved by the steps detailed above, and the Coordinator in consultation with other staff determines that a safe and positive environment for other children enrolled at the Centre cannot be maintained as a result of the child in question, the Coordinator of the Centre will meet with the Executive Board and provide a written report of the history of the case as well as a recommendation of action.

Step 4

After consultation at the Executive level and failing any successful resolution, the matter will be referred to the Board of Directors. The parents will be informed of this and may make written submissions and/or may make an oral presentation at the Board meeting itself. After consideration of the parents' submission and the report of the Coordinator of the Centre and the Board of Directors will make their ruling, to be determined by a majority vote.

If the Board's decision is to terminate the child's enrolment at the Centre, the parents will be given immediate written notice of the discharge of their child. Any monies for care not yet used as well as the parents' original deposit will be returned.

Exceptional Cases

In very exceptional cases, when the child in question is deemed by the Coordinator of the Centre and staff to either be endangering themselves or others in the Centre (children and/or staff), and the Centre is not able to manage this behaviour in order to reasonably ensure the safety of all concerned, the Centre may decide that the child be temporarily withdrawn until the case has been fully assessed and an appropriate course of action determined. In such instances, *Steps 2* and *3* as outlined above will be bypassed, and instead the matter will be referred to the Executive and the Board immediately.

The Board of Directors reserves the right in its sole discretion to discharge any child for breaches of any of the LWCC'S policies, by the child or the parents/guardians, including but not limited to breach of any policy that is agreed upon at registration.



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EMERGENCY MANAGEMENT POLICY

Purpose

At the Lee Wiggins Childcare Centre (LWCC), our primary concern and area of focus is the safety and wellbeing of our children and staff.

Regardless of the nature of the “emergency”, we take all issues seriously and ensure there are plans in place for everyone involved in the process.

The purpose of this policy is to provide clear direction for staff and licensees to follow and deal with emergency situations. These procedures outline steps that staff should follow for everyone on site.

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

Definitions

Authority: A person responsible for providing direction (i.e. York security services) during an emergency situation (i.e., emergency services personnel, the licensee).

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

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of everyone attendance. These include situations that may not directly affect the whole child care and where 911 is called.

Emergency Services Personnel: Persons responsible for ensuring public safety and mitigating activities in an emergency (i.e., police, fire departments, paramedics).

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

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

Meeting Place: The designated safe place near the child care centre where everyone initially gathers before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

Staff: Individual employed by the licensee (i.e., program staff, coordinator).

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



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Fire Emergency Plans

All Emergency First Procedures and Evacuation Procedures are posted beside every emergency pull station, parent board, main hallway and room.

Fire Procedure

Staff A: Rita

Staff B: Carly

Staff C: Ayesha

Staff D: Cindy

Coordinator: Stephanie

- In the event we see or smell fire, we pull the fire alarm before calling **911**. Security will then be called at **33333**. If evacuation is needed, **911** is also called first before **33333**.
- In the event that the entire Childcare needs to evacuate the building for fire or other emergency, the fire alarm will sound (REAL FIRE).
- In the event that the entire Childcare needs to evacuate the building for a fire drill or emergency practice drill, the Assistant Coordinator or Designate will sound a practice bell (PRACTICE DRILL). Fire drills will be conducted each month.
- When the fire alarm sounds, all activities shall cease, children should remain quiet/calm and line up at the closest emergency exit. Do not dress the children (coats, boots, etc.).
- **Staff A or B** takes attendance and emergency bag. If A is unavailable B will do this duty.
- **Staff A** will leave the building last. They will close all doors and turn the lights off (If **staff A** unavailable, **staff B** will do this duty). If time allows, a note will be posted on both front door entrances.
- **Staff B, C, D**, as well as students and volunteers, will quickly assist children to the nearest fire exit. If inside, exit down the inner stairway.
- **ALL** staff are responsible for lending support or hands-on assistance to the classrooms during the fire alarm. In an emergency medical situation, this may mean providing extra support or hands-on assistance for individuals that require emergency medical air or minding/monitoring children in a group.
- Teachers should position themselves at the front and back of the line and lead the children out of the building in an orderly manner.
- **Fire drill practice** - Once the children are out of the building, gather them along the benches on the west side of the Student Centre (winter or rain enter the Behavioural Science Building).
- **Real fire or evacuation**
 1. **Lassonde Building** will be the primary evacuation site. Northwest side.
 2. **Shopsy's York Lanes** will be the alternate meeting place if the primary place is deemed unsafe. Should this area be deemed unsafe, security will advise us an alternative area.
- ALL staff will count children and check attendance. If there are any missing or additional children, a teacher shall report this to the Coordinator/designate, giving the name(s) and any other additional information that may be relevant.



