



West Oakville
PRESCHOOL CENTRE Inc.

Parent Handbook

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Welcome to West Oakville Preschool Center

West Oakville Preschool Center (WOPC) is a not-for-profit center that offers **full-time** and **part-time** programs for infants, toddlers, and preschool children. We provide high quality licensed childcare services by passionate educators.

The Canada-Wide Early Learning and Child Care (CWELCC) system will support quality, accessibility, affordability and inclusivity in early learning licensed child care serving eligible children.

As of October 20, 2022, West Oakville Preschool Centre Inc. is officially enrolled in the Canada-Wide Early Learning and Child Care. (CWELCC) System.

We would like to kindly request your attention to the handbook we've provided and the completion of the associated documents. Your thorough review and completion of these materials are essential for ensuring our collective understanding and compliance with company policies.

Should you have any queries or require assistance during this process, please do not hesitate to reach out. Our team is readily available to provide guidance and support as needed.

Welcome to our WOPC! We're thrilled to have you on board.

Our Story

West Oakville Preschool Centre Inc. (WOPC) is a non-profit preschool that offers your child the social advantage of meeting other children in a stimulating learning environment operating since 1989. We currently offer daycare programs for children ages 3months-4.5 years.

West Oakville Preschool Centre is governed by a volunteer Board of Directors, which consists of community members and parents of enrolled children. The day-to-day operations are managed by the Centre Executive Director & Supervisor and Assistant Supervisor. The Centre is staffed by Registered Early Childhood Educators and Early Childhood Assistants.

This handbook provides an outline of how our Centre runs and our most important policies. The Policies and Procedures Manual in the office deals in detail with specific issues and is updated as needed by the affairs of the Centre.

Program Statement

West Oakville Preschool Centre Inc. follows a play-based learning program model that reflects the Early Learning Framework (ELF) and How Does Learning Happen? (HDLH), Ontario's Pedagogy for the Early Years(2014), and the Minister of Education's Policy Statement on programming and pedagogy made under the Child Care and Early Years Act, 2014. Learning and development happen within the context of relationships among children and their families;

educators and their environment; and when there is shared understanding that all children, educators, and families are competent, capable, curious, and rich in potential.

CURRICULUM GOALS AND APPROACHES:

1.Promote the Health, Safety, Nutrition, and Well-Being of the Children

In order for children to be successful, their basic physiological needs must be met. Practices that maintain safe, clean environments help to ensure the basic provision of care exists. Good nutrition, time spent outdoors, and a balance between active play, quiet play, and rest all promote physical, emotional, and social well-being which support children’s learning, and help them to establish healthy habits that last into adulthood.

- a. Educators conduct daily health checks on all children. Children’s allergies, food preferences, and medical conditions/requirements are posted. Supervision of children will respect their developmental stages and ages (close proximity, scanning of the environment...). Attendance will be taken with times recorded upon children’s arrival and departure from a program.
- b. Menus will be developed that are diverse in culture and incorporate “Eating Well with Canada’s Food Guide”. Menus will be posted for the current and following week. Meals will have 4 food categories and snacks a minimum of two categories.
- c. Educators will follow and post instructions from parents regarding dietary requirements and preferences. Feeding children under one year of age, will be in accordance with written instructions from a parent/guardian. Drinking water will always be readily available for all children. Educators will follow parent’s instructions for sleep/rest. Transitions throughout the day should be seamless with minimal disruptions to the program. Lining up should be discouraged.
- d. Staff interactions will be monitored on an ongoing basis to ensure all areas of the program are consistent with our program statement and our beliefs about adult-child interactions.

2.Support Positive and Responsive Interactions Among the Children, Parents, Child Care Providers, and Staff

Emotional well-being is nurtured in an environment where educators interact in warm, responsive, and meaningful ways, and communicate in a manner that ensures children, families, and colleagues feel understood, valued, and respected. When positive interactions and responsive communication exist, authentic relationships are built, and a sense of belonging, trust and comfort are fostered.

- a. We consistently greet children and families by name and seek to build relationships that prioritize the best interests of each child.
- b. We supportively respond to the ideas, concerns, and needs of children, families, and colleagues.
- c. We establish inclusive environments, and interact with children in culturally, linguistically, and developmentally sensitive ways.

3.Encourage the children to interact and communicate in a positive way and support their ability to self- regulate.

WOPC is committed to supporting each child's developing capacity for self regulation and positive interactions, in a safe and nurturing environment. By focusing on our ability to live effectively with others and value both one's own rights and attributes, and the rights and attributes of others, we support the developing understanding of our classroom as a community, our responsibilities to one another, and the value of collaboration.

- a. We help children to develop positive connections with peers by supporting their efforts to join and sustain play, by focusing attention on positive interactions with others, and by encouraging children to value one another's individuality.
- b. We support children in their efforts to respond to challenges and conflicts by encouraging each individual to take an active role in problem solving and identifying alternative solutions.
- c. We respond sensitively to emotions and encourage children to identify and label feelings. Educators recognize that feelings of distress, fear and discomfort may take time to resolve, and they allow children the time and support required to recover from difficult feelings. Educators provide quiet space for self-reflection and are aware of the environment to support the children's individual needs (noise levels, lighting).
- d. We encourage children to identify what sorts of activities and experiences help them to remain calm and focused, and what type of activities they need to limit to maintain self-regulation.
- e. We routinely provide small group experiences and transitions that minimize distractions and allow time and space for high quality interactions.
- f. Our educators receive on-going mentoring and regular monitoring to support their ability to develop and implement positive child guidance strategies

4. Foster the children's exploration, play and inquiry by offering a variety of materials and play experiences.

Children are most likely to become fully engaged in play that develops from their natural curiosity and allows them to actively explore their world. Genuine involvement and engagement are fostered when educators value children's imaginations, ideas, and interests, and follow the children's lead in their adventures. When children are engaged, they develop important skills for lifelong learning, including the ability to plan, problem solve, and develop theories about the world around them.

