



West Oakville
PRESCHOOL CENTRE Inc.

Parent Handbook

St. Volodymyr Cultural Centre
1280 Dundas Street West, 2nd Floor
Oakville, ON, L6M 4H9

westoakvillepreschool.com

Phone: 905-845-0524

Email: executivedirector@westoakvillepreschool.com

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Welcome to West Oakville Preschool Centre

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

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

CWELCC supports quality, accessibility, affordability, and inclusivity in early learning licensed child care serving eligible children.

We would like to kindly request your attention to the handbook we've provided and the completion of the associated registration 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 WOPC! We're thrilled to have you on board.

Our Story

West Oakville Preschool Centre Inc. (WOPC) has been proudly serving the community since 1989. We are a non-profit preschool offering children the social benefits of group learning in a nurturing and engaging environment, with programs for children ages 12 months to 4.5 years.

Our Centre is guided by a volunteer Board of Directors, composed of community members and parents of enrolled children. Daily operations are managed by the Executive Director, Supervisor, and Assistant Supervisor, and our team consists of Registered Early Childhood Educators and Early Childhood Assistants.

This handbook provides an overview of our Centre's daily operations and core policies. The full Policies and Procedures Manual—which addresses specific issues in greater detail and is updated to reflect the Centre's evolving needs—is available in the office upon request.

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: Ontario's Pedagogy for the Early Years (HDLH, 2014)**, and the Ministry of Education's Policy Statement on programming and pedagogy made under the **Child Care and Early Years Act (CCEYA, 2014)**.

Learning and development occur within the context of relationships among: children, families, educators, and the environment. We are guided by the shared belief that every child, educator, and family member is competent, capable, curious, and rich in potential.

Our Core Values

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

Who We Care For

Our centre is licensed for a total of 72 children. We cater to the following age groups:

Infants: 12 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 field of early learning and care. Each program has staff members who have been thoughtfully selected to work together and provide a well-rounded infant, toddler, or preschool program.

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

Staff Qualifications

All WOPC staff must meet the following requirements:

- A. Hold a current and valid Vulnerable Sector Check, as required by the Ministry of Education.
- B. Maintain valid Standard First Aid and Infant/Child CPR – Level C certification, if they work directly with children and are counted in ratio.
- C. Keep up-to-date immunizations.
- D. Review of policies and procedures annually, with additional reviews as needed.
- E. Take part in annual performance monitoring, mentoring, and evaluation.
- F. Participate in professional development, and special events throughout the year.

Administration

The day-to-day operations of West Oakville Preschool Centre are overseen by a competent and responsive administrative team. Our leadership consists of:

Executive Director, RECE

Email: executivedirector@westoakvillepreschool.com

Supervisor, RECE

Email: super@westoakvillepreschool.com

Updated staff biographies can be found at:

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

Volunteers and Placement Students

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 placement students are supervised by employees at all times and **never** permitted to be alone with any child. All volunteers and placement students are **not** counted in our staff/child ratios. All volunteers and placement students are thoroughly screened, including a clear vulnerable sector police check. All volunteers and placement students 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 Program at a Glance

WOPC follows an emergent learning curriculum, offering a wide range of open-ended materials within flexible, loosely defined play areas. This approach empowers children to direct their own exploration, inquiry, and play—engaging their bodies, minds, and senses in meaningful ways. Our early childhood educators observe and follow each child's lead, building on their interests to support thoughtful, individualized growth. While we maintain a flexible framework, we intentionally leave room for discovery, allowing children to dig deeper and follow their curiosity.

Both indoors and outdoors, we nurture the whole child by fostering self-expression and supporting each child's individual development across all areas, including:

- Drama, Music & Movement, and Visual Arts
- Physical Activity
- Language and Literacy
- Nature, Science and Technology
- Active outdoor play (morning and afternoon)
- Rest Time

Our curriculum focuses on the holistic development of each child, with particular attention to:

- Social: Interacting with peers, cooperation, and building relationships
- Emotional: Recognizing, understanding, and expressing emotions
- Communication, Language & Literacy: Expanding vocabulary and fostering a love of literacy
- Cognitive: Problem-solving, memory, observation, and critical thinking
- Physical: Gross motor development (running, climbing, balancing) and fine motor skills (drawing, manipulating small objects)

What to Expect in Every Classroom:

