

The Oaks

Early Learning Childcare



Family Handbook



CONTACT INFORMATION

Supervisor: Kylie Portaccio

Preschool Phone Number 519-716-0653

Address: 147 Elgin Street North, Cambridge.

Theoaks@cvcf.ca

Located in the Kid's House

Use the top parking lot.

There is a secured entrance. The code will be provided once enrolment is confirmed.

CHILDCARE PHILOSOPHY

The Oaks Early Learning Childcare desires to provide a childcare that reflects the heart of Christ. Our program demonstrates the belief that a child's work is play; through play in a developmentally appropriate environment a child grows and learns. The learning environment we provide recognizes the importance of and is designed to nurture the whole child's level of development: physically, cognitively, socially, emotionally and spiritually. We embrace the Province of Ontario's 'How Does Learning Happen?' principles. Through individual and group, indoor and outdoor, active and quiet play experiences at The Oaks Early Learning Childcare, a child will be exposed to situations that stimulate and encourage:

- Self-expression, communication and language skills
- fine motor development
- gross motor development
- self-esteem and a sense of well-being
- problem solving and engagement with their learning environment
- creativity and individuality
- social interaction and respect for others
- healthy respect for authority
- a sense of identity and belonging

The Oaks Early Learning Childcare is an expression of the Cambridge Vineyard and is directly accountable to the Elders and the Board of Directors of the Church. The childcare fully embraces the Cambridge Vineyard's purpose and statement of faith; it is the basis from which we teach Christian values in the program.

PROGRAM STATEMENT

‘How does learning Happen?’ is a question that has challenged and inspired teachers and caregivers for decades. This ongoing inquiry still leads us each day to meet the needs and challenges of the children in our care. As indicated in the Minister’s Policy Statement released June 8, 2015 we will use the ‘How does Learning Happen? Ontario’s Pedagogy for the Early Years (2014)’ document to guide our program. This statement, together with the Child Care and Early Years Act guide our program development, pedagogy and practice. It is intended to strengthen the quality of our program and ensure high quality experiences that lead to positive outcomes in relation to children’s learning, development, health and well-being. With that in mind the staff at The Oaks Early Learning Childcare will work each day to....

“Promote the health, safety, nutrition, and well-being of the children.”

In our care we provide an environment that encourages the children to make positive choices for themselves and others. We believe children are competent, capable, curious and rich in potential. The staff work with the children and parents to allow play with reasonable risk that challenges the children to explore, makes them aware of possible risk factors and how to minimize those risks while building confidence and self-awareness. We want them to understand that they are loved, cared for and created for a purpose. We use Public Health’s direction when health and safety is concerned as well as use and Canada’s Food guide in our menu planning and nutritional policies. We use positive, affirming words when speaking to the children that will foster a positive self-image and sense of identity to the children.

“Support positive and responsive interactions among the children, parents, educators, and staff.”

We believe that by promoting and modelling these positive interactions we can assist parents in guiding their children in positive ways, establish mutual respect with the children and have better outcomes for children and families. We do this by giving them our attention, speaking in a calm positive manner, acknowledging individual feelings and assisting in problem solving that allows all parties to feel safe and foster a positive self-image. These interactions are monitored ongoing by the Supervisor and are recorded at least once yearly to ensure that staff, students and volunteers continue to maintain the standard of care and positive interactions set out in our policy. The staff are guided by their own faith and belief that what we do matters in the eyes of our Saviour. The staff engage in their own reflections that help them to connect ‘How does learning Happen?’ to this and all areas of the program statement. It assists staff in identifying their areas of strength and set new goals to work towards that encourage them to grow.

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

We demonstrate respect for each other and the children in the way that we speak and interact with one another. We use available tools and knowledge to be aware of each child’s level of stress and use that knowledge to support each individual child in building greater self-regulation skills. We give the children time to process expectations and allow them the freedom to make mistakes and learn from them. We want the children to understand that God loves them just the way they are, even when they make mistakes. We set up a physical environment within the room that provides a child space to calm themselves and get back to play as soon as possible. We teach and encourage breathing and calming techniques as needed.

“Foster the children’s exploration, play, and inquiry.”

“Provide child-initiated and adult-supported experiences.”

We provide many meaningful experiences in the classroom each day and allow the children to take the lead in play. We provide a variety of materials to enhance and encourage each child’s creativity and experimentation. The staff use the natural curiosity and inquiry of the children to provide both child initiated and teacher supported experiences that encourage the children to question and find answers to their wonder. God has provided unending imagination and creativity. We want to give the children an opportunity to explore and express it.

“Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported.”

We ensure all children are able to participate in activities at their own level. The relationships that we build with each child enables us to provide materials specifically designed to enhance an individual sense of belonging including special interests and cultural items. Each child is created by God and there is a purpose and a plan for them. We are partnering with the Lord to say yes to all the good things the Lord has for them. Additional staff and community supports are utilized to ensure each child has the opportunity to expand their learning in their own way. This includes but not be limited to Resource Consultants, Enhanced Staffing, Speech and Language pathologists, Physical therapists, Kinesiologists, Behavioural Consultants and Occupational Therapists.

"Foster the engagement of, and ongoing communication with, parents about the program and their children."

