

Don Valley Christian
Child Care



Parent Handbook

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416-491-6485

Introduction:

Welcome to Don Valley Christian Child Care. This centre was established in 1989 and is a non-profit Christian community child care centre. It is operated by Don Valley Bible Chapel, with a volunteer Board of Directors.

The centre is staffed with fully qualified registered Early Childhood Educators and caring assistants. All staff members are born again Christians who incorporate Bible based beliefs into the curriculum and everyday interactions with the children and their families. Each staff member is trained in CPR and First Aid. The staff are required to attend workshops/seminars pertaining to their field on an ongoing basis so that their teaching is current and relevant.

Program Statement Summary:

Don Valley Christian Child Care is a place where the opportunity for children, of all backgrounds, to develop, will be fostered in an atmosphere of loving Christian influence and nurturing. Each child is seen competent, capable, curious people, who are valuable and have individual learning styles. Through observations and documentation of the children's interactions and experiences during play, the teachers plan activities based on the children's interests. Our dedicated staff, who are flexible in their approach and who provide learning opportunities wherever possible, will ensure that all developmental domains such as, social, emotional, physical, spiritual, cognitive and language/literacy, are being addressed. This is evident by referencing the ELECT next to each activity which gives the activities a purpose and a focus. We encourage parent input as it is valuable and important for a successful partnership between our families and the centre.

Don Valley Christian Child Care ensures that the goals for the children and the expectations for the program, are based on the document, "How Does Learning Happen" (HDLH) and is structured around the foundations of *belonging, well-being, engagement and expression*.

Belonging

Every child has a sense of belonging when he/she is connected to others and contributes to their world. (HDLH) Every child will have a sense of belonging to Jesus and to have Him in his/her heart. (Christian perspective)

We are committed to working with community partners to enhance our ability to support children with special needs through training and consultation.

To provide when and if required, the support of a loving staff to a family, in a time of crisis or need. We believe that each child is unique, and in partnership with families we are committed to meeting the developmental/educational needs of all children.

Well-being

Every child is developing a sense of self, health and well-being. (HDLH) Children will develop a sense of inner peace and well-being knowing that God is looking after them. (Christian perspective)

Through daily activities, to provide a positive, loving, safe and healthy learning environment that enhances each child's development.

We strive to have each child reach his/her potential: physically, socially, emotionally, intellectually, creatively and spiritually.

Through Bible stories, songs and prayers, we strive to provide each child with an opportunity to learn about God and His love for them.

Well-being Continued

To facilitate when and if required, access to the church's Pastoral and Family Counselling Staff.

To provide a balance of loving discipline, creative caring and ready acceptance as the basis for healthy feelings of self-worth and growth towards self-discipline.

To provide indoor/outdoor active play and a restful/quiet time on a daily basis.

Engagement

Every child is an active and engaged learner who explores the world with body, mind and senses. (HDLH) Every child is active and engaged learner of God through prayer and exploring the Word of God in the Bible (Christian Perspective)

To provide children with the opportunity to learn and play together and to share with others.

To program around the child's needs and interests based on observations of the children.

Expression

Every child is a capable communicator who expresses himself or herself in many ways. (HDLH) Every child is capable of expressing himself/herself through prayer and sharing about God's love with those around them (Christian Perspective)

To provide a safe and comfortable atmosphere where children feel free to express themselves.

To provide varied forms of creative expression to communicate feelings, experiences, ideas and understanding of the world around them

To provide parents with resources and literature, when possible, in a variety of languages.

If you wish to read our Program Statement in it's entirety, please see Appendix A.

PROGRAM INFORMATION:

Overview:

Don Valley Christian Child Care offers care to children from 0 months to 4 years of age, Mondays to Fridays from 7:30 a.m. to 6:00 p.m. We offer care for up to 10 infants, up to 15 toddlers and up to 24 preschoolers. As we are a Christian centre, Bible stories, songs and prayer will be integrated into all aspects of the programs.

Statutory Holidays/Closure:

Our centre is **closed** on the following statutory holidays each year:

New Years Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving Monday, Christmas Day, Boxing Day

If a statutory holiday falls on a Saturday or Sunday, the previous Friday or the following Monday will be the designated holiday. **We observe shortened hours (7:30 a.m. - 1:00 p.m.) on Christmas Eve and on New Year's Eve. If these dates fall on a weekend, we will be closing early on the Friday prior to that weekend.**

Fee payment is required for all statutory holidays.

Fee Payment:

For current fees, please contact the Childcare Supervisor

Subsidized parents: Toronto Children's Services will determine your portion of the weekly fee and inform you and our centre prior to your child's admission. Please understand that this fee may be changed periodically by Children's Services. **It is your responsibility to inform the centre of any fee change, whether it increases or decreases, as soon as you have been notified.**

Registration Fee:

Upon confirmation of a spot, there is a one-time registration fee of \$25.00 per child, for both full fee and subsidized parents. This fee is non-refundable and will not be applied towards any fees.

Deposit: Both full fee and subsidized parents are required to pay a deposit on the child's first day of care. This deposit is equal to one week's fee. For subsidized parents, a deposit of our lowest weekly fee, is required.

It is your responsibility to pay your weekly fees on the **Friday** prior to the week in question in the cheque box located in the toddler classroom or to the office. Please print your child's name on your cheque. If you are paying by cash please put the money in a small envelope with your child's name & date on it and insert it in the cheque box.

The full fee is required regardless of the days missed due to: illness, absenteeism, inclement weather, statutory holidays or vacations.

Fees not received by Monday mornings, are considered late. Late fees are subject to fines of \$10.00 per day. Non-payment of fees could result in withdrawal of care.

There is an automatic charge of \$10.00 per cheque for items returned to us **NSF**.

Tax Receipts will be issued annually by February of the following year.

Waitlist Policy and Procedure:

Purpose

Don Valley Christian Child Care is aware of the shortage of child care spaces in the community it serves and of the frequent wait periods to gain access to service. DVCCC aims to develop a waitlist policy and procedures that are transparent, fair and consistent.

Policy

DVCCC develops and maintains 3 waitlists, one for Infants, one for Toddlers and one for Pre-school. Within the waitlists, the families are placed under full fee or subsidized/applying for subsidy. To gain access to the waitlist, families must complete a form on the DVBC website at www.dvbc.com or call the child care at 416 491-6485 to provide required information. There is no cost to the families to have their name added to the waitlist.

Waitlist Priorities

Siblings of current children will be given priority if possible, to allow families one drop off.

Staff's children so that staff can return to work after a maternity leave.

Children with challenging circumstances ie. Special needs, family situations, may also be given priority and is determined on an individual basis.

Returning families, depending on their reasons for leaving.

In all circumstances, the families must provide the required information and be listed on the waitlist, to be considered.

Waitlist Management

To ensure that families gain access to DVCCC's program in the shortest time possible, the following practices are put in place:

The date of registration on the waitlist will reflect the date the registration form was received by the Supervisor/Assistant Supervisor.

When a space becomes available, the family at the top of the waitlist will be contacted first and the person contacting them will inform them that we are working through the waitlist in date order, and that the family who contacts us first, will be given the spot.

Waitlist Available to Parents

Parents are able to phone in and ask if there are spots available and whether their child's name is on the waitlist. The Supervisor/Assistant Supervisor will inform them if there is a spot presently open or if they will have to wait. We are unable to say that their child is a certain number on the list as the children listed ahead of them, may have already found a spot at another centre and haven't informed us that they no longer require a spot, or a child may be on the list ahead of them, but may need a spot farther in the future. If parents want to see their child's name is on the waitlist, the Supervisor/Assistant Supervisor is able to show the parents where their child's name is in relation to other children on the waitlist, by showing only first names of children.

