Parent Handbook

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1. Introduction

Welcome to the Devonshire Child Care Centre! We are happy to have you and your child(ren) with us. The staff and the Board of Directors would like to emphasize how important it is for you and your child(ren) to have a positive experience in the program, and we value working with our parents to meet the needs of our families.

This handbook has been designed to assist you in understanding the policies, procedures and regulations involved with the operation of our program. If at any time you have any questions or concerns, please feel free to ask staff in person or contact us at (613) 722-6969 or devonshireccc@bellnet.ca

2. History

The Devonshire Child Care Centre (DCCC) was established in 1985 as a non-profit, community-based childcare centre located within the Devonshire Community Public School. The program has a history of partnership with the school, the School Council and the community. We have expanded over the years to meet the needs of our community.

3. Program Philosophy & Learning Environment

Devonshire Child Care Centre provides a safe, well-supervised facility with a comfortable atmosphere in which the daily program focuses on meeting the needs and interests of the children. The program provides individual and group learning opportunities in both indoor and outdoor environments. The curriculum is designed to allow flexible, spontaneous activities based on the children's interests. Following the Early Learning for Every Child Today (ELECT) and How Does Learning Happen pedagogy, our Registered Early Childhood Educators provide a stimulating, educational, play-based environment which guides the children's learning, enhances their knowledge and meets their individual developmental needs.

4. Licensing Regulations

The Devonshire Child Care Centre is licensed under the Child Care and Early Years Act of the provincial Ministry of Education. DCCC is required to meet all regulations of this Act, and Health and Fire Regulations set forth by Ottawa Public Health, and the Ontario Fire Marshall. The Program Advisor from the Ministry of Education, monitors the standards for safety, staff training, program quality and compliance with the Childcare and Early Years Act on an annual basis.

5. Centre Personnel and Board of Directors

Staff

The Staff consists of our Director, our Assistant Director, our experienced Registered Early Childhood Educators (RECE), who are registered with the College of ECE and our Educational Assistants. Our staff must have a police record check for the vulnerable sector, a current first aid and CPR training certificate, accessibility training and health and safety training prior to employment. As part of employment, our staff are now requested to participate throughout the year in staff development as a licensing requirement.

Board of Directors

The Board of Directors oversees the Program and ensures that DCCC continues to provide a high-quality licensed centre for our children. The Board of Directors consists of parents, community members and the Program Director. Parents are encouraged to participate on the

Board and are also welcome to attend any of the meetings. Board meetings follow a monthly schedule and include an annual general meeting at which time new members are elected. Board meeting minutes and By-laws are available upon request.

Occasional Supply staff, Students and Volunteers

Occasional supply staff, students and volunteers will participate in the program from time to time. They participate in an orientation session where they are provided with a handbook of policies and procedures to read and sign prior to employment or volunteering. They are also required to provide a current police records check for the vulnerable sector, a current first aid and CPR training certificate & accessibility, health and safety training.

6. Admission to the program

We welcome applications from families requiring preschool, kindergarten, and school age childcare for their child(ren) between the ages of 2.5 to 12 years who reside within the Devonshire Community Public School boundaries. Admission depends on the Centre's ability to meet the child's needs, as well as the needs of the children already enrolled in the program. Applicants must register with the Ottawa Child Care Registry and Waitlist managed through the City of Ottawa. You can contact them by telephone at 3-1-1 or https:onehsn.com/Ottawa.

Parents will be contacted by digibot when space is available. Should an applicant turn the space down, they may choose to remain on the Ottawa Child Care Registry and Waitlist.

The Director/Assistant Director will meet with parent(s) to discuss the program and contents of the Parent Handbook. The child and family needs are discussed as well as the program's ability to meet their needs.

Parents must fill out all the required forms on digibot before registration will be complete. We work together with parents to ensure the needs of their child(ren) are met effectively and that they benefit fully from positive learning and social experiences within the Centre. Open and honest communication is expected. All forms are reviewed by the Director/Assistant Director upon completion. Withheld information is a case for discharge.

Admission of special needs children is contingent upon securing funding for enhanced ratios with collaboration with Children's Inclusion Support Services. Parents must provide detailed documentation of the child's needs.

It is the **parent's responsibility to update contact information** or any other changes at www.devonshireccc.ca Parent Portal on the Digibot absence reporting tool.

***Preschool children:** The child's first two days in the Centre will be from 9:00 to 11:30 a.m. allowing a gentle introduction to a new environment. On the third day, the preschool child will start a full day.

Parents are encouraged to spend some time with the children in the program. Close communication should be developed between parents and Educators.

7. Fees: Canada Wide Early Learning and Child Care Program

Devonshire is proud to announce that as of October 31st, 2022, we have signed our contract and entered the Canada Wide Early Learning Child Care Program (CWELCC).
The CWELCC Program is designed to:

- Give families access to more affordable and high-quality childcare options
- Help lower childcare fees for parents of children under the age of six
- Increase childcare spaces
- Support the childcare workforce
- Support inclusive childcare

Canada-Wide Early Learning and Child Care System (CWELCCS) reduction applied to: Toddler, Preschool and Kindergarten rates. DCCC will continue to follow all guidelines in accordance with the CWELCCS.

- Childcare fees are due on the first of the month
- Fees are based on a per diem approved by the Devonshire Board of Directors and the City of Ottawa. The Board of Directors reviews the budget annually and establishes the fees while taking into consideration such factors as uncontrollable costs, inflation and maintaining competitive salary levels.
- Arrangements for direct deposit need to be made through your child's registration via digibot.
- Ample advance notification of fee increases will be given to parents.
- There will be a service fee of **$40.00** for any returned item for pre-authorized debit (parent direct deposit). (Non Base Fee)
- Childcare fees are due on the first of the month. If payment is not received, the parent will be given one month's written notice of withdrawal of your child(ren) from the program.
- CWELCC fees are calculated off of DCCC base fees as of March 31, 2022. The CWELCC rebates will be taken off these rates. Please check our website for these per diem rates. www.devonshiredccc.ca

Devonshire Child Care Centre Base Fees

- Canada-Wide Early Learning and Child Care system (CWELCC) reduction applied to: Toddler, Preschool and Kindergarten rates. DEVONSHIRE will continue to follow all guidelines in accordance with the CWELCCS.
- **Eligibility for reduced fees**
- Eligible children are entitled to a childcare fee reduction retroactive to April 1, 2022, up to a minimum of $12.00 per day. Children aged 0-5 are eligible. In addition, children are also eligible if they are six (6) years old, up until a cut-off date determined as follows:
- • If the child's sixth (6th) birthday falls between January and June, the child remains eligible until June 30 of that calendar year;
- • If the child's sixth (6th) year birthday falls between July and December, the child remains eligible until the end of the month of their sixth (6th) birthday.