This includes but is not limited to providing a monthly newsletter allowing us to keep parents up to date on overall happenings within the childcare. An electronic communication tool is being used in the classrooms on the iPad, this is used to stay in contact with parents, post updates and text. Documentation binders are created for each child. They contain written documentation regarding activities and experiences the children engaged in and examples of their creative work. Other documentation is provided and displayed around the room, in the hallways and in display cases. This documentation will include pictures, art and written

reflections. God has put relationships at the centre of all that we do. This includes our relationship with Him and with those around us. We believe that this understanding will guide us in developing strong partnerships with the families we serve.

“Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving childcare.”

We ensure that each child has the opportunity for rest, quiet time and outdoor play. These opportunities may be provided in smaller groups as needed. We are able to provide a separate awake room with ongoing activities for the children that do not require sleep. If a child is in the sleep room and unable to sleep but due to ratios not able to go to the awake room, the child will be provided with quiet activities to engage in. God has created such an amazing world and he has given us the ability to interact and engage with it in such creative ways. Outdoor play will include a variety of experiences and equipment and will follow the same learning approach as indoors, following the children’s interests and inquiry. Our outdoors experiences allow exploration of the natural environment, physical games and activities, large muscle development and opportunities for appropriate risk taking. When outdoor space is not available due to weather restrictions an alternative space may be provided that will still allow for large muscle active play.

"Involve local community partners and allow those partners to support the children, their families and staff."

We believe that the inclusion of our community partners enhances the program, the children’s learning experiences and the overall well-being of the family. We do this by making referrals when concerns arise regarding the development of a child in any area or when we know through communication with the family that supports are needed in the home. God has provided wonderful resources for us to tap into. Our childcare is open to participating in visits and video consults and observations, assessments and working with ongoing therapies that will assist the children and their families. We post community events and workshops that may be of interest to parents.

"Support staff, and others who interact with the children at a childcare centre in relation to continuous professional learning.

God says that wisdom is important to build a foundation, understanding is needed to establish your place in it and knowledge is required to fill it up with wonderful things. With this in mind we support lifelong learning. We provide funding, time off and in-house training to ensure all staff continue their own learning journey and stay up-to date with the latest research and childcare practices. We use the Early Years Engage materials and/or the Continuous Learning Portfolio through the CECE with staff. This allows staff to review and plan for a variety of learning experiences each and every year. These professional development experiences may be reported to parents in our newsletters to keep parents informed of the learning the staff is involved in. This also allows parents to ask questions and initiate their own learning journey. Resources are available to parents, staff, students and volunteers in the staff room ongoing.

"Document and review the impact of the strategies set out above with the children and their families."

We provide regular documentation of interactions within the classroom, taking pictures to support this documentation, posting pictures and video through our electronic communication tool. We review and reflect upon interactions and experiences to ensure they meet the desired outcomes of engagement, well-being, belonging and expression. God has given us this childcare centre as a ministry to the families we serve. We do all that we can to support them within the childcare centre and at home. We provide families with a Quality Assessment Survey each year to encourage parents to speak up. Our goal is to give everyone a voice by collaborating with children, staff and parents and the Region of Waterloo throughout this ongoing process.

STATEMENT OF FAITH

WE BELIEVE that there is one living and true God, eternally existing in three persons, the Father, the Son, and the Holy Spirit, equal in power and glory; that this triune God created all, upholds all, and governs all.

WE BELIEVE that the SCRIPTURES of the Old and New Testaments are the Word of God, fully inspired without error in the original manuscripts, and the infallible rule of faith and practice.

WE BELIEVE in GOD THE FATHER, an infinite personal Spirit, perfect in holiness, wisdom, power and love; that He concerns Himself mercifully in the affairs of men; that He hears and answers prayer; and that He saves from sin and death all who come to Him through Jesus Christ.

WE BELIEVE in JESUS CHRIST, God's only begotten Son, conceived by the Holy Spirit. We believe in His virgin birth, sinless life, miracles and teachings, His substitutionary atoning death, bodily resurrection, ascension into heaven, perpetual intercession for His people and His visible return to earth.

WE BELIEVE in the HOLY SPIRIT, who came forth from the Father and Son to convict the world of sin, righteousness and judgement, and to regenerate, sanctify and empower for ministry all who believe in Christ; we believe the Holy Spirit indwells every believer in Jesus Christ and that He is an abiding Helper, Teacher and Guide. We believe in the present ministry of the Holy Spirit and the exercise of all the Biblical gifts of the Spirit.

WE BELIEVE that all MEN are sinners by nature and by choice and, therefore, under condemnation; that God regenerates by the Holy Spirit those who repent of their sins and confess Jesus Christ and Lord; that Jesus Christ baptizes the seeking believer with the Holy Spirit and power for service, often, though not always, subsequent to regeneration.

WE BELIEVE in the universal CHURCH, the living spiritual body, of which Christ is the Head and all regenerated persons are members.

WE BELIEVE that the Lord Jesus Christ committed two ORDINANCES to the church: Baptism, and The Lord's Supper.

We believe in baptism by immersion and the Lord's Supper (Communion) open to all believers.

WE BELIEVE in the personal, visible RETURN OF CHRIST to the earth and the establishment of His Kingdom; in the resurrection of the body and the final judgement, with eternal blessing for the righteous and endless suffering for the wicked.

WE BELIEVE THAT what is termed "THE APOSTLES CREED" embodies fundamental facts of Christian faith.