- **Transition into care & Family Partnership:** Smooth entry into care is supported through ongoing dialogue and written support plans. Parents are engaged daily in discussion about their child's activity and development.
- **Individualized Care:** We genuinely strive to know each child and family, fostering a sense of Wellbeing, Belonging, Expression, and Engagement
- **Flexibility:** Each child's needs (eating, sleeping, activity) are met with flexibility
- **Continuity of Care:** A calm, predictable, consistent environment with nurturing educators who communicate with loving and playful intonation
- **Learning Experiences:** Children engage in planned and spontaneous learning experiences based on their interests and development through play and exploration
- **Educator Qualities:** Our educators are loving, knowledgeable, observant, reflective, and responsive.
- **Health & Safety:** Public Health, Ministry of Education, and Halton Region policies and recommendations are always followed
- **Learning Areas:** Art, sensory, science, nature, music & movement, language & literacy, math & manipulatives, dramatic play, construction, cognitive, fine motor, and gross motor experiences
- **Outdoor Play:** Minimum of two hours daily (one hour morning + one hour afternoon), weather permitting

Program 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. Maintaining safe, clean environments ensures foundational care, while proper nutrition, outdoor time, and a balanced schedule of active play, quiet play, and rest support physical, emotional, and social well-being. These practices not only enhance learning but also help children develop healthy habits that last into adulthood.

Our commitments:

- A. Educators conduct daily health checks upon drop-off for every child.
- B. Attendance is taken with arrival and departure times recorded for each child.
- C. Supervision is age-appropriate and developmentally responsive, with educators maintaining

close proximity and regularly scanning the environment.

- D. Transitions are smooth, age-appropriate, and minimize disruption to the program.
- E. Menus are diverse and follow *Eating Well with Canada's Food Guide*, with meals including all four food categories and snacks including at least two. Current menus will be posted in the centre for families.
- F. All allergies, dietary restrictions, and medical conditions are clearly posted in each classroom and in the kitchen. Educators follow and post parent-provided dietary instructions in the classroom. For children under one year, feeding follows written parent/guardian instructions.
- G. Drinking water is readily available at all times.
- H. Educators will do their best to follow parent instructions for sleep and rest.
- I. Staff interactions are regularly monitored to ensure alignment with our program statement and our core beliefs about adult-child relationships.

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—communicating so that children, families, and colleagues feel understood, valued, and respected. Positive interactions and responsive communication build authentic relationships and foster a sense of belonging, trust, and comfort.

Our commitments:

- A. Greeting children and families by name, and building relationships that prioritize each child's best interests.
- B. Responding supportively to the ideas, concerns, and needs of children, families, and colleagues.
- C. Creating inclusive environments and interacting with children in culturally, linguistically, and developmentally sensitive ways.

3. Encouraging Positive Interaction and Self-Regulation

WOPC is committed to nurturing each child's developing capacity for self-regulation and positive social interaction in a safe, supportive environment. We believe in living effectively with others—valuing both our own rights and attributes and those of others. Through this lens, we help children understand our classroom as a community, recognize our responsibilities to one another, and appreciate the value of collaboration.

Our commitments:

- A. Helping children build positive peer connections by supporting their efforts to join and sustain play, focusing attention on positive interactions, and encouraging them to value one another's individuality.
- B. Supporting children in responding to challenges and conflicts by encouraging active problem-solving and the identification of alternative solutions.
- C. Responding sensitively to emotions and helping children identify and label their feelings.

Educators recognize that feelings of distress, fear, or discomfort may take time to resolve and allow children the time and support needed to recover. Quiet spaces are provided for self-reflection, and educators remain attentive to environmental factors such as noise levels and lighting to meet individual needs.

- D. Encouraging children to identify activities and experiences that help them feel calm and focused, as well as those they may need to limit to maintain self-regulation.
- E. Providing small group experiences and transitions that minimize distractions, allowing time and space for high-quality interactions.
- F. Offering ongoing mentoring and regular monitoring to support educators in developing and implementing positive child guidance strategies.

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

Children become deeply engaged in play when it springs from their natural curiosity and allows them to actively explore their world. Genuine involvement flourishes when educators value children's imaginations, ideas, and interests, and follow their lead in discovery. Through meaningful engagement, children develop essential lifelong learning skills—including planning, problem-solving, and constructing theories about the world around them.

Our commitments:

- A. Actively observing children's play and interactions to identify their interests, knowledge, and understanding, and using these insights to plan experiences and resources that build on their curiosity.
- B. Joining in children's play as co-investigators, co-learners, and co-planners—carefully avoiding directing the activity, while showing purposeful curiosity and asking open-ended questions.
- C. Offering opportunities for children to meet challenges and take appropriate risks that extend the boundaries of their learning.

5. Providing Child-Initiated and Adult-Supported Experiences

At WOPC, we recognize that an effective learning environment requires a thoughtful balance between following children's leads and interests, and planning experiences that support skill development and their growing understanding of the world.

