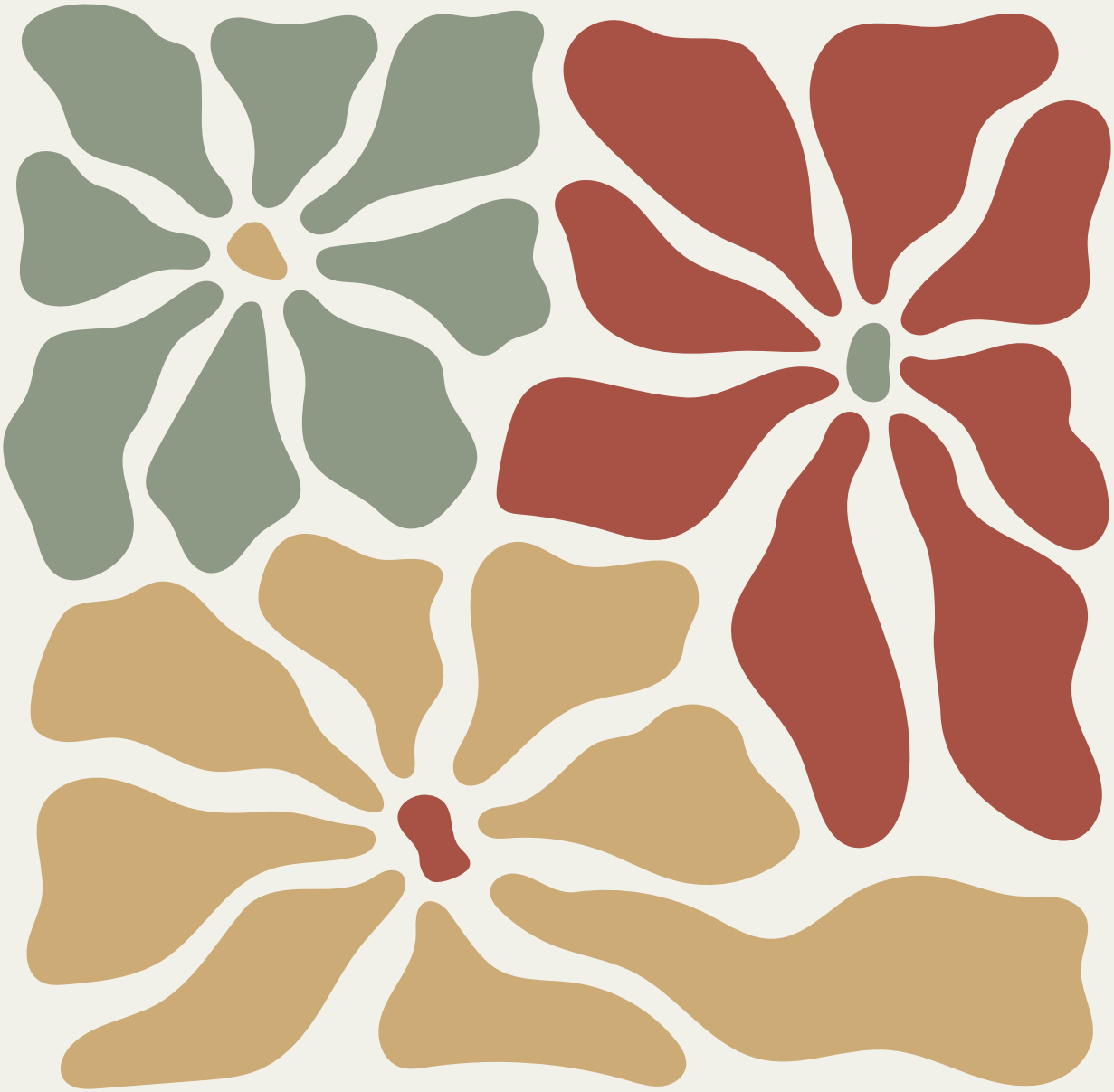

# PARENT HANDBOOK

## CEDAR OAK CHILDREN'S FOUNDATION

- 2026 -

*April 2026*




# CEDAR OAK CHILDREN'S FOUNDATION

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Dear Parents and Guardians,

On behalf of our staff and management, I extend a warm welcome to you and your family as you join our community here at Cedar Oak Children's Foundation.