ADMISSIONS POLICY

Enrollment:

- **Infant room:** 3 months to 18 months
- **Toddler room:** 18-30 months. Toddlers enrolled in the program on the second floor must be able to walk (unless due to a disability) we can only carry one child out in an emergency.
- **Preschool room:** 30 months of age up to 6 years old.

Nursery School (preschool program only) is a 2.5-hour session morning from 9:00am-11:30am / Afternoon from 12:30-3:00pm

Half day with lunch *Preschool- agreed upon arrival time-12:30 *Toddler- agreed upon arrival time – 11:45 or *Preschool-11:30- agreed upon departure time. Please note half day with lunch is not to exceed 4 hours of care.

Full day operates between 7:00am – 5:30pm

Forms:

All registration forms should be fully completed prior to child entering childcare and a copy of immunizations provided. If a child is not immunized one of the following forms must be completed

Immunization forms:

- Statement of Conscience or Religious Belief forms for religious/conscience objections must be completed by a “commissioner for taking affidavits” (i.e. must be notarized)
- Statement of Medical Exemption form for medical exemption to immunization must be completed by a doctor or nurse practitioner

It is the parents’ obligation to keep all information in the child’s file up to date and to advise the staff of any changes.

DEPOSIT TO HOLD A SPOT

A one-time deposit is required to hold a childcare spot if a child's start date is more than 30 days from the time of application. This deposit is due when the application is submitted and will be applied to the first month's fees when the child attends the childcare. This will be waived by the supervisor if enrollment is immediate or the family will be receiving subsidized care.

Full time deposit is \$100.00 and part-time deposit is \$50.00. If for any reason the child's application is withdrawn and the child does not attend the childcare a \$25.00 processing fee will apply and the balance will be returned by cheque within 30 days.

If it becomes necessary to withdraw your child, a minimum notice of one month or one month's fee in lieu of notice is required.

Deposit fees are only due once a spot has been accepted by the family.

CHILDCARE FEES

We are enrolled in the Canada Wide Early Learning Child Care (CWELCC) program

These are base fees- We do not charge over and above

Infant – (full days only) \$30.71

Toddler-

- Full day \$24.81
- Half day with lunch \$17.48

Preschool-

- Full day \$20.08
- Half day with lunch not to exceed 4.5 hours \$12.99
- Nursery school 2.5 hours \$12.00

Fees are per day and calculated monthly. Fees are to be paid at the beginning for the month prior to attending; E.g. July fees are due July 1st.

The monthly fee is the same regardless of absenteeism or holidays.

If paying by cheque, please make it out to 'Cambridge Vineyard'. If an N.S.F. (non-sufficient funds) checks are returned, the service charge by the bank will be added to the next month's fee.

Electronic transfer is the preferred method of payment. Send e-transfer to accounting@cvcf.ca Please note your child's name and the month the payment is for. The password is 'childcare'

Financial assistance:

Parents living in the Region of Waterloo may be eligible to receive some assistance with their childcare costs. The Regional Municipality of Waterloo, Child Care Division, administers the Child Care Subsidy Program in this area. Interested parents must call the Child Care Subsidy Office at 519-575-4400 or visit the website at:

<https://www.regionofwaterloo.ca/en/living-here/child-care-subsidy-terms.aspx>.

RECEIPTS

If a parent provides cash, a receipt will be issued and provided to the parent indicating the amount paid, the child's name, the date it was received and the month the payment is for. If paying by cheque a receipt shall be provided upon request. Tax receipts are provided for all childcare fees by Feb 28th of the following year.

Receipts for payments whether originals or duplicated shall be provided free of charge.

WAITLIST

Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.

- No fee will be charged to parents for placing a child on the waiting list.
- The waitlist for childcare is managed by the supervisor or designate.

Receiving a Request to Place a Child on the Waiting List

- The Supervisor will receive parental requests to place children on a waiting list via applications on the Waterloo Region Onelist site, telephone, in-person meeting, or walk in.

Placing a child on the Waiting List

- The Supervisor will place a child on the waiting list in chronological order, based on the date and time that the confirmation request was received.

Determining Placement Priority when a Space Becomes Available

- When space becomes available in the program, priority will be given to children that need to move to the next age grouping, those that want to expand their number of days, to siblings of children current/previous children or those in the community with a referral with a high need of community support.
- Once these children have been placed, other children on the waiting list will be prioritized based on program room availability, when care is needed and the chronology in which the child was placed on the waiting list.

Offering an Available Space

- Parents of children on the waiting list will be notified via email and or phone call that a space has become available in their requested program.
- Where a parent has not responded to communication the Supervisor will contact the parent of the next child on the waiting list to offer them the space.

Responding to Parents who inquire about their Child's Placement on the Waiting List

- The Supervisor will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
- The Supervisor will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Maintaining Privacy and Confidentiality

- The waiting list will be maintained in the Supervisor's office in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.
- Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.
- **If contact is not made after several follow up attempts, the Supervisor may choose to remove the family for the Onelist registry.**

PARENT ROLE AND INVOLVEMENT

We encourage parents to play an active role in their child's experience here. Feel free to come in and visit the class to see what your child is doing and learning. If you have any concerns or suggestions, please let one of the teachers know so we can work together to make this experience rewarding for everyone.

As the children share their wonder and curiosity with the staff we will take the opportunity to explore different topics and provide opportunities and experiments for the children. This often gives parents the ability to get involved providing information from home, expanding on their child's classroom experiences and sharing things from home with the class. E.g. photographs, stories, art etc.

