

# Parent Handbook

June 2020



Non-Profit Since 1988

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## INTRODUCTION

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Welcome and thank you for choosing Westpark Daycare Centre to care for your child. This Parent Handbook contains important information relating to our Policies and Procedures. We ask that you read the information carefully and keep it for future reference. We invite you to talk to the Supervisor/Manager, as well as our teachers on a regular basis on any subject matter relating to your child.

## PROGRAM STATEMENT

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Our Centre was first established in 1988 for the purpose of providing a safe, friendly and motivating learning environment. We operate under the guidelines of the Child Care and Early Years Act, 2014 (CCEYA). Our focus is to provide a stimulating educational experience promoting each child's sense of belonging and their connection to the environment. We also encourage a sense of self and personal wellbeing promoting an active and engaged learning environment. We believe that through play and inquiry, children are better able to discover the marvels their surroundings offer. We recognize children's ability to express themselves and are cognizant that each child is gifted with his/her own personal style and form of expressing themselves.

Programming at our Centre incorporates the child's personal interests based on Ontario's Pedagogy for Early Years which is detailed in their publication "How Does Learning Happen, the "Think, Feel Act" and CCEYA as guidelines (*documentation is available on the Ministry of Education's website under Early Years portal*). The Centre staff comprise of Registered Early Childhood Educators and experienced support staff, dedicated to the families we serve emphasizing a friendly, respectful and dynamic setting promoting the values described above. Our Centre operates 7:00am to 6:00pm five days per week, twelve months per year observing all our Provincial statutory holidays, serving children aged 15 months to 6 years.

See Addition under *Program Statement Implementation*.

## ENROLLMENT, FEES AND HOURS OF OPERATION

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### **Hours of Operation**

Our Centre's hours of operation will be from 7:00am-6:00pm.

### **Payment of Fees**

Parents are required to make payments on a monthly basis through preauthorized payments or six months post-dated cheques. Payments will be due on the 1<sup>st</sup> of each month or the next business day.

### **Late Payments and NSF Charges**

In the event that fees are returned insufficient, a \$45.00 fee will be charged and parent will be required to provide payment via money order or certified cheque. In the event a payment is late, parent will be charged a \$5.00 late fee for each day till payment is received. Payment of fees are required on a continuous basis, breaks are not permitted. Westpark Daycare reserves the right to suspend childcare if fees are not paid within 30 calendar days from the due date.

Westpark Daycare Centre is committed to our Purchase of Service Agreement with the Region of Peel, Children's Service. Families are encouraged to explore subsidized funding for childcare fees. Please visit <http://www.peelregion.ca/children/apply-for-subsidy> or call 905 791-7800 for further information. Families receiving subsidy from the Region of Peel are required to make payments via 6 months postdated cheques. Subsidized fees are determined by the Region of Peel.

### **Registration Fee**

A non-refundable fee of \$250.00 is required with your registration application. If registering more than one child, a non-refundable fee of \$250.00 is charged per child. (See Parent brochure)

### ***Extra Days***

For those parents who have enrolled their child part-time (less than a full week), extra days will be billed at a rate published in our Parent brochure, detailing all applicable fees.

### ***Fee Calculation***

To ensure consistency with your billing, our fees are calculated on a pro-rated basis. Full time and recurring part-time schedule fees are calculated by the daily rate multiplied by the number of billing days in that month. Non-recurring schedule fees are calculated by the daily rate multiplied by the number of billed days in the month.

Any invoices that include subsidy are not pro-rated and will not match what is listed on the Centre's rate sheet.

A detailed breakdown of the calculation of all fees and adjustment is available upon request from the Manager.

With the exception of Forced Closures, fees are payable for every day your child was scheduled to have been in attendance, whether or not the child was actually in attendance. Fees are still payable for days that your child is sick, on vacation, holidays, or during closures for Inclement Weather or Power Outages.

Westpark Daycare Centre may reassess fees from time to time. Notice of any fee changes will be provided to the payor in writing at least 45 days prior to the fee change taking effect.

### ***Early Drop-off and Late Pick-up Fees***

The Centre opens at 7:00am sharp. No child or parent is permitted to be in the premises before then.

A late fee will apply when your child is not picked-up by 6:00pm. The late fee applies to each family and should be paid within 48 hours to the staff members who have been detained as follows:

Beyond **6:00pm** - \$1.00 per minute.

If a child is picked up late three times within a month, the family will be given a written warning. Should this become a common practice, the Centre reserves the right to terminate services. The family will be given two weeks notice to find alternative care.

### ***Sick Days/Absent Days***

Parent is required to pay fees for all days if a child is absent from the program for health or other reasons.