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- The Coordinator/designate is responsible for going back inside the childcare to ensure all children and staff are out (only if it is safe to do so) and acts as a liaison with emergency personnel if required. The Evacuation Luggage will be taken by the Coordinator/designate and they will escort all children and staff to the designated Emergency Shelter/Evacuation site if required. If extra attention or emergency medical aid is needed for any particular child or s
- Staff, the Coordinator will control the situation (i.e., calling 911 or isolating the person) or delegate responsibilities to the other staff accordingly.
- All staff and children will remain in the designated area until the Coordinator or emergency personnel deems it safe to re-enter the building.
- If the emergency warrants it, parents will be contacted to pick up their children by the LWCC emergency cell phone.
- If there is a campus wide alert and an evacuation needs to take place, the children will be relocated by York Transportation Services to **Black Creek Pioneer Village**.

Evacuation Procedure

Follow the fire drill instructions and wait for further instructions.

In case of evacuation, there will be an immediate meeting from emergency personnel (i.e., Police, York University Security, Fire Department, Emergency Response Team, etc.). Once they make a decision, the Centre will immediately be notified by security of the safest place of shelter. Emergency shelter will be different according to the emergency.

Unless emergency personnel specify otherwise, if there is a campus wide alert and an evacuation needs to take place, the children will be relocated by York Transportation Services to **Black Creek Pioneer Village**.

Emergency Evacuation Route

1. Head west on York Blvd toward Campus Walk
2. Turn right onto Campus Walk. Continue on Campus Walk
3. Slight right toward Thompson Rd
4. Turn left toward Thompson Rd
5. Turn right toward Thompson Rd. Take the stairs. Turn left
6. Turn right onto Murray Ross Pkwy
7. Black Creek Pioneer Village is at 1000 Murray Ross Pkwy, North York, ON M3J 2P3

Emergency Response Team

Toronto Police Services _____ 911
 York University Security Services _____ 33333
 Student Centre Building Executive Director (Siva Vimalachandran) _____ 20299 or 647-402-3646
 Student Centre Building Controller (Louis Chan) _____ 20443 or 416-845-8277

CPR Training and First Aid Kits and Supplies

All LWCC staff members are trained/certified in Standard First Aid & CPR. Recertification occurs every three years (this is standard) or as needed. First Aid Kits are kept on-site in individual classrooms and replenishing supplies are kept on-site and available when needed. The staff must carry the First Aid Kit at all times when they are with the children.



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Emergency Plan for Parents

When safe and appropriate, parents will be contact via email or phone call and provided all information relevant to eh emergency. They will be required to pick up their child or arrange for a guardian to pick up their children from the Emergency Shelter location immediately. Parents will be given the following information.

- Location address and/or name of the building of the Emergency Shelter in case of an evacuation.
- Location inside of the Emergency Shelter where the children are being kept safe (i.e., lobby of Black Creek Pioneer Village)
- If their child has been transported to a hospital, the parents will receive all vital information including name and address of hospital, name and cell phone number of accompany staff so communication between the parents and responsible accompanying staff can continue until the parents are able to be with their child.

Staff Emergency Information

Personal information and necessary contacts for each staff member will be included and located with the children’s emergency information sheets located in two emergency bags and the playground bag. If a staff member needs to be transported to a hospital, they will most likely travel alone in an ambulance while the Coordinator contacts the designated friends or family members. The first priority in ensuring all children are monitored by the highest number of staff members available. However, if the staff member needs an additional escort in the ambulance, the Coordinator will arrange it.