If you would like to spend time in the room participating in the program, or accompanying the class on a field trip, a vulnerable sector police check would be required in compliance with the Childcare and Early Years Act 2014.

To facilitate quality service, families have the opportunity to complete anonymous surveys (available online and in hard copy) and can provide the centre with feedback on specific topics throughout the year. This feedback will be considered during our ongoing and future planning. Family members are invited at any time to express concerns and to make suggestions for improvement. Additionally, you will find the Parent Issues and Concerns Policy and Procedures.

Community workshops and courses related to areas of interest to families will be posted and/or sent with the monthly newsletter. Keeping the best interests of the children in mind, suggestions may be made to families regarding these community workshops and/or any other appropriate agency or services.

Your family will occasionally be invited to engage in a social event. These events are wonderful opportunities to get to know the educators, see what your child has been learning in the program, and meet other families from the childcare.

ARRIVAL AND PICK UP POLICY

1. The children are only supervised at the following times: 7:00am-5:30pm or until picked up. Once a child has been picked up it is the parent/guardians responsibility to supervise the child.
2. Children are signed in to the attendance by indicating the time of arrival; signing in a child indicates and they have been checked for good health.
3. Children must be picked up by the end of program. If for any reason you are unable to pick up your child on time we ask that you make arrangements prior to the end of day and communicate that to the staff. If parents are late a fee may be applied to cover the cost of additional staffing. See Safe Arrivals and Departures Policy for more details.
4. All transportation to and from the childcare is the sole responsibility of the parent(s).
5. We encourage parents to say good-bye to their children before leaving, even if the child is having some difficulty separating. This will assist the child in feeling secure that a parent will not just disappear on them. In the long term it builds trust and security in the parent/child relationship. Staff will assist and support the child through this process.

SAFE ARRIVALS AND DEPARTURES

The educators at The Oaks Early Learning Childcare will ensure that any child receiving care is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the childcare centre may release the child to. The individual that is picking up the child must be at least 14 years old and have a plan to get the child home safely.

The educators 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. Under no circumstances will children be released from care to walk home alone.

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

- greet the parent/guardian and child.
- ask the parent/guardian how the child's morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the educator must confirm that the person is listed on emergency contact form or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
- document the change in pick-up procedure in the daily written record.
- perform a wellness check and sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

- Where a child does not arrive at the childcare and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the educator in the classroom must:
 - inform the supervisor or designate and they must commence contacting the child's parent/guardian at 10:00 or as soon as possible after. The educator shall call parent/guardian, send text message or contact them through Class Dojo. If no response is provided within 30 minutes the educator will inform the supervisor or designate. At that time the supervisor or designate will attempt to make contact in a different manner than the first.
 - This contact will be documented in the daily communication book. If contact is made the reason for the absence or delay will also be documented.
 - If after several attempts for contact through the day are unanswered the educator will mark the child absent, and it will be documented as 'reason unknown'. The supervisor and/or educator will also then attempt to contact an emergency contact to see if they are aware of any reason for the unexplained absence. This too will be documented.
 - Once the child's absence has been confirmed, the educator shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

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

-confirm with another educator 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.

The educators will only release children from care to the parent/guardian or other authorized adult.

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

Where a parent/guardian has previously communicated with an educator a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, the following procedure will take place:

- The educators will contact the parent/guardian within 30-45 minutes of the expected time, the classroom educator shall contact the parent/guardian through text, call or Class Dojo and advise that the child is still in care and has not been picked up.

-Where the staff is unable to reach the parent/guardian, staff must call again and leave a message for the parent/guardian. Where the individual picking up the child is an authorized individual and their contact information is available, the educator shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.

-Where the educator has not heard back from the parent/guardian or authorized individual who was to pick up the child the educator shall contact emergency contact if applicable or wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed"

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

-Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 5:30, the educator shall ensure that the child is given a snack and activity, while they await their pick-up.

-The educator shall stay with the child and proceed with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual; the educator shall attempt to contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.

-If the educator is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the educator shall attempt to contact additional authorized individuals listed on the child's emergency contact list.

-Where the educator is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:00pm, the educator shall notify the supervisor or designate and shall proceed with contacting the local Family and Children's Services (FACS) 519-576-0540. The educator shall follow the FACS's direction with respect to next steps.

STARTING CHILDCARE

Here is a list of items LABELLED WITH YOUR CHILD' S NAME to bring to the center on the first day:

- Appropriate Outerwear
 - Indoor Shoes –if needed in season
 - A spare change of clothing
 - Sunscreen, insect spray; as appropriate
 - Water bottle
 - Diapers/Pull-ups (if needed)
 - Diaper cream, or other non-medicated creams
- Blanket for nap time (optional) o *The centre will provide a blanket for your child at nap time; however, some families prefer to bring their own blanket.*

Beginning formal childcare is not only exciting but can also be unsettling for children and parents. It may be difficult to predict how quickly your child will settle into daily routines. Each child is different, and the way they settle in may have to do with previous childcare experience, age, personality, and how you as a parent are feeling.