Choosing the right care for your child is one of the most important decisions you'll make, and we are honoured that you have chosen us. At Cedar Oak, we are deeply committed to creating a safe, nurturing, and inspiring environment where your child can learn, grow, and thrive. Our program is rooted in compassion, guided by evidence-based early childhood practices, and shaped by the belief that every child is capable, curious, and full of potential.

Our team is made up of experienced educators and caregivers who are passionate about what they do. They work closely with families to support each child's unique development, providing not only daily care but also the foundation for lifelong learning. Whether your child is just beginning their journey in our toddler room or preparing for school through our preschool program, you can rest assured that they are in thoughtful, capable hands.

At Cedar Oak, we embrace all children and their families without discrimination based on race, religion, or ethnicity. This principle extends to our employees as well. Cedar Oak has opted into the Canada-Wide Early Learning Child Care Program (CWELCC). This will allow families to benefit from discounted fees as per the CWELCC guidelines from the Municipal Early Years and Child Care Services. Hence, we apply discounted fees with no additional registration cost.

As a licensed childcare center under the Ministry of Education, we promise to deliver high-quality, accessible, and integrated early years programs. This parent handbook outlines our policies and procedures, ensuring that our programs are of the utmost quality and substance for your children. Our team is dedicated to providing your child with excellent care. Our Registered Early Childhood Educators are knowledgeable, compassionate, and resourceful professionals. They collaborate with each other and the parents to create engaging environments and share experiences to foster your child's learning and development.

Thank you for entrusting us with the care and growth of your little one. We are excited to begin this journey together and look forward to the many memories and milestones ahead.

Kind Regards,

*Eden Jonas*

Executive Director
CEDAR OAK CHILDREN'S FOUNDATION

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**Introduction**

Cedar Oak Children's Foundation was established in 2023 and formally incorporated in 2024. Cedar Oak Children's Foundation is a not-for-profit organization dedicated to supporting children. Guided by the values of compassion, equity, and empowerment, Cedar Oak Children's Foundation is devoted to making a lasting, positive impact on the lives of children today and in the years to come through Early Childhood Education integrated with the advancements made in modern education. Our childcare centre operates as Cedar Oak Childcare Centre.

At Cedar Oak Children's Foundation, achievements, efforts, and commitment to goals are celebrated. We empower our children to be the best versions of themselves and appreciate their individuality.We have a culture that enables us to find time for one another, provides security and builds trust. Cedar Oak Children's Foundation views all children as being competent, capable, curious and rich in potential.

**Our WHY**

Cedar Oak Childcare Center was born from a need to support society in providing quality childcare services to Canadian families. In Canada, families are faced with different kinds of challenges:

1. Long wait lists for daycares.
2. Finding the right place where your child can be genuinely cared for.
3. Return to work for professional mothers.
4. Providing an inclusive and welcoming daycare for all cultural backgrounds, faiths and beliefs.

Our centre is led by mothers who deeply understand the diverse needs of privileged and vulnerable children. We are committed to providing every child with the same high standard of care, compassion, and attention, regardless of background.

**Our Mission and Vision**

**Vision:**

*"To be known as the childcare centre that fosters an atmosphere that embodies the warmth and familiarity of home."*

**Mission:**

*"Provide a safe, loving, and stimulating environment where children can play, learn, and grow.*

*We are dedicated to fostering each child's individual development while supporting families and building a strong sense of community."*

**Program Model**

Our Childcare Centre is being set up to offer Early Childhood Education to children aged 18 months to 5 years (toddlers - 18 months up to 30 months and preschool - 30 months up to 6 years old), providing a stimulating environment where children can play, learn, and get the best care because we understand the importance of a nurturing and safe environment.

Learning activities fall into these main categories:

- Circle time
- Reading time
- Indoor And Outdoor Play
- Creative Arts

Caregivers introduce various activities curated to help each child work through a specific skill at their own pace.

Cedar Oak Children's Foundation is founded with the community at the heart of its mission. Parents, caregivers, and children have direct access to the Administration team, ensuring open communication and the smooth operation of the centre. Feedback and development opportunities are addressed regularly and consistently, complementing the formal meetings, events, and newsletters scheduled throughout the Childcare Centre year.

