

# Brockton Child Care Centre Program Statement

The Brockton Child Care Centre understands that children are competent, capable, curious and rich in potential. Our program is designed to ultimately support children's overall learning, development, health and wellbeing.

Employees of the Centre have a strong understanding of child development and design programs so they are co-learners with the children, families, co-workers and community. The program provides a positive environment that invites the children to imagine, investigate, think, create and problem solve using their daily experiences.

The Brockton Child Care Centre develops their programs using the following documents from the Ministry of Education

- Early Learning for Every Child Today (ELECT)
- How Does Learning Happen? Ontario Pedagogy for the Early Years
- Ontario Early Years Framework
- Think Feel Act: Lessons from Research About Young Children
- Four Foundations of Learning

## 6 Principals of ELECT

- Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health and well-being
- Partnerships with families and communities are essential
- Respect for diversity, equity and inclusion is vital
- An intentional, planned program supports learning
- Play and inquiry are learning approaches that capitalize on children's natural curiosity and exuberance
- Knowledgeable, responsive and reflective educators are essential

## Four Foundations of Learning

- **Belonging**---Every child has a sense of belonging when he or she is connected to others and contributes to their world
- **Well-Being**---Every child is developing a sense of self, health and well-being
- **Engagement**---Every child is an active and engaged learner who explores the world with body, mind and senses
- **Expression**---Every child is a capable communicator who expresses himself or herself in many ways.

## General Goals and Approaches to the Four Foundations for Learning

Our goals for the children attending the Centre follow the Four Foundations for Learning. The children's interests are a valuable tool to stimulate their learning. Through the activities offered daily we aim to cultivate the children's interests and enhance their learning. Each of these activities will include the children's interest to draw them to the activity. The activities may be set up as a group activity or an activity the child can do alone. We offer the following activities:

Imaginative experiences, music and movement, creative expression

- Physical literacy
- Language and literacy

- Nature, early science and early math technology
- Construction, building and design
- Active outdoor play
- Rest time or quiet time

In using the activities above the programs of the Centre are designed to:

- Encourage children to interact and communicate in a positive way and support their ability to self-regulate
- Foster the children's exploration, spark curiosity, play and inquiry
- Provide child-initiated and adult-supported experiences
- Offer opportunities to create positive relationships with others
- Support safe risk taking through active/outdoor play

In order to incorporate all these activities schedules will be prepared but flexibility will be key. A minimum of two hours of outdoor time is provided for all the children to engage in gross motor activities but also time for exploring the outside environment. The time allotted for sleep/rest is two hours as well but depending on the child they may not require that length of time for a rest. The Employee will make available other activities for those children who are awake. The Employee will communicate with the parents, who know their children best, about rest/sleep and active play requirements for the day.

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

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

We support these goals through the implementation of a variety of approaches, such as by:

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

### **Approaches to Foster Positive and Responsive Relationships**

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

secure relationships are developed. We believe that supporting children's internal capacity to self-regulate and engage in positive interactions is the foundation for optimal learning development, health and well-being.

The Brockton Child Care Centre supports these goals through the implementation of a variety of approaches as outlined:

- Welcoming and greeting children and families at arrival;
- Providing opportunities for children to engage with and make contributions to the world around them;
- Honouring children's ideas and contributions by responding to them in a respectful, positive way and by focusing on using authentic language in our interactions with them;
- Interacting with children on their level;
- Actively play partnering with children to expand their learning and support their social experiences;
- Modeling resiliency and problem-solving skills with children and helping them to identify their feelings, the feelings of others, and possible solutions;
- Getting to know the children on an individual basis to identify and work to proactively minimize stressors, and to help the children become self-aware;
- Encouraging children to be respectful of the ideas of others and modelling this ourselves;
- Talking about emotions and modeling empathy and self-regulation out loud for children to hear;
- The Brockton Child Care Centre will work with its Community Partners to provide the best possible program for the children and the families.

### **Approaches to Support Exploration, Play and Inquiry**

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

The Brockton Child Care Centre supports these goals through the implementation of a variety of approaches as outlined:

- Observing and engaging with children to understand their questions and inquiries and using these as a guide for programming
- Viewing the environment as the "third teacher" and understanding the significant impact it has on our program
- Providing interesting and complex open-ended learning materials for children to engage with and explore
- Including real items (i.e. dishes) for children to use and explore in their play
- Include natural elements (i.e. sticks, shells, plants) to help children explore the natural world;
- Providing a variety of learning experiences and materials for children to freely choose and play and express themselves with;
- Engaging with children during their exploration, play and inquiry to support and extend their meaning making of the experiences;
- Reviewing documentation of learning experiences with the children in order to encourage their reflection on their learning;
- Involving local community partners in children's explorations and inquiries (i.e. visiting local library, businesses).