Here are some suggestions you may want to consider when adjusting your child to childcare:

- Visit the centre with your child before beginning.
- Bring along a security item.
- Keep to a routine - at least until your child settles in.
- Let the staff know when you are ready to leave. At that time, it is often best to say goodbye, give your child one more hug, and follow through on your plan to leave. Staff is ready to give suggestions and help with the transition.
- Talk positively about the experience at home and on your way to the centre. Use staff and children's names frequently.
- Call the centre during the day if you are concerned.
- Share your emotions/anxiety about your discomfort in separating from your child for the day with staff or other adults - not your child.

SCHOOL CALENDAR

OPEN: Monday to Friday most weeks;

CLOSED: All statutory holidays as well as other recognized holidays. This includes Family Day, Good Friday, Easter Monday, Victoria Day, Civic Holiday, Labour Day, and Thanksgiving.

We will close early on Christmas Eve day at 3:00 if it falls on a week day and reopen the day following New Year's Day or after statutory holiday requirements are met.

We will also observe a one week shut down in the summer during the last week of July. This is the week that runs into the August long weekend (Civic Holiday). This will allow parents and staff to plan holidays with their families.

INCLEMENT WEATHER CLOSURES

In case of inclement weather please note the following changes; We used to follow the school boards but now that virtual learning is an option schools may choose to close physically but engage in a remote learning day. In this case the Childcare will decide on its own whether or not to operate. You will receive an email outlining the decision by 6:15am. If you are unsure, please email your inquiry as the supervisor does not have remote access to the childcare phone or iPad's.

- We will do our best to remain open whenever possible however, if the weather creates a significant hazard for driving we may have to call it a snow day for staff and children. If we choose to close for the day you will not be charged.
- If we remain open but are short staffed, we may ask that parents not requiring care for work purposes keep their children home so we can meet ratios for families needing to work.

WEATHER ADVISORIES

Heat- There are times in the summer when the humidex becomes too high to go outdoors (The humidex combines the temperature and humidity into one number to show how the combined conditions feel to the average person)

On hot days where the Humidex reaches 32 degrees celsius the **toddler** outdoor play time will be reduced to teacher's discretion. When the humidex reaches 35 degrees celsius the **preschool** outdoor time will be reduced to teacher's discretion. The teachers will ensure there is adequate shade, children are using sun protection measures such as hats, sunglasses and as always sunscreen is applied as directed by parents on the blanket lotions permission forms. Water activities and water to drink will be provided.

On days where the Humidex reaches 35 degrees celsius. The **toddlers** may be kept indoors and when it reaches 38 the **preschoolers** may be kept indoors. If available, indoor gross motor activities will be provided.

Cold- There are times in the winter when the Wind Chill becomes too low to go outdoors (The Wind Chill is how the combination of temperate and wind speed feels on exposed skin).

On cold days where the Wind Chill reaches -8 degrees celsius the **toddler** outdoor time will be reduced to the teacher's discretion and at -10 degrees celsius the **preschooler's** outdoor time will be reduced to the teacher's discretion. The teachers will ensure that all children are dressed appropriately for outdoor weather using borrowed clothing if needed. Outdoor activities should be provided to ensure children are moving around and still engaged.

On days where the Wind Chill reaches -12 degrees celsius, the **toddler's** may be kept indoors and when it reaches -15 the **preschooler's** may be kept indoors. If available, indoor gross motor activities will be provided.

Infants- When determining how long the infants will be outside, the staff will take into account the age and stage of the child; the humidex or wind chill and what activities they will be engaging in. This may include but is not limited to going to a walk, entering the playground or other gross motor activities. The staff will strive to provide as much outdoor time as possible around sleep and eating schedules.

CURRICULUM

We view children as competent, motivated learners. They are continually exploring and interacting with their environment. They test what they know, solve problems, plan and experiment as they go, naturally building off of their previous experiences. Research shows children learn from their environment and engage when they are interested in what is going on around them.

Teachers are guided by the 'How does learning happen' document and will take a responsive approach to guiding the children in the areas of Well-being, Engagement, Belonging and Expression. The teachers will use their knowledge to set the stage for self-motivated learning. As a child begins to ask questions the teacher will offer support for the child to investigate, learn and discover the answers they are searching for. Materials will be provided to enhance the process allowing the child to ask questions and take the lead in their own learning. This can be done through books, materials, group discussions and hands on experiments. The children's progress and discovery will be documented using pictures and writings using words from the children when possible.

Documentation may have a variety of looks, including pictures taken, a poster illustrating the process taken as the children made a certain discovery, written documentations are on display in the classroom and in the hallway and/ or posted in our electronic communication tool. These are also put into the children's individual binders. They are able access their binders at any time and they will be given to the children when they are done at the center. How long a topic is discussed and in what way it will be implemented will be based on what emerges from the children's own expansion, input and interests. The teachers will strive to be aware of the children's interests emerging in the classroom and support the children in any way possible. God has provided us a great big world, full of potential and possibilities. We want to foster that wonder in the children.

INCLUSION PRACTICES/INDIVIDUAL PROGRAM PLANS / INDIVIDUAL SUPPORT PLANS

We believe all children are created by God, loved and valuable. We recognize that we all have different strengths and abilities. Children are continually growing and changing through the ages and stages at different rates. We are committed to providing an inclusive program that allows children of all abilities to participate fully.

The Oaks Early Learning Childcare will also strive to work co-operatively with outside agencies to provide observation, assessment, and intervention. In order to provide a quality program for all children we will seek additional staffing supports from the community if issues of health, safety or mobility are a concern.