## **FORCED CLOSURES**

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In the unlikely event that the Centre is forced to close for a period of more than **5 consecutive business days** (with the exception of closures as a result of inclement weather and power outages), or if the Centre is unable to provide safe childcare due to circumstances beyond its reasonable control (including but not limited to terrorism, strike or labour issues, civil unrest, fire, government or other legislative order, pandemic, epidemic, quarantine, outbreak, war or "acts of God" or other conditions or circumstances outside of the control of the Centre), as determined at the sole discretion of the Centre to make it unsafe to provide childcare services, the specific value of any remaining paid days during the month of closure will be credited, subject to our policy on Refunds and Credits

Under no circumstances shall the Centre, its employees, officers and directors be liable for any credit, refund, loss or damages over and above unused pre-paid fees and deposits as a result of any Forced Closure.

## REOPENING AFTER FORCED CLOSURES

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For the purposes of this Handbook, **Fully Reopened** is defined as the date that the Centre is permitted under applicable government or other legislative restrictions to operate at its full capacity.

If the Centre is Fully Reopened and you decline to attend, fees are still due payable, or our Withdrawal provisions apply.

**If the Centre is Reopened after a Forced Closure but with reduced capacity for care** as per government or other legislative intervention or for the safety of the students and staff, the following will apply:

### ***Available Capacity***

If there is Available Capacity for your child, but you decide not to immediately reattend at the Centre, you are not required to continue to pay monthly childcare fees until the Centre is Fully Reopened.

While payment of fees is not required, unless fees are paid to the Centre your childcare spot **will not be held** and may be filled by another individual needing care **without notice** to you. **You will be responsible** for following up with the Centre to confirm that there is still care available when needed. If care is no longer available you will be placed on our Waitlist, and subject to our Waitlist policy.

Any Credits in these circumstances are only able to be used as per the Credit policy and will expire as per the Credit policy whether or not care remains available. Any Deposit will continue to be credited toward the last month of care, as per the Deposit Policy. If your child does not reattend the Centre, the Deposit will be credited to the required Withdrawal Period and will not be refunded.

### ***Insufficient Capacity***

If there is Insufficient Capacity and your child is as a result not able to attend at the Centre, you are not required to continue to pay monthly childcare fees until the Centre is Fully Reopened. Your childcare spot **will** be held for you until space is available and offered to you, and you commence payment of fees, **or** the Centre is Fully Reopened, and fees have been paid, whichever occurs first.

If childcare space becomes available and is offered to you during times of Insufficient Capacity and you decline to attend at that time, you are not required to continue to pay monthly childcare fees until the Centre is Fully Reopened. While payment of fees is not required if you decline offered care, unless fees are paid to the Centre your childcare spot, once care is offered to you, **will not be held** and may be filled by another individual needing care **without notice** to you. **You will be responsible** for following up with the Centre to confirm that there is still care available when needed. If care is no longer available you will be placed on our Waitlist, and subject to our Waitlist policy.

Any Credits in these circumstances are only able to be used as per the Credit policy and will expire as per the Credit policy whether or not care remains available. Any Deposit will continue to be credited toward the last month of care, as per the Deposit Policy. If your child does not reattend the Centre, the Deposit will be credited to the required Notice Period and will not be refunded.

In times of Insufficient Capacity, care will be offered in priority in accordance with governmental guidelines or requirements. Otherwise, the Centre will survey families. If there are sufficient care spaces for all those requiring care, they will be allotted the available spaces. If there are insufficient spaces, the Supervisor/Designate will allot spaces based on the parent need, date, and time of request. Those not selected will be added to a waitlist in order of date and time of request.

If there are additional spaces available after families are surveyed, those declining available care will be placed in a random lottery and will be offered available spaces as drawn as per our policy on Available Capacity.

## REFUNDS AND CREDITS

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Monetary refunds of any childcare deposit or time remaining in a month will not be issued unless otherwise indicated in this Manual.

### ***Monetary Refunds***

**Under no other circumstances will Monetary Refunds be issued by the Centre.**

Monetary refunds for the remaining time in a prepaid month and/or childcare deposits **will only be issued if the Centre is closed as a result of a Forced Closure as defined in this Parent Handbook** or required notice of withdrawal was properly provided **prior to** the closure, and the Centre does not reopen prior to the end of the notice period.

Refunds will be issued within **90 days** of the Centre being Fully Reopened. Any payment outstanding will be debited from the refund.

### ***Childcare Credit***

Credit for remaining time in a prepaid month **will only be issued in the event of a Forced Closure**, as defined in this Parent Handbook.

Childcare Credit will be applied to childcare fees due payable to the Centre upon the child reattending the Centre after a Forced Closure. If the Centre has been Fully Reopened for **90 days** after a Forced Closure and payment of monthly fees for childcare has not resumed, all credits will expire, with no refund or other compensation provided.

Credit can not:  
be paused once commenced,  
be used toward childcare services for a child other than the child those fees were originally paid for,

**Credit has no cash value.**

### ***Deposits***

With the exception of eligibility for Monetary Refund as defined in this Handbook, **deposits** have no cash value and are credited toward the last month of childcare due payable.