## **Approaches to Support Family Engagement and Communication**

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

The Brockton Child Care Centre supports these goals through the implementation of a variety of approaches as outlined:

- Communicating with families on a daily in-person basis at minimum at arrival and departure;
- Communicating our perspective of the children's learning and development with families in daily documentation sent via email and posted on documentation boards;
- Encouraging families to share pictures and stories of their child's time at home and with family;
- Displaying family information and photographs throughout the learning environments;
- Creating a comfortable place in each learning environments;
- Connecting families with local community partners for additional support and services;
- Planning special events and social activities for families to engage in throughout the year (i.e. trike-a-thon);
- Connecting with families upon occurrence of an issue that requires further parental input for improvement and documenting such occurrence
- Connecting with families immediately regarding a matter of compliance or contravention to Child Care policies.

## **Approaches to Support Staff in Continuous Professional Learning**

Our dedicated Early Childhood Educators are registered through the College of Early Childhood Educators and adhere to a Code of Ethics and Standards of Practice. We encourage our Non-Early Childhood Educators to work towards their Early Childhood Educator designation by offering apprenticeships. Our educators are trained in First Aid and CPR and are carefully selected and screened to provide safe, secure, healthy and inviting environment. With a sustained commitment to ensuring a quality program, we support, encourage and provide opportunities for our educators to participate in continuous professional learning.

The Brockton Child Care Centre actively participates in ongoing assessments of our environment to measure the impact of the strategies set out in our program statement. These strategies include, but are not limited to:

- On-going two-way communication with parents;
- Daily program documentation;
- Observations and reflections;
- Monthly Team Teacher meetings;
- Monthly work periods;
- Monthly staff meeting;
- Yearly staff performance with goal setting;
- Regularly Scheduled Training on key topics

## **Documentation**

The Brockton Child Centre uses documentation to share the children's learning and development. On a daily basis, each playroom writes a piece of documentation that draws attention what is happening in each learning environment. This documentation is:

- A way to share what the children have learned with their peers, families and other staff;
- A way to show the children what they have learned and that we value their experiences;
- A way to show developmental growth over a period of time;
- A way for Employees to co-plan with the children.
- A way to enhance communication with families and include them in the programming by adding the parents own documentation.

## **Implementation of Program Statement**

It is essential for us to provide a nurturing environment with experience that encourage all of our children to reach their full potential. Our program at the Brockton Child Care Centre reflects our program statement. All Employees and Students shall review the Program Statement prior to interacting with children. This statement will be reviewed annually by Supervisors, Employees, Students and the Chief Administrative Officer of the Municipality of Brockton, in addition to more frequent and regular intervals as necessary or to align with specific training priorities or matters of compliance and contraventions. Any modifications will be reviewed and implemented by Supervisors and Employees to ensure timely implementation.

At all times Students will be under the supervision of a RECE. It will be the responsibility of the RECE to ensure that the Students are following the Centre's Program Statement.

If there are concerns about RECE's, Employees or Students they will be brought to the Supervisor. The Supervisor(s) will work with all RECE's, Employees and students to help the RECE, Employee or Student understand appropriate actions and ensure adherence to the Centre's Policies and the Program Statement. The Supervisor will work closely with the RECE and/or Employee to develop an Employee Performance Improvement Plan for any Student or Employee who requires additional support in implementing the Program Statement. Should an Employee or a Student fail to reach the required competence in implementation of the Program Statement the Supervisor shall decide on the appropriate next steps up to and including termination in accordance with the Brockton Discipline Policy.

## **Prohibited Practices**

Young children benefit from an affirming approach that encourages positive interactions with other children and adults, rather than from a negative approach to managing unwanted behaviour. Rather than setting out practices to be used to manage children's behaviour, we have set out in our program statement how we will support warm, positive interactions and relationships between children, families, staff and the community.

The provisions of prohibited practices forbid corporal punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. The prohibited practices are never permitted at the Brockton Child Care Centre.