Evacuation Luggage

During and emergency, staff will follow the emergency procedure based on the nature of the emergency. The emergency suitcase provides:

• Child and staff emergency information	• Goggles
• Diapers	• Incident/accident reports
• Emergency medication	• Mouth guard
• First aid kit	• Non-perishable snacks
• Flashlights	• Paper
• Florescent vests and hats	• Pencil crayons/crayons
• Foil Blankets	• Petty cash
• Gloves	• Wipes



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Regulatory Requirements: Ontario Regulation 137/15 Emergency management

- 68.1 (1) In this section, “emergency” at a child care centre means an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the child care centre. O. Reg. 126/16, s. 42.
- (2) Subject to subsection (3), every licensee shall ensure that each child care centre it operates has written policies and procedures regarding the management of emergencies that,
- set out the roles and responsibilities of staff in case of an emergency;
 - require that additional support, including consideration of special medical needs, be provided in respect of any child or adult who needs it in case of an emergency;
 - identify the location of a safe and appropriate off-site meeting place, in case of evacuation;
 - set out the procedures that will be followed to ensure children’s safety and maintain appropriate levels of supervision;
 - set out requirements regarding communications with parents;
 - set out requirements regarding contacting appropriate local emergency response agencies; and
 - address recovery from an emergency, including,
 - requiring that staff, children and parents be debriefed after the emergency,
 - setting out how to resume normal operations of the child care centre, and
 - setting out how to support children and staff who may have experienced distress during the emergency. O. Reg. 126/16, s. 42.
- (3) Despite subsection (2), a licensee is not required to have emergency management policies and procedures described in that subsection if,
- the child care centre is located in a school, the licensee uses or adopts the school’s emergency management policies and procedures and those policies and procedures address the same matters as described in subsection (2); or
 - the licensee is otherwise required to have a plan that addresses the same matters as described in subsection (2). O. Reg. 126/16, s. 42.

Intent
The intent of this provision is to require licensees to have policies and procedures that protect the health and safety of children and staff in the event of an emergency. The provision requires that staff roles and responsibilities be clearly outlined in the event of an emergency.

Policy

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

1. Immediate Emergency Response
2. Next Steps during an Emergency
3. Recovery

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

For situations that require evacuation of the child care centre, the **meeting place** assembly area will be located at: **The Behavioural Science Building. This is located directly west of the Student Centre Building.**

If the meeting place is deemed unsafe, an alternate meeting place will be located at **Shopsy’s inside York Lanes.**

If it is deemed ‘unsafe to return’ to the child care centre, the **evacuation site** to proceed to is the **Northwest side of the Lassonde Building.**

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

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

If any emergency situations arise that is not described in this document, York University Security Services and Wardens/Captain will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

The LWCC offsite evacuation is located at **Black Creek Pioneer Village (1000 Murray Ross Pkwy, North York, ON M3J 2P3).** Staff and children will be escorted to this location by TTC and/or York University Transportation vehicles.



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

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

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown</p> <p>When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<p style="text-align: center;">See the LWCC Lockdown Procedure for more details</p> <ol style="list-style-type: none"> 1. The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2. Staff members who are outdoors must ensure everyone who is outdoors proceeds to the indoor small back playroom. 3. Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm/keep children calm; • take an emergency bag with attendance; • gather all children and head to the back playroom; • staff and children are to sit in the furthest corner of the room move that is away from doors and windows; • close all drapes and lock the door; • take children’s attendance to confirm all children are accounted for; • take shelter under furniture with the children, if appropriate; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions from the Coordinator/designate or emergency personnel. 4. If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. 5. Staff and Student Centre Building Warden’s/Captain will immediately: <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the Centre during a lockdown.</p>
<p>Hold & Secure</p> <p>When a threat is in the general vicinity of the</p>	<ol style="list-style-type: none"> 1. The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 2. Staff members who are outdoors must ensure everyone goes inside.