Individual Program Plans and Individual Support Plans

In demonstrating our belief of inclusion and the understanding that each child is unique and important we take the following steps:

Each child has an Individual Program Plan (IPP) or an Individual Support Plan (ISP). This plan starts at the time the parents fill out their enrolment form that is a part of the registration package. This gives parents the opportunity to share their own goals/concerns regarding their child's development and gives us insight into any agencies that may be involved in the child's life.

This IPP is developed and implemented as the child continues to grow and learn new skills. If a child is receiving support from an outside agency they may have a more detailed Individual Support Plan (ISP) that is prepared by staff and/or a Resource Consultant with the input of parents and outside services. These are located in the resource binder.

ISP's are read by all staff, students and volunteers prior to starting to work with the children, annually thereafter and whenever changes are made to the ISP.

See Child Development Screening Policy for details (Section 1.14).

IPP's are read as soon as possible and updated as needed.

CHILD DEVELOPMENT SCREENING POLICY

The teachers at The Oaks Early Learning Childcare understand that children learn and grow at different rates. However, there are times when children need extra attention and assistance to meet their potential in some areas of development. Due to the challenges some children face we want to make sure we are supporting these children and their families as much as possible.

Therefore, the teachers of The Oaks Early Learning and Childcare will do a screening checklist on each child (Unless additional services are already in place that include a more extensive assessment). This checklist will be done at least two months after the child starts at the childcare. This allows the child to be comfortable with the program, allowing the results of the checklist to be more accurate.

This information will be used by teachers to ensure developmental needs are being met when supporting the child's learning within the classroom. Any concerns from the results of these checklists will be shared with the parents. Additional supports may be pursued if the teachers and parents believe it would be in the best interest of the child.

This screening and all actions and goals developed from it are added to the child's IPP and are expected to be implemented by the staff on an ongoing basis.

RELEASE OF A CHILD

A child will only be released to the parent, guardian or alternative as listed on the registration or pick up and release form. If that parent or guardian is unable to pick up the child, they may notify the teacher at the beginning of the day which one of the alternates will be picking them up. If someone not listed on the registration form attempts to pick up the child the teacher will attempt to contact the parent to get a verbal confirmation. If the teacher cannot reach the parent the child will stay with the teacher until the situation is resolved.

If a person other than the parent or guardian is picking up a child, picture identification will have to be shown by the individual before the child will be release (i.e. a driver license) until the staff becomes familiar with the individual.

When releasing a child to the parent or guardian, our first concern is the safety of the child. If at the time of departure, a staff is concerned that a child may be at risk, they will not allow the child to be released until the situation has been resolved.

e.g. * child is being transported by motorcycle without a helmet

*** Child is not buckled in a proper car seat**

* Adult is showing signs of being impaired from either drugs or alcohol

In the event of a perceived danger to the child, we will take the following steps:

The staff will address the adult directly about the concern. Emphasize that the concern is about the safety of the child.

If possible, suggest ways to remedy the situation. E.g.

- call someone to assist them.
- Try to arrange alternate transportation for the adult if needed.
- Call the other parent
- Call the emergency person
- Call taxi

If the adult insists on taking the child, take down the license plate number and notify police.

CLOTHING AND POSSESSIONS

1. Please send your child with comfortable and washable play clothes that are easily manageable by the child (i.e. for toileting). Shoes need to be suitable for indoor and outdoor play.
2. **Mark child's name on his/her clothing and possessions. The childcare cannot be held responsible for missing clothing or personal items.**
3. Please send a change of clothes, including undergarments, in a bag that can be left at the childcare on your child's hook for your convenience. A supply of diapers/pull-ups and wipes can be labeled and left if the child is not yet toilet trained. Individual baskets are provided for these items in the washroom area.
4. We would encourage play toys from home to stay at home, however if a child insists on bringing a toy from home the teachers and childcare are not responsible for its return home. We will do our best to keep track of the toy however, often times these precious toys get lost and cause great sadness to the child.
5. If a security item is needed to assist the child to transition into the room or during sleep time please label the item. We will do our best to keep track of it and encourage the child to put it away when they are done with it.
6. A blanket will be used for children who are napping in the afternoon. Blankets, pillow cases and stuffed animals (if applicable) are washed each week by the staff for health purposes. If you provide a blanket or stuffed animal from home these items will also be washed by the staff unless it is taken home on laundry day. In such a case we ask that you would wash the item before returning the next week. These toys will stay with the child's bed as much as possible to ensure they do not get lost.
7. Candy and chewing gum are not allowed at school.

NUTRITION

Meeting the recommendations set out in Canada's Food Guide, we provide a four-week rotation of menus offering various diverse food. Menus are posted outside the kitchen, in the infant room and outside the preschool 1 room. All families are also offered a copy of the menu upon request.

There are various eating arrangements provided based on the children's needs and ages.

Children sitting in small groups at the tables offer excellent opportunities to enhance social skills, develop positive attitudes towards trying different foods, and support independence by serving themselves when appropriate.

Children have access to water throughout the day, including with each snack and lunch.

Any food, infant bottles, breast milk, or formula received will be labeled with the child's name

Children under a year old have written instructions provided by their families in their files so educators can provide the proper food. Please note that bottles are never propped against something or put in bed with children to fall asleep with.

A Food Handlers Certificate is held by the cook and most of the Educators on the premise to ensure Public Health protocol regarding food storage, refrigeration, and the preparation and serving of food are being met.

