



Licensed Child Care Parent Handbook

Infant, Toddler, Preschool
Extended Day Kindergarten
School Age

Revised – May 2022



YMCA of Central East Ontario

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YMCA of Central East Ontario Program Statement

Welcome to YMCA licensed Child Care. Our program statement describes how our programs support and foster early learning. It will outline our view of the child, our philosophy and pedagogy as well as the goals and approaches used to ensure healthy child development.

It will also outline how we evaluate our programs to maintain quality and how we support the professionals who work with the children.

The YMCA Program Statement is reviewed annually to ensure it is aligned with the Minister of Education’s Policy Statement.

Our View of the Child

Every child is special in the eyes of their parents and those who love them. The children are also special to us. As educators of young children we know that each child is an individual of great human worth and potential. Every child is different in their looks, their growth patterns, their genetic make-up, their previous experience, the way they think and in every aspect of what makes them human beings. We appreciate each child’s uniqueness and view the child’s growth and development occurring in a holistic manner.

At the YMCA we understand that children learn through play. Play by definition is enjoyable, spontaneous, active and undertaken without external goals and sanctions. This means children are self-learners and do not require an adult to choose what or how they should learn. When the child’s natural activity of play is supported by caring and responsive environments, we believe, a child will flourish. The child’s innate competence, capacity, curiosity and potential will be maximized.

“{YMCA Playing to Learn} is a wonderful, academically sound and highly accessible document. At the heart is a view of children, teachers and parents as capable and competent. This is one document that will be highly value in the field, not just sitting on a shelf.”

Jean M. Clinton, BMus MD FRCP(C), Associate Clinical Professor,

PHILOSOPHY

The study of the theoretical basis of a particular branch of knowledge.

PEDAGOGY

The method and practice of teaching.

GOAL

An aim of desired result.

APPROACH

A means of attaining a goal.

HOLISTIC DEVELOPMENT

The philosophy or view of human development that recognizes the necessity to include all aspects or domains of development in order to understand the whole person.

SANCTION

For a recognized authority to give approval of something.

INNATE

Existing from birth (i.e. born with).



YMCA Curriculum

The YMCA of Central East Ontario has a well-established, research based approach to early learning. Our curriculum [YMCA Playing to Learn](#) has been successfully implemented in all programs for children 0-6 since 2008. All YMCAs across Canada implement this curriculum.

[YMCA Playing to Learn 2nd Edition](#) was published in 2015. This edition incorporates new research, best practices, knowledge and experience. There is more information on infants and toddlers and it has a greater focus on the social and emotional development of the young child.

YMCA school age curriculum, [A Place to Connect](#), focuses on the development of children 5-12. The national roll-out of this curriculum will begin in January 2016.

The YMCA has been involved in shaping the development of the provincial early learning framework by sharing [YMCA Playing to Learn](#) and our training materials to support educators in implementing a play-based approach. The goals and approaches of the YMCA curricula align in philosophy, standards, and recommendations with the provincial frameworks below. It is gratifying to see Ministry of Education embrace play and adopt a very similar approach.

- ✓ Minister of Education's Policy Statement on Programming and Pedagogy
<https://www.edu.gov.on.ca/childcare/programCCEYA.pdf>
- ✓ "How Does Learning Happen?" Ontario's Pedagogy for the Early Years
<https://www.edu.gov.on.ca/childcare/pedagogy.html>
- ✓ Early Learning for Every Child Today (ELECT)
<https://www.edu.gov.on.ca/childcare/oelf>

CURRICULUM

The deliberately organized part of the child's experience and the experience that occurs through everyday aspects of life. Playing to Learn is curriculum based on play development.

SOCIAL LEARNING

The process of acquiring knowledge about individuals and groups by observing, imitating and interacting with others.

EMOTIONAL DEVELOPMENT

The complex changes within the individual over time that involves the self and feeling and regulating behavior.



Our Statement on Play

Each child can reach his or her full human potential through play. Our intention is to provide the best possible environment that allows the best possible play for all children in our care. We endeavor to meet the play needs of all children and must do whatever possible to support the natural urge to play.

Play helps the child to be both engaged with everyday realities and to be absorbed in an ecstatic self-forgetfulness. It ensures involvement, enjoyment, and various forms of success. Play can be powerful or profound, but it is always purposeful.

Play is a vehicle that propels learning and development. Play and development are intertwined; neither precedes the other. All domains of development are supported by play, and play has the additional benefit of being self-initiated and therefore a joy rather than a chore. Play makes discovery pleasurable, but it also propels the child into the vast realm of learning. Play provides a way for children to be healthy in body, mind and spirit.

Play fosters **skill** development. It offers opportunities for gaining new skills as well as refining existing ones.