- a. We actively observe play and interactions to identify what the children are interested in, and what they know and understand about their world, and plan experiences and resources to build upon these.
- b. Our educators join in children's play, while being careful not to direct the course of activity; they are purposefully curious about new experiences, and participate as a co-investigator, co-learner, and co-planner by asking open-ended questions.
- c. We offer the opportunity for children to meet challenges and take appropriate risks that extend the boundaries of their learning.

5. Provide for Child-Initiated and Adult-Supported Experiences.

WOPC educators identify that in order to create an effective learning environment, there must be a balance between following the children's leads and interests, and planning and

implementing experiences that will support children’s skill development and a growing understanding of their world.

- a. We design classroom environments and schedules that respond to the children’s curiosities and needs and allow children the choice to participate based on their own interests and pursuits.
- b. We plan and provide for activities and experiences which are intended to deepen understanding, develop skills and foster an increasing awareness of key concepts, including literacy and numeracy development.
- c. We invite and encourage children and families to actively participate in classroom planning.

6. Plan for, and Create, Positive Learning Environments and Experiences in Which Each Child’s Learning and Development Will Be Supported.

By identifying the role of “The Environment as the Third Teacher”, WOPC programs focus attention on creating settings that offer opportunities for active, creative, and meaningful exploration, and that reflect a sense of place and belonging for the children, families, and staff.

- a. Rooms exist for active and quiet play, for building friendships and spending time alone.
- b. Spaces are designed to create a “home-like” feel, and include soft furnishings, natural lighting, family photos and “real-life” play materials.
- c. Classrooms provide many opportunities for children to discover, imagine and create; materials are selected for their ability to spark curiosity, invite investigation and provide challenges to extend learning. Classroom toys and equipment, along with loose parts, are open ended to encourage self-directed use and foster complex play.
- d. Plants, pets, and natural elements are incorporated for their ability to engage senses, inspire inquiry and discovery, and connect us to the natural world.
- e. Classroom displays focus on the documentation of children’s experiences, expressions, and accomplishments.
- f. Daily routines, such as mealtimes, washroom, and dressing outdoors, are viewed as opportunities for learning and building relationships. Children are provided the time and support needed to accomplish tasks independently and are invited to participate in completion of regular classroom chores.

7. Incorporate Indoor and Outdoor Play (as Well as Active Play, Rest, and Quiet Time) Into the Day, and Give Consideration to the Individual Needs of the Children Receiving Care.

Children’s requirements for active play, quiet time, and rest will vary throughout the day, and from child to child. WOPC educators create flexible and unhurried schedules that provide a level of predictable routine, while responding to individual needs.

- a. When possible, our classes are separated into small groups to reduce waiting time through transitions and accommodate individual interests by encouraging children to choose their level and area of participation.

- b. We minimize transitions to allow for large blocks of time for uninterrupted play ♣ We are responsive to individual needs for sleep and rest. Rest time provides opportunity for sleep, relaxation, and quiet play.
- c. We understand the importance of outdoor time, not only as an opportunity for active play, but also as an opportunity to explore, create, and investigate. Educators focus on enhancing outdoor areas through the incorporation of natural elements, loose parts, and open-ended materials, and provide resources for creative art experiences, role play, and scientific exploration.
- d. We look for opportunities to explore nature “outside of the fence”, by accessing local community green spaces (such as fields, ponds, and forests) and by engaging in field trips to outdoor locations (such as conservation areas, parks, and local farms) when possible.
- e. Children are offered a quiet, relaxing environment that encourages the children to rest/sleep. Educators will follow parent’s instructions for sleep/rest.

8.Foster the Engagement of, and Ongoing Communication With, Parents

Regarding the Program and Their Children

Ongoing, respectful communication between parents and staff is essential, and acts as the cornerstone of partnership. Communication deepens our understanding of one another’s expectations and attitudes and allows us to build on the strength of collective knowledge by respecting the importance of family ties and traditions. We believe that we must work in partnership with families to strengthen the bond between home and school to promote the overall success of each child’s experience.

- a. We identify that families know their children best, and are their own child’s first and most influential teachers
- b. We recognize that our children grow up in families with diverse experiences and cultural perspectives, and understand that all families have their own individual strengths and potential
- c. We communicate and share ideas and information in many ways, including daily interactions; scheduled interviews; program documentation; Centre newsletters and bulletins; parent satisfaction surveys.
- d. We invite parents to be involved in ways that reflect their interests and talents, to a degree that suits their personal level of comfort. Opportunities for participation can include classroom visits; Centre functions and cultural celebrations; volunteering on field trips and outings; sharing interests, skills, and hobbies; parent meetings.

9.Involve Local Community Partners and Allow Those Partners to Support the Children, Their Families, and Staff

WOPC programs identify the importance of supporting children and families in the context with their environments, and encourage a sense of belonging and connectedness with their local communities

WOPC programs work closely with our local school communities to establish positive, collaborative relationships. Partnerships with the school community can include sharing of

resources; ongoing communication through daily interactions, meetings, and conferences; combined professional learning opportunities for educators.

Our programs actively plan for and encourage opportunities for community engagement through experiences such as: classroom visits from community helpers; fundraising efforts to support individuals in need, whether they be in our immediate, national, or global community.

When children require extra support, we work with community partners to access resources and strategies that help remove barriers preventing children from active participation in our programs. Community agencies that we partner with include, but are not limited to: Halton Region Inclusion Services, The ErinoakKids Centre for Treatment and Development, and The Halton Resource Connection.

10.Support Staff or Others Who Interact With the Children at a Child Care Centre in Relation to Continuous Professional Learning

WOPC educators are knowledgeable, caring, reflective, and resourceful professionals who work together to continually develop their understanding of the children and families they work with.