Our commitments:

- A. Designing classroom environments and schedules that respond to children's curiosities and needs, while allowing them the choice to participate based on their own interests.
- B. Planning and providing activities and experiences intended to deepen understanding, develop skills, and foster growing awareness of key concepts—including literacy and numeracy.
- C. Inviting and encouraging children and families to actively participate in classroom planning.

6. Planning Positive Learning Environments and Experiences That Support Each Child's Development

Guided by the concept of "The Environment as the Third Teacher," WOPC programs are designed to create settings that offer opportunities for active, creative, and meaningful exploration—while fostering a sense of place and belonging for children, families, and staff.

Our commitments:

- A. Providing dedicated spaces for both active and quiet play, as well as areas for building friendships and spending time alone.
- B. Designing environments with a "home-like" feel, incorporating soft furnishings, natural lighting, family photos, and real-life play materials. Incorporating plants, pets, and natural elements to engage the senses, inspire inquiry and discovery, and connect children to the natural world.
- C. Offering abundant opportunities for discovery, imagination, and creativity through materials selected for their ability to spark curiosity, invite investigation, and extend learning. Classroom toys, equipment, and loose parts are open-ended to encourage self-directed use and foster complex play.
- D. Displaying documentation of children's experiences, expressions, and accomplishments throughout the classroom.
- E. Viewing daily routines—such as mealtimes, toileting, and dressing for outdoors—as valuable opportunities for learning and relationship-building. Children are given the time and support needed to accomplish tasks independently and are invited to participate in regular classroom chores.

7. Consideration to the Individual Needs of Children: Balancing Indoor and Outdoor Play, Active Play, Rest, and Quiet Time Throughout the Day

Children's needs for active play, quiet time, and rest vary throughout the day and from child to child. WOPC educators create flexible, unhurried schedules that provide a predictable routine while remaining responsive to individual needs.

Our commitments:

- A. Dividing classes into small groups when possible to reduce waiting time during transitions and accommodate individual interests by allowing children to choose their level and area of participation.
- B. Minimizing transitions to allow for large blocks of uninterrupted play. We are responsive to individual needs for sleep and rest, with rest time offering opportunities for sleep, relaxation, and quiet play.
- C. Recognizing the importance of outdoor time—not only for active play, but also for exploration, creativity, and investigation. Educators enhance outdoor areas by incorporating natural elements, loose parts, and open-ended materials, and provide resources for creative art, role play, and scientific exploration.

- D. Seeking opportunities to explore nature "outside the fence" by accessing local community green spaces (such as fields, ponds, and forests) and engaging in field trips to outdoor locations (such as conservation areas, parks, and local farms) whenever possible.
- E. Offering a quiet, relaxing environment that encourages children to rest or sleep, and following parent instructions for sleep/rest.

8. Fostering Parent Engagement and Ongoing Communication

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

Our commitments:

- A. Recognizing that families know their children best and are their child's first and most influential teachers.
- B. Acknowledging that children grow up in families with diverse experiences and cultural perspectives, and understanding that all families have their own individual strengths and potential.
- C. Communicating and sharing ideas and information in many ways, including daily interactions, Lilio, scheduled interviews, program documentation, Centre newsletters and bulletins.
- D. Inviting parents to be involved in ways that reflect their interests and talents, to a degree that suits their personal comfort level. Opportunities for participation include classroom visits, Centre functions and cultural celebrations, volunteering on field trips and outings, sharing interests and hobbies, and parent meetings.

9. Involving Local Community Partners to Support Children, Families, and Staff

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

WOPC programs work closely with our local community to establish positive, collaborative relationships. Partnerships with the community may 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 community engagement through experiences such as classroom visits from community helpers and fundraising efforts to support individuals in need—whether within 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 to active participation in our programs. Community agencies that we partner with include, but are not limited to: Halton Region Inclusion Services,

The Erinoak Kids Centre for Treatment and Development, and The Halton Resource Connection (THRC).

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 deepen their understanding of the children and families they serve.

Our commitments:

- A. Offering regular training sessions, workshop opportunities, international learning excursions, and an annual agency conference.
- B. Promoting the daily practice of reflection and collaboration by encouraging staff to commit to ongoing contemplation, dialogue, exploration, and experimentation within their classrooms.
- C. Encouraging participation in regular team meetings, staff meetings, regional networking sessions, and special-interest committees.
- D. Engaging in proven leadership practices that identify and articulate a vision ensuring shared understandings and goals, promote effective communication, monitor and assess practice, and practice distributive leadership.

11. Pedagogical Documentation as a Guide for Program Development

Documentation is a powerful reflective tool that helps educators understand children more deeply and make informed decisions about next steps in curriculum development. By capturing and displaying children's discoveries and forms of expression, educators demonstrate that each child is listened to and that their work is valued. Documentation makes learning visible and provokes meaningful dialogue among parents, educators, and children.