- Preschool: $45.00 per day (Base Fees - before CWELCC)
- Preschool: $21.26 per day (Base Fees - after CWELCC)

Kindergarten Blended rates (am & pm, PA days, March break, Christmas break, summer)

- Kindergarten 25.10 per day (Base Fees - before CWELCC)
- Kindergarten: $12.00 per day (Base Fees - after CWELCC)

Kindergarten Option 2 PA days, March break, Christmas break, summer (subject to availability)

- Kindergarten: 32.88 per day (Base Fees - before CWELCC)
- Kindergarten: $15.12 per day (Base Fees - after CWELCC)

- **School Age:** *Not eligible for CWELCC
- **Option 1:**
  Blended rates (am & pm, PA days, March break, Christmas break, summer)

  $18.74 per day
- **Option 2:**
  summer (subject to availability)

  $35.18 per day

Refunds or fee credits will be provided for:

- Family leave before month-end
- Overpayment
- Child changes age group
- Renovation closure

Subsidies

To help meet the need for subsidized child care in the community, DCCC has a Purchase of Service Agreement with the City of Ottawa for subsidized spaces. Please visit the City of Ottawa website at www.ottawa.ca.
Parents with subsidies are reminded that the City of Ottawa policy is that each is entitled to take up to 36 absent days annually from January to December

The City of Ottawa and the Ministry of Education provides funding for subsidies, Go Funding, Provincial Wage Enhancement, Pay Equity, Stabilization Initiative, Sustainability Funding, Transformation Funding, Capacity Building Funding, Play-Based Materials, Municipal Health and Safety, Repairs and Maintenance and Pandemic Funding.

8. Probationary period

There is a three-month probationary period for all children who enter the program. The Director and staff will observe the child during the probationary period. In some cases, it may be determined that group care is not the most suitable arrangement for a child or the program may not be able to meet the needs of a child. For these reasons a family may be asked to find

alternative arrangements for care.

A three-months probationary period may be implemented for any child at any time, as concerns arise. The Director and staff will discuss any concerns they may have about a child's progress with the parents and plans will be developed for dealing with these concerns within a reasonable time frame. If it is determined that a child must be withdrawn from the program, one month's written notice will be given to the parents.

9. HOURS OF OPERATION and SCHOOL YEAR CLOSURES, HOLIDAYS & INCLEMENT WEATHER

Our program operates from Monday to Friday on a 12-month basis from 7:30 a.m. until 5:30 p.m.

We observe the following **Statutory Holidays/Days closed:**
** Parent fees will be charged

New Year's Day	-January
Family Day	- February
Good Friday	- March/April
Easter Monday	- March/April
Victoria Day	- May
Professional Development / Summer Prep – the day following end of school year	
Canada Day	- July
Civic Holiday	- August
Professional Development/ September Prep – end of summer August/September	
Labour Day	- September
Truth and Reconciliation Day- September (taken during winter holiday, in lieu of)	
Thanksgiving	- October
Remembrance Day	- November (taken during winter holiday, in lieu of)
Christmas	- December 25
Boxing Day	- December 26
Winter Holiday Break	- December 24/25 to January 2/26

Closure periods may change annually due to the winter holiday break. Families will not be billed for more than 20 days of scheduled closures, including those dates listed above.

Inclement weather: Our childcare Centre may be closed due to severe weather conditions or power outages. In such events, our staff will make every effort to communicate promptly with families. We will notify families through emails. Please note, no refunds will be given for unforeseen closures due to the inclement weather.

Infectious Disease Closure: Our childcare Centre may also be closed in the event of infectious disease outbreaks. This measure is to ensure the safety of children, Educators, and families within our community. While COVID-19 is a known pandemic that could impact on our ability to remain open, other infectious diseases may also necessitate closures. As with weather-related closures, no refunds will be given for unforeseen closures due to infectious diseases.

10. Communication

Parents are encouraged to establish and maintain close, open communication with their Educators and Director. Devonshire CCC strongly believes that the Centre and the parents/guardians are partners working together in a child's early and formative years.

11. Daily Routine

From September to June, we offer early morning care from 7:30 a.m. to 8:15 a.m.

The Kindergarten children and the School Age children are then dismissed to the school playground (weather permitting) where a teacher is in attendance until school commences at 8:30 a.m.

At the end of the day, the kindergarten children are met in the playground and escorted back to our program. The School Age children return independently to the Centre where the staff wait to greet them at 3:00 p.m. Our program closes at 5:30 p.m.

Preschool children attend our program between 7:30 a.m. and 5:30 p.m.

12. Nutrition: Lunch and Snacks

Nutritious lunches for Preschool children are provided by a catering service.

The catering menu is posted for four (4) weeks in advance on the Preschool Parents' Bulletin Board, and on Digibot.

Kindergarten and School Age Children lunches are provided by the parents in a bag lunch.

Requirements for Bag Lunches:

- Be nut-free and sesame-free
- Child's name must be clearly written on each container/sandwich bag
- Ice packs and thermos must be used to ensure food safety

Snack

Nutritious snacks are served daily, one in the morning and one in the afternoon. The snack menu is posted for two
(2) weeks in advance on the Parents' Bulletin Board posted in the hallway as well as Digibot.

Should circumstances (i.e. allergy) prevent a child from having a particular snack the program will provide a substitute, to the best of our abilities. Any additional substitutions will be the responsibility of the parent.

Nutrition Policy

We have a legislated obligation to develop a policy on children's nutrition that is consistent with the Ministry's guidelines. Bag lunches from home should include a variety of foods from the following chart:

Food Groups	**Amount Offered (attendance 6 hours per day)**
milk and milk products	250 – 375 mls
meat and alternatives	60 – 90 mls
breads and cereals	450 mls or 2 ½ slices
fruit and vegetables	300 mls or 2 ½ whole fruit

The Centre will routinely provide nutritious morning and afternoon snacks, as well as a noon-time drink and supplements, as necessary. The menu will consist of dairy products such as milk, cheese, yogurt, whole grain breads, cereals and crackers, a variety of fresh fruit and vegetables.

The combination of snacks and noon-time meals should be equivalent to the guidelines set out in the chart above. Staff are expected to be vigilant regarding the content of bag lunches and advise parents when there are concerns regarding the nutritional adequacy of the lunches. Children will be limited to one "treat" choice from their bag lunch per sitting.