**How Does Learning Happen in Our Environment?**

At Cedar Oak Children's Foundation, we nurture a warm and responsive relationship between each child and their caregiver, supported by a thoughtfully designed learning environment. We believe that every child learns in their unique way, and we strive to support that individuality rather than follow a one-size-fits-all approach.
The following are the main ways learning happens at Cedar Oak Children's Foundation:

Cedar Oak is a purpose-built, state-of-the-art facility. We created the space with a vision for it to be:

- Child-sized – Furniture was made for children to manage independently, with tables and chairs at the right height to allow feet to be flat on the floor, and cubbies being sized appropriately for children to be able to put away their jackets and bags daily.
- Beautiful in the use of space – Dedicated areas to display art at eye level for them to enjoy. We built the space by getting down at knee level and seeing the space through the children's eyes.
- Foster independence – Activities and materials are set up in trays and baskets so that it is easy for children to help themselves.
- Attractive – With age-appropriate activities that are displayed on shelves
- Organized with a place for everything – children develop a strong sense of order when everything has a place, making it easy to learn how to put things away.

Children learn, not only to make choices but also to be responsive to their inner self and develop confidence and independence.

The Multi-age classroom provides the opportunity for leadership and mentoring skills enhancing the confidence of the child.

**How Does Learning Happen and Our Philosophy**

Our values at Cedar Oak Children'sFoundation are reflected in the Ministry of Education's Policy Statement as set out in "How DoesLearning Happen? Ontario's Pedagogy for the Early Years" (HDLH). The four crucial foundations helpstrengthen the quality of our program and early years' environments across the province. The languageused in this document may differ, but the goal of a lasting, positive impact on children, families, andthe community is the same.

| Foundations | Goals for Children | Expectations for Programs |
|---|---|---|
| Belonging | Every child has a sense of belonging when he/she is connected to others and contributes to his/her world | Cultivate respectful relationships and connections to create a sense of belonging among and between children, adults, family, and the world around them. |
| Well-Being | Every child is developing a sense of self, health and well-being. | Nurture children's healthy development and support their growing, positive sense of self. |
| Engagement | Every child is an active and engaged learner who explores the world with her/his senses, bodies and minds. | Provide environments and opportunities to engage children in active, creative, and meaningful exploration and learning. |
| Expression | Every child is a capable communicator who is able to express himself/herself in many ways. | Foster communication and expression in all forms. |

Through the four foundations of Well-Being, Belonging, Engagement, and Expression, HDLH at Cedar Oak Children's Foundation works together, as reflected in our ten principles. We recognize that it takes a village to raise a child; therefore, along with our families, caregivers, and the community, these principles set a clear direction that we collectively strive to achieve. These principles make our program unique.

Our ten principles include the following:

1. **Belonging** – Each child, family, and home is welcome and recognized as being unique. Family styles, values, culture, and traditions are respected and reflected in our classrooms.
2. **Community** – We partner and draw from local community agencies for enhanced inclusion, professional development, and learning resource support.
3. **Inclusion** – We welcome and integrate all children with physical, intellectual, developmental, social, and emotional needs with equality, fairness, dignity, respect, and privacy.
4. **Responsive** – We "grow people" by selecting only the most knowledgeable, responsive, and reflective caregivers with ongoing professional education.
5. **Curiosity** – We prepare our environment to nurture the child's spirit, interests, curiosity, and exuberance to enhance their learning.
6. **Nature** – We provide opportunities within our indoor and outdoor classrooms for children to

develop an authentic connection with the natural environment. We are conscious of nutritious food as fuel for growth and promote physical activity.

7. **Harmony** – We work toward peace education through positive guidance for respect, citizenship, and self-fulfillment.

8. **Generosity** – We encourage a generous spirit in our children through an emphasis on philanthropic efforts, compassion for others and the environment, and the value of sharing is caring.

9. **Individualized** – We follow the child, observing and connecting to create individual learning plans based on each child's strengths, interests, and capabilities.

10. **Self-Regulation** – We model and facilitate positive behaviour guidance and provide children with the tools to regulate emotion and develop healthy social relationships.

**Our Approach, Plans, and Practice**

See the program statement.

**Child Care Centre Closures**

1) New Year's Day
2) Family Day
3) Good Friday
4) Easter Monday
5) Victoria Day
6) Canada Day
7) 4 days of closure during Christmas Winter Break
8) Labour Day
9) Civic Holiday
10) Thanksgiving Day
11) Christmas
12) Boxing Day
13) 1 day of closure during Christmas Eve
14) 4 Professional Development Days – Dates TBC

**Emergency Child Care Centre Closures**

We will notify you in writing regarding the exact dates of the above Child Care Centre closures and of any special or planned events. The childcare centre may also close due to circumstances beyond the child care centre's control (i.e., inclement weather conditions). The child care centre will always be closed when the Hamilton school boards close due to inclement weather conditions. Please listen to

local radio and television stations for updates on child care centre closures. Before heading out during inclement weather conditions, always call the childcare centre by 6:45 am to listen to an updated message on the answering machine or check our childcare app for any messages/announcements from management.