- a. We offer regular training sessions, workshop opportunities, international learning excursions and an annual agency conference.
- b. Our educators participate in regular team meetings, staff meetings, regional networking sessions, and special-interest committees.
- c. We engage in proven leadership practices which: identify and articulate a vision that ensures shared understandings and goals; promote effective communication; monitor and assess practice ;practice distributive leadership.
- d. We promote the daily practice of reflection and collaboration by encouraging our staff to make a commitment to ongoing contemplation, dialogue, exploration, and experimentation within their classrooms

11.Pedagogical Documentation as a Guide for Program Development

Documentation is a powerful reflective tool for educators to understand the children more deeply, and to help them make decisions for next steps in their curriculum. By capturing and displaying our children's discoveries and forms of expression, teachers demonstrate that each child is listened to, and that their work is important. Documentation helps make learning visible, and provokes meaningful dialogue between parents, educators, and children.

- a. Educators continually observe children at play to learn how each child makes meaning through his or her experience of the world around them. Our educators consider the significance of their observations, and plan activities and environments to enhance learning and interests
- b. We work together to create, display, reflect on and revisit documentation.

- c. Educators use observations and collect documentation to examine their own questions about teaching and learning, and to monitor and assess on-going curriculum implementation.
- d. We use a variety of formats to support the process of pedagogical documentation, which can include: child portfolios; learning stories; documentation panels; photos and observational notes; work samples and artifacts

Program Review & Evaluation

WOPC programs ensure they meet the Child Care & Early Years Act, 2014 regulations to provide high quality early learning and child care services to families.

In order to evaluate the impact of strategies outlined in WOPC Statement on children and families within our Centre, Executive Supervisor and educators will engage in ongoing assessment and reflection of their programs.

Regular review will include but is not limited to: parent feedback received through annual surveys etc.; opportunities for parents and educators to meet to review child and classroom portfolios; regular meetings between supervisors and educators, in conjunction with monitoring reviews, to revisit classroom portfolios and pedagogical documentation.

WOPC implements a Parent and Child Survey annually to gather information and feedback on the services we provide.

The program statement will be reviewed and signed off by all staff and students prior to commencing employment/unpaid placement with WOPC and annually thereafter, and at any time, when a change is made. The review will be documented on the Annual Sign-Off Form.

Copies of the WOPC Program Statement are provided to all families at time of admission and when any significant changes are made. This document is also available on the West Oakville Preschool Centre Inc. website westoakvillepreschool.com for families and members of the public.

Prohibited Practices

As per the Child Care and Early Years Act, 2014 (section 48), with regards to any child receiving care at West Oakville Preschool Centre, the following practices are prohibited:

- a. Corporal punishment of a child.
- b. Physical restraint of the child, such as confining the child to a highchair, car seat, stroller, or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting 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 inflicting any bodily harm on children including making children eat or drink against their will.

No employee, or volunteer of the West Oakville Preschool Centre, or student who is on an educational placement with West Oakville Preschool Centre, shall engage in any of the prohibited practices set out in this policy, with respect to a child receiving childcare.

Contravention of any of the prohibited practices is considered as Serious Occurrence, and will be reported as such following the procedures outlined in the Serious Occurrence Policy (5.4.8) and employees to demonstrate contravention to the policy will be subject to progressive discipline, as outlined in the Progressive Discipline Policy (3.1.10)

Our Core Values

- Children First
- Inclusion
- Curiosity
- Safety
- Integrity
- Future-Ready

Who We Care For

Our center is licensed for 67 children. We cater to the following age groups:

Infants:	3 months to 18 months
Toddlers:	18 months to 2.5 years
Preschool:	2.5 to 4.5 years

Who We Are

Our diverse team consists of dedicated individuals from various backgrounds, experience, and education in the Early Learning and Care field. Each program has staff members who have

been thoughtfully selected to work together to provide a well-rounded infant, toddler, or preschool program.

Our team are Registered Early Childhood Educators (RECEs) and ECEs with at least one RECE working in each room. We are committed to providing our staff team with positive work experience and investing in their professional growth and development.

For kids with special needs, we work closely with specialized professionals.

Staff Qualifications

All our staff members:

- a. have a current valid Vulnerable Sector Check (as per Ministry of Education requirements)
- b. receive annual recertification in Standard First Aid and Infant/Child CPR – Level C
- c. have up to date immunizations
- d. review policies and procedures annually, and more frequently as needed
- e. are monitored, mentored, and evaluated annually for their job performance
- f. participate in professional development, and special events throughout the year

Administration

Our administration staff is lean, competent, and responsive. The day-to-day operation of WOPC is run by:

Executive Director, RECE executivedirector@westoakvillepreschool.com

Assistant Supervisor, RECE assistant@westoakvillepreschool.com

Updated bios can be found at westoakvillepreschool.com

Our Program

We subscribe to an **emergent learning** curriculum offering a wide variety of open-ended play materials in loosely defined areas. This allows children to freely use the materials to support their exploration, inquiry and play with bodies, minds, and senses.

Indoor and outdoor development of whole child promoting self-expression and development of the individual child including:

- Drama, Music and Movement, Visual Arts
- Physical Activity
- Language, Literacy
- Nature, Science and Technology
- Active outdoor play, Morning and Afternoon

- Rest Time

The children have physical outdoor play for an hour in the morning & afternoon for a minimum of 2 hours per day, weather permitting.

Inclusion Policy

We pride ourselves in creating a nurturing, safe, and caring environment for every child. Our center allows children to feel respected, valued and grow and develop to their potential. We provide activities that promote their social, emotional, physical and cognitive growth, as well promoting their overall development.

Accessibility Provisions

We welcome all children to our program. We accommodate children with more **physical** needs, for example wheelchairs, with ramps, spacing in classrooms, and elevators. As part of their RECE certification, our staff are trained to make WOPC an environment for learning for children.

For children who are **neurodiverse**, we have on-site staff who are trained to offer the special help they need. Where more help is needed, we reach out to Halton Region consultants who specialize in helping these children.

Our Curriculum

We subscribe to the **emergent learning** model. This means early childhood educators take the lead of the child and follow their interests to allow for thoughtful customized growth of the individual child. We follow a loose framework with flexibility so children can discover more and dig deeper.