## STATUTORY HOLIDAYS

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Westpark Daycare Centre recognizes all statutory holidays and will be closed on those days: New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving Day, Christmas Day, Boxing Day. If any day designated as a holiday falls on a Saturday or Sunday, then the holiday will be observed on the Monday following.

## WITHDRAWAL

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30 Days advance notice will be required if you intend to withdraw your child. This can be provided by written notice or email.

## WAIT LIST

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Children will be placed on the wait list after completing the online registration. The date on which the child was placed on the waitlist will define the child's priority. Children on the wait list who have siblings in our care will have top priority. Families may inquire about their child's spot on our wait list. No fees or deposits will be charged until a spot has been confirmed.

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## ABSENTEES

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Should your child be absent, we ask that you call the Centre by 9:00am. For children to participate and experience the most benefits from our program, children should be dropped off by 9:00am. If this is not possible, we ask for children to be **dropped off latest by 11:00am**. If any child is brought in after 11am, that child will not be allowed in the Centre and the parent/guardian will be asked to take the child back. Should your child be absent with a communicable disease, a doctor's note stating your child is no longer contagious will be required for re-admission. Regular fees are applied.

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## INCLEMENT WEATHER

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Our Centre will close if Peel District and Dufferin Peel Catholic District School Boards announce closure as a result of inclement weather. The Centre will use our Parent Portal and Facebook page to communicate any Centre closure to parents. We encourage parents to check the news as well for more information.

If it becomes necessary to close the Centre throughout the operating day due to weather, power outage or other unforeseen circumstances, parents and guardians will be contacted to pick up their child. We ask that the emergency contacts provided in your registration be up to date in the event that you cannot be reached.

No refunds or credits will be issued as a result of closures resulting from Inclement Weather and/or Power Outages.

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## IMMUNIZATION

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Under the Child Care and Early Years Act, 2014 (CCEYA), it is a requirement to assess and maintain immunization records for all children attending a licensed child care facility, The Medical Officer of Health requires that every child attending a licensed child care facility have up-to-date immunization identifying a minimum expectation for public health programs and services. Children attending this centre must have an up-to-date immunization record covering the diseases identified and regularly updated (a current list will be provided when applying for registration). This is to protect your child's health and to help prevent the spread of disease. Original documents are required. Children will not be admitted unless such proof is provided and children currently attending our centre must provide proof of up-dated-immunization records as required in order to remain enrolled.

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## ACCESSIBILITY

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This Centre is committed to reducing/eliminating barriers in its environment for employees, support staff, parents and children attending our Centre who have disabilities in accordance with the requirements of all Human Rights legislation and other provincial legislation such as "Ontarians with Disabilities Act (AODA). As legislation changes and develops, Westpark will review and change as necessary its policies, practices, and procedures to reflect any changes made in legislation. All action taken in providing accessibility will also be coordinated at all times to ensure that such action does not pose health or possible physical harm to those attending our Centre such as allergy constraints and any other situations.

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## VOLUNTEERS AND STUDENTS

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No child shall be supervised by a person under 18 years of age and only employees of the Centre will have direct access to children. Further, students or volunteers may not be counted in the staffing ratios. It is this Centre's practice to set-out a clearly defined outline of our expectations, role limitations and reporting requirements. Volunteers and students are subject to the Center's Policies and Procedures including confidentiality of information. No students or volunteers are not permitted to be alone with any child or children at any time and students or volunteers will always be supervised by the Centre employees during programming hours.

## TERMINATION POLICY

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It is recognized that a daycare environment may not be the most appropriate setting for all children, particularly in those situations where the child may have physical, behavioural or learning disabilities requiring a more specialized program in a smaller group environment. In these situations, it is best to communicate openly with your child's teacher and the Supervisor who will work closely with you and your child in order to provide the best possible physical and mental care for your child. It remains, however, at the sole discretion of the Centre's management to judge whether a child is suitable for this environment. **Should management feel the child to be unsuitable, a two-week notice shall be given in writing to the Parent's requesting removal of the child.**

Parents are also expected to behave in a cordial and co-operative manner with the staff of the daycare as we expect our personnel to behave with parents. As we would take prompt remedial action with an employee misbehaving, the management of the Centre reserves the right to terminate services at its sole discretion to Parents misbehaving, giving two weeks prior notice.

In those rare cases where Management determines a parent is falsifying information or demonstrating an inability to communicate in a respectful and honest manner; the Centre may instruct the parent that all further communication be directed through the Centre's solicitor. Such situation may also entail the Centre giving notice that our services are terminated.