Play is directly linked to the child's learning. His or her **cognitive** development and academic success are enhanced by the play experience.

Play is **physical** and increases activity levels, fitness, balance, gross motor skills and fine motor actions. A wide range of scientific, mathematical, perspective-taking and other cognitive processes in discovery and other types of play.

Play is **social** and aids in **language** learning while supporting social skills development. Self-concepts and emotions are better understood through play, as is the building of **emotional** intelligence. Important **self-regulatory** skills may be acquired and reinforced through play.

Play builds **resilience** and can help children **manage stress**. There are often therapeutic benefits to play. Typically children direct their play in ways that address their own socio-emotional issues.

The process of changing existing understanding to accommodate new ideas; acquiring new knowledge; skills, and/or dispositions; discovering through play.

BODY

The physical self.

MIND

The individual's place of thinking; human consciousness emanating from the brain.

SPIRIT

The physical self.

DEVELOPMENTAL DOMAINS

The categories that academics and practitioners use to manage the vast amount of information about human development.

DEVELOPMENTAL DOMAINS

A learned behavior.

COGNITIVE LEARNING

Related to thinking or reasoning.



“The YMCA’s Playing to Learn is a curriculum guide built on the importance and value of play for young children. The document makes, and backs up, arguments of why and how children’s play is essential to the healthy social, physical and cognitive development of all children.”

Martha Friendly, Executive Director of the Childcare Resources and Research Unit

YMCA Curriculum Goals & Approaches

1) Promoting health, safety, nutrition & well-being:

Keeping children healthy and safe is a priority at the YMCA and we understand that the well-being of their child is a parent’s #1 concern. Therefore we have developed comprehensive, research-based procedures to support children.

Some of the procedures in place at the YMCA include:

- ✓ Safe supervision of children
- ✓ Child Protection procedures and training
- ✓ Sanitation and disinfection procedures
- ✓ Menu Planning following the Canada Food Guide
- ✓ Communicable disease prevention
- ✓ Emergency procedures
- ✓ Standard First Aid and CPR training

2) Supporting relationships:

At the YMCA we understand that young children flourish in all areas of development when they are in positive and responsive relationships with adults. YMCA educators build a foundation of trust with children by being available, sensitive, responsive and caring.

YMCA educators create an inclusive and respectful environment to foster positive, equitable and collaborative relationships. When children feel safe, secure, valued and a contributing member of their world they are able to explore, discover, try new things, grow, learn and develop.

To support your child’s care, growth and development YMCA educators interact and communicate with parents on a daily basis sharing observations, documentations and reflections.

GROSS MOTOR SKILLS

Learned actions involving the large muscles of the body. (eg. kicking a ball)

FINE MOTOR SKILLS

Learned actions involving the small muscles of the body, including the hands, mouth and feet. (eg. cutting with scissors)

SELF-REGULATION

The child’s conscious or unconscious control of her body, relationships and other aspects of him or herself.

RESILIENCE

The ability to recover quickly from difficulties.

WELL BEING

The state of being comfortable, healthy or happy.

RESPONSIVE CAREGIVING

The process of offering consistent, reliable care via careful observation of cues.



3) Encouraging children to interact, communicate & self-regulate:

The YMCA believes that it is the role of the adult in a child's life to support them to learn how to interact effectively with the world around them including other children, adults and the environment.

Generally self-regulation involves gaining a degree of control over one's bodily functions and impulses, managing one's emotions, changing one's behaviours and focusing attention on something or someone.

"The better a child can stay calmly focused and alert, the better he integrates the diverse information coming from his different senses, assimilates it and sequences his thoughts and actions."
(Shanker 2012)

"Caring, consistent relationships with adults, provide external supports that serve as the basis for developing self-regulation."
(Gillespie & Seibel 2006)

Some of the approaches implemented by YMCA educators to set the stage for positive interactions among children include:

- ✓ Educators provide small group experiences that allow for more individualized adult attention
- ✓ Educators role model inclusive, respectful and collaborative interactions with children and other adults
- ✓ Educators ensure the learning environment is flexible so they can respond in the moment and build on or scaffold the children's interests
- ✓ Educators ensure toys, equipment and materials are plentiful and available to children at all times
- ✓ Children are given freedom to make choices
- ✓ By engaging as a play partner with children, educators are able to demonstrate pro-social skills including promoting discussion, problem solving when conflict arises, and understanding how their actions affect others
- ✓ Educators attend trainings that address self-regulation and resilience

DISCOVER

To find something unexpectedly.

OBSERVATION

The informal or formal perception of an individual or group of people, or the perceptions gained from looking at an environment of an object.

DOCUMENTATION

The process of observation, data collection, careful analysis and reflection resulting in display that is an integral part of a play curriculum.