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Emergency Situation	Roles and Responsibilities
<p style="text-align: center;">Lockdown</p> <p>When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<p style="text-align: center;">See the LWCC Lockdown Procedure for more details</p> <ol style="list-style-type: none"> 1. The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2. Staff members who are outdoors must ensure everyone who is outdoors proceeds to the indoor small back playroom. 3. Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm/keep children calm; • take an emergency bag with attendance; • gather all children and head to the back playroom; • staff and children are to sit in the furthest corner of the room move that is away from doors and windows; • close all drapes and lock the door; • take children’s attendance to confirm all children are accounted for; • take shelter under furniture with the children, if appropriate; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions from the Coordinator/designate or emergency personnel. 4. If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. 5. Staff and Student Centre Building Warden’s/Captain will immediately: <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the Centre during a lockdown.</p>
<p>child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> 3. Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all window coverings in the program room; • continue normal operations of the program; and • wait for further instructions. 4. Staff and Student Centre Building Warden’s/Captain must immediately: <ul style="list-style-type: none"> • close and lock all entrances/exits of the Centre; • place a note on the external doors with instructions that no one may enter or exit the Centre.



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Emergency Situation	Roles and Responsibilities
<p style="text-align: center;">Lockdown</p> <p>When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<p style="text-align: center;">See the LWCC Lockdown Procedure for more details</p> <ol style="list-style-type: none"> 1. The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2. Staff members who are outdoors must ensure everyone who is outdoors proceeds to the indoor small back playroom. 3. Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm/keep children calm; • take an emergency bag with attendance; • gather all children and head to the back playroom; • staff and children are to sit in the furthest corner of the room move that is away from doors and windows; • close all drapes and lock the door; • take children’s attendance to confirm all children are accounted for; • take shelter under furniture with the children, if appropriate; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions from the Coordinator/designate or emergency personnel. 4. If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. 5. Staff and Student Centre Building Warden’s/Captain will immediately: <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the Centre during a lockdown.</p>
	<p>Note: only emergency services personnel are allowed to enter or exit the Centre during a hold and secure.</p>
<p style="text-align: center;">Bomb Threat</p> <p>A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<ol style="list-style-type: none"> 1. The staff member who becomes aware of the threat or Student Centre Building Warden/Captain must: <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services are not yet aware of the situation; • follow the directions of emergency services personnel; and • take children’s attendance to confirm all children are accounted for. 2. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual call 911, 33333 (York University Security) and communicates with emergency services personnel.



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Emergency Situation	Roles and Responsibilities
<p style="text-align: center;">Lockdown</p> <p>When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<p style="text-align: center;">See the LWCC Lockdown Procedure for more details</p> <ol style="list-style-type: none"> 1. The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2. Staff members who are outdoors must ensure everyone who is outdoors proceeds to the indoor small back playroom. 3. Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm/keep children calm; • take an emergency bag with attendance; • gather all children and head to the back playroom; • staff and children are to sit in the furthest corner of the room move that is away from doors and windows; • close all drapes and lock the door; • take children’s attendance to confirm all children are accounted for; • take shelter under furniture with the children, if appropriate; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions from the Coordinator/designate or emergency personnel. 4. If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. 5. Staff and Student Centre Building Warden’s/Captain will immediately: <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the Centre during a lockdown.</p>
	<ol style="list-style-type: none"> 3. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.



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<p>Hold & Secure</p> <p>When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<ol style="list-style-type: none"> 5. The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. 6. Staff members who are outdoors must ensure everyone goes inside. 7. Staff in the program room must immediately: <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all window coverings in the program room; • continue normal operations of the program; and • wait for further instructions. 8. Staff and Student Centre Building Warden’s/Captain must immediately: <ul style="list-style-type: none"> • close and lock all entrances/exits of the Centre; • place a note on the external doors with instructions that no one may enter or exit the Centre. <p>Note: only emergency services personnel are allowed to enter or exit the Centre during a hold and secure.</p>
<p>Bomb Threat</p> <p>A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<ol style="list-style-type: none"> 4. The staff member who becomes aware of the threat or Student Centre Building Warden/Captain must: <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services are not yet aware of the situation; • follow the directions of emergency services personnel; and • take children’s attendance to confirm all children are accounted for. 5. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual call 911, 33333 (York University Security) and communicates with emergency services personnel. 6. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.



Disaster Requiring Evacuation

A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.