The Ministry of Education, the agency responsible for licensing programs, and the Ottawa Public Health, oversee the menus.

DO NOT SEND OR STORE MEDICATION IN YOUR CHILD'S LUNCH BOX.

13. Child Drop-off /Child Pick-up and Safe Arrival & Dismissal Policy

Safe Arrival & Dismissal Policy

Effective January 1, 2024
Version 1.2 (2023-12-20)

1. Accepting a child into care
When accepting a child into care, program staff must:

- greet the parent/guardian and the child;
- if shared by (or discussed with) the parent/guardian, document any one-time change to pick-up procedure during the child's check-in process on DigibotGO;
- check-in the child on DigibotGO.

2. When a child has not arrived in care as expected
When a child does not arrive at the centre, and the parent/guardian has not reported the absence in advance via the parent portal, program staff will receive a notification on the DigibotGO staff app requesting confirmation that the child has not arrived. This notification will be triggered as follows:

- **For school-age programs in the morning:** 15 minutes before transition to school
- **For school-age programs in the afternoon:** 15 minutes after transition from school to childcare
- **For infant, toddler and preschool programs:** 180 minutes (3 hours) after the centre opens

If program staff does not confirm the child's absence within 10 minutes and/or if their DigibotGO device is offline, the site supervisor will be required to confirm the child's absence. Once the child's absence has been confirmed:

- **Level 1** – Authorized parents/guardians will receive a notification asking them to confirm the child's presence or absence.
- **Level 2** – If parents/guardians do not confirm the child's absence within 20 minutes, the site supervisor will personally attempt to contact each person listed on the child's emergency contact listing in the sequence identified in the child's file. If the supervisor is unavailable, the incident will be referred to a designated SADP lead.
- **Level 3** – If no parent/guardian or emergency contact can be reached, the site supervisor will contact one of the SADP leads designated by the organization. This SADP lead will determine next steps based on the situational factors. In the event that no SADP lead is unavailable, site supervisors will make a co-decision regarding next steps.

3. Releasing a child from care
Staff supervising the child at the time of pick-up must only release the child to a parent or authorized contact listed on the child's Digibot contact listing available in the DigibotGO staff app or on the child's printed emergency card. During the first three (3) interactions between a staff member and a parent/emergency contact, the DigibotGO staff app will require the staff to confirm the person's identity:

- by checking with another staff member, or;
- by checking the person's photo identification.

If the person is not listed as an authorized contact for pick-up, the educator must obtain authorization in person or verbally (by telephone, walkie-talkie, intercom, etc.) from the site supervisor or an SADP lead to release the child to this person. In this case, an automated email will be sent to parents/guardians to document the interaction and remind them to add the emergency contact via the portal.

4. When a child has not been picked up upon centre closing
If a child has not been picked up 15 minutes prior to the centre closing time, program staff will receive a DigibotGO notification to confirm that the child is still present. If staff does not confirm the child's attendance within 10 minutes and/or if their DigibotGO device is offline, the site supervisor will be asked to confirm the child's attendance. Once it has been confirmed that the child is still on site:

- **Level 1** – Authorized parents/guardians will receive a notification asking them to confirm that they are on their way.
- **Level 2** – If parents/guardians do not respond to the notification within 20 minutes, the site supervisor will personally attempt to contact each person listed on the child's emergency contact listing in the sequence identified in the child's file. If the supervisor is not available, the incident will be assigned to a designated SADP lead.
- **Level 3** – If no parent/guardian or emergency contact can be reached, the site supervisor will contact one of the SADP leads designated by the organization. The SADP lead will determine next steps based on the situational factors. In some cases, these next steps can include contacting one or more external agencies for guidance. In the event that no SADP lead is unavailable, site supervisors will make a co-decision regarding next steps.

5. SADP Incident Reports
Every time SADP steps are engaged, regardless of level, an SADP incident report will be generated. Incident reports will require an electronic signature from the site supervisor as well as a parent/guardian. At the centre's discretion, several high-level incidents may result in further warnings and/or termination of childcare services.

6. Dismissing a child from care without supervision
Staff will only release the child to a parent or authorized contact listed on the child's Digibot contact listing available in the DigibotGO staff app or on the child's printed emergency card. Under no circumstances will children be released from care without supervision.

7. Parent/Guardian Responsibilities
Parents/guardians agree to:

- report their child's absence in advance via the parent portal;
- maintain their child's updated emergency contact listing via the parent portal;
- notify program staff of any punctual changes to their child's daily drop-off or pick-up procedures.

8. Program Staff Responsibilities
Program staff agrees to:

- adequately and accurately complete the child's check-in and check-out process;
- complete SADP attendance validation when prompted;
- complete identity verification when prompted.

9. Disclaimer

The purpose of this policy is to implement procedures to ensure the safe arrival and departure of children. It relies on the participation and collaboration of parents/guardians, program staff and management staff to function optimally. In addition, the organization uses several Digibot technological tools and features to support the implementation of this policy. Some factors may affect the implementation of these procedures, the accuracy of the information dispatched and/or the triggering of these automated processes - including power outages and/or network failures, equipment malfunction and manual oversights or errors. The childcare centre and Digibot will not be held responsible in the event of such a situation. Furthermore, as this policy stems from brand new requirements of the Child Care and Early Years Act, 2014 (Regulation 325/23 section 5, Regulation 137/15 section 50), the childcare centre and Digibot reserve the right to modify the policy at any time with reasonable notice.

10. Definitions

- **Site supervisor:** designates the site's program supervisor;
- **SADP Team Lead:** designates the centre's executive director.

Your child must be in the program before 10:00 a.m. as all programs begin their day activities. If your child has an appointment, please send a message via digibot. Pick up is 5:30 pm at the latest.

- **Accompany your child(ren) to and from the childcare centre**
- **Ensure that staff are aware of your child's arrival and departure.**

Young children depend on regular routines for their own sense of security. It is recommended that parents/guardians establish fixed hours to pick up and drop off the children. It is essential to notify the centre if your child will not be coming to the childcare centre before 9:30 a.m.; send a message via digibot to the centre.

No child will be released to a person other than the parents and the people whom the parents authorize in the registration form or via a phone message/Digibot chat message to the program. You can update the list of authorized people at any time. Parents are responsible for arranging transportation for their child(ren) to and from the program. **Children will not be released to a person who is under 16 years of age. All permanent changes in Permission of Release must be made in writing on Digibot.**

Both parents are entitled to access the child. The only time staff can deny access of a parent to a child is when there is a legal court order on file. A copy of this document will be placed in the child's file.