Vacation:

Full fee parents may take as much vacation as you wish with the understanding that the full fee is still due. For subsidized parents who's child enrolls between January and June, the child is entitled to 35 absent days per calendar year. If the child enrolls between July and December, the child is entitled to 18 days. These days include... sick days, vacation days and absent days. If a child exceeds 35 days of absence, the parents are responsible for paying the full cost of care, per day, to Don Valley Christian Child Care.

Child Absence:

Parents are requested to contact the centre for any absence of the child/ren so that it can be reported on the attendance sheets. If parents fail to contact the centre for one week, the child may be withdrawn from the program.

For subsidized parents: Each child is allowed up to 35 absent days per calendar year. These days include sick days, holiday days, and absences. Requests for additional days of absence, beyond the 35 days may be approved through an appeal process with Children's Services. Appeals will be considered for exceptional cases only, such as when a child has a documented special need or a serious illness.

Inclusion and Specialized Services:

Don Valley Christian Child Care views children as competent, capable and curious human beings and aims to include all children within its programs and services. Believing that children's needs are unique, we endeavour to meet the developmental/educational needs of all of the children in our care. Through monitoring children's developmental milestones, at times it becomes apparent that specialized intervention is required. Don Valley Christian Child Care, with parental consent, will assist parents to obtain community resources and access to community services. If any costs are incurred this will be the parents' responsibility.

Anti-Harassment/Discrimination Approach:

Our programs promote positive and healthy environments for children through eliminating discrimination. Don Valley Christian Child Care defines discrimination as a verbal or physical expression of bias which exhibits a negative attitude, disparagement, or hatred toward a person including but not limited to, racial/ethnic slurs, jokes, and stereotyping as well as threats, abuse, intimidation or assault. We have a no tolerance expectation from the staff, children and the families.

Behaviour Management Guidelines:

Children have the right to quality care that is safe and healthy and provides learning opportunities to promote their growth and development. For children to become happy, secure members of society, they must learn to successfully deal with problems in interpersonal relationships. As well as learning self discipline and inner control, they must also learn positive, constructive ways to interact with other people.

Don Valley Christian Child Care does not use corporal punishment. The role of the teacher is to support a child's sense of being a worth-while person while providing opportunities for the child to learn appropriate ways to interact with others. To ensure a child's safety and well-being, and to foster social and emotional development, it is necessary at times to impose limits or set standards of acceptable behaviour. If a child continues to exhibit behaviour that is not compliant with these guidelines, then the Supervisor will meet with the parent/s to discuss concerns and to document this. The Supervisor may insist that additional support from an outside agency be required to assist the teachers in dealing with the behaviour. If after all avenues have been exhausted and this behaviour still continues, the family will be given a notice of withdrawal and asked to remove the child from care at this centre. Our Children's Services Consultant will be notified and any outside agency if applicable.

All staff are monitored on a regular basis to ensure compliance with Don Valley Christian Child Care's Behavioural Management Guidelines. As in all areas of child development, developing of self-control and social skills follows a sequence from birth to adulthood. Within this sequence, infants and toddlers require more adult intervention and closer supervision and guidance. As children grow older they are able to exercise more self-control and have a greater understanding of concepts such as health, safety and respect for others and property. Therefore, external controls can gradually be removed as the child develops a sense of responsibility for his/her own behaviour .

Prohibited Practices:

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behaviour. Under no circumstance will corporal punishment be used for behaviour management or for any other reason. The following management techniques are not tolerated at any level and are prohibited at DVCCC ...

a) corporal punishment of the child;

(b) 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 preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

(c) locking the exits of the child care centre 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;

Prohibited Practices Continued:

(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) inflicting any bodily harm on children including making children eat or drink against their will.

Parent Code of Conduct:

Parents are required to treat all staff with respect and to be courteous at all times. Criticizing a teacher in front of your child (or in front of other children) will result in that child losing respect for that teacher. Questions or concerns about any staff members should be discussed with the Supervisor. Please do not approach any staff members in a loud and aggressive manner. Also, it is not a parent's responsibility to reprimand a child that is not their own. If there is a problem or if you observe any unacceptable behaviour, let the staff know and allow them to handle it. Remember we all want what is best for your child.

Parental Involvement:

Parent Nights, , Field Trips, Fund Raisers, Annual Christmas Concerts and Graduation Ceremonies are all key events for the parents and their children here at Don Valley. Further to these special occasions, parent-teacher interviews are scheduled twice a year for the Preschool room and daily parent-teacher communications are always encouraged. Parents are offered the opportunity to become involved in a variety of fundraising opportunities with varying degrees of involvement. Your comments and concerns are always welcome.

Communication:

Parents are welcome to drop in and observe the program at any time. If consultation with a teacher is desired, please let us know ahead of time so that the teacher can give you their undivided attention. Telephone communications is encouraged. Parents can expect ongoing communication with staff concerning: their child's progress; program activities and centre operations.

Parents can expect information regarding community resources to be available to them at the Centre. Hand outs on varying topics are available on a ongoing basis for parents, by the front entrance

Parents concerned with the care of their child, or any incidents at the centre are urged to speak with a teacher, and if not satisfied to talk to the Supervisor then the Administrator.

Parent/Guardian Issues and Concerns Policy and Procedures

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Staff: Individual employed by the licensee (e.g. program room staff).

Parent/Guardian: Persons primarily are caring for the child(ren).

Policy

General

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 staff/ Supervisor, 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 2 business day(s). 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 a Children's Aid Society).

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 Children's Aid Society](#) (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS 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/childrenciaid/reportingabuse/index.aspx>

Procedures

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:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to the classroom staff directly or the supervisor or licensee.</p>	<p>Address the issue/concern at the time it is raised or arrange for a meeting with the parent/guardian within 2 business days.</p> <p>Document the issues/concerns in detail. Documentation should include:</p>
<p>General, Centre or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to the supervisor or licensee.</p>	<p>the date and time the issue/concern was received;</p> <p>the name of the person who received the issue/concern;</p> <p>the name of the person reporting the issue/concern;</p>
<p>Staff-, Duty parent, Supervisor, and/or Licensee Related</p>	<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>the details of the issue/concern; and</p> <p>any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</p>
<p>Student / Volunteer-Related</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>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

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 our Administrator.

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, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts:

Supervisor—Lisa Mathieu—416 491-6485

Board Member Representative—Karen Campbell—416 491-6421

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

Supervision of Volunteers/Students

When a volunteer or student first contacts the centre requesting to volunteer or do their placement in our centre, they are informed that they must obtain and submit the following documents:

1. A copy of their criminal reference check indicating that they are “clear” of any criminal actions.
2. An up-to-date copy of a “negative” TB test
3. Proof of Standard First Aid Training and Infant CPR

Once these documents are received, the volunteer/student is required to read our child care policy book in it’s entirety and then must meet with the Supervisor/Assistant Supervisor to be asked questions to ensure that all policies have been read and understood. The volunteer/student will sign that they have met with the Supervisor/Assistant Supervisor and will sign off on policies stated below.

Policies and Procedures

Persons who are not employees of the child care for example, volunteers and students, are not permitted to have direct unsupervised access to children while present at the child care. An employee must be present with the volunteer/student at all times.