**No Employee or Student shall permit a child receiving care at the Brockton Child Care Centre to experience any of the following:**

- Corporal punishment of the child
- 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

- 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
- 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
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding, or
- Inflicting any bodily harm on children including making children eat or drink against their will

The Brockton Child Care Centre will ensure the approaches set out in the Program Statement are implemented through regular meetings, training, coaching opportunities and monitoring. The Program Statement will also be discussed once a year at a staff meeting to ensure the Program Statement is reflecting the implemented programming at the centre by Employees, and as may be relevant to on-going training. The Program Statement will be reviewed more frequently should compliance or contravention occur.

Should an Employee have concern with the implementation of the Program Statement or need guidance on approaches to implement the Program Statement, the Supervisor(s) will meet with the Employee to offer support, and mentorship. Training opportunities will also be provided to ensure the Employee feels confident in following and implementing the Program Statement.

Upon report of a prohibited practice to the CAO, Supervisor or any Employee the following will occur:

- The Supervisor shall be notified and the Supervisor will notify the Employee of the nature of the complaint and remove the Employee from any classroom setting with pay immediately ceasing any direct contact with children in the centre;
- The Supervisor will report the matter to the CAO and an internal investigation will commence;
- The Supervisor and/or the CAO will notify the appropriate agencies as to the nature of the complaint received as applicable;
- The CAO in collaboration with the Supervisor will review the "Safety Plan as a Result of Contravention of Prohibited Practice" and follow steps as outlined which may/or may not depending on the severity of the matter include the Employee returning to the centre based on development of an individual safety plan.

All documentation related to the matter will be kept in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA) requirements and the *Child Care and Early Years Act, 2014* (CCEYA). Documentation by the Supervisor will be kept on monitoring and meetings held related to mentoring Employees on practices related to the implementation of the Safety Plan and/or Program Statement.

## **Duty to Report**

Employees have a duty to report (see “Duty to Report” in the policy binder) if they are aware of suspected abuse or neglect to the local Children’s Aid Society and possible professional misconduct to the College of Early Childhood Educators, College of Teachers, and/or College of Social Workers and Social Service Workers, as applicable. Duty to report training will be provided to all employees on a routine basis.

Should an Employee refuse to follow the Brockton Child Care Centre Policies even after training, and/or coaching or mentoring has been provided to them and/or they are not performing related to the Centre’s expectations their actions will be reviewed in accordance with the Brockton Discipline Policy and may include discipline up to and including termination where applicable.

# Program Information

## License

This Centre is licensed by the Ministry of Education, which means we must meet all the regulations in the Child Care and Early Years Act. The Centre is inspected by the Fire Department and Health Department which is also a part of our licence.

## Programs

The Brockton Child Care Centre provides programs for children from fifteen months up to ten years of age.

### The Toddler Program (15 months to 2 ½ years)

The Toddler program is divided into Junior and Senior Toddlers. Activities in these groups include gross motor, sensory experiences, teacher lead crafts, singing, stories/books, shelf toys, dramatic play, puzzles, circle and free play. Nutritious lunches as well as morning and afternoon snack are provided.

### The Preschool Program (2 ½ years to 4 years)

The Preschool program is divided into Junior and Senior Preschoolers. Activities in these groups include gross motor, sensory experiences, teacher lead crafts as well as a craft shelf/paint easel for children do use on their own, singing, stories/books, shelf toys, dramatic play, puzzles, circle and free play. Nutritious lunches as well as morning and afternoon snacks are provided.

### The School Age Program (kindergarten to 10 years)

The program is held at both the St. Teresa of Calcutta School and Walkerton District Community School. A nutritious snack is offered until 7:30 a.m. for the before school program and snack is offered when children arrive to the after-school program. Full day programs are offered for PA days, March Break as well as a portion of Christmas break (The Centre is closed between Christmas and New Year's), and during the summer. The parents provide lunch for the School aged children for the full day programs but morning and afternoon snacks are provided on these days. Activities such as puzzles, books, crafts, games, science activities and toys are available. The school age programs will use gym or the playground for gross motor activities.

## Resource Program

The Brockton Child Care Centre offers a Resource Program where a specially trained Resource Consultant works with children who are needing assistance in certain areas (i.e. gross motor, speech etc.) which may cause their development to be delayed. This Program is run in conjunction with Bruce County Social Services. The Resource Consultant, is an employee of Bruce County Social Services, who in turn provides support and programming to the teachers who work daily with the children. This program also includes references for parents. We have many games, tapes, books and more to aid parents with parenting. Please feel free to talk to the Resource Consultant or any Staff member about borrowing materials.