REFLECTIVE PRACTICE

The capacity to reflect on action so as to engage in a process of continuous learning.

STRATEGY

A plan or method of achieving a goal.



4) Fostering exploration, play & inquiry:

Children are born with a natural sense of curiosity and wonder. They play naturally.

As parents and educators, we watch children explore their world through their senses, repetition of tasks, imitation, asking questions, pretending. But what are the children really doing? Children are putting together all the pieces of how the world works through exploration, play and inquiry.

YMCA Educators understand the importance of play. They foster, expand and scaffold this natural talent called play by being:

- ✓ Active participants
- ✓ Architects of the play scape
- ✓ Keen observers
- ✓ Planners
- ✓ Reporters
- ✓ Collaborators
- ✓ Reflective practitioners

Observing a day-in-the-life of a YMCA child care program, you will note that the majority of activities are directed by the children. Children decide where, when, what and how they wish to play. Their decisions are based on their interests and curiosity. The educator responds by adapting the environment by adding new toys, materials and equipment, posing questions, and by being a play partner. This sets the stage for further play, inquiry, discovery and learning. The educator's role is to support play so that learning and development flourishes.

ROLE-MODELLING

Demonstrating appropriate behavior that can be seen by the children so that they can observe and internalize what they see; showing how a particular role is conducted.

SCAFFOLD

The role of the adult (or more mature child) in providing a mental bridge to support the child's learning.

PRO-SOCIAL SKILLS

Learned behavior that demonstrates empathy, esteem, honour and consideration to another person.

CURIOSITY

Mental interest that leads to behaviours of discovery and learning.

INQUIRY

The act of asking questions in order to gather information.



5) Providing child-initiated & adult-supported experiences:

Children and parents are warmly greeted upon arrival and after a brief check-in to share news from the evening before, the children get down to the serious business of playing.

The room is set up with a variety of activities that support the observed interests of the children. The children might join some friends at the creative art table to work collaboratively on a collage, or they might work on a Lego structure they safely stored on the counter to complete the next day.

There are no expectations imposed by the educator or curriculum on where children play, or whom they play with, or how long they play at one activity. That is for the child to choose based on their interests.

You may overhear a small group of children in the dramatic play centre dressed in costumes acting out a scene of being “mama, papa, and baby at the doctor”. The educator has been assigned the role of “doctor” by the children and takes this opportunity to ask the children questions that expand their understanding of what happens at a check-up.

Tomorrow the educator supports the children’s interest by adding books about doctors and hospitals to the dramatic play centre hoping to build on the children’s interest and spark more questions and play – resulting in more learning.

CHILD DIRECTED PLAY

Spontaneous activity initiated by the child that is allowed to take the course decided upon by the child; may involve careful adult planning.

PLAY PARTNER (SHIP)

One or more individuals playing together with a shared interest; in the case of adult-child play partnership, the adult allows the child to take the lead.

DRAMATIC PLAY

Sustained pretend play in which the child acts out a role using movement and props.

CHILD CENTRED EDUCATION

A philosophy of childcare and education that emphasizes the importance of the child’s need to direct his own activity, to make play choices spontaneously, and to learn at a self-determined level.



6) Planning learning environments to support every child's learning:

YMCA Child Care programs are located in a variety of facilities including schools, community centres, and YMCA owned buildings.

At the YMCA we understand that the parent is the child's first teacher, the YMCA educator is the second teacher and the learning environment is the child's third teacher.

The YMCA's unique approach to planning and creating learning environments supports children's play so that early learning and healthy development is maximized.

YMCA learning centres are designed to be flexible and responsive to the needs of children.

We have created home like environments that include calm colours, soft furnishings, items from nature like plants and pets, family photographs and accessories that are intended to make children feel comfortable and safe.

YMCA educators understand that children learn holistically not in one area of development at a time. We understand that riding a tricycle involves gross motor and fine motor skills but the play children engage in while riding a tricycle involves many more – communications skills, social skills, etc.

Therefore you may find books, paper and crayons in the block area because children are using these items to figure out how to build a bridge from one shelf to another. Or you may find play dough in the dramatic play area where children are making pizza. And on a beautiful day you may see indoor furniture move outdoors to take advantage of the weather.

PLANNING

The act of preparing and designing experiences and activities (in this instance in accordance with YMCA curriculum).

ENVIRONMENT

Aspects of the immediate surroundings including the delineation of space, the presence or absence of objects, furniture, light, colour, toys and play things and the inclusion/exclusion of indoor and outdoor space.

LEARNING CENTRES

Specifically prepared places where materials are provided to respond to children's interests or trigger new ones; spaces for learning in content specific areas; discovery or inquiry based spaces designed by educators for small groups of children.

