



## **Parent Handbook**

Lakeland remains opted into the Canada Wide Early Learning and Childcare (CWELECC) Plan.

Effective January 1, 2025, the daily fee will be further reduced.

The new tuition rate will be \$22 per day for both the full-day Toddler and Preschool programs.

Additionally, Lakeland offers a Half-Day Preschool program (up to 6 hours daily), which is also funded through the CWELCC.

The fee subsidy program will remain available for eligible families.

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# WHO WE ARE

# Welcome to Lakeland

Welcome to our Centre! We look forward to working closely with you and your child. It is important that parents thoroughly understand the policies, as they are the agreed upon conditions of admission.

- Our Centre is a fully licensed, government-inspected facility.
- Lakeland provides early learning and care for children 18 months – 5 years (*12 -18 months old may be enrolled as a mixed group with toddlers – 18 m to 30 m old – subject to availability and conditions*)
- The Centre is open Monday to Friday 7:00 a.m. - 5:30 p.m.
- Full time care is available (no part time at this time)
- Lakeland Child Care reserves the right to amend any policies at any time.

All programs are supervised by Registered Early Childhood Educators (RECEs) (or who are otherwise approved by Ministry to act as supervisors).

A summary of our licensing visit can be found on the parent bulletin board at each center.

The information in this booklet is to provide you with a better understanding of Lakeland. If you have any questions, please ask the centre supervisor. He or she will be more than happy to assist you.

# Philosophy

Lakeland strives to be a model of quality in childcare. Through child-centered experiences we provide an atmosphere that encourages children to develop a positive self-image using a mix of learning and play.

Our programs focus on the individual needs of the child in a warm and positive atmosphere, as well as the needs of the group as a whole.

We foster a sense of belonging to the Centre as well as the larger community in which the children live.

Parents are encouraged to become involved in the various activities of the Centre to strengthen the relationship between the programs and the homes of the families served.

# Mission

Lakeland delivers high quality childcare through a focus on best practices in curriculum, staffing, nutrition, maximum outdoor time and involvement with parents.

- We embrace team work.
- We strive for excellence.
- We respect and support families.
- We commit to service at all levels.
- We respect and appreciate diversity.
- We actively listen and seek to understand.
- We communicate openly and productively.
- We use resources creatively and responsibly.
- We abide by Lakeland's code of ethics (see Appendix)

## **Programs Offered**

- Preschool (2.5 years to 5 years)
- Toddler (18 months to 2.5 years)
- Infant (12 months to 18 months) (only available rarely, as a mixed ratio with toddlers)

## **View of the Child**

Our educators view children at all ages to be capable, competent, curious and rich in potential.

- We believe that children are capable of informed risk-taking and increasing independence within appropriate environments.
- We know that children are competent and able to question, examine and investigate a wide variety of topics and areas of interest.
- We value children's curiosity and sense of wonder and know that children learn valuable skills through play.

# Program Statement

Our educators aim to achieve 9 program goals to support learning and development.

1. To promote the health, safety and well-being of children, ensuring individual needs are met, within Lakeland's program.
2. To promote good nutrition and healthy eating habits for children.
3. To foster engagement and the development of positive, responsive relationships between children, families and educators.
4. To actively engage with community partners to enhance Lakeland's program.
5. To give children a voice for self-expression, exchange of ideas and positive communication among their peers and educators.
6. To support the development of children's self-awareness, self-confidence, self-regulation and self-esteem.
7. To foster children's exploration, play and inquiry through a variety of child-initiated, educator-supported activities; including a mix of indoor, outdoor, active and quiet activities.
8. To create positive learning environments that support children in their learning and development based on their individual needs.
9. To enhance the quality of Lakeland's program by supporting each employee in professional development and through on-going coaching and mentoring.

Our full Program Statement (included here in the Appendix A) provides an overview of the following: Four Foundations, Pedagogical Approaches, our approaches to achieve stated goals - including what you might see in our program and what we do behind the scenes.

## Areas of Learning

There are six primary areas of learning within our child care program. They are explained below.

	<b>Developmental Milestones</b>	<b>Skills learned</b>
Creativity/ Innovation	Language/Communication, Cognitive, Emotional, Physical	Drama, Painting, Patterns, Fine motor skills, Exploring new ideas
Language	Language/Communication, Cognitive, Emotional	Vocabulary, Active listening, Communication (oral and written), Expression of feelings, thoughts and ideas, Comprehension/ understanding
Health & Physical Activity	Physical, Cognitive	Fine and gross motor skills, Importance of physical activity, Well-being, Sense of self, Health and disease prevention, Hygiene
Numeracy	Cognitive, Communication	Number recognition and counting, Sorting, Pattern recognition, Problem-solving, Reasoning & analysis
Personal & Social Development	Social, Emotional	Sense of self, Empathy, Relationship-building and cooperation, Conflict resolution, Independence, Leadership
Science	Cognitive	Exploration and curiosity, Experimentation, Reasoning & analysis, Nature and environment, Technology

## **Accessibility**

Lakeland is committed to ensuring that its services are provided in an accessible manner and in a way that respects the dignity and independence of people with disabilities.

At Lakeland, our educators work closely with special needs resource partners to ensure that the needs of all children are met. Should your child require additional support, the supervisor or RECE may speak to you about a referral to one of the services available for children with special needs in Simcoe County

(<https://www.simcoe.ca/ChildrenandCommunityServices/Pages/SNR.aspx>)



# ENROLMENT

## Waitlist Management

**Update (Winter 2025):** Considering high volume of inquiries at this time, spots shall be offered as the spaces become available.

We will still strive to reply to all inquiries. If spaces are available at the time of inquiry, families will be invited for a tour.

Alternatively, families will be requested to reach back at a future estimated date for an update on spaces and the potential next steps.

To ensure that families gain access to Lakeland Child Care's programs in the shortest time possible, here is a brief overview of the process:

- Contact Lakeland Child Care and provide all details of the care required. There is no fee or deposit for a family to be placed on our waiting list.
- Families enrolled, on maternity leave, or siblings who are already registered will have priority for next available space.

**IMPORTANT:** Waitlist priorities render the waitlist dynamic, which means that a first place on the waitlist may be pushed down by a new waitlist family with a higher priority.

- **Contact from centre(s)**
  - An acknowledgement email from Lakeland
  - Confirmation of type of care required
  - Book a tour of the centre
- **Waitlist Management**
  - As your care needs change or you accept a space elsewhere, please update your waitlist requests.
  - You can periodically contact the centre to check on the status of your waitlist application. We will update you on where you are on the list.
- **Respond to space offers**
  - From time to time, the centre supervisor may email you to confirm if you are still looking for space. Please respond in a timely manner.
  - When a spot becomes available the first person on the waiting list is contacted and asked if they are interested in the space or if they would prefer to remain on the waiting list. If they cannot be reached on the first attempt, contact will be attempted again on the next business day. A family has 2 business days after initial contact has been made to confirm their acceptance of the child care space.
  - Once a space is offered to you, you will be given a deadline to return your Application for Enrolment, a deposit of 50% of first month's fees and other paperwork.

## Enrolment Process

Parents are required to arrange an appointment for an initial tour of the centre and to review paperwork. Lakeland also recommends that children come for a visit with their parent/guardian to the centre prior to beginning the program.

The following information must be completed and returned to the centre prior to enrolment. This is a requirement of the Child Care and Early Years Act (CCEYA).

- A completed Application for Enrolment form This form and relevant policies e.g. this handbook will be emailed to the parents/ guardians or made available as part of an online registration link.
- An up-to-date immunization records, the same must also be uploaded to the the designated link provided by the Simcoe Muskoka District Health Unit (SMDHU): <https://www.simcoemuskokahealth.org/Topics/Immunization/Report-an-immunization>

## Fees

Program Type/ Fees	Full Day Programs			Half Day Programs*
	Infant (12-18 m)	Toddler (18-31 m)	Preschool (31 m – 6 years) Fully toilet trained	Preschool (31 m – 6 years) Fully toilet trained
<b>2025 Daily Fees after CWELCC discount (the amount that is due from parents/ guardians)</b>	<b>\$22</b>	<b>\$ 22</b>	<b>\$ 22</b>	<b>\$ 11</b>

\* Infant care only available as a mixed ratio with toddlers, when possible; no dedicated infant room available. For reasons of safety and flow of the routine, infants mixed the toddler group must be developmentally able to keep up with the group – i.e.. walking independently etc.