1. The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.
2. Staff must immediately:
 - remain calm;
 - gather all children, the attendance record, children's emergency contact information any emergency medication;
 - exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions;
 - escort children to the meeting place; and
 - take children's attendance to confirm all children are accounted for;
 - keep children calm; and
 - wait for further instructions
3. If possible, staff should also:
 - take a first aid kit; and
 - gather all non-emergency medications
4. Designated staff will:
 - help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
 - in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.
 - If individuals cannot be safely assisted to exit the building, the designated staff will assist them to closest stairwell if deemed safe and ensure their required medication is accessible, if applicable; and
 - wait for further instructions
5. If possible, the Coordinator must conduct a walk-through of the Centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.



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<p>Disaster – External Environmental Threat An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <ol style="list-style-type: none"> 1. Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately. 2. Staff must immediately: <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. 3. Staff and Student Centre Building Warden’s/Captain must: <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the Centre until further notice <p>If emergency services personnel otherwise direct the Centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
<p>Natural Disaster: Tornado / Tornado Warning</p>	<ol style="list-style-type: none"> 1. <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i> 2. Staff members who are outdoors with children must ensure everyone goes inside. 3. <i>Staff must immediately:</i> <ul style="list-style-type: none"> • remain calm/keep children calm; • <i>gather all children;</i> • <i>take shelter in small interior ground floor rooms such as washrooms, hallways, or the elevator room;</i> • take children’s attendance to confirm all children are accounted for; • <i>remain and keep children away from windows, doors and exterior walls;</i> • conduct ongoing visual checks of the children; and • wait for further instructions.



**Natural Disaster:
Major Earthquake**

1. Staff in the program room must immediately:
 - remain calm;
 - instruct children to find shelter under a sturdy desk or table and away from unstable structures;
 - ensure that everyone is away from windows and outer walls;
 - help children who require assistance to find shelter;
 - for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck;
 - find safe shelter for themselves;
 - visually assess the safety of all children.; and
 - wait for the shaking to stop.
2. Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.
3. Once the shaking stops, staff must:
 - gather the children, their emergency contacts and medication; and
 - exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building.
4. If possible, prior to exiting the building, staff should also:
 - take a first aid kit; and
 - gather all non-emergency medications.
5. Individuals who have exited the building must gather at the meeting place and wait for further instructions.
6. Designated staff will:
 - help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and
 - in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation.
 - If individuals cannot be safely assisted to exit the building, the Coordinator and/or Student Centre Building Warden's/Captain will assist them to nearest stairwell if deemed safe and ensure their required medication is accessible, if applicable; and
 - wait for further instructions.

The Coordinator must conduct a walkthrough of the Centre to ensure all individuals have evacuated, where possible.



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8a) Procedures to Follow When “All-Clear” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1. Emergency personnel must inform the Coordinator/designate given that it is safe to return to the Centre. 2. Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany them with returning to the Centre. 3. Staff must: <ul style="list-style-type: none"> • take attendance upon returning to the Centre to ensure all children are accounted for; • re-open closed/sealed drapes, windows and doors. 4. Coordinator, designate, Student Centre Building Warden, Captain or York University Security will determine if operations will resume and communicate this decision to staff.
Communication with parents/guardians	<ol style="list-style-type: none"> 1. As soon as possible, Coordinator or designate must notify parents/guardians of the emergency situation and that the all-clear has been given. 2. Where disasters have occurred that did not require evacuation of the Centre, Coordinator or designate must provide a notice of the incident to parents/guardians by email. 3. If normal operations do not resume the same day that an emergency situation has taken place, Coordinator, designate or Student Centre Building Executive Director must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.
8b) Procedures to Follow When “Unsafe to Return” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1. Staff who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2. Staff must take attendance to confirm that all children are accounted for. 3. Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4. Coordinator, designate, Student Centre Building Warden, Captain or York University Security will post a note for parents/guardians on the Centre entrance with information on the evacuation site, where it is possible and safe to do so. 5. Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> • remain calm/ help keep children calm; • take attendance to ensure all children are accounted for; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • remain at the evacuation site until all children have been picked up.