Volunteers/students are not counted in staffing ratios and cannot be alone with any child

All policies and procedures are read and adhered to while at the centre.

There is a written procedure for monitoring the behaviour management practices of volunteers/students who provide care or guidance.

The individual plan for a child with anaphylaxis and the emergency procedures are reviewed and signed off on by volunteers/students who will be providing care or guidance before they begin and at least annually afterwards.

Criminal reference checks are required for volunteers/students who have direct contact with children for more than 6 hours per month.

No child is supervised solely by a person under 18 years of age.

Role and Responsibilities for Supervising Employee

The Supervisor of the centre will monitor the volunteers through verbal communication with the teachers directly involved with the volunteer. If at anytime there is questionable conduct or behaviour, the Supervisor will address the issue with the volunteer and depending on the situation, will allow the volunteer to remain or will ask them to leave.

The supervising RECE teacher of the student will complete a Behavioural Management evaluation in addition to the student’s evaluation from their school.

The supervising RECE will ensure that the student is never left alone with the children and is not counted in the ratio.

The supervising RECE will address any behaviour that is not appropriate or professional with the student and will seek assistance from the Supervisor if necessary.

The supervising RECE will engage in discussions with the student’s teacher when they visit the child care and will discuss any concerns with them.

Lateness:

If you should have a problem regarding picking up the child/ren on time, please arrange for someone else to come on your behalf. It is important to call the centre when you are not able to arrive at the usual time, so that we may reassure your children.

Parents arriving after the 6:00 p.m. closing time, are considered **LATE**. Each time a parent is late; they will be asked to sign the **Late Fine Notice** sheet. The charge to late parents is **\$1.00 per child for each minute**. This late charge must be paid to the staff member in attendance at the time of pickup or the next day.

When lateness is a persistent problem, a written notice will be issued along with a stern warning that the next late time can result in your child's dismissal from the centre. If you are going to be late, please notify the centre as soon as possible. If you are very late (7:00 p.m.) and have not contacted the centre, we will have no alternative but to contact the authorities.

Arrival/Departure:

When dropping off your child/ren at the centre, please take them right into their room so that the teacher on duty can greet them and mark them on the attendance records. At the end of the day, when your child/ren goes home, the teacher must be informed that you are taking your child, so that we can mark the departure for our records. This is a requirement of the Child Care and Early Years Act.

If there are restrictions on who is allowed to pick up your child, we must receive proof of custody to keep on file or the centre cannot deny access to the other parent.

Gradual Admission:

Whenever possible, a gradual lengthening of time the child spends in the new surroundings is preferred. Over the course of the child's first week at the centre, each day the child usually stays a little longer. Please plan to spend anywhere from part of 1 day up to 3 days with your child in the program upon the initial starting date. Any time longer than this is discouraged and will be at the Supervisor's discretion.

This process makes the transition from home to centre a more positive experience for both parent and child.

Every effort will be made to graduate your child into the next age-appropriate room, as long as the space is available. If all avenues have been exhausted, and there is still no space available, the parent/s will be given as much notice as possible in order to find alternate care.

Illness or Accident:

Should a child become ill during the day, s/he will be isolated and the parent will be notified to pick him/her up. If your child has an accident at the centre, the Supervisor or teachers will provide immediate first aid. We will contact you or the emergency contact person/s on file. If required, we will also call for an ambulance to transport your child to the nearest hospital or medical facility. Any costs incurred by this would be the parents' responsibility.

If your child has an accident or injury at home, we would appreciate being informed when the child comes into care the following day.

For the benefit of all concerned, sick children cannot be admitted to the centre. Parents are required to keep their child/ren at home when they are ill. Please do not mask your child's symptoms with medication prior to coming to child care, as this only spreads the illness to other children at the centre. All children need to be well enough to participate actively in all aspects of the program including two outdoor gross motor play periods per day. A parent will be contacted to pick up their child if they have:

- Show signs of diarrhea, vomiting or heavy mucus.
- Rash or discharge from eyes, ears or skin
- Child is not coping with the regular program

Returning to Child Care After Illness:

Don Valley Christian Child Care will exclude a child from care for the following reasons and length of time:

- Fever of 100.1F or 38 C or higher – child may return **after 24 hours fever-free without medication**
- Vomiting – no longer vomiting and **has retained at least one meal**
- Diarrhea – **free from diarrhea for 24 hours** and has had a normal bowel movement
- Discharge from eyes, ears or nose – has a doctor's note identifying reason for discharge and indicating **it is not communicable to others**

If a doctor prescribes an antibiotic for a child, at least **3 doses must be taken (or 24 hours)** for any type of strep or bacterial infection before returning to day care.

Doctor's notes are required for readmission after a child has been absent due to:

- 2 weeks of illness (10 week days)
- A contagious illness
- Diarrhea lasting in excess of 3 days
- Hospitalization

Immunization:

Parents are required to provide updates of any new immunization that the child/ren receive, so that this can be kept in the child's file for review by the Public Health Department. The Child Care and Early Years Act requires that immunization records be kept up to date. If a parent of a child, objects in writing to the immunization on the grounds that the immunization conflicts with the sincerely held convictions of the parent's religion or conscience or a legally qualified medical practitioner gives medical reasons in writing to the child care as to why the child should not be immunized, these will also be accepted.

Medication:

If your child requires medication, the centre staff will administer only prescription medication, unless the **non-prescription** medicine has been recommended by your doctor and **the permission form has been completed by your doctor.**

All medication must come in the original container with the label on it. Parents must sign the consent form for administration of the medication to begin. This form is available directly from the teachers.

Meals:

Our program offers infants over 12 months, Toddlers and Preschoolers, a varied menu of nutritious snacks (1 in the morning and 2 in the afternoon) and lunches daily, that are approved by a dietitian and meet the daily recommended requirements set out by Canada's Food Guide. The menus are posted on the bulletin board outside the kitchen.

Parents of children in the infant room who are under 12 months are required to provide all of their own food for snacks and lunch (formula, milk, juice, cereals, crackers and jarred food etc.) each day.

If your child/ren has/have food restrictions due to allergies, medical conditions or personal observances, please inform the Supervisor so that accommodations can be discussed. We will try to accommodate any allergy within reason. Food preferences that are not doctor advised or due to religion will be up to the discretion of the Supervisor on how to implement.

Due to possible allergies in the centre, we insist that **no nut** products be brought to school.

If it is your child's birthday on a school day you are welcome to send a special treat for your child's class (eg. Mini cupcakes are best). If you are unable to do so, please inform your child's teacher, and we will put a candle on whatever snack we are having on that day.

Clothing:

Your child's clothing, both for indoors and out, should be labelled with their name, to assist staff at dressing time and to find items that may be misplaced. A complete change of clothing is needed (due to soiled clothing, wet sleeves, etc.) for children of all ages and can be left in your child's cubbie. Practical clothing which your child can easily manage is recommended.

Rest Time:

Rest is an important part of the day for all children, but the need for rest and sleep varies greatly at different ages and within the same age. While not all children need a mid-day nap, young children benefit from periods of quiet relaxation to balance their active play. The Toddlers and Preschoolers are given a rest period of 2 hours each day. During this time, the children are allowed to sleep, rest or engage in quiet activities based on the child's needs.

Outdoor Play:

The Child Care and Early Years Act states that children who are in full day care need to have two hours of outdoor play. Our centre is equipped with a playground to provide activities which are physically challenging, with plenty of opportunity for learning and interaction with other children. On adverse weather days, the children may utilize our gym for activity. In the winter, we will stay inside if the temperature is -15C, with or without the wind chill factor. During the rest of the year we monitor (through the Ministry of Environment) any smog alerts, heat alerts and the humidex readings on an ongoing basis. These alerts are posted on the bulletin board inside the supervisor's office. Outdoor activities and use of the playground may be reduced if there's adverse air quality.