Our curriculum focuses on the development of:

- Social: Interacting with peers, cooperating
- Emotional: Recognizing and expressing emotions
- Communications, Language & Literacy: Increased vocabulary, enjoyment of literacy
- Cognitive: Problem solving, memory, observation
- Physical: Gross motor skill development, fine motor skills development

Infant Program (Cubs) 3 to 18 months

Our infant program simulates the comforts of home. From morning cuddles to afternoon playtime, your babies will experience a nurturing environment while gaining social skills and learning through play.

In the Infant Room:

- An adult to child ratio of 1:3 with a maximum group size of 9
- The needs (eating, sleeping, activity) of each child & family are met, with flexibility

- Smooth transition into care supported through dialogue and a written support plan
- We genuinely wish to “know” each child and family, so we are better able to foster a sense of Wellbeing, Belonging, Expression and Engagement
- Continuity of care is supported by a providing a calm, predictable, consistent environment with educators who are consistent, nurturing and communicate with loving and playful intonation.
- Children are engaged in many planned and spontaneous learning experiences, based on their interests and development, through play and exploration.
- Educators are knowledgeable, observant, reflective, and responsive.
- Public Health, Ministry of Education and Halton Region policies, regulations and recommendations are always followed regarding children’s health and safety.
- Parents, as partners, are engaged daily in discussion about their child’s activity & development.
- Children engage in art, sensory, science, nature, music & movement, language & literacy, math & manipulatives, dramatic play, construction, cognitive, fine motor, and gross motor learning experiences.
- Children spend up to 2 hours per day engaging in outdoor active play (weather permitting)

Toddler Program (Teddy/ Koalas) 18 months to 2.5 years

Our toddler program encourages a more structured group environment including plenty of learning experiences through large group activities and exploration of various creative media. Your child will learn how to navigate their surroundings and create lasting relationships with their peers.

In the Toddler Room:

- An adult to child ratio of 1:5 is always met, with a maximum group size of 10 (Jr. Toddler) or 15 (Sr. Toddlers)
- A more structured routine is introduced, with some flexibility to individual needs
- Smooth transitions into care are supported through dialogue and a written support plan.
- We genuinely wish to “know” each child and family, so we are better able to foster a sense of Wellbeing, Belonging, Expression and Engagement
- Continuity of care is supported by a providing a calm, predictable, consistent environment with educators who are consistent, nurturing and communicate with loving and playful intonation.
- Children are engaged in many planned and spontaneous learning experiences, based on their interests and development, through play and exploration.
- Educators are knowledgeable, observant, reflective, and responsive.
- Public Health, Ministry of Education and Halton Region policies, regulations and recommendations are always followed regarding children’s health and safety.
- Parents, as partners, are engaged daily in discussion about their child’s activity & development.

- Children engage in art, sensory, science, nature, music & movement, language & literacy, math & manipulatives, dramatic play, construction, cognitive, fine motor, and gross motor learning experiences.
- Children spend up to 2 hours per day engaging in outdoor active play (weather permitting)

Preschool Program (Pandas/ Bears) 2.5 years to 4.5 years

Our preschool program focuses on the ability of your child to gain knowledge through various aspects of the curriculum. The teachers will follow the children's lead to ensure their enjoyment of the program and to foster their love of learning and discovery. Your child will learn the social and cognitive skills that will prepare them for kindergarten.

In the Preschool Room

An adult to child ratio of 1:8 is always met, with a maximum group size of 16

- A more structured routine is introduced, with some flexibility to individual needs
- Smooth transitions into care supported through dialogue and a written support plan
- We genuinely wish to "know" each child and family, so we are better able to foster a sense of Wellbeing, Belonging, Expression and Engagement
- Continuity of care is supported by providing a balance of calm predictability and enthusiastic, consistent environment with educators who are consistent, nurturing and communicate with loving and playful intonation.
- Children are engaged in many planned and spontaneous learning experiences, based on their interests and development, through play and exploration.
- Children experience more autonomy and independence.
- Educators are knowledgeable, observant, reflective, and responsive.
- Public Health, Ministry of Education and Halton Region policies, regulations and recommendations are always followed regarding children's health and safety.
- Parents, as partners, are engaged daily in discussion about their child's activity & development.
- Children engage in art, sensory, science, nature, music & movement, language & literacy, math & manipulatives, dramatic play, construction, cognitive, fine motor, and gross motor learning experiences.
- Children are introduced to more complex concepts and skill development, which will help prepare them for kindergarten.
- Children spend up to 2 hours per day engaging in outdoor active play (weather permitting)

A Day at WOPC

Drop-Off 7:00 am and 9:30 a.m.

Parents must present their child to the teacher to ensure proper notification of the child's arrival.

Upon arrival, please inform your child's teacher of any changes in routine or behavior which may affect your child's participation in the program.

Please notify the Centre by 9:30 am if your child is to be **absent**.

Late Arrivals

Please **call by 9:30 a.m.** to advise us when a late arrival is necessary or to let us know if your child will be absent from the program for any reason.

Meals/Snacks

Meals are planned and prepared by Wholesome Kids Catering Company, specializing in child nutrition. The menus are posted on the notice board. All meals are nutritionally balanced in accordance with the Child Care Early Years Act, Ministry of Health and Canada Food Guide.

West Oakville Preschool Centre is a "NUT-FREE" Centre.

Please do not bring any foods containing nuts into the Centre.

If there are any foods your child cannot tolerate, please inform the Centre Supervisor/ Assistant Supervisor so it can be added to our allergy list.

Please do not send candy, chewing gum, food, or money to the Centre with your child. Exceptions such as store-bought, clearly labeled birthday treats can be arranged with your child's teacher.

Meal and Snack Times

Breakfast/mid-morning snack	8:00 am to 9:00 am
Lunch is served between	11:15 am to 12:00 pm
Mid-afternoon snack between	2:45 am to 3:30 pm

Outdoor Play

Except in most inclement weather, we take every child **outdoors for a minimum of two hours every day** during which the child is in our care.

When we receive a Halton Heat Alert, Cold Alert, or Air Quality Alert, it's important that all activities are moved indoors. This is to ensure the children's safety and well-being during potentially challenging weather or air quality conditions.

Please make sure your child is dressed appropriately for the day's weather conditions.