Lakeland Childcare does not offer a Before/ After School program

**Please note:**

- Upon enrolment, there is a \$42.75 non-refundable registration fee per child
- Programs are available to parents on a full time basis with a set recurring schedule.
- Fees are calculated on a daily basis and are charged based on scheduled days of care in a month
- Lakeland does not issue credits or reduce fees due to sick days, vacation days, or any unexpected center closures.
- Parents/ guardians are expected to adhere to a pickup and drop off time agreed at the time of registration in consultation with the supervisor, with any changes made in mutual agreement subject to staffing availability and scheduling.
- Full or partial subsidies may be available through the County of Simcoe at 705-722-3132 or 905-729-4514 and press 2 or visit <https://www.simcoe.ca/ChildrenandCommunityServices/Pages/fee-assistance.aspx>
- One months' notice (or 20 business days) is required to withdraw from the program or to change your scheduled days, space permitting. If less notice is provided, full fees will be charged for the full 20-day notice period.
- Parents/guardians will provide diapers and wipes sufficient to their child's needs.

**Methods of Payment:**

E-transfer is the primary method of payment. On a case-by-casebasis, post-dated cheques or pre-authorized debit (PAD) may be approved.

# WHAT TO EXPECT

## Hours of Operation & Closures

Monday to Friday. Centre opens at 7:00 a.m. and close at 5:30 p.m.

Closure Dates:

- Thanksgiving Day
- Christmas Day to New Year's Day
- Family Day
- Labour Day
- Victoria Day
- Canada Day
- Civic Holiday

*If these holidays fall on a weekend, parents will be notified of the day of the closure in lieu of these holidays. Please note there is no reduction in fees for any of the holiday closures.*

## Children's Arrival/Departure

It is essential that the educators are aware when you arrive and when you pick up your child. Staff must mark all children in and out of care on electronic attendance roster so be sure to contact the staff when you arrive. Please note that a child will only be released to individuals on your Authorized Pick-up List. You may update this list at any time. Individuals picking up for the first time - or unknown to the educator – will be asked for photo ID.

### Late Pick-up Policy

Families with children picked up after the 5:30 pm closing time are tracked and can expect the following:

- First Late: A call or email from the supervisor reminding of the service hours.
- Second Late: A formal warning letter from the supervisor.
- Third Late: A third late may result in termination of care from program.
- If a child is picked up past closure, a late fee of \$50 per half hour or part thereof will be charged to the parent's account, with the centre phone used as official time.

*\*Should a child be left in care more than an hour after the program closes, with no communication from the parent or the emergency contacts listed, Family and Children Services will be notified by the educator.*

## **Child Belongings**

Lakeland recommends that all children under 6 years of age have a change of clothes at the centre. Lakeland provides bedding for rest times, but children are welcome to bring a small cuddly. All items brought into the centre (e.g., clothing, cuddly, show and share items, water bottles etc.) must be clearly labeled with their name. Lakeland is not responsible for loss, theft, or damage of personal belongings at the centre or while on a field trip.

Children require appropriate footwear for the activities and weather conditions. Please note that while flip-flops and sandals are allowed inside and while on the playground, children must wear sandals with a back strap, running shoes or boots when on the playground equipment and field trips.

Diapers and wipes, if needed, must be supplied by the parent/guardian.

For centre specific program requirements (e.g., infants) please contact the centre supervisor.

\*All parents are asked to send in a reusable plastic bag. This will be used to send wet or soiled clothing home for laundering.

## **Morning Snack**

The morning snack (usually fruit) is served around 8:30 am. After that, lunch is around 11:30 & the afternoon snack is brought out 2:45 or so.

Water is offered throughout the day.

If you drop off your child past the 8:30 am threshold, you are kindly requested to ensure they have had their breakfast/ morning snacks before arrival.

## **Illness in Children**

Simcoe Muskoka District Health Unit (SDMHU) emphasizes the importance of keeping the children home if unwell, especially during the flu season, and especially in the age of long wait times for medical attention and the ongoing medicine shortages. In this regard there is a helpful screening tool to help minimize the spread of illness. We encourage you to screen your children each morning before arriving at daycare, and keeping your children home if experiencing any covid, flu or cold symptoms.

<https://www.ontario.ca/school-screening/>

## Communication & Participation

At Lakeland, we believe that parents/guardians play a vital role in child development. You are your child's first teacher. Educators value the partnership they build with the whole family. Parents are encouraged to share their skills and talents as a special guest or topic expert, to share their culture and to engage in dialogue about their child's development. In addition, parents (or extended family) may wish to volunteer in the program or on a field trip. All volunteers and student teachers will undergo a vulnerable sector criminal record check and are oriented into the program before beginning their placements.

In all programs, educators will post documentation of the children's learning for you to see and explore on your own and with your child. Lakeland will also endeavor to issue monthly newsletters (emailed and posted to Facebook/ Insta pages) to keep parents updated on the activities and adventures in each of the playrooms: At a minimum the following will be adhered to:

Infant & Toddler	Preschool	
Individual: Daily <ul style="list-style-type: none"> <li>• Food intake</li> <li>• Diaper changes • Sleep schedule</li> <li>• Learning activity</li> </ul>	Individual: Monthly • Personalized learning story	Group: Weekly <ul style="list-style-type: none"> <li>• Highlighting events and learning activities of the week.</li> </ul>

Twice per year (around May and November), educators will endeavor to provide a more formal update on your child's development. Parents are encouraged to share their own observations of their child's behaviour and development with the RECE and may request a parent/teacher interview at any time.

Annually, Lakeland attempts a Satisfaction Survey with all families to seek valuable feedback as part of our continuous improvement plan. Management review results and develop an action plan that is shared with families.

Be sure to LIKE US on Facebook to learn the latest on the learning taking place, event info., weather warnings, early learning discussions, what's going on with child care in our province and other exciting things happening at Lakeland.

[www.facebook.com/lakelandforkids](http://www.facebook.com/lakelandforkids)

## Parent Issues & Concerns Policy

- Lakeland strives to provide a transparent process for parents/guardians, the educators and management to use when parents/guardians bring forward issues/concerns.
- In support of Lakeland’s Vision, Mission and Program Statement, all parties will foster positive and responsive interactions among the children, parents/guardians and child care staff. This includes fostering the engagement of and ongoing communication with parents/guardians about the program and their children.
- Lakeland staff will be available to engage parents/guardians in conversations and support a positive experience during every interaction.

## Reporting Parent Issues and Concerns

- Issues/concerns from parents/guardians may be brought forward verbally or in writing. Parents are encouraged to take advantage of the following channels to communicate your suggestions, concerns and/or seek clarification about Lakeland’s policies, procedures and practices as the need arises:

Type	Examples	Speak to
Program-related	absences, program activities, sleeping or food arrangements, toilet training, etc.	Centre Supervisor
Operational	schedule changes, fees, hours of operation, staffing, waiting list, menus, etc.	Centre Supervisor
Staff/Volunteer/ Student Conduct	Any conduct concerns that may affect health, safety or wellbeing of a child.	Centre Supervisor

- Parents may also email us at [lakelandforkids@gmail.com](mailto:lakelandforkids@gmail.com)
- Parents, at their discretion, may seek clarification from, or voice concerns to, the Centre’s Director.
- All issues and concerns will be taken seriously and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

## Responding to Parent Issues and Concerns

- Every issue and concern will be treated confidentially to the extent possible. Information may be shared with the centre supervisor and/or senior management to assist in a resolution. Every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons.
- An initial acknowledgement or response to an issue or concern will be provided to parents/guardians within two business days with a follow up conducted within 10 business days.
- The supervisor, together with senior management – where applicable, will determine if a full internal investigation is warranted.
- A parent/guardian who is not satisfied with resolution of their issue or concerns has the right to escalate their concern to the following:

Ministry of Education – Licensed Childcare Help Desk: 1-877-510-5333; [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca).