A person who is intoxicated must make alternate arrangements to pick up their child(ren) (i.e. spouse or other person for whom the centre has permission to release the child). Staff are legally responsible to protect the children in their care from harm. Staff are required, under the Child and Family Services Act, to report any suspicion that a child may be in need of protection to the Children's Aid and/or the Police.

Late Pick-ups

The hours of operation for Devonshire CCC are from 7:30 a.m. to 5:30 p.m.
Parent(s) picking up their children after 5:30 p.m. will be considered late and must sign the

Late Pick-ups Book. After three signatures in the Late Pick-ups Book, parents will be given a First Notice letter that requires the parent(s) to state the reason for late pickups. Parent(s) who are late a second time will be given a Second Notice letter and the problem will be referred to the Devonshire CCC Board of Directors. The Board of Directors may request that the parent(s) attend an upcoming board meeting to discuss the problem of late pickup. A third infraction of the late pickup policy may result in your removal from the Devonshire Child Care Centre.

Absenteeism

If your child is going to be absent from the program, for any reason, please notify the staff before 9:30 a.m. via digibot. The program is budgeted as a cost recovery non- profit program and is dependent on a full enrollment therefore it is not possible for us to provide a rebate or reduction of the fees as a result of a child being absent from the program.

14. Toilet Training for your preschool child

- Your child must have completed or be in the process of completing toilet training.
- Inform staff of any changes or methods being used for your child's toilet training routine.
- Parents must supply pull-ups for their child at all times.
- Our staff will have frequent scheduled toilet training periods throughout the day.

15. Rest Period for your preschool child

There is a rest period in the afternoon for preschool children. During this period of programming, direct checks are performed every 30 minutes by staff physically checking each child for any signs of distress while they are sleeping. After a restful period, children who are awake will participate in the wake-up program provided with quiet activities with cognitive games, manipulatives, small group and individual activities.

16. Parent Participation

Devonshire CCC has an open-door policy and parents are welcome to come during program hours. Parents may further participate through assisting staff during field trips, as well as becoming members of the Board of Directors. Parents who wish to participate on a field trip will need to obtain a vulnerable sector check. You can request the Devonshire CCC Vulnerable Sector Check Letter for Volunteers.

17. Supervision Policy for Volunteers and Students

Provincial legislation requires that volunteers which includes parents, co-op students, college and university students are not allowed to be alone with any child at any time and must be supervised by an employee. Volunteers will be supervised by Devonshire Child Care Centre staff at all times when children are present.

18. Field Trips and Special Presenters

Field trips and special presenters are an important part of the program planning during non-instructional days.

They are designed to meet the children's developmental needs and to enhance the activities that the children enjoy doing. The Childcare and Early Years Act requires the program to inform parents of all field trips in advance, to allow parents sufficient time to sign a consent form to permit their child(ren) to participate on each individual field trip. Should circumstances

(e.g. health, summer school, etc.) prevent a child's participation in a field trip, it is the parent's responsibility to arrange alternate care. **Children cannot be dropped off or picked up during the field trip.**

19. Vacations

No matter how much fun your child has at the childcare centre, it does become routine. Just as you look forward to your vacation from work or school, your child needs a break from the routine. Please keep this in mind when planning time for the family. We recommend a minimum of two (2) weeks, plus a few unscheduled long weekends during the year. Please let us know via email when your child will be on vacation so staff can be notified for their attendance recording.

20. Illness Policy - Health Requirements

Infectious diseases (measles, chicken pox, etc.) contracted by a child enrolled in the program must be reported immediately to the Director/Assistant Director. The affected child must be kept at home until the disease is no longer contagious to other children. We will keep you informed about any infectious diseases in the centre by posting the information on the parent board.

"Needs to Stay at Home Symptoms"

At any time, the Director/Assistant Director may judge that a child is "not well enough" to attend the centre. In such cases, the child will either not be accepted at drop-off time, or parents will be notified that the child must be picked up as soon as possible. Staff and parents are expected to use the following guidelines to help decide whether a child is too ill to attend for the day. A child should not attend when he/she:

- A fever of 37.8C or higher. (Must be fever free for 24 hours before re-admittance to the centre). If a child has a lower temperature, but cannot function in the program, the parent must make arrangements to have the child picked up.
- Is vomiting or has diarrhea
- Complains of a bad headache or sore throat
- Has a suspicious rash or weeping sore
- Eyes/ears that show any form of discharge (must be seen by a physician prior to re-admittance.)

If your child is sent home due to illness (fever, vomiting, diarrhea), your child must be free of symptoms for at least twenty-four (24) hours before returning to the program.
The Centre's policy is if your child is too ill to go outdoors, he/she should not be at the Centre.

Return to the centre:

If the child has a suspicious body rash, eye infection, a doctor's note is required before returning to the Centre, to confirm whether it is contagious. A doctor's note may be requested for other contagious illnesses as well. Please inform us of any illness your child may have, even if it is not contagious.

The program staff must be notified immediately if your child is hospitalized for more than 24 hours.

21. Allergies

If your child has allergies of any kind, please advise the staff. All allergies must be documented on the medical forms that are completed when a child is accepted into the program via digibot. Emphasize risk reduction by encouraging and supporting thorough hand washing practices.
If your child has a severe allergy that requires an Epi-pen, we require that you provide the centre with one Epi-pen to keep in our first-aid bag at all times. As well, the child must wear an Epi-pen. An Anaphylaxis Emergency Plan is in place for each individual child to deal with anaphylactic reactions, this is completed via digibot.

22. Medication

- We are required by law to obtain written permission to administer prescription medication. We do not administer non-prescription medication.
- If your child requires medication to be administered by the program staff, a form must be completed with your signature, this is available via digibot.
- All medication must be in the original container as supplied by a pharmacist. The container must be clearly labeled with the child's name, name of the medication, prescription number, the dosage of the medication, date of purchase, expiration date of medication, and clear instructions for the administration and storage of the medication.
- All medication no longer needed must be taken home.
- We store all medication in a locked, metal container in the fridge or cupboard.
- We request that all medication be hand-delivered to us to be stored in this manner.

Lice/Nits Policy

If a child has lice/nits, they must be picked up immediately to be treated and to prevent further spreading. If a child has contracted nits, a Notice to Parents about Head Lice/Notice of Withdrawal will be completed and given to the parents. The child must be treated immediately for nits/lice and the process must be repeated within 7-10 days. A Notice of Head Lice Treatment must be completed, signed and returned after each treatment upon the child's return to the program.