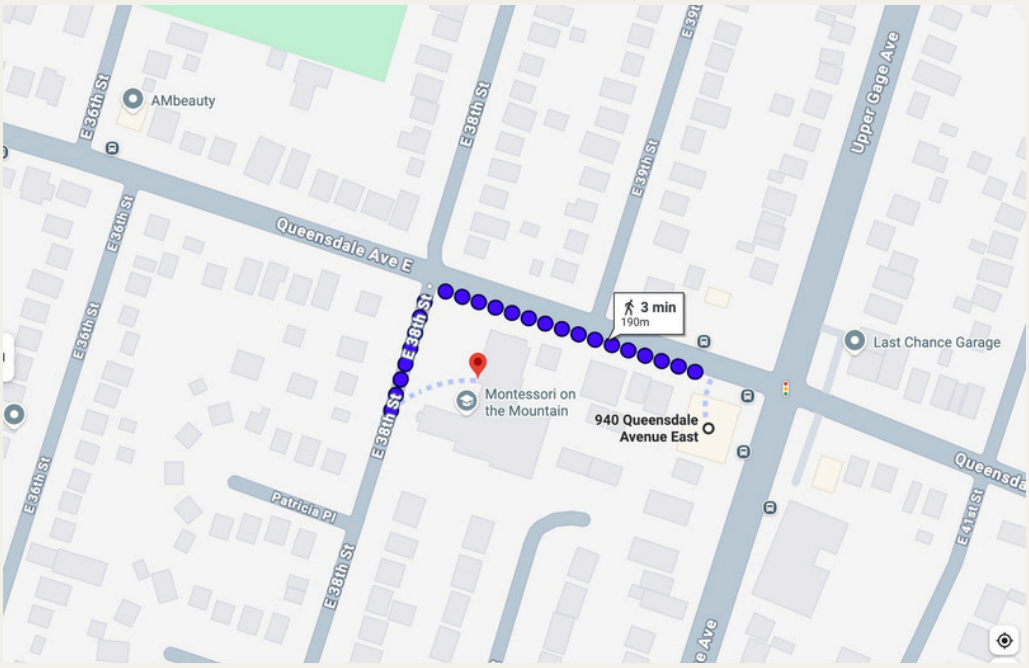
**Emergency Management Policy**

Cedar Oak Children's Foundation has clear guidelines in place for staff to manage any emergency. Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response
2. Next Steps during an Emergency: and
3. Recovery

Staff will ensure that children are kept safe, are accounted for, are within ratio, and are always supervised during an emergency. For situations it is deemed 'unsafe to return' and evacuation is necessary, the evacuation site to proceed to is the following location: **St. John United Church (Hamilton), 195 East 38th St., Hamilton, ON L8V 4G1**. Link to details

**Note: All directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.**




Upon arrival at the emergency evacuation site, the Supervisor will notify parents/guardians of the emergency and the location to pick up their children through the Lilio app and by phone call.

Where possible, the Supervisor will update the childcare centre's voicemail box as soon as possible to inform parents/guardians that the childcare centre has been evacuated and include the details of the evacuation site location and contact information in the message. For details, please request the **Emergency Management policy**.

**Arrival and Departure**

Full Day: 7:00 am to 6:00 pm (Monday–Friday)

Children are to be picked up by 6:00 pm, or a late fee of $1.00 per minute will be charged after 15 minutes.

**After Hours Lateness**

If a child has not been picked up by 6:00 pm and the Child Care Centre has not been notified, Cedar Oak Children's Foundation's staff will stay at the child care centre until necessary. After 6:30 pm, if there is no contact from the parent, it is the responsibility of our staff to call the Emergency contacts. After 8:00 pm, if there is still no response from the parent or the Emergency contacts, it is the responsibility of our staff to contact the local authorities.

**Punctuality**

Please arrive and depart with your child as close to the arranged time as possible to minimize classroom disruptions and to begin our program promptly. To ensure your child's safety upon arrival, please accompany your child to a staff member. Your child's arrival and departure must be recorded by staff prior to your leaving the premises.

If a parent is unable to pick up their child, parents are asked to provide a list of adults (found in the registration package) authorized by the parent to pick up their child. We will ask for photo identification before letting your child leave with anyone other than you. If you are consistently late in picking up your child, you may be asked to withdraw him/her from the childcare centre.