Sun Safety /Smog & Heat Alert Policy:

Recognizing that healthy exposure to the sun can have a positive impact on the overall health of children, sun protection is actively promoted. Activities and lessons are in place to demonstrate healthy exposure to the sun. Children are to wear hats whenever they are outdoors. These hats are to protect their face, neck and ears whenever they are outdoors. Suitable hats, clothing and sunscreen are recommended for all children. Use of SPF 30+ sunscreen is strongly encouraged for all children. During the summer, parents are asked to put their own sunscreen on their child/ren before arriving at the child care. We will reapply our own sunscreen on your child again in the afternoon. Whenever possible, we will encourage the children to make use of the shaded areas of the playground and attempt to schedule most of the play time before 11:00 a.m. and after 3:00 p.m. When activities are scheduled between these times, extra sun precautions will be taken and the children will be encouraged to drink water more frequently to avoid dehydration.. We will be monitoring the air quality with the Ministry of the Environment for smog alerts and heat alerts on a daily basis. Outdoor activities and use of the playground may be reduced. Children might still be outdoors for a shortened period in the morning and potentially stay indoors for the afternoons, if the smog or heat alert warrants this action.

Trips:

Your child/ren will be venturing out into the community on supervised neighbourhood walks, trips to the local libraries and parks. At times we will use our triple strollers and 6-seater buggy to enable our infants and toddlers to participate. When an excursion is planned, we will ask you to sign a trip form, giving your child permission to participate on the trip.

Safety:

To familiarize the children with safety procedures, monthly fire drills are held. The children are taught how to respond to the fire alarm and what to do in order to leave the building safely, calmly and quickly.

Also, our centre adheres to our written policies and procedures regarding the management of emergencies that set out the roles and responsibilities of staff in case of an emergency. If there is an emergency, families will be notified by email/Parent Post or by phone.

To further insure the safety of your child, the centre is inspected periodically by the City of Toronto's Health and Fire Departments and by the Licensing Specialists from the Ministry of Education and from Toronto Children's Services.

Suspected Child Abuse:

Any suspected child abuse case must and will be reported immediately to the Children's Aid Society (CAS), as required by law. The centre is not permitted to discuss any suspected abuse with the child's parent/guardian until we have direction from the appropriate CAS. The child could be seen at the centre or at the home by CAS and the police could become involved. The well-being and safety of the children in our care is our first priority.

Withdrawals:

When you decide to withdraw / transfer your child/ren from our care, **we require a minimum of 3 weeks notice of the withdrawal, in writing.**

Failure to give 3 weeks notice will result in the deposit being forfeited and you are still required to pay the regular fees.

All outstanding fees must be paid in full. Any debts after withdrawal must be paid to the centre before a child can re-enter this centre or return to the subsidized child care system.

To re-register following withdrawal, the status is considered to be as a new child and another registration fee will be collected.

Withdrawals Continued:

If we are unable to accommodate the child's needs, and the child has to be withdrawn, we will ensure that every effort will be made in co-operation with the parents and support agencies to find appropriate/alternative care.

If a child is asked to leave or denied admission due to the centre's inability to accommodate the child's needs or family circumstances, the procedure will include:

- Documentation of meetings with parents and use of support services.
- Notification of Children's Services Consultant
- Notification of Board
- Referral to other services

Complaints and Appeals:

Don Valley Christian Child Care believes that a parent or guardian who has a complaint has the right to raise the complaint and expect that every effort will be made to resolve it without prejudice or fear of reprisal or victimization. The parent / guardian has the right to present the complaint /appeal personally as well as in writing.

Don Valley Christian Child Care will manage all complaints fairly, equitably and as efficiently as possible. It will encourage the parties to approach the complaint with an open mind and to resolve problems through discussion and conciliation. Where a complaint cannot be resolved through discussion and conciliation, Don Valley Christian Child Care acknowledges the need of an independent person to mediate between the parties. The parties will be given the opportunity to formally present their case to the independent person.

Confidentiality will be maintained throughout the process of making and resolving complaints. Don Valley Christian Child Care seeks to protect the rights and privacy of those involved and to facilitate the return to an amicable and productive environment.

Parents / guardians may raise any matters of concern relating to health, well-being or safety of their child, the educational, recreational program or the operation of the centre and other serious issues which may arise.

Less serious issues will be dealt with on a day to day basis, in consultation with the Child Care Supervisor.

The parent or guardian must put the following information relating to the complaint in writing:

- Description of the complaint or appeal
- State whether you wish to verbally present your case
- Steps you have taken to deal with the complaint
- What you would like to happen to fix the problem and prevent it from happening again.

Complaints and Appeals Continued:

The parent or guardian will bring the complaint to the attention of the Child Care Supervisor. If the complaint is not dealt with to the parent or guardian's satisfaction, it may be brought to the attention of the Administrator. The Administrator will either deal with the issue personally or arrange for it to be dealt with by the Chair of the Board.

The parent or guardian will be given the opportunity to formally present their case.

All parties involved will receive a written statement of the outcomes, of all meetings conducted throughout the process, including reasons for the decision.

All documentation relating to the complaint/complaints/appeals will be archived for audit purposes.

Notice of Collection of Personal Information (The Municipal Freedom of Information and Protection of Privacy Act):

The personal information requested in connection with the admission of your child as well as your child's child care records established with this child care centre are collected under the legal authority of the Child Care and Early Years Act, S.O. 2014 sec. 70 & 71, for the purpose of administering child care in Toronto.

Don Valley Christian Child Care collects, uses and discloses personal information for purposes limited to those which are related to the provision of child care services. Such purposes include the following:

- To meet legislative, regulatory and licensing requirements;
- To process, track and maintain child enrolment and re- enrolments;
- To process enrolment fees, subsidy and receipts for child tax credit purposes;
- To record, process and collect outstanding enrolment fees;
- To assess and implement centre policies, practices and programs;
- To maintain up-to-date records;
- To communicate with parents/guardians;
- To meet and respond to daily care needs;
- To respond to emergencies, including communication with emergency contacts, hospitals and/or medical practitioners;
- To provide the centre's personnel and third parties with necessary medical information (e.g. dietary restrictions, allergies);
- To provide financial institutions with the necessary information to process payments

Records containing personal information collected by the Centre may be retained indefinitely unless otherwise requested. In the event that you no longer wish the Centre to store your personal information, you may contact us and we will ensure that the records are destroyed, subject to retention periods required by law.

Notice of Collection of Personal Information (The Municipal Freedom of Information and Protection of Privacy Act) Continued:

We will use our best efforts to ensure that personal information that is used on an ongoing basis is accurate, complete, and up-to-date. We will amend and up date information as required.

Depending on circumstances, the Centre may be required to transfer or disclose your personal information to:

- Service providers, including an organization or individual retained by the centre to perform functions on its behalf, such as catering, administrative, and financial services;
- An organization or individual engaged by the centre to evaluate creditworthiness or to collect outstanding debts;
- The school administration which provides services and resources to the centre;
- Any third party or parties, including government agencies, where the centre has received consent for such disclosure or where disclosure is required or permitted by law.