## ORIENTATION PROCEDURES

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The following is required prior to enrollment:

1. Personal interview with parent's or legal guardian
2. Registration Fee (non-refundable)
3. Completion of Registration and Medical Forms (if required) on our online portal.
4. Proof of up-to-date immunization records or proof of Government exemptions

Parents are encouraged to complete our online registration. Once completed, your child will be placed on our waitlist. As soon as we have availability, you will be informed. The waitlist will be maintained through our online portal and parents are encouraged to speak with management about their position on the waitlist.

## ILLNESS

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It is a mandatory requirement that Parent's provide the Centre with a record of their child's immunization records.

If your child has not already been protected against measles, consult your doctor for inoculation.

Children are susceptible to infections. We ask thoughtful co-operation in keeping your child at home if he/she is not well.

Should your child become ill during the day, we will contact you or the designated person and have arrangements be made to take your child home immediately. Your child will be separated from their peers in the classroom to prevent spreading of illness and will stay in the office/designated area with the Supervisor or Designate until they are picked up.

Should your child develop a fever during the day, we ask that your child be fever free and medication free for 24 hours before returning to the Centre. Should your child develop a contagious disease, we require a doctor's note upon return stating your child is free from all symptoms and is able to return to the Centre.

When a child is not well, the stimulating atmosphere of a large group of children and an active program makes it more tiring for the child. Convalescent children should be at home where they can rest and more easily recover.

Children will have daily outdoor activities in the playground adjoining the daycare; the only exception being very cold/hot weather or rain. Otherwise the children will spend a minimum of 2 hours each day outdoors, broken up into morning and afternoon shifts. If a parent requests for their child to stay indoors during outdoor activities, we require a note (written or email) stating the reason why and duration of stay indoors. If the child is to stay indoors for more than two days, we require a doctor's note expressing the reason why. We will do our best to accommodate the parent's request, however, it may not always be feasible. It is essential for children to be outdoors; to allow release of energy and is good for their health, well-being, and physical activity.

## ADMINISTRATION OF MEDICATION

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Prescribed medications will be administered under specific written instructions from the parent and on a best effort basis only. The responsibility here lies solely with the parent. In cases where administration of such medication is critical to the well-being of the child, other arrangements should be made by the parents. As you can appreciate, the staff is not trained (other than basic first aid/CPR) nor equipped to monitor and apply medication. Non-prescribed medication will not be accepted.

**Please do not leave any medication in your child's backpack or cubby for safety reasons.**

The following procedures will be applied to all Medications, Topical Creams, and Sunscreens:

1. Only Doctor's prescribed medication will be administered within the capabilities of the Centre.
2. Each medication must be accompanied with original pharmacy dosage label.
3. The Centre's Staff will only administer over-the-counter medication and Physician's samples if accompanied by a doctor's note stating:
  - name of the medication
  - start and end date
  - doses and time of administration
  - name of child
  - purchase date
  - expiry date
  - storage instructions
4. Medication must be in the ready to administer format.
5. Medication must be "current date".
6. Vitamins are considered a medication under this policy.
7. Medication must be kept in labeled containers.
8. Supervisor or teachers must administer the medication.
9. Parents must sign Medication Authorization forms before the medication can be administered.
10. All Medication must be in its original container and the child's name clearly labeled.

## ARRIVAL, DEPARTURES AND RELEASE OF CHILDREN

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If you will be late picking up your child for exceptional reasons, please notify the teacher prior to closing hour.

- When dropping off your child, please ensure the teacher acknowledges your child's arrival and sign in your child using your four-digit PIN.
- When picking up your child, please ensure your child's teacher is aware you have picked up your child (whether inside the classroom or outdoors on the playground) and sign out your child using your four-digit PIN
- If you designate an alternate person to pick up your child, please provide the teacher prior notification of the person's full name and a brief description. Please ensure the designated person has picture identification when they pick up your child.

We recommend that you communicate with your child's teachers on a regular basis keeping them informed on matters you consider important in your child's behaviour. This information is valuable in better understanding your child's needs. Ongoing daily communication in a respectful, candid and timely manner between parent and teacher is a must.

We recommend that you pick-up/drop-off your child at a regular time each day, as children generally feel more secure when their daily timetable is predictable.

Your child's safety and well-being is always our first priority.

## BEHAVIOUR GUIDANCE

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### **Consistency**

It is important that a consistent approach to behavior management be followed by the staff. A consistent approach will help to provide children with framework of behaviors which are acceptable and help the children feel secure within the school environment.

### **Supervision**

Effective supervision of children requires the responsible adult to provide the guidance required to ensure the child has maximum opportunity to achieve interaction with people and things in its environment which contributes to the development of high self-esteem and competent behavior.

In terms of behaviour management, the adult can increase the likelihood of the above described development if the child is reinforced for positive behavior. If the adult sets an appropriate model for the child to emulate and if the adult anticipates and provides constructive guidance to the child before inappropriate behaviour, it promotes self-esteem in the child.