**Absenteeism**

If your child is ill and will not be attending, please notify the childcare centre. It is important that the childcare centre be made aware of any lengthy absences other than scheduled holidays.

Please take a few minutes at the beginning or end of the day to let us know about any special or unusual events at home that may be affecting your child.

**Safe Arrival and Dismissal Policy and Procedures**

Cedar Oak Childcare Centre will ensure that any child receiving child care at the childcare centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.

- Cedar Oak Childcare Centre will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.

- A parent/guardian may not request that a child who is 18 months to 5 years old be released from child care without supervision.

- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

- Children may only be released to a parent/guardian or an authorized adult designated by the parent/guardian in accordance with the Centre's policies.

- All parents/guardians will be issued a secure QR code, which provides controlled access to the childcare centre. This QR code is strictly limited to registered parents/guardians and may not, under any circumstances, be shared, transferred, or reproduced for use by another individual, even if that individual is authorized for pick-up.

- Any transfer or sharing of a QR code with a third party consWtutes a breach of the Centre's security policy. In such cases, the Centre reserves the right to take appropriate acWon, which may include terminaWon of the family's enrolment at the childcare centre.

For details, see the **Safe Arrival and Dismissal Policy** in **Appendix III**

**Field Trips**

To provide a variety of positive experiences in new settings, we may take the children outside of the centre on age-appropriate field trips. Dated, time-limited, specific permission forms are collected in advance. Parent/Guardian Volunteers are encouraged to participate upon completion of a Vulnerable Sector Check. There may be a fee charged for the field trip, which will be notified once the field Trip is planned.

**Sleep Policy**

Sleep and rest are important components of your child's health. We take our role seriously in building healthy habits through regular sleep monitoring, maintaining a safe rest environment, and the option of quiet work for children who do not sleep during the 2-hour Nap Time period. Please communicate with us about sleep and rest routines at home and for Nap Time at the Child Care Centre. Cedar Oak Children's Foundation follows safety regulations based on sleep position and supervision requirements set by the Ministry of Education. O. Reg. 126/16, s. 23. For details of our Sleep policy, request the **Sleep Supervision Policy and Procedures**.

**Prohibited Practices**

(a) corporal punishment of the child;
(b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

(c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

(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.

(g) sexual abuse, sexual misconduct, or engaging in a prescribed sexual act, as defined in the Early Childhood Educators Act, 2007

**Parent Issues and Concerns Policy**

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by the centre management (director and supervisor) and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within two (2) business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.
Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Please see the table below to direct a parent's concern:

| Nature of Issue or Concern | Steps for Parent and/or Guardian to Report Issue/Concern: | Steps for Staff and/or Licensee in responding to issue/concern: |
|---|---|---|
| **Program Room-Related**<br>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc. | Raise the issue or concern to<br>- the classroom staff directly<br>or<br>- the supervisor or licensee. | - Address the issue/concern at the Kme it is raised<br>or<br>- arrange for a meeKng with the parent/guardian within two (2) business days.<br><br>Document the issues/concerns in detail. Documentation should include:<br>the date and Kme the issue/concern was received;<br>the name of the person who received the issue/concern;<br>the name of the person reporKng the issue/concern;<br>the details of the issue/concern; and<br>any steps taken to resolve the issue/concern and/or informaKon given to the parent/guardian regarding next steps or referral.<br><br>Provide contact information for the appropriate person if the person being notified is unable to address the matter.<br><br>Ensure the investigation of the issue or concern is initiated by the appropriate party within five (5) business days, or as soon as reasonably possible thereafter. Any reasons for delays will be documented in writing.<br><br>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern. |
| **General, Centre- or Operations-Related**<br>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc. | Raise the issue or concern to<br>- the supervisor or licensee. | |
| **Staff-, Duty parent-, Supervisor-, and/or Licensee-Related** | Raise the issue or concern to<br>- the individual directly<br>or<br>- the supervisor or licensee.<br><br>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation. | |
| **Student- / Volunteer-Related** | Raise the issue or concern to<br>- the staff responsible for supervising the volunteer or student<br>or<br>- the supervisor and/or licensee.<br>-<br>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation. | |

For details, please see the **Parent Issues and Concerns Policy and Procedures** in **Appendix IV**

**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 the Centre Director.

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

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

Contacts: Centre Director, admin@cedaroakfoundation.com or +1 226-450-2240
Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

**Confidentiality**

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

**Conduct**

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

**Contacts**

- Ministry of EducaWon, Licensed Child Care Help Desk:
  - 1-877-510-5333 or childcare_ontario@ontario.ca
- Children's Aid Society:
  - Phone: 905-522-1121

- 24/7 Intake / Emergency Line: 905-522-1121 (available at all Wmes)
- Toll-free: 1-800-668-8968

**Concerns about the Suspected Abuse or Neglect of a Child**

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the ~~local Children's Aid Society~~ (CAS) directly.