Our commitments:

- A. Continually observing children at play to learn how each child makes meaning through their experience of the world. Educators consider the significance of their observations and plan activities and environments to enhance learning and interests.
- B. Working together to create, display, reflect on, and revisit documentation. Using observations and collected documentation to examine questions about teaching and learning, and to monitor and assess ongoing curriculum implementation.
- C. Using a variety of formats to support pedagogical documentation, including child portfolios, learning stories, documentation panels, photos and observational notes, and 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 surveys; opportunities for parents and educators to meet and review child and classroom portfolios; meetings between supervisors and educators, in conjunction with regular monitoring to ensure staff maintain WOPC policy and procedures, annual staff performance review, and reviews of classroom portfolios and pedagogical documentation.

The program statement will be reviewed and signed off by all staff and students prior to commencing employment or an unpaid placement with WOPC. It will be reviewed annually thereafter, or at any time following a change. All reviews 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 <https://www.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)

Inclusion Policy

At WOPC, we take pride in creating a nurturing, safe, and caring environment where every child feels respected, valued, and empowered to grow and develop to their full potential. Our program offers activities that support social, emotional, physical, and cognitive development, fostering the overall growth of each child.

For children with special needs, West Oakville Preschool Centre (WOPC) collaborates closely with specialized professionals to honour each child's unique strengths and needs. Our child care program is supported through **Halton Inclusion Services**.

Halton Inclusion Services is delivered by **Halton Region, Community Living Burlington, Community Living North Halton, and ErinoakKids**. In partnership with community resources, families, and staff, we foster inclusive practices to ensure every child feels welcomed, included, and fully supported in our program.

Accessibility Provisions

We welcome all children into our program. Our centre is designed to **accommodate children with physical needs**—including those who use wheelchairs—with ramps, spacious classrooms, and elevator access. As Registered Early Childhood Educators, our staff are trained to create an inclusive learning environment for every child.

For children who are **neurodiverse**, we have on-site staff with specialized training to provide tailored support. When additional expertise is needed, we partner with **Halton Region consultants** who specialize in supporting children with diverse needs.

Hours of Operation

WOPC operates year round, **Monday to Friday from 7:00 am to 5:45 pm**. Exceptions and closures noted below.

Parents are expected to pick up their children by 5:45pm. In the case of late pick up please note that a late fee will be charged, details noted below in the *Billing and Payment Information* Section. Families are required to sign the *Late Pick-Up Form* and payments are to be made by cash to the educator upon pick-up or at drop-off the following day.

We remain **open on all PA Days** observed by any school boards, including during: March Break, Winter Break, and Summer Vacation period.

WOPC is closed on the following Days:

- 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 early at 1 p.m. on Christmas Eve and New Year's Eve.
- We close for one PA day per year; WOPC families will be notified in advance and are not charged childcare fees for this day.

If a statutory holiday falls on a weekend, the Centre will observe the closure on the designated day in accordance with provincial guidelines. Families will be notified in advance of all holiday closures.

Inclement Weather

The Centre will be closed on days when Halton District School Board (HDSB) schools are closed. Once a decision to close the Centre has been made, staff and families will be notified through Lillio between 6:30 am and 7:00 am, or as soon as possible.

It is the responsibility of parents/guardians to check Lillio messages regularly for closure updates and related communications. Information about HDSB closures can be found at the following Websites:

www.haltonbus.ca or www.hdsb.ca

A Day at WOPC

Drop-Off (7:00 am - 9:30 am)

Parents must bring their child directly to the teacher, ensuring proper notification of the child's arrival.

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

WOPC encourages families to drop off their children by 9:30 a.m. so they can participate fully in the morning program and classroom routines.

The daily arrival cut-off is 11:00 a.m. Children should arrive before this time. If your child will arrive after 11:00 a.m. due to a medical appointment, emergency or other exceptional circumstance, please contact the centre in advance. Late arrivals after 11:00 a.m. require approval from the Supervisor or Executive Director.

Families must notify WOPC whenever their child will be absent or arriving late.

Late Arrivals and Absence

Please **notify the Centre by 9:30 am** 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. You may notify the centre by **phone 905-845-0524** or by sending a **message on Lilio**.

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.

Meals/Snacks

Meals are planned and prepared by *Wholesome Kids Catering Company*, a provider specializing in children's nutrition. Menus are posted on the notice board located outside the kitchen. All meals are nutritionally balanced in accordance with the Child Care Early Years Act, the Ministry of Health, and Canada's Food Guide.

West Oakville Preschool Centre is a NUT-FREE facility. Please do not bring any foods containing nuts into the Centre.