By submitting personal information to the Centre you agree that we may collect, use and disclose such personal information in accordance with this Privacy Policy and/or as required by law. Subject to legal or contractual requirements and reasonable notice, you may refuse or withdraw your consent to our use of your personal information for certain purposes at any time. However, if you refuse to consent or withdraw consent previously given, we may be limited or unable to provide some or all of our services to your family.

The Centre reserves the right to modify or supplement this Privacy Policy at any time. If we make a change to this policy, we will make the revised policy and changes available upon request.

If you have any questions concerning the collection of this information, please contact the Supervisor

Updated April 7, 2019

Appendix A:

Don Valley Christian Child Care Program Statement

Don Valley Christian Child Care (DVCCC) is committed to follow the Ministry Policy Statement on Program and Pedagogy as well as to offer a stimulating and creative Christian early learning environment that is designed to meet your child's physical, spiritual, social, emotional and intellectual needs through a balance of indoor and outdoor play, as well as active play, rest and quiet time.

Play Based Learning is the cornerstone of our curriculum - understood to be essential to the healthy social and cognitive development of children. DVCCC's curriculum takes a child initiated; adult-supported approach that focuses on play-based learning, allowing the child to take the lead and then focusing on his or her interests through intentional observation, interaction and engaged communication. When this approach to learning takes place along with staff's understanding of child development, each child's learning and individual development is supported and as a result the child's competence, capacity and potential are maximized.

We know that children flourish in all areas of development when they are in supportive, caring and responsive relationships with adults whose focus is on the health, safety, nutrition and well-being of all children. This is the foundation of quality child care.

DVCCC is experienced in providing inclusive programming for all children. When working with children with special needs we work closely with parents, Resource Educators, and link to other community partners such as Toronto Speech and Language who support children, to ensure the appropriate support and resources are in place to ensure optimum success for the child.

We strongly believe that Child Care is a shared responsibility between parents and DVCCC Educators. DVCCC Educators work together with the parents to exchange information about the child's language, interests and development.

With this foundation, we embrace the elements noted in the Ministry Policy Statement on Programming and Pedagogy made under the Child Care and Early Years Act 2014 as follows:

Subsection 55(3) of the Child Care and Early Years Act (CCEYA) authorizes the Minister of Education to issue policy statements regarding programming and pedagogy for the purpose of guiding operators of child care and early years programs and services in developing their programs and services.

This policy statement is made under such authority and names “How Does Learning Happen? Ontario’s Pedagogy for the Early Years (2014)” as the document to be used for the purpose of guiding licensed child care programs under subsection 55(3) of the CCEYA.

This policy statement, together with the regulations that guide program development, pedagogy and practice in licensed child care settings, is intended to strengthen the quality of programs and ensure high quality experiences that lead to positive outcomes in relation to children’s learning, development, health and wellbeing.

The regulations made under the CCEYA also provide for the use of “How Does Learning Happen?” (HDLH) by licensed child care programs. Section 46 of O.Reg 137/2015 (General) requires that, “Every Licensee shall have a program statement that is consistent with the Minister’s policy statement on programming and pedagogy issued under subsection 55(3) of the Act and shall review the program statement at least annually for this purpose.” Subsections 45(2) and (3) of the Regulation address the content of the licensee’s program statement.

This policy statement shall be in effect until the day that it is rescinded or replaced.

Taken from <http://www.edu.gov.on.ca/childcare/programCCEYA.pdf>

Don Valley Christian Child Care Goals and Implementation

The following program goals and implementation reflect our belief that all children are competent, capable and curious individuals who demonstrate their personal ability to reach their unique potentials.

In following the Minister’s Policy Statement, our goals are outlined using the following elements as listed in the CCEYA, realizing that there is some blending of these elements together:

46.(3) The program statement shall describe the goals that guide the licensee’s program for children at a child care centre it operates or at a home child care premises it oversees, and the approaches that will be implemented in the program to:

- a. promote the health, safety, nutrition and well being of the children;*
- b. support positive and responsive interactions among the children, parents, child care providers and staff;*
- c. encourage the children to interact and communicate in a positive way and support their ability to self regulate;*
- d. foster the children’s exploration, play and inquiry;*
- e. provide child-initiated and adult-supported experiences;*
- f. plan for and create positive learning environments and experiences in which each learning and development will be supported;*
- g. 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 child care;*

- h. foster the engagement of and ongoing communication with parents about the program and their children;*
- i. involve local community partners and allow those partners to support the children, their families and staff;*
- j. support staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning; and*
- k. document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.*

1. Regulation: Goals for Well Being CCEYA O.Reg 137 46 (3) (a)

HDLH: Every child is developing a sense of self, health and well being.

Elements: health and safety, nutrition, environment, healthy development

Implementation: DVCCC ensures that the physical property and learning environment, that includes the overall emotional, spiritual, psychological, physical and nutritional well being of the children in our care, is in compliance with the regulated Health and Safety Standards, Building Code and other related regulatory requirements for a valid Ontario childcare licence:

- laws affecting the health of the inhabitants of the municipality;
- any rule, regulation, direction or order of the local Board of Health or order of the local Medical Officer of Health that may affect the provision of child care;
- any municipal by-law or any other law for the protection of persons from fire hazards;
- any municipal by-law pursuant to the [Planning Act](#) to regulate the construction, repair or use of buildings;
- requirements of the Building Code made under the [Building Code Act](#), where applicable;
- requirements of the Fire Code made under the [Fire Protection and Prevention Act, 1997](#), where applicable and
- requirements of the [Safe Drinking Water Act](#), where applicable.

Health and Safety Section 32 of Ontario Regulation 137/15 – General

DVCCC follows the recommendations related to health and safety in order to ensure the overall well being of the children in our care which includes physical and mental health and wellness. Our daily practices and supervision procedures take measures to protect our children's health in all areas and to be responsive to their varied physical and emotional states. By helping children to recognize their varied physiological, biological, emotional states and rhythms supports their developing self-regulation abilities. Some of our health and safety practices include the following:

- First aid: a checklist of first aid procedures along with a first aid kit is kept in an easily accessible location. Its contents are checked regularly to replenish or replace out of date products.

- Immunization: [Section 34](#) of Ontario Regulation 137/15 – General
We ask that each child must be immunized as recommended by a local medical officer of health, unless exempted based upon the parent's or physician's written objection. A record of these immunizations, or written objection, is kept on file
- Child illness and accident: [Section 35](#) of Ontario Regulation 137/15 – General Upon arrival, our staff observes each child to look for any signs of illness. When a child appears to be ill, he/she will be separated and symptoms of the illness will be noted in the logbook and child's record. The parent will be contacted to take the ill child home as soon as possible. When a child is injured, an accident report will be filled out to describe the injury and any first aid administered. A copy of this report will be given to the parent of the child to sign and one is kept in the child's file. If a child comes with visible markings such as cuts, bruises, bumps, the staff record what they observe in a log book and date it.
- Daily Written Record [Section 36/37](#) of Ontario Regulation 137/15 – General It is important to communicate with parents about what their children are experiencing throughout the day, including their physical, emotional, and mental health. A daily written record is written for the infant and Toddler children which is given to the parents daily to read.
- Serious Occurrences: [Section 38](#) of Ontario Regulation 137/15 – General
For all serious occurrences, we will report them within 24 hours of becoming aware of the situation.
- Anaphylactic Policy: as required, our anaphylactic policy includes the following:
a strategy to reduce the risk of exposure to anaphylactic causative agents;
a communication plan for the provision of information on life-threatening allergies, including anaphylactic allergies; A copy, in red, is posted for caregivers to reference and follow if a reaction takes place.
an individual plan with input from a parent and the child's physician for each child with an anaphylactic allergy that includes emergency procedures in respect of the child;
staff have received training on procedures to be followed if a child has an anaphylactic reaction.