Special Occasions

In the event of a special occasion (i.e. birthdays or holiday celebrations), staff may provide an additional nut-free snack. All changes or additions to the menu will be posted for parents to see. In accordance with the Waterloo Regional Health Unit, treats brought from home will not be served to the children. These snack may be sent home for parents to decide if the children can have them. If parents would like to provide a special snack to celebrate a special occasion they may do so provided that it is store bought and displays a label stating all ingredients and shows that it is nut free.

Food Allergies

We are a Nut Free childcare and therefore all labels will be checked when purchasing foods for the center.

Any allergies/dietary supplements, including preferences, severe allergies, or intolerances, will be posted in all areas the children gather, including eating areas and the kitchen. They are also located in the emergency binder. A food agreement will be signed by a parent/guardian and the supervisor acknowledging specific needs. If a child has an allergy, an alternate/ modified snack will be provided by the childcare whenever possible. In cases where a child has food allergies and The Oaks cannot meet the child's needs, the child's parent/guardian will be asked to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.

The childcare will ensure:

- that parents label food brought to the child care centre with the child's full name and the date the food arrived at the child care centre, and that parents advise of all ingredients.
- Where food is provided from home we will ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.

PROMOTING POSITIVE INTERACTIONS

Discipline is an important part of the child's learning process and is handled as such. Discipline is done for a child, not to a child. Rules and expectations are clearly communicated to children at a developmental level they can understand and respond to. These rules and expectations are designed to help maintain a positive atmosphere of safety and harmony.

Children are not permitted to intentionally hurt themselves, others, or the belongings/property of others or the childcare. It is the teacher's role to help a child take responsibility for their actions. This is done using the following guidelines and techniques:

- Providing a stimulating program that minimizes frustration or feelings of being overwhelmed.
- Stepping in to assist a child before crisis occurs by redirecting, offering clear choices, and diverting with verbal and physical assistance.
- Encouraging a child to problem solve when conflicts arise with other children and adults and allowing them the freedom to find their own solutions.
- Helping children deal with strong feelings by talking about them and by learning to express them in an appropriate manner.
- Taking a child aside when necessary in order for them to regain control, discuss what happened and help them understand the effect of their behaviour on others and themselves.

These guidelines are carried out in an atmosphere that:

- Recognizes and accepts each child's individuality and developmental level.
- Promotes feelings of trust and security by fostering respect and caring
- Reinforces a child's self-esteem by recognizing positive behaviour in showing genuine approval when children are engaged in positive activity.
- Encourages children with direct verbal praise and nonverbal praise such as a smile or a nod.
- Promotes discussion and understanding.

PROHIBITED PRACTICES

In accordance with the Childcare and Early Years Act the following practices are prohibited:

- corporal punishment of the child;
- physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of safety or preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the safety risk or risk of injury is no longer imminent;
- locking the exits of the child care center or home child care 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;
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- Inflicting any bodily harm on children including making children eat or drink against their will.

No employee or volunteer or student, who is on an educational placement, and no person who provides services at a premises shall engage in any of the prohibited practices listed with respect to a child receiving child care.

The supervisor will take an active role in each the room and observe staff practices on a regular basis. Positive interaction observations are done on each staff, volunteers and students at least once per year to ensure accountability and compliance with these rules.

ONGOING DIFFICULTIES

If a child has ongoing difficulties with behaviour that continues to cause health and safety concerns for others and refuses to respond to the guidance of the teacher, the following steps will be taken:

1. The teacher will arrange to speak to the parent in private regarding the ongoing behaviour challenges of the child.
2. The teacher will seek the cooperation of the parent in determining the cause(s) or source(s) of the problem and enlist the parents' help in finding a solution.
3. The teacher will keep the parent informed of significant behaviour changes.
4. The teacher will seek outside help through support services with the parents' consent to find the root cause of the concerns and takes steps to support the child and the family.
5. In extreme cases, if after seeking any and all solutions, the child's behavior does not improve and is consistently harmful and disruptive to the atmosphere of the classroom, thereby affecting the other children's health and safety, the supervisor may ask that the child be withdrawn from the program either temporarily or permanently.

ILLNESS AND MEDICATION

When a communicable illness is diagnosed in a child or staff member, the information about the illness is posted for the parents to read. This information includes symptoms to look for, incubation, isolation periods and appropriate care to be taken. These information sheets are provided by Public Health.

1. If your child is showing signs of illness you refrain from bringing them to the childcare until the illness has passed.
2. If your child becomes ill at the centre you will be asked to pick them up as soon as possible. While waiting for parents to arrive a staff will stay with the child in an isolated area and provide comfort and distraction. All illnesses/ symptoms will be recorded on the child's chart in the health and safety binder and in the communication book.
3. The childcare staff will administer prescribed medications to the children only as directed by a doctor. This is described on the label of all medications. When possible we ask that you would administer medication yourself before arrival or after departure of the childcare.
4. When needed the staff will take on the responsibility of giving medications as stated in the Medication Administration Policy and Procedures.
4. If your child has severe asthma or severe allergies, we will always administer the medications in the event of an emergency as described on the child's Individual Medical Alert Plan or Individual Allergy Plan provided at the time of registration. This individual plan will be posted in each room and area the children occupy during the day, areas in which they gather and the emergency binder.