## Respectful Conduct

- Lakeland maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.
- If at any point a parent/guardian, educator or management feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or centre director.

## Public Duty to Report Suspected Child Abuse

- Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.
- If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact Family and Children's Services directly.
- Persons who become aware of such concerns are also responsible for reporting this information to Family and Children's Services as per the "Duty to Report" requirement under the Child and Family Services Act. For more information, visit:

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



## **Field Trips/Off-Site Excursions**

We do not take younger children on field trips that require transportation. Children in our toddler and preschool programs will go on walks (as appropriate) and take advantage of what the surrounding community has to offer (e.g., parks, stores etc.).

Staff carries cell phones to off-site trips. If a parent needs to speak to staff during excursions, they have been advised to contact the Centre directly at 705-503-1385 and we can connect with staff on the trips.

During times of a public health emergency e.g. a pandemic, guidance from the health authorities will supersede centre policies and all outdoor trips will be cancelled if applicable.

## **Collection of Personal Information**

As a parent/guardian, you may have access to review your child's file in the presence of an Lakeland employee. You may also submit a Request for Access & Release of Personal Information should you require records or a letter regarding your child's development or program participation.

## **Image Release**

In the course of our program, photos, videos and other forms of documentation are collected and used. Upon enrolment you will be asked to review and sign an Image Release. This outlines your options for consent for Lakeland to use such images internally within the program or externally for marketing, including photos we share on Facebook about the children's activities. You may change your consent at any time.

# Lakeland Childcare Inclusion Policy

Lakeland Childcare is committed to providing a safe, nurturing, and inclusive environment where all children can thrive. The program believe that every child is unique and should be treated with respect and dignity, regardless of their abilities, backgrounds, or needs. Our inclusion policy reflects our dedication to fostering diversity, equity, and belonging among our staff, children, and families.

## Core Principles:

1. **Diversity and Inclusion:** We embrace and celebrate the diversity of our community, including children with various abilities, backgrounds, cultures, languages, and family structures.
2. **Equal Opportunity:** We provide equal opportunities for all children to participate in our programs and activities, ensuring that no child is excluded or discriminated against based on their race, color, religion, national origin, gender, gender identity, sexual orientation, disability, or any other characteristic.
3. **Individualized Support:** We recognize that each child is unique and may have different needs. We are committed to providing individualized support and accommodations to ensure that every child can fully participate and benefit from our programs.
4. **Collaborative Partnerships:** We work closely with parents, guardians, and relevant professionals to create a collaborative partnership in support of each child's development and well-being.

## Implementation:

1. **Staff Training:** Ensure that our staff members receive regular training/ coaching on diversity, equity, and inclusion, as well as specialized training when available/ possible to meet the unique needs of differently abled children.
2. **Accessible Facilities:** Maintain accessible facilities and resources to accommodate children with disabilities, including wheelchair ramps, accessible restrooms, and adaptive equipment as needed, in conjunction with the early intervention resource providers where applicable.
3. **Individualized Plans:** Develop Individualized Family Service Plans (IFSPs) for children with disabilities to address their specific goals and needs, in collaboration with families and resource consultants.
4. **Inclusive Curriculum:** Adapt our curriculum and teaching methods to accommodate diverse learning styles and abilities, ensuring that all children can actively participate and learn.
5. **Communication:** Foster open and transparent communication with parents and guardians to address their concerns, share progress, and collaborate on individualized support plans.
6. **Anti-Bullying Policy:** Implement an anti-bullying policy to prevent and address any form of discrimination, harassment, or exclusion among children and staff.

## Notes on enrollments:

1. Lakeland maintains its right to withdraw/discontinue care for the following reasons:
  - Failure to pay childcare fees
  - Inability by the program to meet/ accommodate a child's needs
  - Threat/ derisiveness by a family member towards staff or children
  - Continuing enrolment is not in the best interests of the program (e.g. insurmountable communication gaps or difference in expectations, not related to any children exceptionalities or needs).
  - Adverse publicity regarding children and/ or staff or the program via social network sites, as that can cause a communication breakdown and erosion of trust, a necessary component for continuing enrolments.
2. Children may be identified initially upon enrollment of requiring an adapted program.
3. Should a child require additional developmental and/or behavioral supports, the need for an Individual Family Support Plan (IFSP) will be addressed by staff in consultation with the family and, where appropriate, other early years professionals.
4. Children who are not initially identified upon enrollment as requiring supports will be assessed upon parental consultation and review of Early Childhood Educators observations, recordings and recommendations.
5. Supports for children can include but not limited to physical modifications, adapted routines, developmentally appropriate expectations, external referrals, visual schedules and prompts and modified menus.
6. Parental direction/input is recognized by the Lakeland Childcare as a major source of knowledge for their child. Observations on behaviors, routines, likes and dislikes are valuable information to share between parents and staff.
7. At any/all stage of a child's enrollment, pre-enrollment, or post-enrollment, confidentiality of a child/family information is adhered to. Privacy for a family is respected and supported. The only exception is in regards to suspected child abuse.

## **A few important reminders!**

- Prior to your arrival in the PM, if you're not already doing so, please provide a 10–15-minute heads-up via text (705-985-8385). This will minimize your waiting time at the door and allow for a smooth flow during the afternoon pick-up time. If the children are getting changed or need to use the washroom, it can regardless take a few extra minutes.
- Please label all your child's belongings including mitts, hats, boots, shoes, water bottle, sip cups, backpack etc. so we can keep misplaced/ lost items to a minimum. You may look into Hat/ mitten clips as a helpful accessory. Please note that in a busy centre, items may (sometimes) still go missing.
- We go outside daily weather permitting, so please remember to bring appropriate outdoor clothing (jackets, hats, mittens, etc as required) while also ensuring they are labeled/ named.
- Please remember to pack a change of clothes and replace with a new set as required, as the clothing can get wet during outdoor play or other activities.
- Kindly ensure you have back-up contact/ care in place in case you are unable to make it for pick up on time. Please note our staff have their own plans/ obligations after work. Having to stay late puts everyone in a difficult position.

# HEALTH & SAFETY

## Outdoor Play

Research continues to tout the benefits of outdoor play and creating a connection with nature. Outdoor play inspires investigation of mind, body and senses. It not only improves physical health, but also promotes emotional well-being and increases self-regulation skills. Through outdoor play, children learn social skills such as cooperation, flexibility and problem solving. Children in full-day programs spend a minimum of 1 hour outdoors in the morning and again in the afternoon.

Weather can sometimes limit time outdoors; however, children should come prepared to spend time outdoors rain or shine. Sometimes the most fun and learning is had jumping in a puddle after a rainfall. If outdoor time is not an option due to the weather, children will engage in gross motor activities inside whenever possible.

## Nutrition

Lakeland serves a morning and afternoon snack plus a nutritious lunch, catered from a local outfit. Weekly menus are circulated to parents and posted in the centre to assist parents in planning meals at home.

## Anaphylaxis/allergies

All staff and children attending programs are entitled to a safe and healthy learning environment. As part of that commitment, parents are responsible:

- To ensure they have completed the forms entitled “Medical/Treatment Record for Emergencies or Special Circumstances” and the “Anaphylactic Reactions Protocol”;
- For informing Lakeland if their child has a life-threatening allergy and ensuring medical information sheets are duly completed and updated regularly to ensure the most accurate information is on hand;
- For providing the centre with the appropriate medication (e.g., EpiPen) and training

## **Food from Home**

Due to the risk of cross contamination, we ask that you do not bring food from home into the centre. If your child is arriving in the morning and is still having snack, please finish it in the car. The educators will offer them Lakeland's morning snack upon arrival (*applicable prior to 8.30 am after which time the children are usually on their way outdoors*).

On your child's birthday, if you wish to share something with the children, you are encouraged to consider food alternatives such as a special craft, stickers or pencils. If a food treat is your preference, speak to the centre supervisor first so we can consider any allergies in your child's room. Should an exception to our "no food from home" policy be made, please note that food sent in, must be store bought, have an ingredients label and not contain nuts or a warning that it may have come in contact with nuts.