Epinephrine auto-injector administration training may be provided by:

- a physician;
- a parent;
- a designate of the local medical officer of health;
- a certified epinephrine auto-injector instructor/trainer or by other certified agencies.

DVCCC retains a list of the date(s) of training for each staff to demonstrate that each person has received the training before the start of employment. Individual student emergency medical plan, if he/she has a life threatening allergy, will be reviewed regularly by all staff and will be updated accordingly.

Administration of Drugs/Medication: [Section 39](#) of Ontario Regulation 137/15 – DVCCC strives to find ways to communicate regularly with our families so that we can continue to support our children's well-being and to develop a collaborative plan that supports the health and safety of our children who have life-threatening allergies. Medication can only be administered to a child where a parent provides written consent with a schedule that sets out the times the drug or medication is to be given and amounts to be administered. Medication can only be administered by an ECE or the Supervisor and a witness must:

sign that it is being administered correctly. All medication must be accompanied by a doctor's recommendation and no over-the-counter medications are allowed. Medication brought by parents for their child will be kept in a locked container so that it is inaccessible to children at all times. Medication that needs refrigeration will be kept in a locked box in a refrigerator. Medication can be administered to a child only from the original container or package which is labeled with:

- the child's name
- the name of the drug or medication
- the dosage of the drug or medication
- the date of purchase and if applicable, expiration
- instructions for storage and administration

Our supervisor or ECE staff, will be in charge of all medications.

Nutrition: Section 40 of Ontario Regulation 137/15 – General - Infant families are required to provide all food and drinks for the day. All food containers must be labelled and are kept in the infant room fridge and prepared in the classroom. Toddlers and Preschoolers receive catered food. There is a snack in the morning, a hot lunch and two additional snacks in the afternoon. For children with allergies/restrictions, our caterers will provide a replacement for the child in accordance with the written instructions of a parent of the child. All food or drink must be stored and served so as to retain maximum nutritive value and prevent contamination. Any approved parent-supplied food and/or drink will be labeled with the child's name. All meals, snacks, and beverages provided meet requirements set out in Health Canada documents and are inspected by the Public Health department. Drinking water will be available at all times and menus are posted in a conspicuous place for the current and following week. Any substitutions will be noted on the posted menus which will be kept for 30 days after the last day for which they are applicable. A copy of all allergies and restrictions are posted in the kitchen and the classrooms

Environment: HDLH Section 13 of Ontario Regulation 137/15

- Belonging and Well being: Children, families and educators are comfortable, safe, and have a sense of over-all well-being when the environment is intentionally designed to meet health and safety requirements. The daily schedule permits a wide variety of activities to address these opportunities for every child so that he/she will feel confident in exploring the learning environment. In order to assist ESL families and children in communicating with teachers and receiving information, we have teachers who speak a variety of languages and we provide resources in many languages when possible.

Designated safe spaces for the environment are allocated for:

- Washing, dressing, and toileting
- Storing toys, indoor play materials, and equipment
- Storing of food
- Storage of required records
- Storing of medical supplies, cleaning materials, and equipment and other hazardous substances

- Medical supplies, cleaning materials, heating and electrical equipment and other hazardous substances are also inaccessible to children.

Additional space is also allocated for:

- Eating and resting
- The preparation of food
- Storage of beds and linens
- A staff rest area
- Storage of outdoor play equipment
- Office area
- Outdoor play

Engagement and Expression: Section 15 of Ontario Regulation 137/15 – General

In planning the learning environment for our children, DVCCC ensures to comply with the cities requirements stated in the Assessment of Quality Improvement AQI, by providing all materials and equipment that will optimize a child's learning. When arranging equipment in our Infant, Toddler and Preschool rooms, the care givers strategically considers the planning of the physical space in order to:

- Ensure that the environment provides comfort and meets children's needs related to rest, play, and nutrition;
- Support children's self-care skills and growing independence to promote a sense of competence by creating natural transition periods between activities and to allow for easy accessibility to the learning centres;
- Enabling children to have a voice in their decision making and choices so that they can take ownership of their choices and activities;
- Providing a safe place to discuss different ideas with each other so that there is respect for other opinions;
- Providing opportunities to learn how to manage their emotions effectively in a social environment so that it equips them with strategies to redirect their behavior and emotions in a positive direction;
- Vary the physical environment so that there are always creative and stimulating ways to offer areas for exploratory learning and
- Develop the staff areas to be a place for planning, conversation, reflection, collaborative planning and discussion.

Staff Qualifications: Section 54 & 57 of Ontario Regulation 137/15 - General

Our staff are qualified professionals who are well trained, reflective, resourceful, and rich in experience. All staff have been approved by the Ministry of Education and continue to be provided with internal and external professional development. Prior to commencing employment, each staff must provide a health assessment and record of immunization as recommended by the local medical officer of health, unless exempted based on the person's written objection or physician's medical reason. All staff are also required to have current first aid level C certification including infant and child cardiopulmonary resuscitation (CPR) as well as a current criminal reference and vulnerable sector check by Regional Police Services.

2. Regulation: Connections with Family & Community CCEYA O.Reg 46 (3)(h,i,j,e,f)

HDLH: Families are competent, capable, curious and rich in experiences

Elements: Communication, expression, engagement, community partners,

Implementation: DVCCC delivers a stimulating learning experience in an interactive environment that enhances children's social, intellectual, physical and emotional development with peers, staff, parents and community partners. Our positive teaching environment provides opportunities for the staff to listen to others and to create a collaborative culture of trust and appropriate risk taking so that it improves the overall learning experience of everyone. This enhancement demonstrates its benefits through the interactive learning elements of the day with both children and staff.

A play based approach is understood to be essential to the healthy social and cognitive development of children and allows the child to take the lead and then focus on his or her interests through intentional observation, interaction and engaged communication. When this approach to learning takes place along with the staff's understanding of child development, each child's learning and individual development is supported so that the child's competence, capacity and potential is maximized. We know that children flourish in all areas of development so we ensure that they are in supportive, caring and responsive relationship with adults whose focus is on the health, safety and well begin of all children.

It is our goal to provide inclusive programming for all children. We actively explore ways to enable children, who have special needs, to work closely with our staff, resource programs, community partners and parents, to ensure that the appropriate support and resources are in place to ensure optimum success for the child. Through our belief that childcare is a shared responsibility between our parents and our staff, we work together to exchange information about the child's language, culture, interests and development so that the sum of a child's experience is greater than that which parents or staff alone could provide. Our staff encourages each child's developing sense of self and their ability to see themselves as capable communicators who are able to manage their emotions and behavior.

A responsive environment: [Sections 7 & 8](#) of Ontario Regulation 137/15 – General

In each classroom at DVCCC, the children are divided into groups which enables the classes to transition in small groups from one activity to another with safety. These same groups are used for observations, diapering and seating for lunch and snack. The teachers rotate from one group to another so they get to know each of the children on an individual basis. During free play, the children are encouraged to engage in all areas of the classroom and to freely explore their interests. Children are able to interact with others in play, explore ideas and investigate their theories about the world around them. In our planning sessions, we strive to have enough variety in order to encourage the children's sense of inquiry, curiosity and exploration.