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

For more information, visit
~~http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx~~

**Admission And Discharge Policy**

To gain admission for your child, you will need to complete the registration package, a copy of your child's immunization record, and a voided cheque. We do not charge a registration fee; the first monthly tuition payment will go towards your first payment at the childcare centre. Following this payment, each applicant will be charged on the 1st of every month.

Cedar Oak accepts payment through pre-authorized debits and online debit payments via the Lilio parent portal. We do not accept credit card payments.

Refunds or credits for prepaid fees will only be provided under the following circumstances:

- Overpayment or duplicate payment made by the parent/guardian;
- Withdrawal of a child where the required one-month wriuen withdrawal noWce has been properly provided in accordance with the Centre's withdrawal policy (If payment was made in advance)
- Closure of the Centre or inability of the Centre to provide care due to circumstances within the Centre's control; or
- Any other circumstance approved at the sole discreWon of Cedar Oak management.

Refunds or credits will not be provided for:

- Withdrawal of a child without providing the required one-month wriuen noWce;
- Absences due to illness, vacaWon, holidays, or personal reasons;
- Temporary closures beyond the Centre's control, including but not limited to weather events, public health direcWves, or emergencies;
- Failure to auend scheduled days aXer enrollment has commenced; or
- Fees associated with late pickup penalWes or returned payments.

Any approved refunds or credits will be processed within a reasonable timeframe and may first be applied toward any outstanding balance on the family's account.

If you wish to discharge your child from Cedar Oak Children's Foundation, a written notice of your child's withdrawal is required one month before the intended withdrawal date.

**Wait List Policy**

Placing your child on our waiting list is your commitment to enroll your child in our program once space is available. We do not charge parents/guardians a fee or deposit for the placement of their child on the waiting list. Information about waiting lists is available to all prospective parents/guardians while maintaining the confidentiality of children on the list. The following process must be followed:

1) Receiving a Request to Place a Child on the WaiWng List

Requests to place a child on the waiWng list are received through the Lilio applicaWon linked to the Centre website.

2) Placing a Child on the WaiWng List
   Children are placed on the waiWng list in chronological order based on the date and Wme the request is received, and parents are informed of their child's posiWon on the list.
3) Determining Placement Priority when a Space Becomes Available
   Priority for available spaces is given to children transiWoning within the centre, siblings of enrolled children, children of staff, and families prioriWzed under CWELCC guidelines, aXer which spaces are offered based on room availability and chronological order on the waiWng list.
4) Offering an Available Space
   Parents are noWfied by email or telephone when a space becomes available and must respond within five business days or the space may be offered to the next child on the waiWng list.
5) Responding to Parents who Inquire about their Child's Placement on the WaiWng List
   The Program Supervisor is the designated contact person for waiWng list inquiries and will provide parents with their child's current posiWon on the list and the esWmated likelihood of placement.
6) Maintaining Privacy and ConfidenWality
   WaiWng list informaWon is kept confidenWal, and only a child's posiWon on the list will be shared with parents, while the names and placement details of other families will not be disclosed.
7) AddiWonal Procedures
   If a parent responds aXer the response Wmeline has passed, the space may no longer be available, though the child will remain in their original chronological posiWon unless otherwise requested; families may also be removed aXer three documented unsuccessful contact auempts, may request removal in wriWng at any Wme, and are responsible for keeping their contact informaWon current.

In alignment with the CWELCC guidelines, we prioritize children living in low-income families and newcomers to Canada. For details, see our **Waitlist Policy** in **Appendix I.**

**Supervision Policy for Volunteers & Student Placements**

To support the safety and well-being of children, a Criminal Reference Check from volunteers and student placements is mandatory. The volunteers and students are supervised by an employee at all times and not permitted to be alone with any child. The childcare centre's Site Director/Supervisor or teaching staff on site is assigned to oversee the volunteer or student placement. Volunteers and student placements are not counted as part of ratios and staff. For details, request our **Supervision of Students and Volunteers Policy**.