## **Food Substitutions**

If your child has food allergies, sensitivities or restrictions, please speak to the centre supervisor about a Food Agreement and/or providing food substitutions. Terms and conditions apply.

## Preventing Child Illness

Although some illness is inevitable in group care, our educators try to minimize this by practicing good hygiene, sanitizing toys and equipment regularly, and making daily health checks. We encourage children to participate in tidying and organizing their environment. Educators will model and support children with procedures for routine hand washing when entering the classroom from being outside, before and after food preparation, handling and eating, as well as toileting.

## When a Child is Ill

Occasional illness is a part of every child's school experience. While it may be inconvenient for parents to keep their child at home when they would normally be attending, bringing a sick child has consequences beyond those of the family directly concerned. Our teachers are exposed to many children during the week and if they fall ill then every student's school experience is adversely affected. In the interests of our teacher's health, and as a courtesy to other families who would like to avoid unnecessary illness, we ask parents to adhere to the following guidelines.

Parents are required to keep their child home or pick them up immediately if they are displaying ANY of the following:

- Fever (38 degrees or higher, especially if persistent)
- Diarrhea/vomiting (2 or 3 times in 3 or 4 hours)
- Undiagnosed rash/skin condition
- Pink eye
- Communicable disease
- Obviously infected discharge (thick and colored, especially green, red or brown)
- Lethargy and irritability
- Persistent pain
- Cough (frequent bouts - 3 to 5 times/hour, especially if choking or vomiting)
- Untreated head lice (staff must be notified of any case of head lice)

Allergy symptoms do not require exclusion from class unless the child is lethargic and unable to participate in class activities.

Children may not return to the program until they have been symptom free for 24 hours or if on medication, have been on it for 24 hours. The program supervisor or designate has the right to exclude the child from the program if they feel that their current condition is still a potential health risk to the other participants. A doctor's note may be required.



If a staff member notices your child has fallen ill at the centre, a call will first be made to the parent contact(s). If we are unsuccessful the emergency contacts will be called. The child will be taken to a designated area within the centre reserved for such a reason, supervised appropriately at all time

In case of an accident or serious illness requiring immediate medical attention, an ambulance will be called to transport the child/ children to the hospital. Once the hospital provides clearance, and depending on the contact with parents, the child will be transported to the home/ or back to the daycare centre in a cab with accompanying staff.

In all cases, the parents will be informed of any incidents the soonest possible.

Staff will record and document all children who are ill including the name of the child, date they were first observed ill, name of staff member who identified the illness, time the parent was initially contacted, and time the child was removed from the program and the date the child returned to the program.

Lakeland follows exclusion guidelines for communicable diseases as set out by the Simcoe-Muskoka Public Health Unit. Fact sheets are posted in the centre when there is confirmation of a communicable disease (e.g., chicken pox).

During times of a public health emergency e.g. a pandemic, guidance from the health authorities will supersede centre policies and Lakeland will switch to the enhanced infection or other applicable protocols as outlined by the authorities. Families will be accordingly notified through the usual communication channels.

## Head Lice

Pediculosis (head lice) is not a regulated public health condition and, although easily spread, is not considered a communicable disease. Head lice can be transmitted through head to head contact with an infested person or through contact with personal objects (e.g., combs, hats, etc.).

- If you suspect that your child has head lice, we ask that you let us know as soon as possible. If live lice or nits (eggs) are found, administer a treatment, (available over-the-counter at your Pharmacy or through a service). The child should not return to the child care centre until a treatment has been applied. Parents are also advised to continue to check their child's hair – and that of all family members – daily for 14 days to minimize the spread.
- If an educator suspects head lice, they may contact you to request permission to check your child's hair in a private location and report their findings to you. If live lice or nits are found, your child will not be excluded from the program. The educators will adjust the program, removing dramatic play clothing and hats, etc. to reduce the risk of spreading. Depending on the severity of live lice found, the educator may request a nearly pick up so that treatment can begin immediately.
- When lice is suspected and/or confirmed, a notice will be sent home to all parents in that group with a request that they check their child's hair thoroughly and report back the results.

## Administration of Medication

Lakeland Child Care is able to administer both prescription and non-prescription medication. It is preferable however that the children receive all medication at home, if possible. If your child requires medication by injection (e.g., insulin), please speak to the centre supervisor as additional terms, conditions and training on your child's individual Care Plan is required.

MEDICATION = LABEL = FORMS	
Each time meds are brought in:	
<ul style="list-style-type: none"><li>• Original Container</li><li>• Correct Name/ Child</li><li>• Expiry Date</li><li>• Storage</li></ul>	<ul style="list-style-type: none"><li>• Medication Name</li><li>• Time/ Frequency</li><li>• Dosage</li></ul>

Prescription Medication must be provided in the original container, with the prescription label on it indicating the child's name, name of medication, dosage of medication and instruction for storage and administration. A parent/guardian must complete the Administration of Medication form provided by Lakeland. This form must be initialed by staff at time of administering medication and by the parent/guardian at pick up time verifying their acknowledgement that the medication was given.

Non-Prescription Medication must be provided in the original container with the child's name on it. A doctor/ pharmacist note should also accompany the non-prescription medication which states no-objection to administer that medication. A parent/guardian must complete the Administration of Medication form provided by Lakeland. This form must be initialed by staff at time of administering medication and by parent/guardian at pick up time verifying their acknowledgement that the medication was given.

All medication must be taken home by the parent each night except in the case of medications required for life threatening situations (e.g., asthma medication, Epi-pens, etc) or pain reliever for infants (e.g., Infant Tylenol). These medications will be checked monthly for expiration dates. All medication will be stored as directed and is kept in a locked container at the centre.

## Positive Guidance Techniques

Lakeland Child Care strives to promote and support appropriate and positive interactions that contribute to and sustain a safe, inclusive, and accepting learning environment.

Guidance techniques are related to the needs of the children in support of self-regulation and provide guidance strategies for children's behaviour to assist children in developing self-control, self-confidence, self-discipline, sensitivity in their interactions with others and ultimately social problem solving skills.

The following are taken into consideration when guiding children's behavior:

- Appropriate to the developmental level of the child
- Used in a positive and consistent manner
- Designed to assist the child to learn appropriate behaviour
- Discussed with a parent(s)

## **Supervision of Students and Volunteers**

Lakeland has a purpose and obligation to ensure the safety and well being of its vulnerable clients as well as the security of its operations. As such Lakeland outlines its requirements for records checks, orientation and supervision of students and volunteers.

A clear police Vulnerable Sector Check (VSC) is required for students and volunteers

An Offence Declaration is required for all students and volunteers who are 13 years and older upon the start of their placement or volunteer commitment.

Direct unsupervised access to the children (that is: when an adult is alone with a child other than their own) is not permitted for persons who are not employees of Lakeland. Only employees will have direct unsupervised access to the children in Lakeland's care.

No child will be supervised by a person under 18 years of age and placement students and volunteers are not counted in staffing ratios to meet minimum requirements of the Child Care & Early Years Act (CCEYA).

Students and volunteers receive an orientation to - and are required to adhere to - Lakeland's program philosophy, policies, procedures and practices.

Students and volunteers are supervised by a registered ECE (RECE) at all times when providing care and guidance to the children. Failure to adequately supervise a student or volunteer may be deemed to be professional misconduct under the Early Childhood Educators Act (2007) and be reported to the College of ECEs.

# Prohibited Practices

Under the Child Care and Early Years Act, the following are considered prohibited practices:

1. Corporal punishment of a child;
2. Physical restraint of a child, such as confining a child to a high chair, stroller or other device for the purpose of discipline or in lieu of supervision, unless used to prevent the child from harming himself or someone else.  
\*Used only as a last resort and until the risk of harm is no longer imminent\*
3. Locking the exits of the centre for the purpose of confining a child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the Lakeland's emergency management policies;
4. Use of harsh or degrading measures or threats or derogatory language directed at a child 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;
5. Depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
6. Inflicting any bodily harm on children including making children eat or drink against their will.