If your child has any food intolerances or allergies, please inform the Centre Supervisor so we can add them to our allergy list.

Please do not send outside food, candy, chewing gum, or money to the Centre with your child, unless part of a special meal plan or pre-arranged special occasion (see details in the "*Birthdays and Special Occasions*" section below).

Meal/Snack Schedule

Morning Snack	8:00 am to 9:00 am
Lunch	11:15 am to 12:00 pm
Afternoon Snack	2:30 pm to 3:00 pm

Outdoor Play

Except in most inclement weather, we take every child **outdoors for a minimum of two hours every day**.

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.

Playground Schedule

Morning Outdoor Time	9:00 am to 10:00 am (Infants & Toddlers)
	10:00 am to 11:00 am (Preschool)
Afternoon Outdoor Time	3:00 pm to 4:00 pm (Infants & Toddlers)
	4:00 pm to 5:00 pm (Preschool)

Rest/Sleep time (12:00 pm - 2:00 pm)

Rest/sleep time is provided for up to two hours each day from 12:00pm to 2:00pm. During enrolment, families will be asked to share their child's typical sleep routine and preferences.

While educators make every effort to follow each child's routine, we cannot guarantee these preferences will always be met. Children's sleep needs may vary from day to day, and educators will respond to each child's individual cues and needs. Families will be notified of any significant or ongoing changes to their child's sleep routine so that a revised plan can be discussed if needed. Quiet activities are available for children who are unable to sleep.

Our educators perform regular physical checks throughout naptime, with all observations recorded on a sleep chart posted in the room. During each check, staff move to every cot to visually confirm breathing and note any changes in sleeping patterns, health, or behaviours.

To ensure an uninterrupted, peaceful rest for all children, we kindly request that parents refrain from visiting during naptime hours.

A physical-check/Sleep-check includes moving to the crib/cot and visually seeing the rise and fall of an infant's/child's chest to indicate breathing.

A body temperature check includes a hand lightly placed on or just above an infant's/child's forehead to determine the possible presence of a fever.

Sleep Check Schedule

Infants (Cubs)	Every 15 minutes
Toddler (Teddies)	Every 30 minutes
Preschool (Koala, Panda, Bear)	Every 45 minutes

Pick-Up

Children should be picked up **no later than 5:45 pm**. 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 and photo identification must be provided prior to the release of the child. **A person must be a minimum of 18 years old in order to pick up a 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.

Infant Program: Cubs (12 to 18 months)

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

In the Infant Room:

- **Ratio:** 1:3 adult-to-child ratio with a maximum group size of 9
- **Naptime:** Infants sleep in individual cribs, with sleep checks performed every 15 minutes
- **Safe Sleep:** Infants under 12 months are placed on their backs to sleep, following the *Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada (Public Health Agency of Canada)*, unless a physician recommends otherwise in writing.
- **Outdoor Play:** Morning 9:00 – 10:00 am; Afternoon 3:00 – 4:00 pm
- **Learning & Development:** At this stage, children are building foundational skills through exploration and caregiver interaction:
 - **Physical:** Gross motor development (crawling, cruising, walking, climbing) and fine motor skills (grasping objects, exploring textures, beginning to use utensils)
 - **Communication & Language:** Responding to sounds, babbling, gestures, understanding simple words, and beginning to use single words
 - **Social & Emotional:** Building trust with caregivers, engaging in parallel play, expressing basic emotions, and developing a sense of security and belonging

Toddler Program: Teddies (18 months to 2.5 years)

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

In the Toddler Room:

- **Ratio: 1:5** adult-to-child ratio with a **maximum group size of 15**
- **Naptime:** Children sleep on individual cots, with sleep checks performed every 30 minutes. Quiet play activities are available for children who do not sleep
- **Outdoor Play:** Morning 9:00 – 10:00 am; Afternoon 3:00 – 4:00 pm
- **Routine:** A more structured routine is introduced with flexibility for individual needs
- **Learning & Development:** Toddlers are becoming more independent and developing key skills
 - **Physical:** Running, jumping, climbing, balancing; developing fine motor skills through drawing, stacking, and manipulating small objects; self-help skills like feeding with utensils and drinking from a cup
 - **Communication & Language:** Expanding vocabulary (using 2–3 word sentences), following simple directions, identifying familiar objects and people, and beginning to express needs verbally
 - **Social & Emotional:** Parallel play transitioning to cooperative play, learning to share and take turns, developing emotional regulation, beginning to recognize and name feelings, and building friendships
 - **Cognitive:** Problem-solving through trial and error, matching and sorting objects, beginning number and letter recognition, and engaging in pretend play
 - **Self-Help:** Potty training support, putting on and taking off clothing and shoes, and developing independence in daily routines