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<p>Communication with parents/guardians</p>	<ol style="list-style-type: none"> 1. Upon arrival at the emergency evacuation site, the Coordinator will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2. Where possible, Coordinator will update the Centre’s voicemail box as soon as possible to inform parents/guardians that the Centre has been evacuated, and include the details of the evacuation site location and contact information in the message.
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Phase 3: Recovery (After an Emergency Situation Has Ended)

<p>Procedures for Resuming Normal Operations</p>	<p>The Centre will be informed and guided by York University Emergency and Security department around resuming normal operations when deemed safe. The Centre will contact the Ministry Education Program Advisor, Insurance Company and Caterer if there needs to be a temporary location.</p>
<p>Procedures for Providing Support to Children and Staff Who Experience Distress</p>	<p>Children, parent and staff who experience stress after an emergency situation will seek the assistance offered by York University Emergency Preparedness team.</p>
<p>Procedures for Debriefing Staff, Children and Parents/ Guardians</p>	<p>York University appointed professional must debrief staff, children and parents/guardians after the emergency.</p> <p>Regardless of the nature of the emergency, all staff and parents involved will be debriefed on the situation at hand. As soon as information about the emergency is available for release, parents will be informed.</p> <p>Topics that potentially can be discussed are as follows:</p> <ul style="list-style-type: none"> • The nature of the emergency • The speed and efficiency of the evacuation • The effectiveness of the communication to parents • How the emergency will affect the childcare going forward (temporary shelter, closures, etc.) • Allow staff and parents/guardians to voice any issues (areas of strength and areas of weakness) • Offer phone numbers or information about online support groups for people who need additional support or care in the days following the emergency.



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OTHER POLICIES AND PROCEDURES

The following policies and procedures are available upon request with the Coordinator and are found on our website (www.yorkuchildcare.ca)

- **Accessibility for Ontarians with Disabilities Act (AODA)**
- **Accessibility for Ontarians with Disabilities Act (AODA) Staff Manual**
- **Allergy and Anaphylaxis Policy and Procedure**
- **Animal, Reptile and Amphibian**
- **Child Abuse**
- **Child Guidance**
- **Child Supervision**
- **Criminal Reference Check / Vulnerable Sector Screening**
- **Diapering and Toileting**
- **E-Safety, Photo and Video**
- **Emergency Management (Pending)**
- **Environmental Cleaning and Disinfecting**
- **Exclusion of Sick Children**
- **Expressed Breast Milk**
- **Fire Drill, Evacuation and Lockdown**
- **Gardening**
- **Hand Hygiene**
- **Health and Wellness**
- **How to Present Instruction for Positive Outcomes**
- **Human Biting Incident**
- **Laundry**
- **Management of Common Communicable Diseases**
- **Management of Outbreaks**
- **Medication Procedure**
- **Ministry of Education Bill 143**
- **Notice of Disruption**
- **Nutrition Policy**
- **Occupational Health and Safety**
- **Parent and Child Code of Conduct**
- **Parent Complaint Procedure**
- **Parent Issues and Concerns**
- **Pest Control (Pending)**
- **Playground Safety**
- **Privacy Policy**
- **Program Statement**
- **Program Statement Management and Implementation / Prohibited Practice**
- **Public Health**
- **Racial, Anti-Discrimination, Anti-Bias**
- **Reportable Diseases**
- **Safe Drinking Water Policy and Procedure**
- **Self-Regulation Policy**
- **Serious Occurrence**
- **Smoke Free Ontario**
- **Staff Training**
- **Symptoms of Ill Health**

- **Toronto Public Health**
- **Toy Cleaning and Disinfecting**
- **Volunteer and Student**
- **Violence Risk Assessment**
- **Wait List**
- **Withdraw**
- **Workplace Violence**

Forms

- **Anaphylaxis**
- **Change of Information**
- **Dietary Restriction Requiring a Health Plan**
- **E-Transfer Payment**
- **Emergency Contacts**
- **Medical Condition Requiring a Health Plan**
- **Medication Permission**
- **Occasional Care**
- **Parent Class Schedule**
- **Registration Form**
- **Schedules of Fees and Charges**
- **Symptoms of Ill Health**
- **Volunteer Application**
- **Wait List**



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NOTES

Should you require further clarification on any of the information contained in this Handbook, please feel free to use this page to make notes and/or enquiries to be submitted to the Coordinator of the LWCC.