Lakeland — via the centre supervisors — regularly monitors its programs and observes RECEs. Any use of these practices is investigated and may result in progressive discipline, up to and including termination. If you observe such practices, please immediately report them to the centre supervisor.

## **Serious Occurrences**

In spite of effective supervision and all the best precautions, serious occurrences (e.g., life-threatening injury or illness, fire or other disaster on premises.) can sometimes take place. All serious occurrences are reported to the Ministry of Education. A Serious Occurrence Notification Form will be posted at the centre for 10 days following a serious occurrence to support increased transparency and access to information for parents. This posting will give parents brief information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the child care program.

## **Injury & Incident Reporting**

In spite of effective supervision practices and all the best precautions, an incident or injury may still occur. When minor incidents (e.g., scrapes, bumps, behavioural concerns) do occur, the educators will reassure the child, provide first aid if needed and complete an Incident Form. These reports explain the incident in detail. You will be asked to review it upon pickup and to sign the Report acknowledging its receipt. A copy will be provided or emailed to you.

If medical attention is required, the educators will consult with you and/or call for emergency services as needed.

If you take your child to see a medical professional (e.g., doctor, dentist) in response to an incident that occurred at Lakeland, please follow up with the centre supervisor to confirm the details of that visit and any medical treatment provided. The Incident Report may need to be updated and the supervisor can inform the educators of any recommendations or accommodations required for a safe return to the program.

# Emergency Management

Lakeland has a policy on unexpected centre closures. In adverse weather conditions, parents are advised to listen to local radio stations and monitor Lakeland's Facebook or Instagram page for notices of an unexpected centre closure. Should a closure be necessary mid-day, educators will contact parents by phone to notify them of the early closure and request pick up.

Lakeland's educators are trained in emergency preparedness and response in relation to fire, tornado and lock down procedures. Throughout the year, children and educators will participate in fire, lock-down and tornado drills and discuss our procedures. The centre has a designed gathering area to use during an emergency evacuation. A roll call is conducted by the educators to confirm that all children and staff are accounted for. Parents are notified by a written posting and/or through email of various drills or false alarms.

Should an emergency situation arise that requires the children and staff to vacate the building for a longer period of time, it may be necessary for the group to move to the designated emergency shelter; typically it's a neighboring business. Once children have been reassured and settled, educators will contact parents by phone to advise of the need for an early pick up and advise of the location. Additional communication and updates may be provided by email from the centre or Lakeland's administration office.

During ongoing emergency situations (e.g., lock down, tornado), Lakeland will make every effort to provide timely communication with parents via phone and/or email. Parents are advised to limit phone calls to the centre during an ongoing emergency situation to leave lines open for emergency personnel. An alternate number may be provided to support communication during such situations.



# **PROGRAM CHANGES**

## **Program and Schedule Changes**

Should you require a change in schedule for your childcare needs, please speak to your centre supervisor immediately. The ability to switch days or to add days of care is subject to availability.

## **Withdrawal of Child Care**

Withdrawing from Infant, Toddler and Preschool programs requires notice of 20 business days.

Fees are owing for the duration of the notice period. Customer deposits will be credited to the account and any necessary adjustments (i.e., outstanding balances or additional credits) will be made.

## **Termination of Child Care**

Many supports are put into place to create a happy and successful placement for all children. Lakeland's priority is for the safety of all children in its programs. Lakeland believes in providing and maintaining a work environment in which all employees are free from violence, threats of violence, intimidation, bullying, unkind comments and other disruptive behaviour or actions which belittle, threaten, offend, embarrass, humiliate or diminish another's self esteem, whether deliberate or unintentional, including sexual harassment and discrimination. Such actions are not tolerated, will be addressed immediately and may result in the termination of child care spaces or other consequences (e.g., police contact). Failure to comply with Lakeland policies, including payment provisions, may, in Lakeland's sole discretion, result in termination of space in the child care centre.

## **Centre Location**

Lakeland Child Care  
45 Commerce Park Drive Unit C, Barrie, ON  
(705) 503-1385

Supervisor: Shafana Shah

## Appendix A- Lakeland Childcare Program Statement

The program offered by Lakeland Child Care is a reflection of best practices in early childhood education and is consistent with Ministry of Education policies curriculum, as referenced in the following Ministry documents (links open in pop -up PDFs)

- [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)
- [Ontario Early Years Framework](#)
- [Think Feel Act: Lessons from Research about Young Children](#)
- [Early Learning for Every Child Today](#)

Our educators use How Does Learning Happen? Ontario's Pedagogy for the Early Years to guide their practice. How Does Learning Happen? is a professional learning resource guide — provided by the Ministry of Education. It is about learning through relationships for those working with young children and families. How Does Learning Happen? is intended to support pedagogy and curriculum/program development in Lakeland's program.

Pedagogy is “the understanding of how learning takes place and the philosophy and practice that support the understanding of learning”. Curriculum (the content of learning) and pedagogy ( how learning happens) in early years settings are shaped by views about children, the role of educators and families, and relationships among them. How Does Learning Happen? helps Lakeland's educators “focus on these interrelationships in the context of early years environments.”

### Our View of the Child

Consistent with the Minister of Education's policy, our educators view children at all ages to be capable, competent, curious and rich in potential.

- We believe that children are capable of informed risk-taking and increasing independence within appropriate environments.
- We know that children are competent and able to question, examine and investigate a wide variety of topics and areas of interest.
- We value children's curiosity and sense of wonder and know that children learn valuable skills through play.

We believe that children come with lived experience and acknowledge that they are co-learners in our program. Our educators recognize and provide individualized support for each child as they grow and develop at their own pace — supporting each child to reach their full potential.

## Program Foundation

How Does Learning Happen? speaks to four foundations that are important for children to grow and develop in order to reach their full potential.



1. **Belonging** refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.
2. **Well-being** addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.
3. **Engagement** suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.
4. **Expression** or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

The four foundations inform the goals for Lakeland's program

## **Pedagogical Approaches Explained**

Our educators use recognized pedagogical approaches to support children’s learning and development in achieving our program goals. These approaches are explained below and apply across many of the goals listed in the next section:

### **Responsive relationships**

- A responsive relationship is one that creates and builds a sense of trust, a healthy sense of self and encourages self-regulation. This relationship is developed between the child, their family and the Registered Early Childhood Educator.

### **Learning through exploration, play and inquiry**

- Educators build upon the children’s interests by providing materials for exploration. Educators assist children in seeking answers to their questions.
- Hands-on play is the foundation of the learning and development.

### **Project Approach**

- Is an inquiry-based learning approach where children initiate an interest in the specific topic. Educators support the learning through scaffolding, research, investigation (field study) and reflection
- Educators plan curriculum that engages children in a more thorough investigation of their topic of interest

### **Educators as co-learners**

- Educators go beyond giving answers or asking questions they already know the answer to. They become a partner, a co-researcher — learning along with the children through inquiry and exploration.

## **Environment as third teacher**

- The child's environment is set-up with open-ended materials that can be manipulated, investigated and provide exploration through the five senses.
- The environment allows for child-initiated exploration and play

## **Pedagogical documentation**

- A visible record of what the children and educators have been researching and investigating through curriculum.
- Allows for reflection, questioning and discussion on a specified topic of interest
- It is a reflection of developmental growth over a period of time.

## **Reflective practice and collaborative inquiry**

- Intentional and thoughtful
- Closely observing and studying; uses a thinking lens
- Allows educators to make meaningful decisions about how to respond to children's interests

## **Goals and Approaches**

The following outlines Lakeland's program goals across key indicators of quality as defined in the Child Care and Early Years Act. The approaches speak to the strategies that educators use in implementing care activities and curriculum to achieve stated goals.

Essentially the approaches speak to what you might "see" in the program, as well as things we've put in place behind the scenes towards achieving each goal.