Rest/Sleep time

There is rest/Sleep time for up to two hours every day for children. When enrolling your child you will be asked about your child's sleeping routine. Activities are available for children who are unable to sleep.

Each infant is assigned their own individual crib. Every infant under 12 months of age is placed for sleep in a manner consistent with the recommendations set out in the document entitled "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada" published by the Public Health Agency of Canada, as amended from time to time, unless the child's physician recommends otherwise in writing.

Infants under 12 months of age will be placed on their backs to sleep.

Infant Safe Sleep Room/Area Checks

- Physical checks are performed every 15 minutes and ARE documented on the Sleep Check Chart.
- A physical check includes moving to the crib and visually seeing the rise and fall of an infant's chest to indicate breathing.
- A body temperature check includes a hand lightly placed on or just above an infant's forehead to determine the possible presence of a fever.

Toddler and Preschool Sleep Supervision

Toddler and preschool programs are required to offer a rest, sleep or quiet time that does not exceed two hours. Young children benefit from periods of quiet relaxation to balance their active play. Each child is assigned their own individual cot. The need for rest and sleep varies at different ages and even among children of the same age. The need for actual sleep and the need to simply rest will equally be respected.

Educators will communicate with families about any noted significant changes in the child's sleeping patterns or behaviours during sleep through Lillio and/or through daily contact with the families.

Safe Sleep Room/Area Checks

- Physical checks of the sleep room are performed every 30 minutes and are documented on a sleep chart posted within the room.
- A physical check includes moving around the sleep room to each individual cot and visually seeing the rise and fall of children's chest to indicate breathing. It also includes noting any significant changes in the child's regular sleeping patterns or behaviours.

Birthdays

For birthdays or special holidays, you want to share with the class, we ask that if you wish to

bring in a special treat for your child/ classroom that you speak with your child's teacher first. West Oakville Preschool is a **NUT-FREE** facility, and it is important any outside food coming in follows our nut-free policy.

Pick-Up

Children should be picked up no later than 6:00 p.m. It is helpful if parents arrive a few minutes before, to allow time to gather belongings, put on outdoor clothing, etc.

Children are picked up by their parents, unless the parent authorizes the staff to release the child to another adult. A written and signed note from the legal custodial parent is required. Photo identification must be provided prior to the release of the child. If a note or phone call has not been received, then the child will not be released until verbal contact has been made with the parent.

A person must be a minimum of 18 years old in order to pick up a child.

What To Bring to Daycare

Your child will need the following items at the Centre:

- A complete change of clothes labelled with your child's name.
- A blanket for sleep-time. The blanket should be labeled with your child's name and taken home on Friday to be washed and brought back on Monday morning.
- Soft soled shoes for indoor wear.
- Water-bottle.

Clothing:

Your child should be dressed in clothes which are comfortable and easy for them to handle.

To make it easiest and safest for your child:

- All removable clothing items must be clearly marked with your child's name
- Keep **one complete change of clothing** at the Centre at all times. This includes slippers and boots, sweaters, jackets, snowsuits, mittens, hats and caps. Diapers, pull-ups, wipes, and spare underwear must be provided as needed.
- Children must wear shoes or slippers at all times (even during rest time) for health and safety reasons.
- Parents are to ensure that children are dressed appropriately for the weather or season. In winter, extra pants, socks, mittens, etc. can be kept at the Centre. In warm weather, the children should be supplied with sunhats and sunscreen. It is a lot to keep track of and labelling all items helps us do a better job of ensuring your child's items are not lost.

Sunscreen

When enrolling your child, parents will be:

- informed of the sun safety policy.
- asked to provide a suitable hat for their child's use.
- encouraged to provide UV-protective clothing for their children to wear while outside. This includes loose-fitting, long-sleeved shirts and long pants
- asked to provide broad-spectrum and water-resistant sunscreen with an SPF 30 or more and label it.
- required to give permission for staff to administer sunscreen.

Special Events

Field Trips

The Centre may take the children on outings to local parks, fire stations, libraries etc. For field trips, a signed permission form is required to attend. If a child is unable to attend the planned outing, we require parents to make alternate arrangements.

For field trips, we invite parents to volunteer. We will collect fees to cover the cost.

Special Events

The Centre organizes a variety of special events throughout the year. These either provide specific services or social occasions designed to allow families the opportunity to interact together.

Fundraising Events

We hold fundraising events throughout the year to meet a specific need in the Centre. These can include the costs of our extra programming features or the purchase of general toys/program supplies for the children, or simply to support community causes.

Your help and support of these events is greatly encouraged and appreciated.

Upcoming events are shared via <https://www.lillio.com/>.

Communication

We encourage ongoing communication between the Center and parents to provide the best environment and experience for the children at WOPC.

We invite parents to participate in programs and events, volunteer on planned trips and outings and share personal stories such as cultural heritage, hobbies, and career with the staff and children.

We encourage parents to be involved with the Centre. This can happen in a number of ways including volunteering in the Centre or on trips, participating in fundraising or on Agency Committees.

Staff members provide ongoing support to the parents and welcome “quick chats” throughout the day regarding the program, the children and their own personal experiences. If staff members are unavailable, parents are welcome to call or set up an appointment to speak with them.

Parents with questions, concerns, inquiries regarding their child(ren) in the program should request an appointment with the staff of their child’s room.

WOPC encourages regular communication with parents and guardians. We use the HiMama platform to communicate with parents. You can contact us via:

Email: supervisor@westoakvillepreschool.com

Phone: 905-845-0524

Instagram: @westoakvillepreschoolcentre

Facebook: @West Oakville Preschool Centre

Website: <https://www.westoakvillepreschool.com/>

Photographs and Social Media

Individual photographs of each child, plus photographs of the child’s group and teachers, are taken in early October to be available before Christmas. We employ the services of a professional photographer. Participation is voluntary.

Social occasions are hosted to celebrate special holidays/events such as Mother’s Day, Christmas, and Year End. Parents are strongly encouraged to take advantage of the opportunity to be with their child during these events and to meet the other families in our community.

We use social media, Instagram, and Facebook.