PLAY MATERIALS

Any found items or purpose-made manufactured items that are used for props, for creative enterprises or construction.

WHOLE CHILD

A concept of the child that sees all developmental domains as interacting, the child being more than the sum of domains.



7) Incorporating indoor, outdoor, active, rest & quiet activities:

YMCA educators design a daily schedule that meets the needs of the children and provides for a balance of activities throughout the day.

Consideration for the care requirements, age, developmental level, energy level and interests of the children are included.

Generous blocks of time for children to explore, play and inquire are included both indoors and outdoors.

The daily schedule is not rigid but operating in small groups is mandated. One small group of children may be on a walk in the community, while the other small group may prefer to stay indoors and bake cookies.

Periods of active and quiet play are interwoven throughout the day both indoors and outdoors.

At the YMCA we don't let the weather stop us from having fun in nature. The children love to bundle up in warm, dry clothes and head out to jump in puddles or make snowballs. In very poor weather active play takes place indoors so that children get the physical activity their bodies require.

YMCA educators are trained to keep transitions from activity to activity to a minimum so children get to play more.

However, young children thrive on regular schedules and feel secure when they can predict what will occur throughout the day therefore snacks and meal times are consistent as is the rest period in the afternoon for young children.

TRANSITIONS

Aspects of the planned and unplanned day that create changes from one type of activity or event to another.

FAMILY

A number of people who decide to live together or who are bonded by birth-ties, who share a home and who share common values and similar lifestyles; adults taking on a parental role, and one or more children living and functioning as a unit.

ENGAGEMENT

Time spent paying attention to something or someone.

COMMUNICATION

The two way process of sending and receiving information to reach a shared understanding.



8) Fostering engagement & communication with parents:

At the YMCA we understand that a parent is the most important person in a child's life. YMCA educators play a supporting role while parents go to work or school.

YMCA educators and parents communicate on a daily basis about children's activities and health. YMCA educators record toddler, and preschool age play experiences featuring individual learning and development available for parents daily review.

Getting to know family members is critical as an educator and including family members in program helps a child to feel a greater sense of belonging.

Other strategies to engage parents and gain input include:

- ✓ Documentation that describes play and its connection to learning
- ✓ Parent/Educator interviews
- ✓ Celebrations and community events
- ✓ Parent surveys
- ✓ Displays of children's artwork, sculptures and creations
- ✓ Photographs of children at play
- ✓ Posting planning documents that include observations of children's interests and activities introduced by YMCA educators

9) Involving community partners:

While our range of community partners is broad, the largest and most important is the education system. Many of our centres are located in schools, so relationships with principals, faculty and staff are critical.

The YMCA works closely with local community agencies and partners in order to support the children and families in our programs. We view the community as a valuable resource and our staff plan learning opportunities to engage the community in our programs.

The YMCA actively seeks out opportunities to share our knowledge and to learn from others in the community through networking opportunities, community planning tables and conferences.



10) Supporting educators' continuous professional learning:

The YMCA is committed to the ongoing professional development of all our educators.

After all, what the educator learns informs practice and the benefit is passed on to the children.

YMCA educators attend a series of YMCA curriculum training sessions throughout their career with the YMCA. Additionally the YMCA provides opportunities for educators to attend external learning events and conferences and keep legislated training requirements like Standard First Aid & Infant and Child CPR up to date.

On a day-to-day basis the child care centre supervisor is responsible for the leadership, mentorship, coaching and development of educators. Based on the learning needs of the educators the supervisor may meet with staff to suggest strategies, conduct learning huddles to focus on a particular area of YMCA curriculum with the entire team, conduct regular staff meetings to reflect and plan, invite speakers from other YMCA departments or community agencies to attend the centre, or provide materials including links, articles and various readings to supplement educator's professional learning.

11) Documentation:

YMCA educators participate in a continuous cycle of observation;

- ✓ Documenting play and its significance
- ✓ Determining the children's interests
- ✓ Planning activities that support the interest and continuum of development
- ✓ Discussions with team members
- ✓ Reflection that informs the planning of activities and the learning environment

Links are made between theory, research, YMCA curriculum, the YMCA Program Statement, government pedagogy and children's interests to inform the planning decisions YMCA educators make.

You will see this cycle reflected in the toys, materials and equipment provided in the play areas, the furniture arrangement, the creative work of the children, the activities the children are engaging in, on the planning documents posted weekly for parents to read and discuss with the educators, in individual children's Continuum of Development booklets, and in photographs and written descriptions of activities.

This process of continuous program assessment is called reflective practice. Daily educators are observing and engaging with children and evaluating the effectiveness of the learning environment to build on children's interests. Weekly they are reviewing planning and discussing with their team and supervisor to ensure they are supporting children's learning and development and monthly they are meeting as a team to look back on what did and didn't work and then plan for the future.