**1. To promote the health, safety and well -being of children, ensuring individual needs are met, within Lakeland's program**

**• Examples of actions to promote such goals:**

- Educators welcome families and children with a personal greeting; seeking information about the child's health, mood, or special events in the child's life – supporting the child and family in this transition.
- Educators track attendance noting the time each child arrived and again when each child is picked up.
- At the end of the day, educators make eye contact with parents who are picking up a child. If someone unfamiliar is picking up, educators ask that individual for photo ID and confirm that they are authorized to pick up the child.
- On a regular basis, at least once per week, educators seek out each parent to provide an update or story that reflects the child's learning and activities.
- Educators can be seen engaged with children, taking an interest in them and their activities – thus creating a sense of belonging for each child.
- Educators discuss safety with the children – help the children to identify safety rules for various activities and support the children to make good choices.
- Field trips and field studies are an integral part of our program (before/ after school only). Educators provide parents with a Field Trip Information Form outlining key details regarding such activities – including risks and safety management strategies. A permission form is required to confirm informed consent for each child participating. Volunteers are often sought to support staff in supervision.
- Children who are sick are closely monitored, with hand-washing encouraged regularly. If a child has a fever + one other symptom, an early pick up is requested. When an infectious illness is confirmed in the centre, a sign is posted to inform families and provide facts about that illness.
- When medication is brought into the centre, educators will ask you to complete some forms. Educators will check the information you provided against the instructions on the medication itself to ensure it matches and that your request is in line with Lakeland's policies.

- **What we do behind the scenes:**

- Toys and equipment are regularly sanitized to minimize the spread of germs.
- Educators conduct daily health checks which are reviewed monthly and compared to baseline data. If there is a higher # of cases of vomiting and diarrhea, educators consult with Public Health and follow their directive. If declared in outbreak, children must remain home until they are 48-hour symptom free. Additional sanitary practices are put in place (e.g., washing door knobs, no soft toys, etc.).
- All staff are trained in Standard First Aid/CPR and the use of epi-pens. Allergy lists, including individual emergency plans are posted and reviewed regularly. If an enrolled child has Type 1 diabetes, educators are trained on that child's Individual Diabetic Care Plan and how to administer insulin injections. In collaboration with a nurse and the family, educators undergo a competency test before administering insulin on their own.
- Educators apply sunscreen or assist older children to apply their own.
- Lakeland has developed a wide array of policies and procedures to ensure compliance with legislation, including fire, health & safety, accessibility, child care and more. Educators review all policies annually. Additional training is also provided (e.g., AODA customer service, WHIMS, Safety First, etc). In some cases, safety practices are reviewed with children, such as lock down drills, fire drills, use of the buddy system, to name a few.
- Management reviews inspections (i.e., health & safety, Ministry licensing, Fire, Playground) to look for trends or areas for improvement.
- Educators attend numerous seminars and conferences aimed at child well-being and creating a sense of belonging.

## 2. To promote good nutrition and healthy eating habits for children

- **Examples of actions to promote such goals:**

- Menus are posted at the centre for families. Any changes are noted on the posted menu at the centre. The menus include diversity in foods served (e.g., hummus, guacamole, black bean brownies, cabbage-roll casserole, etc.)
- Lakeland uses a catering company for its daily meals.
- Educators provide for a free flow snack in the morning and afternoon, encouraging children to come to the table when they are ready. An educator sits with the children but encourages them to be independent in serving themselves to try new foods. Educators act as a role model in this regard.
- Educators include gardening and learning about fruits and vegetables in their curriculum.
- Educators engage children in cooking and baking experiences as part of curriculum while exploring healthy eating and nutrition.
- Allergy lists are posted in the kitchen and the classroom and act as a reminder for staff.

- **What we do behind the scenes:**

- Liaise with our caterers ensure we are following Canada's Food Guide and to ensure quality of the food stays high.
- Due to allergies, beliefs or for other reasons, families may choose to use a Food Agreement whereby they provide all or part of their child's food from home.



### **3. To foster engagement and the development of positive, responsive, relationships between children, families and educators**

- **Examples of actions to promote such goals:**

- Parents may be invited into the program – to observe, to review documentation, to share their expertise or as a volunteer.
- Educators try to get to know children and their families – respecting the parent's role as the first teacher, as well as their beliefs and values.
- Educators are respectful when sharing incidents where a child required assistance to be successful in the program.
- Educators actively listen to children and respond in a positive way. They support the child's need to self-regulate and assist them as they work to develop that skill.
- Educators provide support to parents – answering questions about child development, helping with potty training, or providing resources. In doing so, educators are respectful of the parent's goals for their children.

- **What we do behind the scenes:**

- The classroom has a quiet area that children can go to when they need a break or want to re-group.
- Annually, a Member Survey is conducted to seek feedback from parents and to help us to better understand their values and needs. A suggestion box may also be available.
- Centre activities (spring concert, Mother's Day Tea) and organization-wide events (Lakeland picnic, Movie in the Park, Skating party) may be planned to encourage relationship building and connections between children, families and educators.

**4. To actively engage with community partners to enhance Lakeland's program.**

- **Examples of actions to promote such goals:**

- College and high school students who are completing a placement in our classrooms.
- Educators will often invite special visitors into the program. For example: community helpers (police officer, fire fighter), dental hygienist, humane society, librarian, etc.
- Together with their educators, children may identify possible experts in our community who can assist us to learn more about a topic or where we can do a field study. Educators also plan walks and field trips for the children to explore their community.
- Requests to support community campaigns (e.g. Food Bank, etc)

- **What we do behind the scenes:**

- Lakeland has now signed a purchase of service agreement with the Simcoe Muskoka County for child care fee subsidy (Note: typically after first year of operations and only if a subsidy grant is offered).
- Educators seek classroom-wide consultation from resource agencies and pedagogical leaders to help us improve our environment and to support inclusion for all children.

**5. To give children a voice for self-expression, exchange of ideas and positive communication among their peers and educators**

- **Examples of actions to promote such goals:**

- Educators support children in documenting their own learning when possible. To that end, you may see postings of the children's survey results or stories or plays written – in their hand-writing. As children get older, they also help to document on the “white boards” outside our classrooms.
- Educators prompt the children to exchanging ideas with peers – or even with educators. You might hear the children talk about “compromise”, or a need to “talk it out”.
- Educators will develop children's portfolios – a collection of photos and documentation that demonstrates your child's learning.
- Children are invited to help plan for and lead their own learning. Through this inquiry-based learning, children are free to express ideas and explore their curiosity.
- Children are supported to develop leadership skills and invited to take on leadership roles within their program as they get older.
- Art activities are open ended to allow for maximum self-expression. There is no right or wrong way. Educators remain non-judgmental, asking questions to understand what the child is expressing or how they are perceiving the world around them.
- We respect culture, language, traditions and family values of all children in our program. To that end, children are introduced to different languages being spoken, see visual images of diverse people, places, activities and foods. Educators may ask children and families to share about their culture or special days.

- **What we do behind the scenes:**

- The environment is set up to meet the children's individual needs and allow them to explore, reflect and engage in their own learning. Provocations are introduced to engage the children and educator's in a co- learning experience where we use scaffolding based on the child's input (e.g., expressive ideas, non-verbal cues, own experiences).
- We view children as being competent and capable. We support the children in their endeavors to take developmentally appropriate risks and be responsible for their own actions with the support and guidance from the Educator's.
- Lakeland seeks input from the children through polls (to choose the movie or activity for a special event) or through discussion about the activities, materials and equipment they want in their program.
- Educators use the Project Approach to extend the children's interests when a small group are interested in a similar topic.
- Pedagogical documentation is used to display the children's thoughts, feelings, ideas and views of how things around them relate and connect to their world. It provides the children an opportunity to revisit and share their learning with others.
- The curriculum sheet documents educator observations about what the children are interested in and identifies potential activities to help the children explore those interests. Educators then record the actual activities and reflect back on their observations. This flexibility accommodates the children's self-expression and exchange of ideas.