## Curriculum Areas

Each classroom is designed to provide an environment rich for learning through play. Listed below are the curriculum areas and activities, which are available for your child each day. Free play is our main opportunity to provide stimulating and educational activities for your child to engage in. Children choose activities suited to their interests. During play children engage in decision making, problem solving, turn taking and organizational skills. Teachers plan activities in the following areas:



### Books and Accessories

This is a comfortable, quiet area for reading. Large pillows and stuffed animals may be provided to create a relaxing atmosphere.

In this centre enjoyment and respect for books is learned. We encourage imagination by letting the child tell the story.

The books are changed on a regular basis.

### Blocks and Accessories

The block area develops imagination and creativity. Children create whatever they choose. The teachers provide props such as hats, cars or clothing to aid in developing their imagination. The block area also develops children's muscles (lifting) and introduces concepts (i.e. height, balance etc.)

### Creative

The creative areas may be seen throughout the whole room. Some creative areas are:

Easel – The easel may contain paint with some sort of medium (i.e. brush, toothbrush, sponges etc.), chalk, crayons, and markers.

The easel encourages creativity and develops fine motor plus eye-hand co-ordination.

Teacher Craft – This is a social learning time for children. Children are encouraged to share their ideas and to share their experiences.

The craft itself aids the children in developing fine motor, eye-hand co-ordination, and creativity plus learning colours and many more concepts.

Free Craft Shelf – This shelf is for the children to create and design whatever they desire without any outside influence.

The shelf is stocked with a wide variety of materials and replenished often. The free craft shelf is not available in the Toddler rooms.

Our philosophy concerning craft is that the final result is not as important as the process. We also believe the result isn't as important as the fact that the children have fun creating.

### Gross Motor

The gross motor area is a very active part of the program. This part of the day is designed for the children to let off pent up energy and exercise large muscles. The programming is planned to specifically keep children active. (i.e. trikes, balls, running). The majority of gross motor activities are done outside.

### Imaginative Play

In this area children will develop their creativity, social skills and emotional make up. The area is designed to reflect the children's interests each month. Various props are provided to stimulate the imagination (i.e. hospital—doctor's bag). The children are encouraged to use positive peer relationships. The children can be whoever they want to be in this area.

### Fine Motor/Manipulative Area

This area is equipped with puzzles and educational materials to encourage the use of small muscles. This area is a quiet area with small group interactions. Many concepts are learned such as matching, sorting, opposites and much more.

### Science/Discovery Area

The science area allows the children to learn about nature and our world. They can experiment with magnets, magnifying glasses, weights and other equipment. The children are encouraged to bring in nature objects to add to the room display.

### Sensory Area

In this area the children are allowed to explore using all five of their senses. Possible sensory activities are water play, playdough, tapes and books, smelling centres and much, much more. This area encourages the children to look at objects with more than just their eyes.

### Circle

Circle is a time for socializing, learning and fun. The circle is teacher directed for those who wish to join. The circle may include songs, stories, games, pictures and objects. Sharing of experiences is encouraged. The children develop listening skills, imagination and expand their vocabulary.

### Cognitive

All the areas mentioned on the previous pages will help develop cognitive thinking. The teachers will add new items to each area to continue developing the children thinking.

## **Routines**

Routines are very important for children. Security comes in knowing what will happen now or next. Listed below are the routines the children are asked to follow at the Brockton Child Care Centre.

### Outdoor Play

All rooms schedule outdoor time in their programs. The children, according to the Child Care and Early Years Act, must go outside for two hours per day if attending full days (weather permitting). Outdoor play allows children to use large muscles and allows for vigorous activity not possible inside. The children also develop their gross motor skills through hopping, running, climbing plus other activities. During outside time the teachers may decide to go for a walk to explore our community and practice road safety rules. Above all the sunshine and fresh air is beneficial for the children.

### Snack and Lunch

The Centre has a part-time cook who prepares our snacks and meals. All groups have a snack in the morning, lunch and a snack in the afternoon. Breakfast is available until 7:30 a.m. for those children who arrive early in the morning. A light snack is available around 5:30 p.m. for those children who are here until the Centre closes. A variety of nutritious foods (the Canada's Food Guide is followed) are prepared and we encourage children to have a taste of everything. Snack and lunch times encourage conversation. It is also a time to learn measures, use manners and learning likes and dislikes.