**Immunization Policy**

The Medical Officer of Health requires every child attending a licensed childcare facility to have an up-to-date immunization record. Immunization exemptions will be allowed only when a qualified physician signs a 'Statement of Medical Exemption' or when a parent presents a 'Statement of Conscience of

Religious Belief' affidavit. The childcare centre is required to keep on file medical reports regarding your child's immunizations.

**Medication Policy**

1. "A drug or medication is administered to a child only from the original container or package as supplied by a pharmacist. The container or package must be clearly label with:

- Child's Name
- Name of drug or medicaWon
- Dosage of the drug or medicaWon
- Date of purchase
- InstrucWons for storage.
- The expiry date of the medicaWon, if applicable.
- InstrucWons for administraWon and storage." (R.R.O.1990, Reg. 262, s. 37(1)(e)

2. Each prescription drug and medication must be accompanied by written authorization from a parent on the scheduled medications and treatment record. (Medication Form - supplied by the childcare centre)

3. Antibiotics must be administered first at home by the parents, before being administered at the childcare centre. (In case of any allergic reaction)
4. Outdated medications will not be administered.
5. A **Medication Permission Form** must be completed the day your child requires medication.

Please ensure that all proper medical forms are current and inform the office if any change in vital medical information occurs. All medical concerns (i.e., epilepsy, asthma) must be reported at the time of registration/when the symptoms begin to occur to our childcare centre's Site Director/Supervisor and or to your child's teaching staff for our childcare centre to take the appropriate measures in the event of a medical emergency.

**Outdoor policy**

As required under the Child Care and Early Years Act, children will go outside for at least two (2) hours per day, weather permitting, unless a physician or parent of the child advises otherwise in writing.
Weather permitting means the absence of severe weather conditions. Severe weather conditions include the following:

- Extreme heat/humidity alert
- Extreme cold – temperatures of -15$^{o}$ C or colder or a windchill of -20$^{o}$ C or colder
- Poor air quality – air quality advisory has been issued.
- Thunderstorm warning

- Tornado warning
- Winter and ice storms (heavy snow fall, hail, ice pellets, and more.)

Educators will check weather reports (including information about wind chill factors, winter storm warnings and heat/humidex warnings) to determine whether it is appropriate to play outdoors on any given day.

Educators will ensure that the children are dressed appropriately, and necessary modifications will be made. For example, water will be offered more frequently when the weather is hot or the schedule for outdoor play will be modified to avoid the hottest parts of the day. We require parents to provide sun hats and sunscreen for the children to be kept at the centre.

Educators will use their discretion as to the length of time spent outside based on weather conditions, how the children are coping, etc.

**Anaphylactic Policy**

At Cedar Oak Children's Foundation, we have a No Outside Food Policy in place, and we ask that all families abide by this policy to reduce the risk of exposure to anaphylactic life-threatening allergies. We do not allow all outside food to be brought into the childcare centre due to severe anaphylactic reactions and life-threatening allergies that exist in our childcare centre. This includes all treats, cakes, snacks, and loot bag food items.
The supervisor or designate will communicate with the caterer/cook about which foods are not to be used in food prepared for the child care centre and will work together on food substitutions to be provided. Also, exceptions are made for food substitutions or meal replacements for children with a physician's note or due to a medical condition.

Rules for Parents Who Send Food with their Child (in exceptions)

1) Ensure that parents label food brought to the child care centre with the child's full name and if applicable, the date the food arrived at the child care centre.
2) Parents must advise the child care centre of all ingredients in food supplied by the parent or any ingredients to which children may be allergic.

For details, see the **Anaphylactic Policy** in **Appendix II**

**Allergies**

It is essential to inform our staff and the childcare centre's Site Director/Supervisor of any allergies your child may have, along with the expected reactions. While we cannot completely alter the center's environment due to allergies, we are committed to minimizing contact with allergens to the best of our ability. Please be aware that our childcare centre is a nut-free facility, and we strictly prohibit outside food to prevent severe anaphylactic reactions and life-threatening allergies unless a doctor's note recommends

otherwise. Kindly inform us of your child's allergies during registration, as we are required to establish action plans before your child attends our childcare centre.

**Illness**

Communicable or prolonged illness must be reported immediately to the Child Care Centre. A doctor's note may be required by the centre stating that your child is free from infection before they will be permitted to return to the Child Care Centre.