**6. To support the development of children's self-awareness, self-confidence, self-regulation and self-esteem**

- **Examples of actions to promote such goals:**
- Educators talk to children about feelings, right and wrong and other concepts towards developing self-regulation. They observe and provide prompts to help children be more self-aware – particularly when they are becoming upset. When emotions bubble over, educators listen to the child, allowing him or her to express themselves and – when appropriate – ask reflective questions.
- If needed, children may bring in “cuddlies” or a special blanket, etc that helps them feel safe and calm.
- Educators provide children with controlled choices – suited to their level of development.
- Educators acknowledge children’s efforts; preferring to focus on the positive.
- Educators may model appropriate conflict resolution skills when talking with children and co-workers.
- Educators communicate effectively with children – on their level, with eye contact, using prompts with a firm, but gentle tone to help the child calm down
- Children are encouraged to use the quiet space as a calming space.
- When upset, educators encourage children take a deep breath (in through the nose) to support self-regulation. In some cases, educators may collaborate with parents to experiment in identifying activities that act as a de-stressor for the child (e.g., walking, jumping, tight hug, shoulder rub, weighted blanket, etc.).
- Educators teach children to label their feelings and to identify self-calming activities that they can initiate themselves (e.g., music, playdough).
- To support the development of self-confidence and self-awareness, educators support children in safe risk-taking and show pride in their success.

- **What we do behind the scenes:**

- Our program focuses on supporting the emotional needs of children by integrating self-regulation strategies. This will assist the children in strengthening their ability to use calm down techniques, engage in conflict resolution, focus on the task at hand, build positive relationships and be a productive participant in their learning
- Educators use positive guidance strategies to support children in self-regulation. This involves talking to the child at their level, active listening, and teaching the children “Tools for Life” – a program designed to help children manage conflicts and build relationships. Some of the Tools you may hear your child use at home, such as “talk it out”, “take a break”, “ask for help”, “compromise”.
- Educators observe and seek to identify things in our environment, interactions or other factors that may be causing stress for the children.
- Educators use the documentation and project history boards to remind children of their learning and success.
- Educators ensure that the children have a place to keep their belongings and are able to access them as needed.

**7. To foster children's exploration, play & inquiry through a variety of child-initiated, educator-supported activities, incl a mix of indoor, outdoor, active & quiet activities**

- **Examples of actions to promote such goals:**
- Our daily schedule is flexible with much time devoted to child-initiated, play-based learning. The schedule includes two hours of outdoor time (weather permitting). During inclement weather, indoor gross motor activities are offered.
- In school age program, children are outdoors for a minimum of 30 minutes
- Outdoor time is not just for running games. Educators often take the curriculum outside with science experiments and more.
- Multiple play centres are visible in our classrooms for younger children — block area, sensory area, dramatic play, arts, science, book centre, relationship centre and more. These play centres are always available to the children.
- In our before and after school programs, educators set up interest tables and put out materials as a provocation to test children's interest & see how they might use those materials.
- Educators are engaged with the children in activities, asking questions, hearing the children's ideas – acting as a co-learner. Classroom technology supports research and further investigation.
- Use of loose parts (nuts, bolts, feathers, tubes, etc.), natural items from outdoors and furniture and equipment that can be found at home (e.g., children's couch, pots and pans in dramatic play). You may also see a request posted to help us in sourcing specific materials or loose parts to supplement the children's learning.
- Materials and loose parts are rotated to explore new interests and keep the children engaged.
- Younger children have a rest period daily. If a child is not tired, they are offered quiet activities to explore while others sleep. As children get older, rest time is reduced.
- Educators plan field trips to explore the community; but also field study to investigate a specific topic. Documentation curriculum and project work is visible in the classroom in the form of photos, question charts, surveys, 3D models, artwork and project history boards.

- **What we do behind the scenes:**

- Educators notice the details of children's activities to learn more about what might be on children's minds. They discuss and make note of their observations; identifying new activities and materials necessary for exploration, play and inquiry.
- Educators plan experiences and activities to engage children in research based learning. Through critical thinking, problem solving and investigation the educator supports the child's interest in a specific topic of interest.
- Educators use a strategy called scaffolding where the level of support is lessened as children improve their skills. In addition, the educator provides a continuum of learning that builds on past experience to extend the child's understanding of a topic. This builds confidence and provides for a rich learning experience.
- Activities and materials are provided in a safe environment (e.g., adequate supervision, safety equipment, etc.) that also allows for risk taking in play and manipulation.
- Curriculum sheets and pedagogical documentation are posted outside and within each classroom. This documentation include the educator's observations of the children's interests, what they might explore in the six (6) primary learning areas related to that topic and curriculum/project work.



**8. To create positive learning environments that support children in their learning and development based on their individual needs**

- **Examples of actions to promote such goals:**
- Upon enrolment, we ask families about their child's developmental milestones, likes, dislikes, fears and more. We want to get to know the whole child and their family.
- Educators – in fact, the entire centre staff – take the time to get to know each child and family. In many cases, we become an extension of your family.
- The classroom environment includes quiet areas where children can quietly explore a book or just take a break.
- **What we do behind the scenes:**
- Educators recognize children's unique characteristics and access the resources necessary to adapt the early learning environment to suit the child.
- Lakeland develops policies, practices and environments that respect and support inclusion, meaningful participation and a sense of belonging for all children. We regularly review these policies with educators and engage in reflective practice.
- Twice annually, educators will endeavor to complete a Nippissing Developmental Screen on children up to age 6. An observation report is completed on children in our before and after school programs.

**9. To enhance the quality of Lakeland's program by supporting each employee in professional development and through on-going coaching and mentoring**

- **Examples of actions to promote such goals:**
- Lakeland celebrates employees who complete 20+ hours of professional development annually; this information is posted for parents.
- Each classroom has a Tablet that educators use to research and investigate topics with the children.
- At times, parents may see a pedagogical leader observing staff in program, providing coaching in the moment.
- At least annually, the Ministry program advisor visits each centre to license our program. Those visits involve observation and coaching with staff.
- Any concerns raised by parents are followed up promptly. Management follows up with the concerned parent to discuss action steps.
- Educators share new information and resources with their co-workers, and sometimes parents, after returning from a conference or workshop.
- **What we do behind the scenes:**
- Lakeland educates its employees on their responsibilities under the College of ECEs and supports them in their continuous professional learning program.
- Throughout the year, staff participate in monthly staff meetings.

Lakeland's management and administrative team supports educators in their Mission of providing play-based early learning to support each child to realize their potential while giving families peace of mind. We do this by...

### **Program Evaluation**

- Members (i.e., parents) participate in evaluating our programs through the annual member survey.

### **Performance Monitoring**

- Each employee receives an annual performance review. In addition, 2-3 developmental objectives are mutually agreed upon by the employee and their supervisor. The employee's progress on those objectives are reviewed twice per year.
- This Program Statement will help inform Lakeland's performance review process.
- When areas of concerns continue to be seen, Lakeland may choose to issue a developmental focus where the supervisor provides short-term, intensive coaching to support an employee to raise the level of their practice.
- The Ministry of Education, through its annual licensing assessment, measures Lakeland's performance on a multitude of requirements outlined in the Child Care & Early Years Act.
- The executive director monitors compliance to Lakeland policies. An audit is conducted annually with each policy being reviewed every three years.

### **Document & Review Impact**

- In addition to the pedagogical documentation that is displayed in the classroom, Lakeland is required to document and review the impact of our approaches towards meeting our goals. One way we do this is through our annual Member Survey.
- Parents are asked to evaluate Lakeland on communication, learning activities, the skills their child learns at Lakeland and much more. Survey results – including open-ended responses, give us an indication of impact.
- As we continue to refine this program statement additional methods for documenting and reviewing the impact will be defined.

## **Annual Review**

- Per the Ministry's direction, Lakeland shall ensure that all new employees, students and volunteers review this Program Statement upon hire or before their placement begins. Additionally, all employees, students and volunteers will review this Program Statement annually, and after any modifications.

## **Implementation**

- The Program Statement Implementation policy sets out requirements and procedures to ensure that the approaches outlined in this Program Statement are implemented within our program and that the stated view of the child is observable in the program. Responsibility for monitoring this policy rests with the Executive Director monitoring compliance.

## **Appendix B- LAKELAND CHILD CARE'S CODE OF ETHICS**

**LAKELAND** acknowledges that the young child's critical need for continuity of care demands that she make a long-term commitment to the child and family.

**LAKELAND shall** try to resolve a disagreement with a parent. Termination of the daycare placement shall be used only as a last resort.

**LAKELAND shall not** terminate a client-family without giving reasonable notice.

**LAKELAND shall not** urge a parent to move a child from another provider with whom there is a satisfactory relationship.