Sun Safe Policy

We encourage parents to provide a broad-trimmed hat & apply sunscreen to their child before leaving in the morning. Outdoor activities take place before 11:30 am and after 2:00 pm to reduce exposure to ultraviolet rays.

23. Personal Belongings

Children should wear clothing that is comfortable. Shoes must be always worn in the program. There are usually two outdoor play periods a day. Children must wear running shoes while playing on play structures. Crocs, and open toed shoes are not permitted for outdoor play. We ask that the children be dressed accordingly; very warm, water-resistant clothing for winter; cool clothing with sun hats and sunscreen for summer. Apply sunscreen in the morning before your child arrives in the program. All School Age children should have their own labeled sunscreen. It is important for a kindergarten child that a complete change of

clothing (pants, shirt, socks, underclothes, hat, mittens) is left in their cubby. Preschool children must always have at least two changes of clothing in their cubby (pants, top, socks, many underclothes, hat, mittens).

It is advisable for parents to label all their child(ren)'s belongings. For your child(ren)'s protection, place labels on the inside of their shoes, clothing, lunch boxes and knapsacks.

24. Discharge policy

The following is a list of conditions that would necessitate the discharge of a child from the program:

- Children will be discharged when they graduate from grade 6. (June)
- Behavior exhibited by the child is harmful or abusive to the child, the staff, and other children in the program.
- Inability of the program to meet a child's needs.
- Failure by the parent(s) to meet their financial obligations to the program over a period.
- Parent(s) not complying with the policies and procedures outlined by the childcare program.
- Behavior exhibited by a parent that is abusive or harmful (physically, verbally, or emotionally) to the child(ren), staff members, other parents or the childcare environment.
- Lack of cooperation and open communication with the staff.
- Withholding information about the child's needs, health, or physical wellness at admission or while enrolled at the childcare centre.

Early Departure/Discharge

The Devonshire CCC budget depends on continuing full enrolment. To allow us appropriate time to fill spaces, one month advance written notice of intent to withdraw your child from the program is required. Payment of one month's fee is acceptable in lieu of written notice.

25. School Age Space Policy

Devonshire CCC is licensed by the Ministry of Education to operate three separate programs. Each program is allowed to provide care for a specific number of preschool children, kindergarten children and a specific number of school age children. While every effort will be made to balance enrolment between the kindergarten and school age components, there may be occasions as the children graduate from the kindergarten component, when the need for school age spaces exceeds the number of spaces we are allowed to provide.

The children who have been consistently enrolled in the centre will be offered a school age space first, provided one is available. Parents will be informed about the availability of space in the school age program six weeks before their child is due to leave the kindergarten program. In the event that a child is discharged due to lack of space they will be placed on a priority list according to the original date of entry, to await a school age space. Once a child is enrolled in the School Age Program they may remain with the centre until a condition outlined in the policy regarding the discharge of children by the childcare program is met.

26. Child Guidance and Prohibited Practices

Educators' roles are multi-dimensional. The Educators, first and foremost, use a warm, responsive, and inclusive approach, building positive relationships with children, families, colleagues, and communities. Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families, in particular, to understand children as unique individuals. A solid understanding of child development is essential for Educators to apply the pedagogical approaches that are detrimental to quality Early Learning Centres. Critical reflection, when used by Educators, promotes best practices in Early Learning.

The environment is the context in which learning takes place. From the aesthetics of the space to the type of furnishings and materials available, to the organization of time, the environment communicates a powerful message and contributes to shaping the actions that can be taken within it. Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex, open-ended materials that children can use in many ways, this includes areas for quiet activities as well as physical activity (i.e. Body Breaks). Flexible scheduling allows for longer periods of uninterrupted play with fewer transitions resulting in calmer and more engaging experiences. Children thrive in programs where they can engage in vigorous physical play in natural outdoor spaces and playgrounds that present manageable levels of challenge. It is important for these environments to be safe, however, it is also important for them to provide children with interesting opportunities for a reasonable degree of risk taking. Educators are knowledgeable and allow every child the opportunity to participate and adaptations to the program or physical accommodations are made to promote the well- being and engagement of each child.

Monitoring

- Compliance and contravention are monitored closely, and staff must sign off stating that they are adhering to policies and procedures.
- Regular classroom, playground and field trip observations of staff, students and volunteers interacting with the children will be conducted by the Director / Assistant Director of the Centre. Observations are done on a daily/casual basis, with their awareness of the process. Meetings with individual staff are held to assist and support staff in developing critical reflection skills. The Director / Assistant Director will provide support to guide staff where necessary.
- Staff evaluations take place within the first three to six months for every new employee and are conducted annually thereafter. All reviews are documented.
- Collaborative inquiry practices are discussed at regularly scheduled staff and team meetings, and strategies developed together. This is a means to question theory and practice, discuss ideas, test theories, and share ideas. A written record is kept of all meetings.
- All records related to the signing and reviews of policies will be retained at the Centre for a minimum of two years.

Prohibited Practices

48. No licensee shall permit, with respect to a child receiving childcare at a childcare centre it operates or at a premises where it oversees the provision of childcare, (a) corporal punishment of the child; (b) physical restraint of the child, such as confining the child to a highchair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent; (c) locking the exits of the childcare centre or home childcare premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures; (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth; (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or (f) inflicting any bodily harm on children including making children eat or drink against their will. O. Reg.

Contravention of Practice

All adults, while at the Child Care Centre, are required to comply with the program's policies and the requirements set out in the Child Care and Early Years Act. Failure to comply with the Child Guidance and Prohibitive policy may result in.

For Staff, Students and Volunteers: A verbal warning, a written warning, termination of placement for students and volunteers, termination of employment for staff.

For others, including Parents: Verbal warning, other action deemed necessary by the Child Care Centre Board including, but not limited to the person not being allowed on the premises. The following information may be considered by the Director and Board of the Child Care Centre in determining which action is necessary.

- The seriousness of the offense.
- The risk, or harm, to the child.
- The frequency of the occurrence.
- Previous disciplinary action taken.

Where action is necessary it will be taken immediately by the Director of the Centre in the case of staff, students, volunteers, parents, and others, and by the Board in the case of the Director / Assistant Director.

27. Adherence to Program Policies

The Devonshire CCC policies outline how the Program is administered to accomplish its goals. If there is consistent disregard to policy by the parent(s) of the child(ren) enrolled in the program, the Board of Directors can require that the child(ren) be withdrawn from the program.