Ages of Children

Infants	younger than 18 months	Ratio 1:3
Toddlers	12 - 30 months	Ratio 1:5 (limited space for 12-18 months)
Preschool	2.5 - 6 years	Ratio 1:8
Kindergarten	44 months – 7years	Ratio 1:13
School Age	6 - 13 years	Ratio 1:15 (limited space for 3.8 year olds)

Licensed Capacity at the YMCA

Belleville Child Care

24 Preschoolers ages 2.5 – 6 years; 15 Toddlers ages 18 – 30 months

Peterborough Child Care

40 Preschoolers ages 2.5 – 6 years; 15 Toddlers ages 18 – 30 months

Lakefield Child Care

10 Infants ages 0 – 12 months; 15 Toddlers ages 18 – 30 months; 24 Preschoolers ages 2.5 – 6 years

Days and Hours of Operation

Infant, Toddler and Preschool – Please see Appendix A and B for fees and services

Full time care is offered Monday through Friday between 7:00am & 6:00pm, in Belleville and Lakefield and in Peterborough is offered between 7:30am & 6:00pm. Part time care is offered if space is available at a minimum of 2 days per week.

School Age and Kindergarten Kids Club – Please see Appendix A and B for fees and services

Our Kids Club Programs operate Monday through Friday with starting times for Kids Club Programs is 7:30am in the Quinte region and 7:00am in Lakefield.

After school hours are from the end of the school day until 6:00pm. Full Day Summer Kindergarten Programs are from 8:00am to 4:30pm, Monday through Friday. Lakefield Full Day Summer Programs are from 8:00am to 5:00pm. Summer program spaces are full time registrations due to the limited spaces in our programs.

Admission and Discharge Policy

A tour is encouraged to be arranged to familiarize you and your children with the YMCA’s environment and an introduction to our YMCA Playing to Learn curriculum. Registration forms and a copy of your child’s up to date immunizations are required prior to admission. A registration fee of \$35.00 is required. You are welcome to stay on the first day until you and your child feel comfortable enough for you to leave. Families on schedules must provide those schedules in writing, to the program Supervisor two weeks in advance. Program Supervisors must also be informed in writing of any vacations, planned absences or withdrawals from the program two weeks in advance. Parents requiring full time care will receive first consideration, those needing part time schedules may be put on a waiting list. Non-variable two days per week is the minimum requirement for families requiring part time care. Rotating part time schedules are subject to additional considerations before approval. A permanent space cannot be guaranteed if you wish to temporarily withdraw your child from the program. Disruption in services that are beyond our control (i.e. break in service; snow day) will not be refunded and regular fee charges will occur. If a



disruption in service lasts for more than a week, a reassessment of billing schedules will occur in consideration the potential of financial hardships in cases that run for extended periods. The YMCA also reserves the option to terminate services if policies are not followed or fees are not paid.

Enrollment Waiting List Procedures

The YMCA of Central East Ontario maintains a fair and transparent wait-list so that prospective families can determine when a child care space will become available. The YMCA of Central East Ontario does not charge a fee or deposit for placement of a child on a wait-list.

The following criteria are to be taken into consideration when determining the placement of a child on a wait-list.

- ✔ Full Time Schedule takes precedence over Part Time Schedule
 - ✔ Currently enrolled in YMCA Child Care space
 - ✔ Siblings of children already attending a YMCA Licensed Child Care Program
 - ✔ Date registration form has been submitted
 - ✔ Start Date
 - ✔ General Public
1. Infant, Toddler and Preschool Spaces are rolling registration.
 2. School Age Program Spaces are secure provided a new Registration form has been completed before the last day of school.
 3. Manager of Children, Youth and Family, Child Care Supervisor and Kids Club Coordinators confirm Child Care Spaces.
 4. All families will be contacted within 2 days of receiving a registration.
 5. Families will be contacted if a space suitable for the age of the child becomes available to confirm.
 6. Families have 24 hours to respond when a space is offered. If a space is declined, or there is no reply, we will offer the space to the next child on the list. A family may fail to respond, or decline a space, twice and retain their spot on the wait-list. A 3rd offer with no response, or the decline of a space, will result in the child being removed from the wait-list.
 7. It is the family's responsibility to ensure their contact information remains current.
 8. The child may be added to the wait-list, once a space becomes available the registration fee if applicable will be applied to first bill.
 9. Once a child is placed on a wait-list, the Guidelines above will be considered. A family may request to know specifics of wait-list and will be provided to the family while maintaining confidentiality of all parties.
 10. We reserve the right to consider urgent family situations requiring child care ahead of the waitlist.