### **Limit Setting**

We divide inappropriate behaviour into three basic categories as follows:

- **Dangerous Behaviour:** Situations where staff and students are afraid the child or other children may be injured (i.e. running in the school, pushing/shoving, throwing things etc.
- **Inappropriate Attention Seeking Behaviour:** Where staff and students feel the child is acting out in order to get attention of the teacher or other children (i.e. teasing, bullying, manipulating etc.)
- **Non-constructive Behaviour:** Situations in which the child seems to be asking for directions in getting involved in an activity (i.e. wandering aimlessly, flitting from one thing to another etc.

Staff and students are expected to follow a limit setting approach as outlined below:

- **Expectations Must Be Stated Clearly:** The child must know what is expected and the reason behind the adult's direction.
- **The Child's Feelings Must Be Respected:** Adults should verbalize what the child appears to be feeling, helping the child to realize the adults understand the situation.
- **Logical or Natural Consequences:** A logical and natural approach to inappropriate behavior, intended to help the child take responsibility for his/her behavior and to learn to build internal controls and self-discipline.

## DISCIPLINE

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Below for your reference is a list of policies applied at our Centre that deal with behaviour management. Please feel free to communicate with your child's teacher and the Supervisor.

- The teachers will explain to the child in a constructive and non-demeaning manner what an acceptable behaviour is in any given situation.
- Where a child's behaviour continues to be inappropriate or destructive, the teacher will remind the child of the expectations and help the child to better understand their inappropriate behaviour in a constructive and positive manner.
- Where a child's behaviour becomes disruptive or inappropriate, the teacher will redirect the child away from the situation and offer guidance to the child.
- It is the policy of our Centre that under no circumstance is the child to be removed from his/her environment and be placed on "time-out". The child will, in a consistent non-threatening manner, be redirected and offered guidance to help express his/her feelings and resolve conflicts.

## SERIOUS OCCURRENCE NOTIFICATION POSTING

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It is a requirement of the CCEYA that licensed childcare centres and private home daycare agencies post information about serious occurrences that may occur at the centre. This process is meant to support increased transparency and access to information. A Serious Occurrence Notification form will be posted at the Centre for a period of 10 days should there be a serious injury, fire or other disaster or serious complaint about service standards, giving information about the incident, follow-up action and outcome, while respecting the privacy of the individuals involved. A copy of the accident report will also be provided to the Parents of the child who incurred the accident.

## PROHIBITED DISCIPLINARY PRACTICES

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As stated in the Child Care and Early Years Act, 2014 (CCEYA). No licensee shall permit, with respect to a child receiving childcare at a childcare centre it operates or at a premise where it oversees the provision of childcare,

- Corporal punishment;
- Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for 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 risk of injury is no longer imminent;
- Locking the exits of the childcare centre or home childcare 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 licence'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.

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## CLOTHING AND PERSONAL BELONGINGS

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It is the parent's responsibility to ensure the child is properly dressed when brought to the Centre, recognizing the child will be spending daily outside play time. Clothing and other personal belongings should be properly labeled to assist the teachers. The Centre takes no responsibility for lost clothing or other personal belongings.

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## BEST PRACTICES FOR WATER SAFETY

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In the interest of keeping children as safe as possible and following the CCEYA guidelines, your Centre prohibits the use and access to all standing bodies of water (e.g. ponds) and recreational in-ground/above ground swimming, portable/"kiddie"/inflatable wading-type pools, with children when under our supervision.

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## PARENTAL INVOLVEMENT

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Parental communication is facilitated through door notes, conversations, newsletters, parent meetings and/or interviews, as well as our online Parent Portal. Concerns should be addressed through pre-arranged appointments with the staff and/or Supervisor. Parents are encouraged to involve themselves with the classroom programming. Suggestions are always welcomed, and parents should feel free to communicate with the teachers. This two-way communication is a valuable tool in empowering our teachers with the necessary insights to best meet your child's needs.

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## PARENT CONCERN-COMPLAINT PROTOCOL

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In order to clarify a normalized process which best serves you in such situations, we outline procedures which must be followed;

- A concern or complaint must be made at an appropriate time (within a day of an occurrence) and communicated in a respectful manner. The operative word at this centre is "Professionalism", where we expect our staff to show respect, friendliness, and concern in meeting their job responsibilities.
- Your first line of communication is naturally your child's teacher, to whom you will in a respectful and timely manner, clearly describe the nature of your concern or complaint, stating what your expectation is in resolving the matter raised. Proper non-threatening courteous communication between our staff and parents is highly encouraged and very constructive.
- Should you find the response does not answer to your stated expectation, you are to request an appointment with the Supervisor of the Centre or her Designate in order to clarify/resolve the matter raised.
- The Supervisor or Designate will arrange a meeting within 5 business days of your meeting request.
- Following this meeting, if the matter remains unresolved, the Supervisor or yourself will arrange a further meeting involving the Supervisor or Designate and a Director of our Board.