If parent(s) feel that program policies are not being followed by the staff, the Program Director is to be notified either verbally or in writing or via digibot. If action does not seem to have been taken, the second notification to the Director shall be in writing. If, after this second notification the problem still exists, the parent(s) involved may approach the Board, first verbally, providing the Board with proof of the second notification to the Director, and if still dissatisfied, a letter shall be written to the Board asking for a solution to the matter. The Board will then review the matter and as necessary, arrange for statements from the parties involved, and seek external professional advice should it be deemed necessary. A decision will be made, and all parties concerned will be notified of the decision in writing.

28. Emergency Management Policies and Procedures

Devonshire CCC has emergency management policies and procedures in place to guide us in managing all types of emergencies situations. Our first priority during emergency situations is the health and safety of the children, staff, families, and volunteers.
In the event of an emergency situation that makes the centre's premises unsafe, the children, staff, families, and volunteers will be evacuated from the building. Our emergency sites are Len Murray Supply (before 9:00 a.m.) or Hintonburg Community Centre (after 9:00 a.m.). Parents will be contacted and are required to pick up their child(ren) as soon as possible. We understand the importance of communicating with parents/guardians regarding the welfare and location of their children in these situations. Depending on the circumstances, different forms of communication will be used. When possible, parents/guardians will be contacted individually by digibot, by phone or email. For larger or wider spread emergencies, we will attempt to use various forms of general communication such as digibot messages, emails, messages on our voicemail system, posting on our website event calendar, radio/media alerts, and signs posted outside our facilities.

29. Parent Issues and Concerns Policy and Procedures

Policy

Parents/guardians are encouraged to take an active role in our childcare centre and regularly discuss what their child(ren) are experiencing with our program staff. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, 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 with parents/guardians in conversations and support a positive experience during every interaction. All issues and concerns raised by parent/guardian are taken seriously by Devonshire Child Care Centre 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.

Where parent/guardian feel that policies are not being followed, the Director or Assistant Director is to be notified first either verbally or in writing via digibot as soon as parent/guardian become aware of the situation. The Director will respond to the initial notification within 3 business days. If the Director is unavailable to respond within the 3 business days, the Assistant Director will respond in lieu. The agency ensures the availability of the Parent Issues/Concerns Form on our website www.devonshireccc.ca and via digibot.

A complaint cannot be filed on behalf of another person unless it is in the name of a child. The complainant is required to identify himself; no anonymous issues/concerns will be considered. The designated person who receives the issues/concerns reassures him or her of the confidentiality of the issues/concerns. Only those directly involved will be informed of the issues/concerns.

If the initial outcome of the response is unsatisfactory, the parent/guardian must then formally state their grievance in writing to the Director. The Director will then respond in writing within three business days.

If the outcome of the second response is still unsatisfactory, the parent/guardian involved may approach the Board of Directors by providing the Board with proof of the second notification to the Director. A letter of explanation from the parent/guardian must be sent to the Board of Directors at least one week in advance of the meeting. The Board will then review the matter and as necessary, arrange for statements from the parties involved and will respond in writing within 2 weeks.

If the grievance is not resolved in the two (2) weeks following the Board meeting, the parent/guardian has the right to request a special meeting of the Board of Directors. The Board of Directors will schedule a special meeting within a month of receiving the request. At this meeting a decision will be made, and all parties concerned will be notified, in writing of the decision.

Investigations of issues and concerns will be fair, impartial, and respectful to parties involved.

Confidentiality

Every issue and concern will be treated in 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.

30. 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*.

Procedures Regarding Concerns

Nature of Issue/ Concern	Steps for Parent/Guardian to Report 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 ● the classroom staff directly or ● the Director/Assistant Director
General, Centre or Operations Related E.g.: childcare fees, hours of operation, staffing, waiting lists, menus, etc	Raise the issue or concern to ● the Director/Assistant Director
Staff, Assistant Director or Licensee Related	Raise the issue or concern to ● the individual directly or ● the Director/Assistant Director All issues or concerns about the conduct of staff, etc. that puts a child's health, safety and well-being at risk should be reported to the Director as soon as parent/guardian become aware of the situation.
Student / Volunteer Related	Raise the issue or concern to ● the staff responsible for supervising the volunteer or student or ● the Director/Assistant Director 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 Director as soon as the parent/guardian becomes aware of the situation.
Steps for Staff and/or Licensee in responding to Issue/Concern	● Address the issue/concern at the time it is raised or ● Arrange for a meeting with the parent/guardian within 3 business days ● Document the issues/concerns in detail using the **Parent/Guardian Issues/Concern form.** ● Provide contact information for the appropriate person if the person being notified is unable to address the matter. ● The investigation of the issue/concern will be initiated by the Director within 3 business days or as soon as reasonably possible thereafter. Reasons for delays will be documented in writing. ● Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

31. Policy regarding Injuries

At Devonshire CCC, safety for all children is of paramount importance. We strive to make sure that safety practices are implemented throughout the day. If an accident occurs, and your child is injured, the following will take place:

- The seriousness of the injury will be assessed.
- If the injury does not require medical attention:
- A staff member will treat the injury.
- An Accident Report form will be filled out by a staff member and signed by both the reporting staff member and the Director/Assistant Director (the parent will receive a copy and the Centre will keep the original copy in the child's file)
- If the injury requires medical attention:
- You will be notified immediately.
- You will be required to come and pick up your child immediately.
- If an ambulance is necessary, it will be called, and you will be notified where your child will be transported.
- If the Centre is unable to contact you or your designated emergency contact, then we reserve the right to take your child to obtain medical help.
- A Serious Occurrence form will be completed, and the Program Advisor from the

Ministry of Education will be notified.

32. Serious Occurrence Procedures

Serious Occurrence Procedures (M.Ed.) will be followed as necessary. The Serious Occurrence Notification Form is posted on the parent board for a minimum of 10 business days. If the form is updated with additional information such as additional actions taken by the operator, the form remains posted for 10 days from the date of the last update.

33. Conclusion

We hope that this handbook has helped you to better understand the policies, procedures and regulations involved with the operation of our program. We encourage you to continue to appreciate the value of play and the importance of what your child is learning. Together, parents and Educators can help your child develop his/her full potential. We look forward to getting to know you and helping your child develop through the programs we offer.