Group activities foster co-learning about the children's understanding of the world and other people around them as they recognize the diverse abilities and dispositions of other children. This approach to learning is in alignment with the Ministry of Education's "How Does Learning Happen" which promotes a shared understanding of what children need and what can be done to help them grow and flourish.

DVCCC feel a responsibility not only to the children, but to the families also. As Christian child care workers, we foster an atmosphere where families feel comfortable to share their concerns and needs, and when possible, we assist families and offer access to pastoral care for those who request it. All staff members are born again Christians who incorporate Bible based beliefs into the curriculum and everyday interactions with the children and their families.

- Families and Community Partners: We recognize that families are the primary caretakers and a child's best teacher. We also recognize that our educators play an important role in supporting families by caring for their children and augmenting their children's growth, development and well-being in a comfortable, home-like, safe and secure environment. Ensuring that we stay actively engaged with the parents is vital to the holistic approach to children's learning. We develop opportunities for parent participation and program engagement in their child's learning environment so that it develops personal growth, confidence in parenting and service to others. Parent Nights, Open Houses, Field Trips and annual Christmas Concerts, and Graduation Ceremonies are all key events for the parents and their children here at DVCCC. Further to these special occasions, parent-teacher interviews are scheduled twice a year for the Preschool room and daily parent-teacher communications are always encouraged. Parents are offered the opportunity to become involved in a variety of fundraising opportunities with varying degrees of involvement. Parent comments and concerns are always welcome.

By inviting special visitors through our community partners and neighbourhood organizations, we enrich our atmosphere of collaboration with others so that our children can see an active network of adults working together. With this in mind, our supporting principles in developing our program are as follows:

- developmentally appropriate: our program offers a variety of age appropriate planned and spontaneous activities. Based on a clear understanding of child development, our program is sensitive to the need for individual responsive initiatives.
- Small Group Learning: this supports physical and emotional safety and facilitates individual learning, encourages confidence and self esteem and provides a context for positive guidance strategies.
- Relationships: we strive to build trusting relationships by focusing on high quality interactions. Our staff takes their cues from the children in order to reinforce pro-social skills and demonstrates positive role modeling.
- Positive Environment: we ensure that this allows children to make choices and creates an aesthetically calm and pleasant room based upon the current interests of the children.

It stimulates their learning, encourages skill development and provides a natural flow to the choice of participating in the various learning centres.

- Choice: children are encouraged to direct their own learning and can select which materials with which they play and explore. Play provides the foundations for language and literacy, for mathematics; science and technology and for the arts. Our children will experience the world through exploration, investigation and self regulation inside and outside the classroom. Learning is extended to the outdoors from the indoor classroom and reaches out to our community through local community walks, or special guests that visit our programs. When the weather is inclement, alternative activities for the children will be provided in the gymnasium.

3. Regulation: Positive Interactions CCEYA O. Reg. 137 46 (3) (b,c)

HDLH: Every child has a sense of belonging, when he or she is connected to others and contributes to the world.

Elements: belonging, relationships, connections

Implementation: DVCCC will ensure that it provides a safe and positive learning environment for all our children so they feel included, are part of the group and overall school community and have a confident sense of identity. All our staff follow our core values CHRIST IN US (caring, helpful, respect, inclusive, showing God's love, teaching, integrity, nurturing, under God's authority, sharing God's word). They will ensure that every child has a sense of belonging, is developing a sense of self, health and well-being, every child is an active and engaged learner who explores their world with body, mind and senses and is a capable communicator who expresses themselves in many ways. Our staff support our children in developing strategies to remain calm and to regulate their emotions while recognizing the effects of their actions on others.

At DVCCC we also ensure that we follow through with the following objectives to ensure that there is a sustainable feeling of belonging for everyone in our community:

- to provide a warm, caring environment, based on our Christian values, to develop our children's creative, intellectual, emotional, social, spiritual and physical skills;
- to plan for and create positive learning environments and experiences in which each child's individual needs, learning and development is supported;
- to provide a safe and positive environment that is part of a natural progression between home and school;
- to ensure that our children are cared for and supervised at all times;
- to employ staff who are experienced, well trained and empathetic in order to provide the best nurturing care and enrichment for our children;
- to provide a communication system that ensures parent-staff contact on a regular basis if face to face contact is not always available;
- to ensure that our childcare is available to all, regardless of race, gender, creed or economic circumstance.

Self Regulation: DVCCC provides daily opportunities to help our children learn to manage their emotions and behaviour in a positive manner so that the environment becomes a safe place of belonging, calmness and peace. We also recognize that this needs to be a daily learning

experience that needs to be defined in ways that are relevant and meaningful to our young children. Learning to make appropriate choices is a key element to developing character traits that lead to lifelong confidence, self esteem and a positive sense of identity within a given community. Helping our children to grow in this direction requires a framework of behaviour so that there is a known level of expectations from everyone. Inappropriate behaviour will be redirected in a positive manner so that there is an opportunity for restorative practices to follow. A positive approach is used to guide children and each situation and child is dealt with individually. The methods we use include:

- Redirection: guiding a child into acceptable options when engaged in an unacceptable activity.
- Logical and Natural Consequences: Endeavour to make children aware of the results from their actions.
- Limit Setting: boundaries are developed by the staff for the children as a group as well as for individual children according to each situation.
- Modeling: demonstration of appropriate ways of interacting
- Providing Choices: appropriate choices are outlined and children are encouraged to make decision for themselves
- Anticipating trouble: planning and preparing the environment
- Ignoring: some inappropriate behavior can be ignored with more emphasis given to appropriate behavior
- Positive reinforcement: use of encouragement.

Prohibited Practices: under no circumstance will corporal punishment be used for behaviour management or for any other reason. The following management techniques are not tolerated at any level and are prohibited at DVCCC

- Inappropriate Verbal Practices:
 - Humiliation
 - Threatening
 - Swearing
 - Harassment
 - Yelling
 - Sarcasm
 - Discussion of a child within any child's hearing
 - Discussion of a parent within any child/colleague/parent's hearing
- Lack of Supervision including:
 - Diverted attention for frequent or extended periods of time
 - Leaving children alone, unsupervised; child unaccounted for.
- Harsh Discipline of any kind:
 - Deprivation of basic needs including food, shelter, clothing or bedding
 - Confinement either by locking exits of a room or use of a lockable structure

Self Regulation through meal time: one way to nurture and foster self regulation is through meal and snack times at the centre. In addition to realizing that these times are important for health and nutritional needs, we use these times as a relevant and meaningful way to make connections with our children and to build up on our relationships with them.

Giving them opportunities to serve themselves and others, to make healthy choices in food selection and to be given the opportunity to decide on these choices, encourages them to develop a greater sense of competence and independence.

We want all our children to be safe and to enjoy our program with peace of mind. For this reason, we have expectations and rules that respect the rights of all members of our child care. Violence, swearing and behaviour that puts others or self at risk, are not permitted nor tolerated. It is our intent to include all children in our program, however should a situation be identified where concerns have been raised that a child's needs are not being met and/or other children are at risk, then our Supervisor will work together, with the child's parents, to resolve the situation. A step in the resolution may include developing an action plan and consultation with relevant community resources.

**4. Regulation: Fostering Exploration, Play and Inquiry CCEYA O. Reg. 137
s. 46 (3) (b,c,d,f,g)**

HDLH: Every child is an active, engaged learner who explores the world with body, mind and senses.