We emphasize that in the great majority of these occurrences, regular and open communication between all parties in a respectful, candid and timely manner is not only a must, but an obligation of the parent and our staff.

Financial matters (*payment of fees, notices, late payments, receipts*) are dealt with by our Manager, Supervisor, Director (*in that order*).

## EMERGENCY PREPAREDNESS

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In the event of an emergency, Westpark Daycare Centre has a comprehensive emergency preparedness policy that outlines procedures in the event of emergency situations. Once children have been secured at the Centre or Designated Area of Shelter parents will be notified immediately of the emergency, the well-being of the children and next steps via email or phone.

## MEALS

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The Centre has a fully equipped kitchen facility and a full-time cook to prepare dietary meals.

We serve a full meal at noon each day consisting of meat or protein alternative, vegetables, salad, dessert, milk, and bread. A mid-morning and afternoon snack are also provided consisting of fresh fruits, vegetables, etc. A menu is posted for the week on the Parent's bulletin board.

Please let us know if you have any comments, suggestions and of any allergies and/or special needs your child may have.

**Please be advised we cannot accept food or treats from parents at the Centre for health and safety reasons and allergy concerns.**

## CONFIDENTIALITY

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No personal information, pictures will be released without prior consent. Our video surveillance is strictly for internal use. However, duty of care to the child may override the duty of confidentiality, which may require the release of video footage to government authorities. From time to time, the Centre may also wish to film a video of the premises for inclusion on its website, which may capture some of our children in the background. Further, our classroom teachers are equipped with tablets primarily to take pictures of your child participating in an interesting activity and forwarding the picture to you by e-mail. On occasions, another child or children may be captured in the background. The picture is forwarded on a prompt basis providing you with some insight of your child's activities on that day at the Centre.

## Program Statement Implementation

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Westpark Early Learning and Child Development Centre is dedicated to providing a safe and supportive learning environment that caters to the individual needs and growth of every child. The Centre operates under the guidelines of the Child Care and Early Years Act, 2014 (CCEYA) and is consistent with its policies, curriculum, and pedagogical practices. Westpark was first established in 1988 with the purpose of providing a friendly and engaging learning environment that promotes social, emotional, cognitive, communicative, and physical development in children. The Centre is in compliance with recommendations in How Does Learning Happen, a Ministry of Education protocol dedicated to early childhood education. The document centers on four foundations for learning, which are: belonging, well-being, engagement and expression. Shared goals include:

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

Ontario, Canada. Ministry of Education. How Does Learning Happen? Ontario's Pedagogy for the Early Years. Pg.23. 2014.

At Westpark, we believe that all children are competent, capable of complex thinking, curious, and rich in potential. Keeping in line with this belief in infinite potential, we at Westpark support the growth mindset, a concept that views intelligence as something that can grow and expand through practice rather than as a fixed trait. Our philosophy is that children respond best in all areas of development when they are in an environment where they are able to build a supportive, understanding, and trusting relationship with adults. Once established, these relationships create the foundation for quality childcare. We are able to create these positive relationships by working closely with parents, learning each child's interests, and by accommodating individual needs.

The teachers at Westpark follow the Emergent curriculum, a structure that allows children to follow their interests and learn life skills at their own pace and in their own ways, all while enjoying the process. Ongoing documentation of interests and preferred activities assists teachers in producing scenarios that further develop and extend each child's learning. The Emergent curriculum encourages educators to follow the children's leads while creating developmentally and academically appropriate activities. This structure allows for child-initiated, as well as adult-supported experiences. Working in small groups allows our teachers to have meaningful interactions with the children, equipping them to cater to the individual learning styles and needs of every child. The Emergent curriculum offers the opportunity to experience real life scenarios through meaningful exploration and creative thinking. This type of learning experienced through role playing, decision making, and interaction supports collaboration, communication, identity, and belonging – themes that relate back to our previously mentioned goals.

At Westpark, we maintain a positive and welcoming atmosphere for our educators, families, and children. We are successful in creating this positive environment by valuing our staff, cultivating authentic relationships with our children through care and responsiveness, and by practicing transparency of programming and policy with parents. We value families as active participants and contributors in the success of their children. We recognize that a positive environment allows children to feel secure in making their own choices, stimulates their learning, encourages skill development, and promotes a natural exploration of their environments.

Our educators provide a choice-filled environment where children are able to choose their own experiences by selecting their own play materials which allows them to further explore their imagination, creativity and problem-solving skills. The option to make their own choices allows children to feel safe in their learning environment while being engaged and active learners, an essential part of the learning process. At Westpark, we understand the value of independent discovery and exploring personal interests of the children. By providing an array of opportunities for such exploration daily, we are facilitating their learning and enriching their views of the world. We offer activities and programs such as: indoor and outdoor physical activity, dance, art, design, drama, French, literacy, numeracy, language, yoga, cooking, science, technology, construction, as well as quiet time. We believe early literacy is extremely important and have incorporated well known programs such as Jolly Phonics and Baby Can Read into our programming.