We post photos to Instagram, Facebook, and HiMama. On the registration form, there is an option to opt-in to have your child’s photo on social media. Parents may also choose to allow body, but no faces.

How to Behave At DayCare

Behaviour Guidance:

Everyone is required to observe the Behaviour Guidance Policy. In order to ensure that the environment at the Centre promotes respect, non-violence and is conducive to conflict resolution practices.

We set clear limits and developmentally appropriate expectations that give the children the security of knowing that they are in a safe and predictable environment.

The use of physical, verbal, emotional, or psychological punishment is not permitted.

Code of Conduct

The following expectations are intended as a guide to maintaining the atmosphere at our Centre as a happy, comfortable and safe place to be.

Adults and children at all times shall:

- a. Be courteous to others.
- b. Use acceptable language.
- c. Conduct themselves in a manner which allows each child and staff member to feel safe from verbal, physical abuse, and harassment.
- d. Resolve conflict in a peaceful manner.
- e. Respect the building and equipment, as well as the personal property of all staff and others.
- f. Show respect for all individuals through their behavior and words.

Staff and parents are to be treated with respect at all times. If conflicts do arise, an ensuing discussion needs to take place in private, away from both children and adults. This ensures confidentiality and is not disruptive to the program.

Any questions, concerns or grievances should be addressed to the Supervisor. Any matter that cannot be resolved at this level will be directed to the Executive Director or designated supervisor. At absolutely no time should there be confrontation in front of any children.

Failure to adhere to our Code of Conduct may result in termination of enrolment.

Parent Issues and Concerns Policy and Procedures

1. Parents/guardians reporting issues and concerns:

- a. Regarding classroom or program (e.g., daily schedules, sleep arrangements, toilet training, program activities, feeding arrangements, child conflicts, etc.), contact classroom educators directly or assistant supervisor and/or supervisor/Executive Director, if classroom educators are not able to successfully address concerns.
- b. Regarding general operations of the Centre (e.g., childcare fees, staffing, waiting lists, menus, etc.), contact the assistant supervisor/Executive Director directly if the assistant supervisor/Executive Director has not been able to successfully address concerns.
- c. Regarding employee or assistant supervisor conduct, contact the individual involved or the assistant supervisor/Executive Director if the resolution is not found.

- d. Regarding the conduct of students/volunteers, contact the educator directly involved in supervising the individual or the assistant supervisor.
- e. All issues or concerns about the conduct of employees/students/volunteers that puts a child's health, safety, and well-being at risk must be reported to the Executive Director immediately. In the case of concern for a child's welfare, CAS must also be contacted.

2. Employees responding to issues and concerns

- a. Address the issue or concern at the time it is raised or arrange a meeting with the parent(s)/ guardian(s) within five business days.
- b. Document concerns in detail including the date and time the concern was reported; the name of the person who received and/or reported the concern; and details of the concern and any steps taken to resolve the issue and/or information provided to the parent/guardian regarding the next steps.
- c. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue is initiated by the appropriate person within two business days or as soon as reasonably possible thereafter. (Document reasons for delays in writing).
- d. Provide a resolution or outcome to the parent/guardian who raised the concern either verbally or in writing if requested. Written responses may be provided either in letter format or through electronic communication. Written communication with respect to concerns should include all parties involved in the resolution process where appropriate unless there is a risk of breach of confidentiality.

Escalation of Issues or Concerns

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate in writing to the Board of Directors: directors@westoakvillepreschool.com.

Issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act., 2014 and Ontario Regulation 137/15 must be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch, Licensing Child Care Help Desk: childcare_ontario@ontario.ca 1-877-510-5333. 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.

Attendance, Vacations and Sick Days

Parents/Guardians must call the Centre as soon as possible to advise if their child will be absent from the program due to illness. If a child does not arrive at the Centre and there is no message indicating they will be absent, staff will call the parent/guardian to follow up.

Parents/Guardians should inform the Centre Executive Director of any plans for vacation with as much notice as possible. Full-fee families may take as many vacation days as they choose, however, fees must be paid for all days the child is absent or present to hold their space.

Health & Safety

Health/ Medical Form

On or before the first day of enrolment, a signed and fully documented medical form and emergency consent form **must** be presented.

It is the parents' responsibility to provide the Centre with current and updated medical information.

The Centre must be informed of any changes in contact location, telephone numbers for parents, guardians, or alternative person in event of emergency situation.

Health/ Illness

Parents will be contacted if the child becomes ill while at the Centre. Depending on the nature and severity of the illness, the child may be isolated, and the parent may be required to have their child immediately picked-up.

The Supervisor will consider any of the following symptoms to indicate an illness requiring isolation and immediate parent notification: vomiting, diarrhea, fever, pinkeye/discharge from the eye, skin rash, difficulty breathing and severe cold symptoms, pain, or other symptoms at the discretion of the Supervisor.

Children with infectious diseases will require medical clearance (a doctor's note) prior to re-entering the Centre.

If a child develops an illness or a condition that is contagious, the Centre will inform other parents while maintaining confidentiality.

Rashes

If you suspect that your child may have an infectious disease such as measles, rubella or chicken pox, please have the condition diagnosed by a Doctor and notify us. If your child has a contagious illness or condition, your child is required to be absent from the centre for a prescribed period. It is very important that you have back-up child care arranged for your child. We are unable to care for ill children and cannot accommodate children who are not able to participate in the program if they are feeling unwell.

Fever

A child with a temperature of over 100.4 Fahrenheit (F) or 38° Celsius (C) taken by ear thermometer is considered to have a fever. You are required to make alternate childcare arrangements if your child is running a temperature.

The requirement for parents to make alternate childcare arrangements if your child has a fever aims to prevent the potential spread of illness to other children and staff, ensuring a healthier environment within the facility.

Administering Medication:

Only medication prescribed by a doctor will be administered to your child.

For the safety and clarity of administration, we require that all medications provided for your child be in their original containers, accurately labeled with the child's name, dosage, and any pertinent instructions.

WOPC staff cannot administer **non-prescription** medication such as Tylenol, Tempra or Advil without a doctor's note of instruction.