Elements: engagement, exploration, play and inquiry

Implementation: DVCCC has a well-established, research-based approach to early learning which has been implemented in all our programs. We believe that young children learn through play which is enjoyable, spontaneous, active and undertaken without external goals and sanctions. All young children are curious and they explore their world through play. When this natural activity is supported at our centre, the child's competence and capacity to be more self regulated is optimized.

Our staff are qualified early education professionals who connect with our children, ensure safe environments, plan and extend intentional learning through play, reflect on successes with them, document the children's learning and communicate regularly with parents. By being knowledgeable about child development, we continue to foster and explore creative ways in which children can learn so that it is meaningful and relevant to their lives. Our staff can construct a living curriculum that truly reflects the interests and needs of the children in our care. Based on observations of the children, the staff plan activities that will enhance their curiosity and extend their learning. As the children engage in the weekly activities, the teachers continue to observe the children and through their observations, they will plan accordingly.

Our educators further support children's self-regulation through play partner interactions by following the lead of children, observing their interests and taking note of how they interact with others and the physical environment. Through continual observation and individual attention, our staff support children in developing strategies to remain calm and to regulate their emotions while recognizing the effects of their actions on others.

Curriculum Planning: Our staff directly observe the children's interests and enrich their curriculum from these observations. These activities include language and literacy, music, circle times (one interest based and one Bible based), creative activities, Physical play both indoors and outdoors, science and nature, cognitive and manipulative activities, dramatic play and sensory. To further enhance their experiences, special visitors and field trips, which are age appropriate, are added.

Each activity is planned with a specific skill in mind and ensures that all developmental domains, social, emotional, communication/language and literacy, cognitive and physical, are being incorporated. Each activity is planned with a purpose and the ELECT document is referenced for each activity. Our staff welcome the opportunity to dialogue with parents in order to discuss their child's needs and ongoing development at the centre. Our staff will also include the four principles of learning and the "How Does Learning Happen" document into their curriculum which include well being, engagement, expression, belonging and community. This document provides us with the guidelines to develop and implement an appropriate curriculum as it is grounded in early child development research and provides a positive framework to support children and families.

Our curriculum is not a standardized list of activities planned months ahead but rather is based on the actualization of authentic learning experiences as observed in our children on a daily basis. It is an ongoing series of decisions made by our staff in response to interests, ideas and observed potential in our children. Our curriculum is driven by our core principle which is based on discovery through play as being the basis upon which all children learn. Keeping this in mind, our staff support the learning initiative by:

- establishing a supportive social environment that supports autonomy and self esteem
- establishing positive relationships, friendships and conflict resolution
- providing responsive care to all the children while meeting their individual needs
- designing a supportive physical environment
- providing new play possibilities through interest centres
- being an involved play and learning partner
- fostering, observing and documenting significant behaviour/developmental milestones
- incorporating community members to be a part of the learning environment.

Indoor and Outdoor Play: Regulation Section 24 of Ontario Regulation 137/15

DVCCC recognizes the importance of physical fitness in a child's overall development and therefore incorporates physical activities for indoor and outdoor environments. When there is inclement weather, our gymnasium is used to implement the activities planned and we also have a gross motor room for the infants to explore. The teachers plan daily activities that are an extension of what is being taught/observed in the classrooms. Designated times as outlined in the CCEYA for indoor and outdoor play, quiet and rest times, are strategically integrated into the daily schedule and the children are scheduled to have a minimum of 2 hours outdoors each day as well as a designated rest time for those who require a rest period. Others are provided with a daily quiet time if they do not need to have a nap. Through creative space development, we ensure that the environment provides comfort and meets children's needs related to rest, play, and nutrition.

Outdoor Play Space: DVCCC has two outdoor play spaces; one for the Infants/Toddlers and one for the Preschoolers. The areas are designed so that the staff can maintain constant supervision of all the children. There is space designated for the storage of appropriate outdoor play equipment. Outdoor play space is safe and stimulating for the children; it supports the children's active exploration, play and inquiry and promotes group play amongst the children.

The various spaces for gross motor play, and outdoor exploration provide opportunities for individual complex inquiry investigation of the environment so that children can connect the natural world with their own community. While outdoors, children are encouraged to develop their sense of independence in order to foster their own growing sense of competence and mastery without being scheduled to play at specific areas. Each playground is equipped with natural elements which encourages children to explore planting and caring for God's creations.

5. Regulation: Pedagogical Documentation CCEYA O.Reg. 137 46 (3) (h,j)

HDLH: Pedagogical documentation is a means to learn about how children think and learn..."it offers a process to explore our questions about children...to make this learning visible to others for interpretation. It encourages educators to be co-learners alongside both children and families". P. 21

Elements: observation, dialogue, notes, reflections, reports, evidence.

Implementation: Our planning process – recording observations, determining interests and planning play opportunities in all developmental areas – is continuous and available to families. This is an approach that celebrates new ideas and supports the spontaneity of the developing child. Our staff expand the children's interests by adding materials, asking questions and scaffolding the children's learning by providing new challenges and ideas. Each child has a portfolio which includes weekly observations, assessments and photos/art work. Parents are encouraged to refer to their child's portfolio at any time and the teachers will ask for updates as needed.

- Program Assessment and Reflective Practices
Our Supervisor demonstrates pedagogical leadership by observing each classroom daily and engaging in conversation with the staff and children regarding how the children are learning, what they need to learn and what materials are needed. Daily observations about a child's learning and overall disposition are shared with the parents when they come to pick up their children at the end of the day or at the beginning when they are brought to the centre in the morning. Daily reports are written for Infants and Toddlers which provide details on each child's day, ie. Their eating, sleeping, diapering, activities they engaged in and how their overall day was. In addition, evidence of the children's learning is posted in the classrooms as well as on the bulletin boards alongside the weekly program so that parents are kept informed of what and how their children are learning.
- Documentation:
Individual notes, reflections and observations of each child's learning are kept on file so that it becomes a basis for more in-depth discussion with parents. Preschooler parents are asked to attend parent/teacher interviews two times a year, where the teachers will discuss their child's progress and areas which need additional support. Ongoing conversations with parents are encouraged so that both the centre and home are aware of any areas that need to be raised as a concern and/or a celebration of meeting a learning milestone. Photos and visuals are captured in projects and posted on "Parentpost" as a way to provide visual documentation of the daily pedagogical practices being implemented at the centre.

Special social events such as Mother’s Day Breakfast, Father’s Day Breakfast and Fall/ Christmas Family Fun Nights and other celebrations, offer opportunities for parents, staff and children to gather together in meaningful conversations about the learning experiences at the Centre. This is also seen and experienced as a verbal documentation of our pedagogical practices.

DVCCC Statement Summary:

Our curriculum is consistent in approach with “How Does Learning Happen?” Ontario’s pedagogy for the early years. The core and supporting principles of DVCCC mirror the ELECT guiding principles (as per diagram below, extracted from “How Does Learning Happen?” Ontario’s Pedagogy for the Early Years). Our pedagogical approach requires educators to be play partners, architects of the playscape, planners, recorders and communicators.



6. Annual Review of the Program Statement: O. Reg. 137 46 (3) (k) All DVCCC staff adhere to our policies and procedures, the Program Statement as well as Ministry, Fire and Health Regulations. All staff will review the Program Statement prior to working with the children and annually thereafter or upon any changes or modifications to the Statement. Annual review of the Program Statement and these policies and procedures ensure our staff are knowledgeable and prepared to handle any situation with effectiveness and professionalism. This statement will be reviewed with the intent to explore ways to improve its effectiveness and to modify or change areas that are no longer making a positive impact on the learning environment.

March 21, 2018