All Preschool, Junior and Senior Kindergarten classes incorporate a French program into their weekly programming. Children are given exposure to this new language through books, songs and rhymes. The French program encompasses learning letters, numbers, shapes, colours and songs. All classrooms have a television monitor that teachers refer to as a screen in their classroom. This screen is used as an educational assistant for our French program. Teachers are able to supplement their programming with educational videos created for children’s learning from sources such as YouTube. An example of this could be seen with the children in our Junior and Senior Kindergarten classroom as have used these online videos to learn songs such as, Twinkle Twinkle Little Star and Head and Shoulders. They wanted to sing these songs for their families at their end of the year concert.

Westpark uses the LookSee Checklist (formerly known as NDDS), an innovative developmental checklist for infants and children up to six years of age. This screen is provincially recognized and acts as a valuable tool for both parents and educational staff to share observations and discuss any areas that may need to be developed further or concerns that may need to be addressed. This screen is completed twice a year for all the children in the Centre. An evaluation of skills developed is also given twice a year to all the Preschool, Junior and Senior Kindergarten classes.



## Health, Safety, Nutrition, and Well-Being of Children

As a licensed childcare operator, we take the health and safety of our children and staff seriously. We adhere strictly to all of the requirements outlined by the Ministries of Health and Education as well as all of our local bylaws. Our classrooms, playgrounds, and the entrance are all monitored by an internal surveillance system that is accessible from the main office only. In compliance with the Ministry of Education, all members of our staff complete the Standard First Aid and CPR (c) Infant/Child training every three years. We complete our training with Heartsafe EMS. They have been a leader in First Aid training since 1995 and in accordance with Ontario, they are both federally and provincially approved as a workplace provider of First Aid, CPR and AED training.

With the well-being of the children at the forefront of our practice, we have partnered with a registered nutritionist to create a nutritional menu which consists of breakfast, a hot homemade lunch, and two afternoon snacks, all of which promote healthy eating. Our menu follows Canada’s Food Guide and we offer vegetarian and Halal options. Every classroom has a filtered water system that the children have access to throughout the day. We use our menu to celebrate diversity and practice inclusiveness by featuring a variety of ethnic and cultural meals. Our chef engages with the families in our Centre and in collaboration with them, she prepares special lunches where a recipe from their culture is incorporated into the menu. Each month a birthday cake is made for each classroom and all children who have a birthday that month are celebrated.



## Positive Interaction, Communication, Relationships, and Interactions among Children, Families, Staff

Building authentic relationships with the families at our Centre is important to us. We understand the impact of early experiences and that early childhood is a sensitive period for development. We recognize that a strong bond helps children develop a sense of belonging that shows them that they are connected to their world. We create this connection by providing a program that offers opportunities for exploration, play, inquiry, and choice that allows children to develop caring relationships among themselves, the adults in their lives, and the world around them. Caring and responsive interactions with the children are essential in creating a trusting environment for them. We also encourage parental and family involvement in our classrooms. Teachers encourage parents to provide familiar items such as music, clothes, books or special items from their home or culture. We also welcome any individual or group of individuals who have a special talent that they would like to share. In the past we have had families volunteer with talents such as, face painting, singing, and even playing the role of Santa Claus for the children.



At Westpark, we foster open, ongoing communication between the staff and parents. Educators communicate regularly with parents regarding daily observations and successes in the classroom. We encourage our educators to focus on the children's development and behaviour to inform the parents of any skills their child has mastered or any challenges they have faced. By promoting an open dialogue with the parents about their child's development, we allow parents to partner with us in creating an environment that meets their child's individual needs.

Westpark Daycare Centre uses an online platform called **Sandbox**. This includes a Parent Portal where parents can log in and see photos posted of their child engaged in activities throughout the day, daily reports for children, and important updates/events happening during the year for both parents and children. It is used as a communication tool between educators, parents, and management.



In addition, Westpark Daycare Centre has a Facebook page that is used to communicate with our community. We post about our teachers, projects children have been working on, important updates for parents and helpful ideas for activities and projects to do at home.

## Community Relationships

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Westpark provides an inclusive environment and welcomes support from members of our community. We partner with several agencies such as Peel Inclusion Resource Services (PIRS), Erin Oak Kids, Special Needs Access Point (SNAP Peel), and Child Development Resource Connection Peel (CDRCP) in order to provide further support and assistance to children, families and educators in our Centre. We recognize we have a common goal, which is to provide the best possible care for the children in our care. Westpark has an Educational Coordinator and a Special Needs Coordinator who assist our educators in planning, and we are continually monitoring all programs to ensure expectations are being met.