Arrival and Pick Up

Young children depend on regular routines for their own sense of security. We recommend that you establish regular arrival and pick up hours so that your child becomes familiar with the routine. Parents picking up their child will walk into the program area and inform staff of your presence. Children will not



be permitted to leave the area without being accompanied by an adult. Government issued Photo I.D. is required by anyone picking up your child. Only those designated on the registration form as being permitted to pick up your child will be allowed to remove the child from the centre. The only exception is when written or verbal notification has been provided to the YMCA Child Care department from a parent/guardian.

Activities off the Premises

Occasionally trips are made to special places of interest. Notice will be provided in advance of the excursion informing you of the destination, time and date. A permission form may be required to be signed and returned. A current Police Vulnerable Sector Check will be required for anyone wishing to volunteer.

Supervision of Volunteers and Students

The YMCA of Central East Ontario adheres to the guidelines set out by the Ministry of Education regulations on Volunteers and Students. These provisions are in place to support the safety and well-being of children attending our centre.

1. No child is supervised by a person less than 18 years of age
2. In licensed programs, only employees will have direct unsupervised access to children.
3. Volunteers and students may not be counted in the staffing ratios for licensed Child Care.

Emergency Management

The YMCA of Central East Ontario has procedures in place that support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible. Staff, Students and Volunteers read and sign off on the Emergency Management Policy and Procedures ensuring that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

After Emergency Response Procedures have been implemented Parents/Guardians will be notified to pick up their child if a centre closure is required. In the event that no centre closure is required Parent/Guardians will be notified when picking up their child.

When an emergency evacuation site is being used, Parents/Guardians will be notified by phone of the emergency situation, evacuation and the location to pick up their children. Where possible, the YMCA will update social media sites as soon as possible to inform the public.

Facebook.com/YMCAofCEO and on Twitter @ymcabelleville

Nutrition

We strive to ensure the nutritional needs of the children while in our care are met. Adequate and appropriate nutrition is vital to children's health, growth, development and well-being. Canada's Food Guide is used to make informed decisions when creating the menus provided by the YMCA of Central East Ontario. Children attending full day care will be provided with a morning and afternoon snack as well as midday meal prepared on site by our cook.



Children in our Kids Club programs will be provided with a snack from at least 2 of the 4 food groups. One food group will be a fruit or vegetable, the companion food will be from one of the three remaining food groups.

Special dietary needs and allergies will be posted in the food preparation, play rooms, and consumption to ensure that children receive the correct food.

Any child requiring special dietary arrangements must be provided as written instructions from the parent.

Full Day Kids Club Programs operate with a Bagged Lunch Policy. Parents are asked to follow the guidelines provided.

Guidelines for Meals and Snacks from Home

The YMCA of Central East Ontario strives to ensure the nutritional needs of the children while in our care are met. Adequate and appropriate nutrition is vital to children's health, growth, development and well-being.

Guidelines for the Content of Bagged Lunches

Fruit Whole Grain Bread Cheese Vegetables Yogurt

Please ensure that lunches **do not include** foods with low nutritional value and/or high in sugar content such as:

X Potato Chips **X** Chocolate Bars **X** Soda Pop **X** Candy

Allergy Awareness Procedures – Rules for Parents

- ✓ Staff will be monitoring the contents of lunches to ensure food does not contain Peanut/Tree Nuts or have come into contact with Peanuts or Tree Nuts.
- ✓ Parents will be notified when concerns arise regarding the nutritional adequacy and/or presence of allergens in snacks and meals.
- ✓ Food Allergy Lists are posted in the program space where lunch takes place.
- ✓ Parents are to notify YMCA staff in writing with regards to any Allergies or Food Intolerances.
- ✓ Lunches must be labeled with the child's name including containers for individual storage of food.
- ✓ When lunches do not meet the bag lunch guidelines for nutritional value or allergens are present, the YMCA will have on hand extra snacks to supplement.
 - Examples: Apples, Crackers



Health and Administration of Medications

The Child Care and Early Years Act stipulates that prior to admission; each child must be immunized as recommended by the local medical officer of health. Regulations also require that if a child is in attendance for more than 6 hours, a minimum two hours of outdoor play will be included in the daily schedule. If your child becomes ill during the day, you will be contacted, and asked to take your child home, until they are no longer contagious and/or are fever free. If your child has been suffering from vomiting/diarrhea symptoms, they must have been well for 48 hours before re-admittance to the child care. We will administer both prescription and non-prescription medication under the following guidelines;

- ✓ Written authorization, including the dosage and times of day any medication is to be given.
- ✓ Medication with the original PHARMACY LABEL clearly labeled with the child's name, name of the medication, the date of purchase and instructions for storage and how the medication is to be administered.
- ✓ For non-prescription medications, we require a doctor's note with the above information included.