Parents may provide such medicine to the Centre as long as a doctor's signed note indicating the correct dosage is on file.

All medication must be left with staff and parents must complete a medication form. A designated staff will dispense medication to the children. Medication is kept in a locked container.

If your child requires medical administration due to an allergy (such as an epi-pen), the Center will require a doctor's note identifying the allergy and its symptoms, as well as clear directions on administration.

Nutrition

A nutritious and balanced lunch and two snacks (in accordance with the Canada Food Guide) are provided by the Centre.

West Oakville Preschool Centre boasts home-cooked meals prepared by Wholesome Kids Catering company. With many years of experience, Wholesome Kids has been planning and preparing delicious, diverse, and nutritious meals, based on Eat Well with Canada's Food Guide. Our 4-week rotating menus are reviewed and updated semi-annually. Menus are posted in the Centre and copies are available for families.

Snacks include a selection of food from 3 different food groups, and lunches include all 4 food groups. Children are served both milk and water with every meal, and fresh drinking water is provided all day long!

Children's dietary needs and allergies are taken into consideration. Children's dietary needs and allergies are posted in the playrooms and kitchen.

Weekly menus, including snacks and meals will be posted, parents to see.

We cater to vegetarian, lactose-free, Halal, vegan, meat-restriction diets.

Special Diet

We will accommodate children with special diet requirements due to medical conditions, allergies, or religion. There may be instances where you will be required to provide the food for your children. When this occurs, each item must be individually packaged with the child's name on each item. Specialized diet forms must be completed in order for us to provide these items to your child.

Allergens: Nut-Free

WOPC makes every effort to ensure the Centre is a NUT-FREE environment.

Parents are to inform the center if your child has any allergies on the medical form.

Safety

The staff shall make every attempt to ensure that the children are playing in a safe environment. No child shall be left without adequate supervision. All accidents will be documented by the staff closely involved, then reviewed and filed by the Supervisor, and parents will also be informed, either immediately or upon pick-up (depending on the severity of the accident).

Emergency Preparedness

Fire drills are held on a **monthly** basis and all staff are aware of the fire safety/ emergency plan and practice their escape routines. After each fire drill, the staff will conduct a discussion with the children, as well as document the results of each practice.

In the event of an emergency requiring evacuation of the building, staff will safely escort the children to the designated Emergency Evacuation site. Upon reaching the site, parents will be notified of the emergency and actions required to remedy the situation.

Serious Occurrence

In the case of an emergency that is considered of a serious nature. We follow the guidelines for Serious Occurrence set by the Ontario provincial government. A serious occurrence is defined through the [Child Care Early Years Act \(2014\)](#) as:

- a. Any death of a child/client which occurs while participating in a service.
- b. Any serious injury to a child/client which occurs while participating in a service. This includes:
 - a) Any injury caused by the service provider.
 - b) A serious accidental injury received while in attendance at the service provider setting, and/or in receiving service from the service provider.
 - c) An injury to a child/client which is non-accidental, including self-inflicted, or unexplained, and which requires treatment by a medical practitioner, including a nurse or dentist.
- c. Any alleged abuse or mistreatment of a child/client which occurs while participating in a service.
- d. Any situation where a child/ client is missing.
- e. Any disaster, such as a fire, on the premises where a service is provided requires children, staff and families to be evacuated from the premises for any period of time.
- f. A complaint made by or about a child/client that is considered by the service provider to be of a serious nature. This includes all allegations of abuse or mistreatment of a child/client against staff, volunteers, and temporary care providers.
- g. Any other complaint, including operational, physical or safety standards of the service that is considered by the service provider to be of a serious nature.

The appropriate investigations, documentation, and medical treatment (in the case of a medical emergency) will take place immediately.

A call will be placed to the serious occurrence reporting line with Children's Services within 24 hrs., and a report will be entered into the Ministry of Education's Serious Occurrence Reporting portal.

A Serious Occurrence Notification Form will be posted in the Centre, in an area accessible to parents, near licensing documentation and will remain posted for a period of no less than 10 business days. Notification Forms for a Serious Occurrence pertaining to allegations of abuse will only be posted after all the required investigations have been completed.

Admission and Discharge Policy

Families are accepted into the program on a first-come, first-served basis (priority is given to siblings). Families may be added to a **waitlist** due to limited availability in a program. A child's position on the waiting list will be available to their family upon request by contacting the center supervisor.

In order to maintain privacy and confidentiality, the position of the family on the waiting list will only be provided to the parent(s)/guardian(s) named in the registration.

When space becomes available, the Centre will contact families on waiting lists with directions to complete the process. A child is considered enrolled once all registration and financial forms have been submitted, confirmation from the supervisor is received, and a child care contract is signed.

Prior to a child's start date, families are encouraged to attend an orientation session. Orientation is an opportunity to ease the transition of the family into the program routine.

The following must be completed before the child can be admitted to the Centre:

- Application Form
- A registration fee of \$47.25 and 2-weeks payment in advance to secure a space for your child as the deposit.
- Medical Emergency Release
- Medical Form and up-to-date immunization record (Public Health)
- Parent Agreement sheet

Discharge policy: 2 week notice/ Exit form

Parents are to give the Supervisor a minimum of two weeks' written notice of withdrawal. Parents are to submit the Exit Form via Google Forms.

Please note that two months' written notice is also required in the case of requests for changes to your child's scheduled attendance. That is, if you wish to switch from full-time to part-time care or the reverse, this two-month notice period is required and will be accommodated if available.

Suspension and Withdrawal Procedures:

The Centre will make every effort to serve all children in the ongoing program and to ensure their safety and well-being. This is accomplished by observation of individual children and the entire group, gathering additional information from parents, teachers, and other appropriate professionals (with proper release of information approval from parents). The program is intended to meet the needs of both the individual child (and their family) and the group. As well, all reasonable efforts are made to accommodate and integration of children with special needs based on budgetary restraints and staff ratios.