We also welcome students and volunteers from several high schools and colleges for Co-op placements. We welcome the insights they have gained from their formal studies, while providing them with on-the-job training and real-world experience. Our goal for the students is that they leave Westpark motivated and with valuable knowledge and experience that they can transfer to their future careers in childcare.

## Self-Regulation

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Westpark promotes self-regulation in all students. Self-regulation refers to how efficiently and effectively a child can deal with and recover from stressors in their environment. Promoting self-regulation enhances a child's self-awareness which is invaluable in their current and future life circumstances. This ability includes being able to monitor their own behaviour and reactions to various stimuli in their environment. Self-regulation involves being able to identify what causes agitation, being able to recognize when one is agitated versus when they are calm and discovering how to return to a calm state after being agitated. At Westpark, we work with children to help them make these self-discoveries by prompting them to notice their own behaviours. Stressors are countless and varied and will be different for every child. We understand the uniqueness of these occurrences and that what works for one child to return to a calm state may not necessarily work for another. An example of a stressor could be loud noises. In this case, we would provide the child with a multitude of approaches on how to deal with being in a noisy environment, like removing themselves from a situation when possible or using headphones. We support the children through these discoveries and offer opportunities for reflection that promote self-awareness.

## Professional Development and Ongoing Learning

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At Westpark we are dedicated to ongoing professional development both within and outside of the Centre. We recognize teaching and learning as ever-evolving and understand the importance of staying current in our classroom practices and teaching strategies. We hire teachers who are motivated by this profession and who believe in planning with each child's uniqueness in mind.



Westpark is associated with Raising the Bar in Peel. Raising the Bar is a voluntary accreditation program in Peel that promotes healthy early learning and builds on the strengths of the early learning and care community. They offer professional development through collaboration and mentorship programs. We are committed to the ongoing professional development of all our staff members. Each member of our staff is required to attend a minimum of eight hours of professional development workshops or courses per year.

A significant part of this ongoing learning involves constantly reflecting upon and evaluating our current practices. As educators, we are constantly looking for evidence of success in our classrooms to ensure that our practices and educational approaches are being successful in achieving our goals. Connecting back to the aforementioned four foundations of learning, there are indicators that let us know if we are succeeding at meeting our goals. For the **belonging** aspect for example, we look to see if children are demonstrating a sense of feeling safe and included, if they participate freely in social interactions, and whether or not they have a smooth transition between home and the Centre. For the **well-being** component, we observe whether or not children are physically active, able to make healthy choices and if they are able to identify, monitor and manage stress levels. For **engagement**, we monitor participation and whether or not students are actively engaging in classroom activities. Finally, for the **expression** component, we look for increasing capacity in language development, engagement in reciprocal communication and the ability to use language for a variety of purposes. These are just a few ways that we look for evidence of success in our classrooms. It is an ongoing process and helps ensure that we are implementing the right pedagogical strategies and that we are on track with our goals. We are able to monitor these aspects through daily documentation and observation.

## Prohibited Practices

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At Westpark Daycare we do not permit:

- a) Corporal punishment of the child;
- b) Physical restraint of a child, such as confining the child to a high chair, car seat, stroller or other device for the purpose 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 childcare centre or home childcare 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.

The Supervisor or designate will periodically monitor all educators to ensure that prohibited practices are respected. Monitoring will take place in the form of a checklist; if any educator is found to be committing a prohibited practice, the educator will be immediately removed from their duties, the incident will be reviewed and at the discretion of the Supervisor, a decision will be made about the educator's position with the Centre.

## Documenting

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All staff at Westpark make daily observations of the children in their care in the form of checklists, anecdotal notes and photos. With these observations about behaviour, skills, work habits, and personal interests, they are able to create plans tailored to each child. While we encourage our staff to send photos of your children daily, our main priority is to supervise and care for the children. The Supervisor, Manager, and Education Coordinator review all program plans weekly. The Supervisor or Designate observes each classroom daily to ensure that engaging conversation between the educators and the children are being made. Checklists are completed weekly to ensure that all policies and procedures that are outlined in the Centre's policy binder are being met.

All new staff, students, and volunteers must review the program statement and policies and procedure binder before they are able to enter a classroom. All current staff and volunteers are required to read and sign off on any modifications that are made throughout the year and must review both the program statement and the policy and procedures binder annually. Staff is monitored regularly, and an evaluation of each member is completed quarterly and a performance appraisal is completed yearly.

At Westpark we pride ourselves on quality childcare that is current and in compliance with Ministry guidelines. We are constantly evaluating our practices to ensure we are on track with our goals and policy requirements. We also conduct monitoring checklists to assist our educators in ensuring that the four foundations of learning are being focused on. This focus is essential in reaching each child's potential.