### Rest/Sleep Time

All children benefit with quiet relaxation periods to balance out the active play in their day. Each child has their own cot and blankets are provided. Children may bring something soft to sleep with such as a blanket, pillow or stuffed toy. Quiet activities are available for children who are awake. These requirements are also found in the Child Care and Early Years Act.

### Washroom/Diapering

Our washroom routine is as follows:

- Washing hands before and after meals
- Faces are washed. after meals (each child is given their own washcloth)

Children are encouraged to use the toilet before outside and rest times. The children who are toilet training are taken to the washroom more frequently. The children are reminded to wash their hands after using the toilet.

The teachers assist and encourage the children at washroom times when needed. Privacy is also observed for those who need it. Clothes, which are soiled, are put in a plastic bag then put in the child's locker or specified area. The diapering routine involves the teachers disinfecting the change table before and after it is used. The teachers wash their hands before and after a child is changed (this is practiced with older children as well).

The children's diapers are changed frequently. Cloth diapers, which are soiled, are put in a plastic bag and hung in the diapering area.

## **Administration and General Information**

We want your relationship with the Brockton Child Care Centre to be clear and problem free. It is your responsibility to clarify any areas you may have questions about and to abide by the policies outlined. Communication is very important.

### **Intake/Admission**

An Intake visit, an appointment which is made in advance, will familiarize parents with the Centre. We will discuss your needs for childcare and our Policies and Procedures to ensure a good match of parent to Centre.

Prior to admission you must provide the Centre with the following:

1. Immunization Record for your child
2. Medical clearance to participate
3. Registration form completed and signed
4. Payment structure
5. Current home and work phone numbers for yourself and one other person

Visits prior to your child's starting date are encouraged. It is beneficial for you and your child to be comfortable with the staff and program.

### **Hours of Operation**

The Centre operates five days per week, fifty-two weeks per year (minus statutory holidays, Easter Monday and between Christmas and New Years). The front door is unlocked at 6:30 a.m. and the Centre closes at 6:00 p.m.

The Before and After School program is from arrival to departure for school and arrival from school to departure for home. The Brockton Child Care is responsible while these children are on the premises.

### **Canada-Wide Early Learning and Child Care**

The Brockton Child Care Centre, including the school age programs, has enrolled in the Canada-Wide Early Learning and Child Care, CWELCC. As such rates for eligible children have been reduced based on the current provincial guidelines. For more information go to [Canada – Ontario Canada-wide Early Learning and Child Care Agreement - 2021 to 2026 - Canada.ca](https://www.canada.ca/en/child-care-agreement/2021/02/canada-ontario-canada-wide-early-learning-and-child-care-agreement-2021-to-2026-canada.ca)

### **Late Fee**

The Centre closes at 6:00 p.m. A late fee of five dollars every 15 minutes after 6:00 p.m. will be charged to the account of the offender.

### **No Call Policy**

The Centre must be notified if your child is not attending the Centre or School Age programs. If notification is not given then a \$5 fee will be charged to your account on top of the daily fee. The before school families are required to notify the Centre by 7:30 a.m. The Centre and after school families are required to notify the Centre by 9:30 a.m. The after-school families will be given some flexibility as sometimes children get sent home from school due to illness etc. Families can notify the Centre of absences by calling, texting or emailing. The Centre's answering machine is always on.

## Safe Arrival and Departure

The Brockton Child Care Centre will ensure that any child receiving care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written (note or email) or verbal authorization the child care centre may release the child to. The Centre will not release any children from care without supervision.

When a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

### Accepting a child into care

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

- Greet the parent/guardian and child, Ask the parent/guardian how the child's evening and morning has been
- Where the parent/guardian has indicated that someone other than child's parent/guardians will be picking up, the staff must confirm that the person is listed on the emergency card/registration file, or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (i.e. note or email)
- Document the change in pick-up procedure in the daily written record/log book
- Sign the child in on the classroom attendance record

### Where a child has not arrived in care as expected

Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (i.e. left a voice message or advised the closing staff at pick up), the staff in the classroom must:

- Inform the Supervisor or designee and staff must commence contacting the child's parent/guardian no later than 60 minutes after normal arrival time or by 9:30 a.m. Staff shall email the parent/guardian using the classroom tablet, if no response than staff will call the parent/guardian
- Staff must leave a message and request a return call if they do not get an answer.
- If no response the Assistant Supervisor will try to make contact via email or phone call
- If no response is received within 30 minutes, staff shall contact the Emergency contact. Staff must make contact with an adult to confirm absence. If staff cannot contact an adult to confirm absence, they must contact the police for a wellness check.
- The afterschool programs will be treated differently. The teacher will contact the school to verify the child is in attendance. If the child is in attendance the teacher will wait a maximum of 10 minutes for the child to arrive in the program. If the child does not arrive than the procedure for contacting parents/guardians will be followed
- If the school indicates the child is absent from school or has been sent home. The school age program teacher will contact the parent/guardian to verify the child is absent from the program and in the parents care.

Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

An additional fee will be charged to the parent/guardian's account for not contacting the Centre of the child's absence. See No Call Policy.

### Releasing a child from care

The Staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e. parent/guardian, authorized individual)

- Confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual
- Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization

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

Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up a half an hour past this time frame the program staff will call the parent/guardian (both work and personal phone numbers) and advise that the child is still in care and has not been picked up. The supervisor or designee will be notified that the program staff is making the call.

- Where the staff is unable to reach the parent/guardian, staff must call again and leave a message for the parent/guardian. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall wait until the program closes and then refer to the procedures under "where a child has not been picked up and the program is closed"

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

Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:00 p.m. staff shall ensure that the child is given a snack and activity, while they await their pick-up

- The staff will call the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual; the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
- If the staff is unable to reach the parent/guardian (trying both work and personal phone numbers) or authorized individual who was responsible for picking up the child, the staff shall contact authorized individuals listed on the child's emergency card or in child's registration file.
- Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's emergency card by 6:15 p.m. the staff shall contact the Supervisor or designee to inform the Supervisor/designee of the situation. The staff will keep the Supervisor/designee updated. The Supervisor/designee will arrive at the Centre by 6:30 p.m. if the child has not been picked up
- If a parent/guardian or any other authorized individual listed on the emergency card cannot be reached by 6:30 p.m. the staff shall proceed to contact the local Children's Aid Society (CAS) 519-372-2526. Staff shall follow the CAS's direction with respect to next steps.
- An additional fee will be charged to the parent/guardian's account for not picking up their child by the Centre's closing time. See Late Fee Policy.

## **Absence and Illness**

Parents must notify the Centre when their child is going to be absent. If your child is ill, the best place for them is at home. We will notify you, and ask that your child be taken home, if the exhibit any of the following indicators of ill health;

- A sudden fever over 100 degrees F.
- Vomiting repeatedly
- Two bouts of diarrhea
- Unusual rash/spots
- Discharge from eyes

## **Fire**

The Centre is inspected regularly by the Fire Department. Fire drills occur monthly and fire procedures are posted in all classrooms.

## **Emergencies/Accidents**

In case of an accident or illness the Centre will:

1. Provide first aid and obtain medical assistance if applicable
2. Document the incident in writing (a copy is given to the parents and a copy is put in the files).
3. Notify the parents if appropriate.
4. Notify the Ministry if required.
5. Please keep all emergency information up to date for our files.

## **Field Trips/Offsite Activities**

Included in the programs are field trips. The teachers will arrange field trips within Walkerton. The teachers will provide information with dates and times for the parents.

Depending on the weather and the condition of the playground the teachers may take the children on walks in the community for outdoor activities.

## **Medication**

The staff at the Brockton Child Care Centre will only administer prescribed medication. The medicine must be in its original container and the parent must fill out a medication form.

## **Over the Counter Products**

The Centre is able to administer the following over the counter products, in original packaging and labelled with the child's name.

- Sunscreen
- Moisturizing skin lotion
- Lip balm
- Insect repellent
- Hand sanitizer
- Diaper creams

A form must be completed to ensure the staff can administer these items.

## **Sunscreen**

The Brockton Child Care Centre will provide sunscreen for children with a minimum SPF of 30. There will be a nominal seasonal fee to cover the cost. The cost will be determined annually. Parents may choose to provide sunscreen for their child. Sunscreen provided from parents must be clearly labelled with the child's name and will be left at the Centre.

## **Food Allergies (Anaphylactic)**

In cases where a child has food allergies and the meals and snacks provided by the child care Centre cannot meet the child's needs, the child's parent will be asked to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.

Parents shall label food brought to the child care Centre with the child's full name and the date the food arrived at the child care Centre, and that parents advise of all ingredients.

Where food is provided from home for children, the staff will ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.