Medication is not to be left in the cloak room area. Kindly give it directly to a program staff member, who will assist in filling out the medication forms required.

Smoking Policy

YMCA of Central East Ontario is committed to protect the health of all children, staff, volunteers and participants by adhering to the Smoke-Free Ontario Act 2017. Smoking is prohibited at all times in the YMCA Child Care Centre whether children are present or not.

Procedure

Smoking is prohibited at all times in a Child Care Centre whether or not children are present.

Smoke-Free Ontario Act 2017 prohibits smoking tobacco and medical cannabis, holding lit tobacco, and the use of electronic cigarettes in a Child Care Centre.

No smoking signs are posted at all entrances and exits of the Child Care Centre facility.

No ashtrays or similar equipment are to be at the Child Care Centre.

Any individual who refuses to comply with the requirements of the smoke-free Ontario Act 2017 does not remain at the Child Care Centre.

All staff are responsible for continual monitoring and reporting any violations.

Smoke Free policy is to be reviewed and signed off on before an employee, volunteer or student begins employment or placement.

Head Lice Policy

We do regular head checks to help control the spread of head lice. It is our policy that if a child is found to have head lice, they will be permitted to return to the program only when they are nit free. Information sheets are available should you require additional information on dealing with head lice.

Clothing and Possessions

Your child should be dressed in clothing that is appropriate for physical activity, the weather, and the season. Because strings are considered choking hazards, children's clothing should be free of strings on hats, mittens and coats. The children should have zippers that work properly and neck warmers instead of scarves. Ensure



that children are equipped with proper indoor running shoes (no slippers) and outdoor footwear. Children should be provided with a set of labeled clothing that can be kept in the child's back pack in case a change is needed. Please note that we are not responsible for lost or damaged personal belongings that the children bring to the centre.

Prohibited Practices

The YMCA Program Statement sets out approaches that support positive interactions between children, families, staff and the community.

The following prohibited practices are not permitted by any employee, volunteer, or student who is on an educational placement.

- ✓ Corporal punishment of the child;
- ✓ Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purpose of discipline 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;
- ✓ Locking the exits of the child care centre premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- ✓ Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- ✓ Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- ✓ Inflicting any bodily harm on children including make children eat or drink against their will.

The YMCA of Central East Ontario prides ourselves on our Child Protection measures used as everyday practice.

Parent Issues and Concerns

The YMCA of Central East Ontario is committed to providing excellent programs and services. We recognize that from time to time there may be concerns or complaints, that our stakeholders have the right to raise such complaints or concerns and that they need avenues to do so. This Policy is intended to ensure that complaints received about the YMCA services and programs are dealt with promptly, consistently and fairly. The YMCA recognizes that when a person has a complaint about the YMCA, the way in which his/her complaint is handled is critical to the person's ongoing relationship with the organization.

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).

Harassment: Engaging in a course of vexatious conduct that is known, or ought reasonably to be known to be unwelcome.



Discrimination: A deliberate action or decision to exclude a person or group based on a characteristic protected by law, such as gender, race, colour, ancestry, national origin, sexual orientation, age, disability, marital status.

Complaints: Complaints are defined as an expression of dissatisfaction with regard to a service or program, an action or decision taken by the YMCA, or the way in which YMCA employees or volunteers carry out their duties. Complaints typically arise when a person believes:

- The YMCA has failed to do something agreed upon or expected
- A YMCA Policy or Procedure has not been followed
- An error has been made
- YMCA employees or volunteers acted in a wrongful way

A complaint is distinct from an inquiry, feedback or suggestion.

Procedures

Parents/guardians are encouraged to take an active role in our Child Care Centre. YMCA Educators and parents communicate on a daily basis about children's activities and health. As supported by our program statement, the YMCA environment is created intentionally with inclusive respectful environments that foster positive, equitable and collaborative relationships. Our Educators interact and communicate with parents/guardians and are available to engage in conversations and to support positive experiences.

The YMCA of Central East Ontario is committed to handling complaints and concerns made by parents/guardians promptly, consistently and fairly. Every effort will be made to resolve complaints/concerns in a timely fashion. When receiving a verbal complaint, educators should listen and seek to understand the complaint/concern and may attempt to resolve it immediately.

If the complaint/concern is not easily resolved it will be escalated to the relevant Position in the Senior Child Care Leadership Team (Supervisor, Coordinator, Manager). The YMCA will respond to your complaint within 2 business days of receiving the complaint to confirm the complaint has been received, and indicate expectations for how long the investigation will take if it can be reasonably assessed at that point.

If the Senior Child Care Leadership Team cannot resolve the complaint/concern it will be escalated to the General Manager, Vice President of Association Services and/or ultimately to the President and CEO of the YMCA of Central East Ontario.

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.