There may, however, be unusual situations (e.g. where the child is putting himself/ herself or other children at risk) in which the regular program cannot meet the needs of a particular family. In this case, the Executive Director or designate has the right to decide if a child should be suspended or withdrawn. The decision to suspend or withdraw a child from the Centre will be made after serious consideration of what is in the best interest and safety of all the childcare children and staff. Before this decision is made, the following procedure will occur:

1. Documentation

At the onset of problems, concerns will be recorded by staff as many as possible. Included in these records parents will be precipitating incidents and follow-up by staff. Staff will work with the parents and child to develop a common strategy with the child.

2. Meetings

If problems persist, a meeting will be held including staff, parents, Executive Director and the child, when appropriate, in order to develop a management plan for the child. Subsequent meetings will be arranged to monitor the situation. Appropriate timelines will be set and decisions made at the meetings will be documented.

3. Outside Resources

If the situation warrants, with parental consent, the Supervisor will consult with external resources at Halton Region.

4. Suspension and Withdrawal Procedures

If the situation has not improved, the Executive Director or designate may decide to suspend or withdraw the child. The parents will be informed of this decision in writing and the reasons for suspension will be made clear to both the parents and the child, as well as Resource Consultants from Halton Region.

5. Notification of withdrawal

Board of Directors will be notified immediately.

If it is felt that the child requires different or more specialized placement, the Executive Director or designate, at this point, may decide that the child may be withdrawn. The parents will be informed of this decision in writing and assisted as much as possible in finding alternate childcare arrangements. Advisors from Halton Region may be contacted.

Other Grounds for Dismissal:

- a. Continued late payment or non-payment of fees by parent or guardian.
- b. Inappropriate, aggressive, or threatening behavior of the parent.
- c. Parent's failure to comply with WOPC policies as described throughout this Handbook after being warned.
- d. Parental behavior causes disruption, distress, or endangerment (boisterous actions or insensitivity to classroom conditions, verbal or physical abuse, intoxication, threats toward children or adults, and so on.)

Hours of Operation:

We operate 52 weeks of the year. Monday to Friday: 7:00a.m. to 6:00 p.m. and remains open on all P.A. days, March Break, Winter Break and Summer Vacation.

WOPC is closed on the following statutory holidays:

New Year's Day	Family Day	Good Friday
Victoria Day	Canada Day	Civic Holiday
Labour Day	Thanksgiving Day	Christmas Day
Boxing Day		

The Centre will close at 1 p.m. on Christmas Eve and New Year's Eve.

Inclement Weather

Closure prior to the opening of the Centre: the Centre is closed when the Halton Public Schools are closed. Once a decision has been made to close the Centre, staff and families will be notified of the closure by Lillio at 6:30am-7:00am or as soon as possible. The responsibility lies with the parents to check **Lillio** messages for updates.

Information about HDSB closures can be found at the following: Website:

www.haltonbus.ca

www.hdsb.ca

Base Fees

We collect fees via the **Lillio** platform. Fees are paid by e-transfer. For your convenience, we recommend the auto-transfer feature. Fees are collected one week in advance. **As of Dec31,2022**, our current base fees are as follows:

Registration fee: \$47.25

Infant (full time only)	\$33.08
Toddler (full time only)	\$29.77
Preschool (full time)	\$27.88
Preschool (part time 2-3 days)	\$29.30

***Note: As we have enrolled in CWELCC, fees will change with the federal/ provincial announcement of \$10/ day daycare**

Parents / guardians will receive an invoice on Monday bi-weekly via email indicating fees due for the following two weeks. Payments will be withdrawn on Wednesday bi-weekly.

No refund is provided for statutory holidays, absences due to holidays, illness or for any other reason (including closure related to inclement weather).

One receipt for childcare expenses is issued via email or provided in physical form in February for the previous calendar year.

(Non-base fee) Other Fees, Fines and Penalties

Late payment fee - A late payment fee of \$25.00 is charged if the bi-weekly fee payment is not received by 6:00 p.m. on the due date.

Late pick-up fine - The Centre closes at 6:00 p.m. and all children should be dressed and out of the building at 6:00pm. The charge is \$5.00 for the first minute, and \$1.00 for each subsequent minute per family. The late fine will be paid by cash to the closing shift staff. No receipt will be issued for late fees.

NSF fee – A \$30.00 fine for any bank returned marked “not sufficient funds (NSF)”. Non-payment of fees within two weeks of the due date may result in the discharge of your child. The services of the collection agency and Small Claim Court will be enlisted to ensure full settlement of outstanding accounts.

Volunteers and Students in the Program

Throughout the year you may see students doing field placements as well as volunteers who contribute their time and skills in the Centre. Field placements and volunteering give opportunities to volunteers and students to learn and apply basic principles and techniques for guiding and nurturing young children through experience. All volunteers and students are supervised by employee at all times and never permitted to be alone with any child. All volunteers and students are not counted in our staff/child ratios. All volunteers and students are thoroughly screened, including a clear vulnerable sector police check. All students and volunteers review and sign off that they have read and understand all policies of WOPC and are oriented into the program before beginning their placements.

Our Regulatory Bodies

We are inspected and licensed annually by the Ministry of Education in accordance with the Health and Fire Departments. As an approved integrated Centre, we work alongside the Region of Halton and Quality First to provide specialized services for children with special needs.

For the safety, growth, and happiness of your child, we follow:

- [Child Care and Early Years Act, 2014](#)
- Health and Safety Act
- Safe Drinking Water Act
- [How does learning happen: Ontario's pedagogy for the early years](#)
- WOPC Policies Government Resources

Here is some information on what to expect for your child:

Child Care Rules in Ontario <https://www.ontario.ca/page/child-care-rules-ontario>

Child Care Resources for Parents <http://www.edu.gov.on.ca/eng/parents/>

Ministry of Children, Community and Social Services: <https://www.ontario.ca/page/ministry-children-community-and-social-services>

Halton Region inbox: childcareservices@halton.ca

Issued Date	Rev	Comments
January, 2024	0	Original

Appendix A: Safe Arrival and Dismissal Policy and Procedures

Appendix B: Sleep Supervision Policy and Procedures