## **Clothing**

All your children's clothing should be labeled. The Centre participates in a Mabel's Labels fundraiser (visit; [campaigns.mabelslabels.com](http://campaigns.mabelslabels.com) and select "BROCKTON CHILD CARE CENTRE (WALKERTON)". These labels are great for labelling the children's possessions.

A complete second set of clothing should be kept in your child's locker in case of spills etc.

Your child should wear practical clothing at the Centre (loose fitting, washable and comfortable).

Outdoor clothing for the colder months should include two pair of mitts, boots, hats, and snowsuit (no scarves). Outdoor clothing for the warm months should include jacket/sweater, hat, and rubber boots, mud pants/suit, and sunscreen.

Check your child's locker everyday for soiled clothes and replace them the next day.

## **Subsidy**

Bruce County Social Services (519-881-0312) may be able to help if parents need financial assistance. Subsidized parents follow the same Brockton Care Centre rules as non-subsidized parents.

## **Students**

The Centre plays host to many students. We accept co-op students from both Walkerton High Schools and a number of Colleges. The co-op students will not be left alone with the children. The students are not counted in our child/teacher ratios.

## **Attendance**

We require two days per week minimum attendance. Extra days, in addition to regular schedule, may be arranged if there is space available. The earlier you let us know of your request the easier it will be to fulfill it. Schedule changes are allowed again if space is available.



During the summer months families are able to change or reduce their days of attendance. If you decide to reduce the number of days your child attends during the summer those are the days you will be guaranteed for September (i.e. if you were attending 5 days and only want to attend 2 days during the summer you are guaranteed two days in September). Families are encouraged to put their children on the waitlist for days required in September if reducing days in the summer.

## **Vacation**

Families will be allowed one week free during the summer months (July and August). The number of free days coincides with the number of days your child attends during the week (i.e if your child attends 5 days they receive 5 vacation days, if your child attends 2 days during the week then they receive 2 vacation days). If you decide to terminate for the summer your space is not held for September. You can place your child on the waiting list ([www.brucecountychildcare.ca](http://www.brucecountychildcare.ca)) for a space in September.

## **Parent Involvement**

Parents are welcome to become involved in the Centre if they wish to do so. Some suggestions are volunteering to help with field trips, sharing a special talent, offering to repair broken toys and equipment or sitting as a parent representative on the Child Care Committee. We realize that with work and family obligations, most parents are unable to be as involved as they would like to be. Therefore, we encourage parents to join us for Open Houses, Picnics, Christmas Concerts, throughout the year. This is an excellent opportunity for parents, staff and children to meet in an informal setting.

Parents are welcome to drop in for a visit at the Centre or call anytime to check on their child's day or to set up a time to talk to an individual teacher if there is a matter of concern. Taking extra time occasionally at the end of the day to spend with your child allows them to show you a favourite toy or give you a tour of their room. This is also an excellent way of keeping involved in your child's Child Care experience.

## **Non-Smoking/No Vaping**

The Brockton Child Care Centre is a non-smoking/no vaping facility. There is no smoking or vaping allowed in the Centre or outside of the Centre.

## **Serious Occurrence Reporting**

If an incident at the Centre is deemed a Serious Occurrence. A Serious Occurrence Notification Form will be posted for parents.

## **Termination Policy**

The Centre has two Termination Policies; one for the children in the Centre and one for the children in the School Age programs. It is our belief that children have the right to be completely free from any form of violence or harassment, physical or mental, in a secure and safe environment. The Termination Policy recognizes that a Child Care setting or a School Age program is not always appropriate for all children. It is meant to protect the children and staff of the Brockton Child Care Centre and School Age programs from physical and/or mental stress brought on by the social and behavioural difficulties experienced by some children. A decision to terminate a child's Child Care/School Age space will not be made unless all avenues have been exhausted.

A child's space may also be terminated if payment is not received for fees charged or if families are not following the Policies of the Centre/School Age programs.

## **Waiting List**

The Centre uses the OneList Bruce County online tool for families wanting to apply to the Centre's waiting list. The Supervisor reviews the waiting list when a space is becoming available at the Centre. The following criteria is followed before a child is admitted:

- Date of application on the waiting list (the families will be contacted for spaces in the order they have applied on the onelist starting with the families that have been on the list the longest).
- Age appropriate for the space available
- Days required (if the space available is three days but the next family on the list needs five days that family will be offered the three days. If the family declines the space then the Supervisor will go to the next family on the waiting list. The family requiring five days will remain on the top of the list).
- Is the child walking (15-month-old children must be walking to attend the Centre)?
- The Centre is only allowed three children 15 months of age per day. If this requirement is filled and a space is available the child who is 18 months will be contacted for this space even if the 15-month-old child is before him/her on the waiting list.