34. Program Statement

At Devonshire Child Care Centre there is a strong belief in quality care for families and the sense of community. Quality care is created through providing warm, responsive, and inclusive relationships. Registered Early Childhood Educators (RECEs) play multidimensional roles within the program. RECEs work collaboratively guided by the 'Code of Ethics and Standards of Practice' set out by the College of Early Childhood Educators (CECE). Educators (RECE's and Educational Assistants) at Devonshire Child Care Centre have embedded the principles of Early Learning for Every Child Today (ELECT) and How Does Learning Happen (HDLH) into all aspects of the program. These documents provide pedagogical approaches that support children's learning, development, health and well-being. Pedagogy refers to the process of understanding and supporting learning (how learning happens). Through pedagogical understanding of relationships between children, families, environments and Educators. Devonshire Child Care Centre optimizes learning and healthy development; thus supporting belongingness, engagement, expression and well-being. Devonshire Child Care Centre is licensed under the Child Care and Early Years Act (CCEYA) of the Ontario Ministry of Education (MOE). Our centre is required to meet all regulations of this Act including health, safety and fire regulations as dictated by the City of Ottawa Department of Public Health, the Ottawa Fire Services, and the Ottawa-Carleton District School Board (OCDSB). The MOE Program Advisor monitors annually the standards for safety, staff training, program quality and compliance with the CCEYA.

Devonshire Child Care Centre **promotes the health, safety, nutrition and well-being of children.** Children have a sense of health and well-being when they are confident in their growing abilities. When children are increasingly able to take initiative, face challenges with enthusiasm and persistence, they are able to cope with and adapt to change. They then are able to develop skill sets that are related to their own capabilities and success. Through set boundaries, children know that they are safe and can explore their curiosities with confidence. Proper nutrition provides children with a solid foundation, allowing them to explore the world around them. It improves concentration, promotes growth, builds strength, provides energy,

and establishes healthy eating habits.Preschool children are provided with lunch and all children are provided with two snacks from a wide variety of family and cultural preferences; introducing new food items that they might not be familiar with. This provides the opportunity to comfortably try new food. Educators are encouraged to eat with the children, thereby modeling proper nutrition. Following Ottawa Public Health guidelines, children are provided with a positive eating environment.

Positive and responsive interactions among children, parents and staff are seen as essential in quality care. The children, when responded to on a consistent basis, will build strong and caring relationships with their Educators. Relationships are key to positive and responsive interactions. This is a huge part of Devonshire Child Care centre's foundation. Children are supported in situations where they need assistance in finding some new ways to achieve their goals, allowing for the building of self-regulation skills. Educators use effective communication to guide them when necessary (e.g. Giving children time to be persistent when they are trying to accomplish a task, using phrases such as, “I see that the task you are working on is difficult. You seem frustrated, is there something you need?”) Modeling language and labeling emotions gives the children an example of societal expectations and how to interact with peers. Children are encouraged to treat peers and Educators in a respectful manner. This is done by responding positively to children’s cues; supporting the development of secure relationships. Building rapport with parents and families is of utmost importance. Educators have conversations with parents about their children on an ongoing basis and build relationships as set out by the CECE’s Code of Ethics and Standard of Practice.

Encouraging the children to interact and communicate in a positive way and supporting their ability to self-regulate is a goal that Devonshire Child Care Centre has. Children are competent, capable, curious and rich in potential. Educators work together to help children develop their sense of self-regulation. Time is given to allow children to express themselves so they may feel listened to and also to foster listening skills during conversation. Educators guide the children’s behaviors in a variety of ways including self-regulation, logical consequences, and redirection. Self-regulation (e.g. When a child hurts another child they are not asked to apologize: they are to see if the hurt child is okay, what the hurt child needs to feel better, then reflect how the situation could have been done differently) develops empathy. Logical consequence is when the children are an active partner in the process of choosing consequences (e.g. If a child is angered by another child and while walking away, they dump a bucket of toys, the Educators allow that child the time necessary for them to calm themselves. Then they would have that child clean up the bucket of toys). Redirection is used as a behaviour guidance method to help support children with self-regulation. It can be used in many different ways such as humor, distraction, responsibilities, and challenges (e.g. A child is throwing cars. “I didn’t know these cars had wings, let’s take the wings off and make sure the wheels stay on the tracks.”, “Let’s see how fast the car travels from one side of the carpet to the other on its wheels.”) The behaviour is guided in an interactive way.

Devonshire Child Care Centre adheres to the Child Care and Early Years Act (CCEYA) in regards to prohibited practices such as corporal punishment, deliberate harsh or degrading

measures, deprivation of a child's basic needs, confinement, and the use of lockable rooms.

In order to **foster children's exploration, play and inquiry**, Educators use observation and pedagogical documentation. With children's input, the environment is mindfully set up to allow for exploration and engagement. A flexible schedule, accessible materials and equipment/furnishings allows the children to develop the independence to fully and freely explore their environment. They are able to inquire about items and topics that have been set out according to their interests. Using an interest board that parents and children can see and contribute to, the children guide their own learning. Educators support, research, observe, provide tools, and ask questions. To enrich learning experiences, the Educators as co-learners with children, use verbal guidance and resources such as books, websites, games, personal experience, educational videos, peers, families, field trips and special events; thus **providing child-initiated and adult-supported experiences**. This also provides children with a strong base to begin their life experiences.

Reflective practice is used when **planning and creating positive learning environments and experiences in which each child's learning and development will be supported**. It ensures a quality learning environment for children that respects their abilities, special talents, interests and individual differences. Reflective practice refers to the "systematic, reflective, collaborative process used by early childhood educators to plan, evaluate, make decisions and create and implement change through consideration of relevant literature, current practice learning environments, observations of children's development, behaviour, social interactions, learning and knowledge of families" (Ministry of Education, 2007). Educators use knowledge of children's development and meet frequently with team members to discuss strategies, environment and resources to enhance learning through play. Using ELECT and HDLH as a framework for planning, allows Educators to evaluate the goals set out for the children.

Through collaboration, teams decide how to rejuvenate or modify the environment adapting to the children's changing and growing interests. Educators support children's attempts to take reasonable risks, test limits, and gain a sense of their own abilities through play and social interactions. **Indoor spaces** include our classrooms, where some gross motor activities may also be available. These may include but are not limited to; body breaks, dancing and large wooden blocks. Our preschool room incorporates a gross motor area that includes a ball pit, trampoline and ride on toys. Devonshire Child Care Centre uses the gymnasium when possible with all children. Devonshire Child Care Centre is located in the heart of Centre Town and represents those of an eco friendly, culturally diverse environment. We respect all families' values and beliefs. This enhances our program by allowing us to incorporate celebrations, decorations, photographs and information from a wide assortment of backgrounds and gives the children a sense of belonging. Children are able to educate their peers as well as staff of their family values and traditions. This allows them to proudly express themselves outside of their family setting.