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 interactions and communication; demonstrated through the fundamental beliefs of the following 5 Core Values: Caring, Honesty, Respect, Responsibility and Inclusiveness.

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 Senior Child Care Leadership Team.

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 refer to YMCA Child Protection Policy or visit

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



Nature of Complaint or Concern	Steps for Parent and/or Guardian to Report Issue/Concern	Steps for Staff and/or Manager in responding to Issue/Concern
Program Room-Related E.g. schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - the classroom staff directly or <ul style="list-style-type: none"> - the Supervisor/Coordinator or Manager 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised or <ul style="list-style-type: none"> - Arrange for a conversation and/or meeting with the parent/guardian within 2 business days
General, Centre- or Operations-Related E.g. child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - the Supervisor/Coordinator or Manager 	Document the issue/concerns in detail. Documentation should include: <ul style="list-style-type: none"> - The date the issue/concern was received; - The name of the person who received the issue/concern; - The name of the person reporting the issue/concern; - The details of the issue/concern; and - Any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
Staff-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the individual directly or <ul style="list-style-type: none"> - the Supervisor/Coordinator or Manager All issues or concerns about the conduct of staff that puts a child’s health, safety and well-being at risk should be reported to a supervisor as soon as parents/guardians become aware of the situation.	Provide contact information for the appropriate person if the person being notified is unable to address the matter.
Student/Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or <ul style="list-style-type: none"> - the Supervisor and/or Manager 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 a supervisor as soon as parents/guardians become aware of the situation.	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. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.



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;

Complaints

c/o Vice President of Association Services

YMCA of Central East Ontario

123 Aylmer St. South, Peterborough ON K9J 3H8

Please provide your contact information as the YMCA will not respond to anonymous complaints. If you are unable to register the complaint in this manner due to a disability you may contact the YMCA to request accommodation which will be provided appropriate to your needs and circumstances.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15 may also 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, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Added Value

All children registered in Licensed Child Care and Kids Club Programs are eligible to receive a FREE Membership while registered in the program. This membership can be upgraded to a Family Membership at a reduced rate. **See Membership Services for more information.

Holidays

The YMCA recognizes the following holidays:

- | | | |
|----------------|------------------|---------------|
| New Year's Day | Family Day | Good Friday |
| Victoria Day | Canada Day | Civic Holiday |
| Labour Day | Thanksgiving Day | Christmas Day |
| Boxing Day | | |

Fees are required for all statutory holidays. There are no refunds for additional days missed. Written notice of absence is required at least 2 weeks in advance.

Thank you for choosing the YMCA of Central East Ontario for your child care needs.



Appendix A - Belleville Locations and Fees

TODDLER	Full Day Daily Fee	\$ 52.50	
PRESCHOOL	Full Day Daily Fee	\$ 48.25	
BELLEVILLE SCHOOL-AGE KIDS CLUB	Before and After Daily Fee	\$26.50	
		Before	After
BELLEVILLE SCHOOL-AGE KIDS CLUB	Bayside	-----	\$15.50
	Foxboro	\$12.25	\$14.25
	Harmony	\$12.25	\$14.25
	Harry J Clarke	\$10.75	\$15.50
	Massassaga Rednersville	\$12.25	\$14.25
	Murray Centennial	\$12.25	\$14.25
	Park Dale	\$12.25	\$14.25
	Prince Charles Belleville	\$12.25	\$14.25
	Prince Charles Trenton	\$12.25	\$14.25
	Prince of Wales	\$12.25	\$14.25
	Queen Elizabeth	\$10.75	\$15.50
	Queen Victoria	\$12.25	\$14.25
	St. Joseph	\$12.25	\$14.25
	St. Peters	-----	\$15.50
	Susanna Moodie	\$12.25	\$14.25
Tyendinaga	\$12.25	\$14.25	
VP Carswell	\$12.25	\$14.25	
FULL DAY SUMMER KINDERGARTEN PROGRAM	Trent River	\$43.15- per day	
	Park Dale	\$43.15- per day	



Appendix B- Peterborough Locations and Fees

INFANT	Full Day Daily Fee	\$62.75	
TODDLER	Full Day Daily Fee	\$48.75	
PRESCHOOL	Full Day Daily Fee	\$ 46.75	
PETERBOROUGH SCHOOL-AGE KIDS CLUB	Before and After Daily Fee	\$26.00	
		Before	After
PETERBOROUGH SCHOOL-AGE KIDS CLUB	Highland heights	\$10.00	\$16.00
	Lakefield	\$10.00	\$16.00
	St. Pauls	-----	\$16.00
P.A Day/ March Break	Lakefield	\$43.50 – per day	
FULL DAY SUMMER KINDERGARTEN PROGRAM	Lakefield	\$43.50- per day	