Preschool Programs: Koalas/Pandas/ Bears (2.5 years to 4.5 years)

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

In the Preschool Room:

- **Ratio: 1:8** adult-to-child ratio with a maximum group size of 16
- **Naptime/Rest Time:** Children rest on individual cots, with sleep checks performed every 45 minutes. Quiet play activities are available for children who do not sleep
- **Outdoor Play:** Morning 10:00 – 11:00 am; Afternoon 4:00 – 5:00 pm
- **Routine:** A more structured routine supports school readiness, with flexibility for individual needs
- **Independence:** Children experience more autonomy and independence in their daily activities
- **Learning & Development:** Preschoolers are developing more complex skills that prepare them for kindergarten:
 - **Social & Emotional:** Developing friendships, cooperation, conflict resolution, empathy, emotional regulation, and group participation; building confidence and a positive self-identity

- **Communication, Language & Literacy:** Expanding vocabulary, using complex sentences, storytelling, recognizing letters and words, phonological awareness (rhyming, letter sounds), and developing a love of books and writing
- **Cognitive:** Problem-solving, critical thinking, memory, observation, predicting, cause and effect, number sense, counting, patterns, and early math concepts
- **Physical:** Refined gross motor skills (running, hopping, skipping, throwing, catching) and fine motor skills (drawing, cutting, writing, buttoning, zipping)
- **Kindergarten Readiness:** Following multi-step directions, transitioning between activities, independent self-care (dressing, toileting), and participating in group discussions and collaborative projects

What To Bring to Daycare

To help your child feel comfortable and prepared each day, please bring the following labelled items:

- **A complete change of clothes**, weather appropriate and labelled with your child's name. If your child is potty training, please pack a few extra changes.
- **A blanket for sleep time** (labelled and taken home on Fridays to be washed and returned on Monday mornings).
- **Close-toed shoes** for indoor wear. Velcro fasteners are recommended, as they support age-appropriate independent self-help skills. Please avoid lace-up shoes.
- **A water bottle** to be left at the Centre. It will be washed at the end of each day and refilled for the next morning.

Please label all items with your child's name. West Oakville Preschool Centre is not responsible for lost or stolen items that are not clearly labelled.

Clothing

Your child should be dressed in clothes which are comfortable and easy for them to handle. To keep things safe and organised:

- All clothing items must be labelled with your child's name.
- Keep a complete change of clothing at the Centre at all times, including slippers, 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.
- **Dress appropriately for the weather:**
 - Winter: Extra pants, socks, mittens, etc. can be kept at the Centre.
 - Warm weather: Provide sunhats and sunscreen (see below).

Labelling is key! With so many items to keep track of, labelling everything helps us ensure your child's belongings are returned to them.

Sunscreen & Sunsafety

When enrolling your child, parents will be:

- Informed of the sun safety policy.

- Asked to provide a suitable sunhat 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 higher (labelled with your child's name).
- Complete an AUTHORIZATION FOR NON-PRESCRIPTION MEDICATIONS form. Required to give permission for staff to administer sunscreen.

Additional Information for Guardians

Birthdays and Special Occasions

For birthdays or special holidays, if you wish to bring in a special treat for your child/classroom, we kindly ask 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.

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.

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.

Fundraising Events

We hold fundraising events throughout the year to support specific needs within the Centre. These may include enhancing our programming features, purchasing new toys and supplies for the classrooms, or contributing to meaningful community causes.

Your participation and support are always encouraged and deeply appreciated—it truly makes a difference for the children and the broader community.

Details about upcoming fundraising events will be shared through the **Lillio App** and/or posted on our website: <https://www.westoakvillepreschool.com/>

Thank you for being part of the WOPC community!

Communication

We encourage ongoing communication between the centre 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 “Lillio” platform to communicate with parents. You can contact us via:

- Email: super@westoakvillepreschool.com
- Phone: 905-845-0524
- Instagram: [@westoakvillepreschoolcentre](https://www.instagram.com/westoakvillepreschoolcentre)
- Facebook: [@West Oakville Preschool Centre](https://www.facebook.com/WestOakvillePreschoolCentre)
- Website: <https://www.westoakvillepreschool.com/>

Photographs and Social Media

Each year in May, individual photographs of every child—along with group and class photos including teachers—are taken by a professional photographer. These photos are made available to families, and participation is completely voluntary.

Throughout the year, West Oakville Preschool Centre (WOPC) hosts special events to celebrate important occasions, including our Annual Graduation Ceremony, Family BBQ, Mother’s Day, Christmas celebrations, and Year-End Celebration. These events provide opportunities for families to spend quality time with their children, build connections, and engage with the broader WOPC community.