**LAKELAND shall** establish policies and procedures so that families clearly understand what is expected of them, but are flexible enough to meet their varying needs.

**LAKELAND shall** maintain client confidentiality in a manner appropriate to the daycare relationship.

**LAKELAND shall** meet each child's emotional, physical and intellectual needs in developmentally appropriate ways.

**LAKELAND shall not** deliberately contradict or disparage the parent's religious beliefs, culturally-based values, or child-rearing practices in the presence of the child.

**LAKELAND shall not** emotionally, physically, or sexually abuse any child in their care, and shall report any suspected abuse to the proper authorities.

**LAKELAND shall** maintain a family-style environment for the children in their care.

**LAKELAND shall** have safe, clean areas in which the children play, eat, and sleep.

**LAKELAND shall** strive to provide the highest quality of daycare.

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<b>Lakeland Childcare Centre</b> <b>Safe Arrival and Dismissal Policy and Procedures</b>
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Date Policy and Procedures Established: Dec 31, 2023

Date Policy and Procedures Updated: Dec 31, 2023

### **Purpose**

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the childcare centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

This policy also sets out the expectations from parents/ guardians in terms of timely and efficient communication. It outlines that morning drop offs and afternoon pick-ups should occur as per the agreed timeframes (with arrival no later than 9:30 am). And that any changes from the schedules must be communicated and agreed beforehand.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

### **Policy**

#### **General**

- Lakeland Childcare will ensure that any child receiving care at the childcare centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the childcare centre to whom the child(ren) may be released.
- Lakeland Childcare will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff shall follow the safe arrival and dismissal procedures set out below.

## Additional Policy Statement

In order to better facilitate the new safe arrival regulations (Ontario Regulation 137/15 noted below), effective Feb 1, 2024, parents/ guardians are expected to drop off their children at the daycare no later than 9:30 am, unless agreed in advance due to an extenuating circumstance (e.g. doctors appointment, etc.). Such late arrivals must be communicated minimum one day in advance.

Notwithstanding the morning cut off time, for operational reasons, parents/ guardians are expected to adhere to a pickup and drop off time agreed at the time of registration in consultation with the supervisor, with any changes made in mutual agreement subject to staffing availability and scheduling. Parents/ guardians may however pick up their child earlier than the scheduled time.

## Procedures

### Accepting a child into care

The drop off and pick up typically occurs at the front door. The parent/ guardian arrives at the door and rings the doorbell. During the morning drop off, staff open the door and receive the child. The parent/ guardian leaves and the staff, either the 'float' or one of the classroom teachers will sign in the child.

During the afternoon pick up, the parent/ guardian similarly comes to the door and rings the bell. The staff either lets them in to wait inside the lobby or have them wait just outside, while the staff brings the child to the door and hands them over to their parent or other authorized pick-up person.

Lakeland requests (and reminds) the families to provide a 10-15 minute heads up via text in the afternoon before pick up on a dedicated phone line to allow staff to get the child ready, (winter dressing etc.) as much as possible to minimize waiting time at the door.

1. When accepting a child into care at the time of drop-off:
  - Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff/ office will confirm that the person is listed in the child's file as an authorized pick up person. Where that is not the case, parent/guardian will be asked to provide authorization for pick-up in writing (via text, messaging app or email).
  - Document the change in pick-up procedure in the daily written record.
  - Sign the child in on the classroom attendance record.

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

1. Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off or of expected absence (e.g., left a message on the program communication app, texted, phoned, or advised the staff at pick-up/ drop off), the staff in the classroom or office shall:
  - Inform the supervisor or another person of authority (e.g. office co-ordinator) who shall commence contacting the child's parent/guardian no later than 11 am, unless there is previous knowledge of late arrival. Staff shall use a combination of phone, email, communication app or/ and text messages to get in touch with the parent/ guardian.
  - Program will continue intermittently for an hour (until noon) to contact the parent/ guardian, at a minimum keep documentation (email, messages) of attempts to contact if no response is received. At a minimum two such attempts will be made between 11 am and noon.
  - Should the attempts to contact the parent/ guardian remain unsuccessful, the respective parents will be reminded of their obligation to inform the program of absence or late arrival in advance. For now, this policy does not call for any further escalation such as calling the police or child protection agencies at this stage.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.
3. Feb 2024 onwards, a failure of the parents/ guardians to provide a heads up of the late arrival or absence, will require an admin fee of \$50 per each occurrence. Multiple such events (three times in a year) can lead to discontinuation/ termination of care.

### **Releasing a child from care**

1. The staff at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization to whom the childcare may release the child. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual), the staff shall:
  - Confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
  - Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.
2. Should the childcare center staff remain unsure about the authenticity or identity of the pick-up person, the child(ren) shall not be released to the person at the door, if the person is not known to the staff, until the parent/ guardian provides the required written authorization and/or if the staff on duty become satisfied about the identity.



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

1. Where a parent/guardian has previously communicated with the staff/ office a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, the supervisor or a staff designated for such duties, shall contact the parent/guardian through phone or/ and text or/ and communication app and advise that the child is still in care and has not been picked up.
2. Where the staff is unable to reach the parent/guardian, staff shall try again, at least twice altogether. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions and/ or leave a voice message/ email/ communication app message to contact the centre.
3. Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall:
  - Attempt to reach emergency contacts if applicable and request the pick-up or their assistance in reaching the parent/ guardian as appropriate. Where emergency contacts are unresponsive/ uncooperative or unwilling/ unable to intervene, the centre shall continue to reach the parent/ guardian or another authorized pick-up person to obtain clarity in the matter – up until the program closes. After that time, the program will refer to the steps “where the child has not been picked up and the centre is closed” as outlined below.
  - Feb 2024 onwards, a failure of the parents/ guardians to pick up their child within the agreed timeframe, will require an admin fee of \$50 per each occurrence. Multiple such events (three times in a year) can also lead to discontinuation/ termination of care.

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 5:30 pm, staff shall ensure that the child is given a snack (when available) and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. Alternatively, another staff or supervisor/ manager may perform the duties to contact either from the centre or remotely. It is also possible only one staff is available, who shall supervise and attempt to contact the parent/ guardian.
3. In the case where the person picking up the child is an authorized individual; the staff shall contact the parent/ guardian first and then proceed to contact the authorized individual if unable to reach the parent/ guardian.
4. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact any emergency contacts listed on the child's file to obtain information on the parent.
5. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6 pm, the staff shall proceed with contacting the local Children's Aid Society (CAS) at +1 800-461-4236 or another number if required. Staff shall follow the CAS's direction with respect to next steps.
6. Should CAS also be unavailable or unreachable, then the program supervisor shall take the appropriate next steps based on the weight of their experience (and in consultation with other senior staff) which can include contacting the law enforcement or may include extending the time past 6 pm until which care is provided to the child (snacks, activities) as the staff continue to resolve the matter while continuing to contact the parent/ guardian and/ or authorized pick-up person.
7. Staff may stay past the closing time including beyond the 6 pm threshold without contacting the CAS if contact with parent/ guardian has been established and they (or their designate) are on their way to pick up the child.
8. As per existing policy, any late pick up past the closing time is an automatic \$50 late fee, every 15 minutes or part thereof. Late pick ups, especially multiple ones, is also cause for termination of care.

## Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone or to otherwise leave alone.

### Additional Procedures

None currently.
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### Glossary

*Individual authorized to pick-up/authorized individual:* a person that the parent/guardian has advised the childcare program staff in writing can pick-up their child from care.

*Licensee:* The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

*Parent/guardian:* A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

### Regulatory Requirements: Ontario Regulation 137/15

#### Safe arrival and dismissal policy

**50. Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,**

**(a) provides that a child may only be released from the child care centre or home child care premises,**

**(i) to individuals indicated by a child's parent, or**

**(ii) in accordance with written permission from a child's parent to release the child from the program at a specified time without supervision; and**

**(b) sets out the steps that must be taken if,**

**(i) a child does not arrive as expected at the centre or home child care premises, or**

**(ii) a child is not picked up as expected from the centre or home child care premises.**