The Supervisor and/or Assistant Supervisor will contact families when they apply to the waiting list to inform them of the wait list time before a space is available.

Parents can contact the Centre anytime to find out where they are on the waiting list.

## **Emergency Policy**

The Centre has an emergency policy that the employees of the Centre must review annually. This policy deals with many types of emergencies and informs the employees of their roles and responsibilities in each emergency. The employees and children practice fire (monthly) and lockdown (twice a year) drills. The Emergency Policy describes how parents/guardians will be contacted in case of an emergency. Families will be notified of emergencies via the Municipality of Brockton website, radio stations, email and telephone.

## **Parent Issues and concerns Policy and Procedures**

Parents/guardians are encouraged to take an active role in our Child Care Centre and regularly discuss what their child (ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by the Supervisor and the teachers and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within one business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

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

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

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

### **Concerns about the Suspected Abuse or Neglect of a child**

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

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

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

## Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p><b>Program Room Related</b></p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the classroom staff directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the supervisor or licensee.</li> </ul>	<ul style="list-style-type: none"> <li>- Address the issue/concern at the time it is raised</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- Arrange for a meeting with the parent/guardian within five business days.</li> </ul> <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <li>- the date and time the issue/concern was received;</li> <li>- the name of the person who received the issue/concern;</li> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>General, Centre- or Operations Related</b></p> <p>E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the supervisor or licensee.</li> </ul>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<p><b>Staff, Duty parent, Supervisor, and/or Licensee Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the individual directly or</li> <li>- the supervisor or licensee.</li> </ul> <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within five business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p>
<p><b>Student /Volunteer- Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the staff responsible for supervising the volunteer or student or</li> <li>- the supervisor and/or licensee.</li> </ul> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

## **Escalation of Issues or Concerns:**

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Sonya Watson CAO for the Municipality of Brockton.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

### **Contacts:**

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)

Sharon Bross, Supervisor 519-881-3123 or [sbross@brockton.ca](mailto:sbross@brockton.ca)

Sonya Watson, CAO Municipality of Brockton 519-881-2223 Ext. 126 or [swatson@brockton.ca](mailto:swatson@brockton.ca)

## Payment of Fees

1. Fee payment is based on your child's schedule. When your child enrolled their space is reserved for them individually.
2. The administrative staff asks that payment of fees be given either weekly, bi-weekly or monthly. Receipts will be available for income tax purposes. Interest will be charged on accounts that are not paid by the end of the month.
3. **Two weeks written notice is required when you decide to withdraw your child.** If this is not given you will be charged for these days.
4. Fees charged at the Brockton Child Care Centre are as follows: (With fee reduction as per the Canada-Wide Early Learning and Child Care, CWELCC)

Registration Fee \$10.00 (for all groups)	Full Day	Before School	After School	Before and After School
<b>Toddler Program</b>	\$21.74 (\$47.00)	N/A	N/A	N/A
<b>Pre-School and Senior Program</b>	\$20.79 (\$45.00)	N/A	N/A	N/A
<b>School Age (73 months and up)</b>	\$29.00	\$10.00	\$10.00	\$20.00
<b>Kindergarten/School Age Under 6 years (72 months) of age as per CWELCC, School Program</b>	\$14.65 (\$32.00)	\$10.00	\$10.00	\$12.00 (\$20.00)
<b>School Age Under 6 years (72 months) of age as per CWELCC, School Program</b>	\$12.76 (\$28.00)	\$9.00	\$9.00	\$12.00 (\$18.00)

**NOTE:** Toddler rate is charged when a child is 18 months-2 ½ yrs. and **not** trained\*

Preschool rate is charged when a child is 2 ½ yrs. – 4 yrs and is trained

Kindergarten rate is charged when a child is 4 yrs – 6 yrs and is trained

School Age rate is charged when a child is in grade 1 and up

\*The Toddler rate is charged until a child is toilet trained.

### Additional Fees:

Type of Fee	Cost
<b>Sunscreen Fee</b>	\$10.00 for 4-5 day attendance \$8.00 for 2-3 day attendance
<b>Late Fee</b>	\$5.00 for every 15 minutes after Centre is closed
<b>No Call Policy</b>	\$5.00