Families are warmly encouraged to participate in and enjoy these special celebrations.

Social Media & Photo Sharing

West Oakville Preschool Centre uses **Instagram**, **Facebook**, and the **Lillio App** to share special moments from our programs and events. Photos are only posted with **parental consent**.

At the time of registration, parents may choose to:

- Opt in to allow their child's photos to be shared on our social media platforms
- Permit photos where their child's body may be visible, but not their face

We respect and strictly adhere to the privacy preferences you indicate on the registration form.

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.
- G. 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.

3. 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:

Email: 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:

Email: childcare_ontario@ontario.ca

Phone: 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.

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(s) 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 picked-up immediately.

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 disease may require medical clearance (a doctor's note) prior to re-entering the Centre. Please see 'Return to Childcare Requirements' for more details, or to reach out to us if you have any further questions.

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

Fever

A child with a temperature of 100.4°F/38°C or over, taken by ear thermometer, is considered to have a fever. In the case of a fever, Parents/Guardians will be notified and asked to pick up their child. You are required to make alternate childcare arrangements if your child is running a temperature. The child may return to the centre only when they have been fever-free for at

least 24 consecutive hours without the use of fever-reducing medication (e.g., Tylenol or Advil), and can participate fully in program activities.

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.

Vomiting or Diarrhea

If a child has vomited or had 2 cases of diarrhea within 24hrs parents will be notified and asked to pick up their child. The child may return to the centre only when the child has no episodes of vomiting or diarrhea for at least 48 consecutive hours, has no other symptoms and can participate fully in program activities

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.

RETURN TO CHILD CARE REQUIREMENTS

Illness/Condition	Child May Return Only When...
Fever (38°C / 100.4°F or higher)	The child has been fever-free for at least 24 consecutive hours without the use of fever-reducing medication (e.g., Tylenol or Advil), and is able to fully participate in program activities including outdoor play.
Diarrhea and/or Vomiting	The child has had no episode of vomiting or diarrhea for at least 48 consecutive hours and is able to fully participate in program activities including outdoor play.
Contagious / Infectious disease (eg. chicken pox, hand foot and mouth, pink eye, etc.)	A written medical clearance from a licensed healthcare provider has been provided to the centre, and any required exclusion period has ended.

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 and clearly and accurately labeled with: the child's name, name of Medication, dosage, date of prescription, date of expiry, and any pertinent drug administration instructions.

WOPC staff cannot administer non-prescription medications—such as Tylenol, Temptra, or Advil—without a doctor’s note providing clear instructions.

Parents may supply non-prescription medication to the Centre only if a signed note from a physician is provided, indicating the correct dosage and usage instructions. This note will be kept on file for reference.

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 centre will require a doctor’s note identifying the allergy and its symptoms, as well as clear directions on administration.

Nutrition at WOPC

At West Oakville Preschool Centre, we are committed to promoting healthy eating habits by providing nutritious and balanced meals in accordance with Canada’s Food Guide. Each day, children receive a wholesome lunch and two nutritious snacks, prepared and delivered by “Wholesome Kids Catering”—a trusted provider with years of experience in creating child-friendly, health-conscious meals.

Wholesome Kids Catering offers menus that are delicious, diverse, and well-balanced, designed to meet the nutritional needs of growing children. We follow a 4-week rotating menu, which is reviewed and updated semi-annually to ensure variety and continued alignment with best practices in children’s nutrition.

- Snacks include foods from at least three different food groups
- Lunches include items from all four food groups
- Milk and water are served with every meal
- Fresh drinking water is available throughout the day

We take great care to accommodate individual dietary needs and allergies. Allergy and dietary restriction information is clearly posted in each playroom and in the kitchen to ensure the safety and well-being of all children.

We accommodate a range of dietary needs, including but not limited to: vegetarian, lactose-free, Halal, vegan, and meat-restriction diets. All allergies and restrictions are clearly posted in classrooms and the kitchen.

Menus are posted at the Centre, and printed copies are available upon request for families.

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 centre if your child has any allergies on the medical form.

Safety

At West Oakville Preschool Centre, the safety and well-being of every child is our top priority. Staff are committed to maintaining a safe and secure environment where children can play and learn with confidence.

- Children are never left without adequate supervision at any time.
- All accidents or incidents are documented by the staff member involved, then reviewed and filed by the Supervisor.
- Parents are informed of any incidents either immediately or at pick-up, depending on the severity of the situation.

We take every precaution to ensure your child's environment is both nurturing and safe.