Medication Requirements

All medications to be administered to children must meet the following requirements:

- All medications must be stored in their original containers as supplied by a pharmacist, or their original packages. Medications that have been removed from their original package or transferred into a different container will not be accepted or administered to children.

All medication containers must be clearly labelled with:

- The child's full name
- The name of the medication;
- The dosage of the medication;
- Instructions for storage;
- Instructions for administration;
- The date of purchase of the medication for prescription medications; and
- The expiry date of the medication, if applicable.

ACCIDENTS

Although we take all precautions possible to provide a safe environment for the children, accidents do sometimes happen during play. If a child is injured (meaning that a mark is left from the incident) during childcare hours an accident report will be written up describing the injury and the first aid provided. As many details as possible will be given; if another child is involved their name is not used. Parents will be notified during the day via the electronic communication tool, text, or at the end of the day and will also be asked to sign the accident form. A photocopy of the accident form will be given to the parents. The other copy will be filed in the health and safety binder under the child's name. If an accident form is completed it will be noted in the communication book.

In the case of a **serious occurrence**, a notification will be posted on the parent communication board outlining the details of the occurrence and the outcome.

EMERGENCIES

In case of an emergency the childcare is equip with Emergency Management Policies and Procedures that it will follow. Our Evacuation Site is Alison Neighbourhood Community Center located at St. Anne's School 127 Elgin Street North. If such an emergency does occur, parents will be contacted via phone call using the emergency information provided and will be asked to pick up their child from that location. If an emergency occurs that does not require us to go to our evacuation site parents will be provided details upon pick up.

PARENT ISSUES AND CONCERNS

- Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.
- All issues and concerns raised by parents/guardians are taken seriously by The Oaks staff and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.
- Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.
- An initial response to an issue or concern will be provided to parents/guardians within 1 business day or when the child attends the centre again following the concern. The person who raised the issue/concern will be kept informed throughout the resolution process.
- Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Family and Children's Services (FACS) directly.

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

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

Kylie Portaccio – Supervisor theoaks@cvcf.ca

Tabitha Fellman – tfellman@cvcf.ca

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

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

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

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Tabitha Fellman- tfellman@cvcf.ca.

ACTIVITIES OFF-SITE

Occasionally, age-appropriate field trips may be planned to enhance the program. On such occasions, you will be asked to provide written permission in order for your child to participate.

When we take the children off-premises, the staff will ensure that:

- Individual medical plans are followed (concerning the administration of medicine and medical equipment needs)
- They have a cellphone
- Families' emergency contact is available
- A first aid kit is available
- An emergency car can be taken to the site by a parent volunteer if possible.
- If you would like to accompany the class on a field trip a vulnerable sector police check would be required in compliance with the Childcare and Early Years Act 2014.

HEAD LICE

Although head lice is not considered a communicable disease and does not spread disease, it is important to control in a group setting. Please be aware that contracting head lice has nothing to do with either the cleanliness of the child nor the standard of hygiene in the home.

Procedure:

1. If a child is suspected to have head lice, parents will be informed to pick up the child as soon as possible.
2. The parent will receive "Head lice Treatment guidelines" from the public health binder.
3. Parent will need to treat the child and remove all eggs.
4. In order to minimize the spread of head lice, all dress up clothes, pillows blankets ect will be removed for washing and will only return after all children are free of head lice.

Returning to the centre:

If head lice have been found and treated, the child may return to the preschool as long as all nits have been removed. It is essential that all eggs be removed after the treatment as eggs (nits) may hatch and re-infest the child.

SUPERVISION OF STUDENTS AND VOLUNTEERS: ROLES AND RESPONSIBILITIES

The licensee/designate must ensure:

- Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive childcare.
- Students and volunteers will not be counted in staff to child ratios.
- Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.
- Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or volunteers in accordance with the childcare centre's criminal reference check policy and procedures and Ontario Regulation 137/15.
- Ensure that expectations are reviewed with students and/or volunteers including, but not limited to
 - i. how to report their absence;
 - ii. how to report concerns about the program;
 - iii. health and safety practices

Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children.

- Appoint supervising staff to the students and/or volunteers and inform them of their supervisory responsibilities.
- Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.
- Give students a tour of the Childcare, answer and questions they may have regarding the program.

The supervising staff must:

- Ensure that students/volunteers are never included in staff to child ratios.
- Ensure that students/volunteers are supervised at all times and never left alone with children.
- Introduce students and/or volunteers to parents/guardians.
- Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- Work collaboratively with the student's practicum supervising teacher.
- Monitor and notify the centre supervisor of any student and/or volunteer misconduct or contraventions with the centre's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the childcare centre's written process for monitoring compliance and contraventions.

Students and/or volunteers must:

- Maintain professionalism and confidentiality at all times.
- Notify the supervisor or designate if they have been left alone with children or have any other concerns about the childcare program.
- Submit all required information and documentation to the supervisor or designate prior to commencing placement or volunteering, such as a valid VSC.
- Review and implement all applicable policies, procedures, individual support plans, medical plans, and sign and date a record of review, where required.
- Review allergy lists and dietary restrictions and ensure they are implemented.
- Respond and act on the feedback and recommendations of supervising staff, as appropriate.
- Report any allegations/concerns as per the "Duty to Report" under the *Child and Family Services Act*
- Complete offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with the child care centre's criminal reference check policy.
- Provide an offence declaration to the supervisor as soon as possible any time they have been convicted of a Criminal Code (Canada) offence.