Devonshire Child Care Centre provides **outdoor play, free play, rest and quiet time giving consideration to the individual needs of the children**. Devonshire Child Care Centre ensures that learning happens anywhere at any time! Devonshire Child Care Centre outdoor environment consists of two play yards. The primary yard provides a play structure for the younger children, a huge sandbox, 2 three square hoops, lots of pavement space and a

garden space to explore. The junior yard consists of a play structure, sand box, picnic tables, cement area with basketball hoops, a three square hoop and a large grassy area. All outdoor programming is weather permitting. Preschool children are outside a minimum of two hours daily. Once kindergarten and school age children arrive from school, outdoor time is a minimum of 30 minutes. During full days, kindergarten and school age children are outside for a minimum of two hours. Children of all ages enjoy free play, music, story, creative and group games outdoors. Devonshire Child Care Centre has multiple safe and stimulating outdoor toys and spaces for intentional active play. These toys and spaces are individualized and adapted, as needed; offering challenges that are within each child's ability.

The health and well-being of active children benefits from rest and quiet times. This is incorporated in our full day programming for Kindergarten and School-Age children. Both have a one-hour quiet activity time. Preschool children rest for two hours daily. Preschool children are able to rest on cots with sheets and blankets. Once they have rested, they are able to choose from a variety of quiet activities. Taking into account sleeping children, different areas of the classroom may be available until the children that are sleeping have woken. Quiet activities include reading, puzzles, quiet manipulative toys and Educator directed games.

Fostering the engagement and ongoing communication with parents about the program and their children is of utmost importance. When parents are introduced to the program, they are shown each program's bulletin boards with the displays of how ELECT and HDLH are incorporated into the rooms. Having documentation panels and storyboards displayed gives families concrete examples of what the children are learning within each classroom. All parents are informed of their children's learning through Learning Stories posted on Digibot weekly. Children's Learning Stories are posted, so they can be shared and discussed. These documents are prepared daily and weekly by staff. Families are appreciated as unique and diverse. Families are viewed as competent and capable, curious and rich in experience. Devonshire Child Care Centre's Educators welcome families upon arrival and pick-up and invite them into the classrooms. Educators and parents can arrange times when they can meet formally or simply have a quick conversation when dropping off or picking up their children. Devonshire Child Care Centre encourages parents to join us for special events. Our Board is composed of parent volunteers; this allows them to have a voice in the program as well.

Devonshire Child Care Centre is involved with **local community partners and allows those partners to support the children, their families and staff.** Through community partners, the children can discover the many wonderful local people, performers, businesses and areas surrounding their school. This shows the children that when they contribute to the world around them, they have a place in their community; thereby developing their sense of belonging. Community partners welcome the Educators, the children and the families. This helps the children to understand why they are there and what the impact and purpose of these places have in the community. On occasion, the Kindergarten and School-Age children at Devonshire Child Care Centre take walking trips to the local parks, splash pads, Fire Station, Bowling Alley, Parkdale Market, and stores. We also bring special guests from around our community into our centre for unique learning opportunities, such as LUV2GROOVE, The African StoryTeller and MASC. Throughout the year the

Devonshire Child Care Centre holds different fundraisers which benefit both the program and the community. Devonshire Child Care centre offers placements to Algonquin ECE Students and mentorship/internship to students in the Bachelor of Early Learning and Community Development program. We also provide co-op opportunities to students from the Adult High School.

Devonshire Child Care Centre is located in the wonderful 100-year-old Devonshire Public School building. The centre is actively involved with the school and school community. Our community is very environmentally aware. Both the school and child care centre participate at some level in a Recycling program. All of Devonshire Child Care Centre's children attend or will attend the school. Most of the children live within close proximity to the school and bike or walk. Many generations of family members have attended our school, work and live in the community. Some of our past students have returned to volunteer, work, to complete a placement, to reminisce, or just to say "hello". Devonshire Child Care Centre and Devonshire Public School are proud to be part of a family, eco friendly oriented community.

Devonshire Child Care Centre **supports staff in relation to continuous professional learning**. It is an ongoing process which extends beyond everyday expectations. Information on workshops, webinars and seminars that are available in our sector is provided regularly. Staff attend workshops that are integral in enhancing the program and knowledge of the Educators. When a staff member attends a workshop, they are given the opportunity at a staff meeting or via email to share what they have learned. This allows time to field any questions that anyone may have. Educators are professionals and use each other as resources. Educators encourage one another, sending articles, providing websites, lending books/magazines, and having regular meetings to discuss the program. Educators support each other as a team. Through building strong bonds, communication, positivity and encouragement Educators are able to support the children, the families, and the staff at the centre.

Devonshire Child Care Centre **documents and reviews the impact of different strategies** on a monthly basis. Staff meetings are set and everyone attends, thereby getting input from the team as a whole. Educators discuss any concerns, techniques, questions, and information that have been gathered. The Educators collaborate and discuss the program's strengths and what needs to be strengthened. Educators are encouraged to bring any new information to these meetings and all have input on what is discussed. Devonshire Child Care Centre builds the program goals and expectations as a team. Everyone works together keeping the four foundations in mind (Belonging, Engagement, Expression and Well-Being). This provides the children, families and Educators their best chance at success.

All Educators, Educational Assistants, supply staff and students are required to read and sign the Program Statement prior to employment and/or prior to being in the program with the children. This will happen not only on an annual basis, but as the Program Statement changes. Reading and signing the Program Statement gives staff an understanding of practices at Devonshire Child Care Centre.

All expectations set out in the Program Statement are followed through by every staff member. These are implemented in each classroom setting. Through observation and documentation, supervisory positions ensure staff are implementing the expectations set out in the Program Statement. Ensuring all staff are supported by having discussions at staff meetings, as well as keeping documentation will maintain the high standards Devonshire Child Care Centre has for its staff.

Educators are required to keep documentation on programming and the children within their programs in support of showing that they have an understanding of the Program Statement.

The Assistant Director will review the sign off sheets annually and support the staff should they have any questions or concerns regarding the Program Statement (including Educators, Educational Assistants, supply staff and students).

Educators will review the document How Does Learning Happen and ELECT on a regular basis, reflecting on their roles as Educators within the program and reviewing their documentation on children.

Throughout the past 30+ years in the community, the Devonshire Child Care Centre's Educators and Educational Assistants have dedicated themselves to the well-being, beliefs and values of their children and families. They are dedicated, professional, hardworking individuals who have a passion for working with children. The Devonshire Child Care Centre is more than a Child Care Center; it's a family and a home.