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 serious 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.
 - d. Any alleged abuse or mistreatment of a child/client which occurs while participating in a service.
 - e. Any situation where a child/ client is missing.
 - f. 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.
 - g. 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.
 - h. 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 centre 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 documents and payments must be completed before a child can be admitted to West Oakville Preschool Centre:

- Completed Application Form
- First month's payment in advance (*includes a non-refundable two-week fee to secure your child's space*)
- Signed Medical Emergency Release Form
- Medical Form along with an up-to-date immunization record (as required by Public Health)
- Signed Parent Agreement Form

All forms must be **submitted and reviewed prior to your child's start date** to ensure a smooth and safe transition into the program.

Discharge policy: 2 week notice/ Exit form

Parents are required to provide a minimum of two weeks' written notice prior to withdrawing their child from West Oakville Preschool Centre.

To initiate the withdrawal process, please submit the Exit Form via Google Forms. This helps ensure accurate record-keeping and a smooth transition for your child and the Centre.

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 integrate 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

The 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.)

Billing and Payment Information

West Oakville Preschool Centre (WOPC) collects all parent fees through the **Telpay** payment platform.

Fees are collected **one week in advance** and are **automatically withdrawn** from the parent/guardian's designated bank account, **withdrawn on the last Wednesday of each month**, covering fees for the upcoming month.

Invoices are issued on the **Monday of the same week as the withdrawal** (either the last Monday or the second-last Monday of the month, depending on the calendar).

Families are responsible for ensuring that sufficient funds are available in their account on the scheduled withdrawal date.

A single receipt for childcare expenses will be issued in February each year (for the previous calendar year), either via email or as a printed copy, depending on your preference.

First Two Weeks Deposit

The first two weeks of fees will be withdrawn directly from your bank account at the time of registration. This deposit is (non-refundable) and will be applied to your first monthly payment.

Program Daily Rate

As of January 1, 2025, our current base daily rates under the CWELCC program are as follows:

Infant \$22.00 Full-time only

Toddler \$22.00 Full-time only

Preschool \$22.00 Full-time only

WOPC participates in the municipal childcare fee subsidy program. Eligibility, approval, and subsidy rates are determined by Halton Region Children's Services.

Refunds and Credits Policy

Please note that **no refunds or fee credits** will be issued for the following:

- Statutory holidays
- Child absences due to vacation, illness, or any other reason
- Centre closures resulting from inclement weather or emergency conditions

This policy applies regardless of attendance and helps ensure the Centre can continue to meet staffing, operational, and licensing obligations.

Refunds or credits of fees may be issued under the following circumstances:

Overpayments

If a family pays more than the amount owed—such as through duplicate payments or miscalculated charges—the overpaid amount will be refunded or credited to the family's account.

Unused Prepayments

If a family prepays for care and subsequently withdraws from the program or provides notice of extended absence in accordance with the centre's withdrawal policy, a refund or credit may be issued for the unused portion.

Administrative Errors

In the event of a fee processing error (e.g., incorrect withdrawal amount or billing mistake), the error will be reviewed, and an appropriate refund or credit will be issued once verified.

Program Withdrawal with Notice

Families who provide the required written notice of withdrawal, as outlined in the centre's withdrawal policy, may be eligible for a refund of any prepaid fees beyond the notice period.

Please note: All refunds or credits must be reviewed and approved by the Executive Director and will be processed in accordance with the centre's policies.

Other Fees, Fines, and Penalties

Late payment fee – A late payment fee of \$25.00 is charged if the monthly fee payment is not received by 6:00 pm on the due date.

Late pick-up fee – The Centre closes at 5:45 p.m. and all children should be dressed and out of the building at 5:45 pm. The charge is \$5.00 for the first minute (5:46), and \$1.00 for each subsequent minute per family. The late fee 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.

Over Due Payment Policy

At West Oakville Preschool Centre (WOPC), parents are required to make timely payments for child care services. Invoices are issued through **Telpay**, with payments also processed via Telpay. Failure to make payments on time will result in the following steps:

1. **First Reminder:** A written notice will be sent after one missed payment. Parents are required to settle the outstanding balance within 3 business days.
2. **Second Reminder:** If payment is not made after the first reminder, a second written notice will be issued. Additional late fees may be applied, and the full balance must be paid within 3 business days of this notice.

3. **Suspension of Services:** Continued non-payment beyond the second reminder may lead to a temporary suspension of child care services until the outstanding account is fully resolved.
4. **Termination of Services:** If the balance remains unpaid for 10 business days, WOPC reserves the right to terminate child care services.
5. **Debt Collection Process:** Should all efforts to recover the outstanding balance fail, WOPC may initiate a formal debt recovery process, which could include legal action if necessary.

We appreciate your cooperation in adhering to this policy to ensure the smooth operation of our services.

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

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

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 Comments

Effective Sept 1st 2026: Updated closing hours and Health and Safety policy.