Children showing signs of illness (i.e., fever, discharge from the eyes, diarrhea, and vomiting) must remain at home for their own well-being and for the protection of others. They are required to be symptom-free for 24 hours. If your child becomes ill during the day, you (or your emergency contacts) will be called to arrange for your child to be picked up immediately. All ill children who were picked up from the childcare centre will only be accepted back to the childcare centre after a 24-hour period. This will help us to control and reduce the spread of illness.

When children are at the childcare centre, it is expected that they can participate in the group schedule, including active participation in both indoor and outdoor activities.
In case of communicable diseases like COVID, the childcare centre will always follow the recommendations of the Medical Officer of Health.

**Medical Emergencies**

In the event of an emergency involving a 9-1-1 call, your child will be taken immediately to the closest hospital via an ambulance, where you can meet your child and the supervising staff who accompanied your child with the ambulance. The supervising staff will not leave your child alone at the hospital until a parent or an emergency contact has arrived to replace the supervising staff. Our center will make every effort possible to reach a parent immediately if 9-1-1 has been called. Emergency contacts will be called ifthe centre is unable to reach a parent. Please always ensure that all phone numbers are up to date.

**Nutrition**

We understand the importance of providing children with a balanced and nutritional diet to support their development and learning. Therefore, our nutrition program has been created following the Canadian Daily Food Guide to ensure your child is provided with fresh, whole foods that supply nourishment.

Cedar Oak Children's Foundation believes in cultivating a multicultural menu that offers delicious, child-friendly tastes they will appreciate. Our food is freshly prepared off-site by certified chefs (catering company) proficient in preparing food to ensure compliance with all health and safety guidelines.

A copy of the Menu can be available upon request.

**Prohibited Practices**

The following are Prohibited Practices strategies and are not permitted at any time, under any circumstances:

a) Corporal punishment of the child;

b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is to prevent a child from hurWng himself, herself or someone else, and is used only as a last resort and only unWl the risk of injury is no longer imminent;

c) Locking the exits of the childcare centre to confine 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) InflicWng any bodily harm on children, including making children eat or drink against their will.

g) (g) sexual abuse, sexual misconduct, or engaging in a prescribed sexual act, as defined in the Early Childhood Educators Act, 2007

h) sexual abuse, sexual misconduct, or engaging in a prescribed sexual act, as defined in the Early Childhood Educators Act, 2007

Staff who violate any of these Prohibited Practices will be immediately dismissed.

We appreciate the partnership between the family, the childcare centre/caregiver, and the child and understand the importance of consistent communication. Supervisors are available to speak with parents when necessary, caregivers can be reached easily, and parents can make appointments for parent- caregiver meetings. Drop-off and pick-up time communication provides us with a regular opportunity to hear and share about the children's experiences.

**Program Statement Implementation Policy**

Children appear to learn best when they are given reasonable expectations and freedom to choose. Expectations are rules that provide the boundaries for children's behaviour and safety. Children feel

secure knowing the expectations, and with them, they learn to manage their behaviour. Our expectations are relevant, developmentally appropriate, and consistently applied. Behaviour management is planned to assist the child to become self-disciplined using choices and logical consequences, which may include:

- CommunicaWon with the child about their behaviour and possible soluWons.
- RedirecWon of the child to another acWvity.

The Child Care Centre WILL NOT permit the following disciplinary methods:

- Corporal punishment
- Derogatory comments
- Confinement in a locked room or structure as a form of punishment
- DeprivaWon of food, clothing, or shelter

Our Child Care Centre environment would always be a positive one for our children. In cases where a student consciously and repeatedly rejects the guidelines set out by our centre, the parents will be contacted, and strategies will be developed to encourage a positive outcome. Should this fail to be effective, we reserve the right to dismiss any child from Cedar Oak Children's Foundation at any time during the Child Care Centre Calendar year.

For details, see the **Program Statement** in **Appendix V**

**Serious Occurrence Notification Form Posting**

We will be posting a Serious Occurrence Notification Form on our Parent Information Board for 10 days regarding the occurrence of any serious incident. This form will include the immediate actions and any preventive measures we have taken to minimize the recurrence of the incident.

**Inclusion**

Itis the philosophy at Cedar Oak Children's Foundation to welcome and integrate children with physical, intellectual, developmental, social, and emotional special needs with equality, fairness, dignity, and privacy. Staff training, evaluation and learning resource support are provided to ensure our staff treat each other and the children respectfully. An Individualized Support Plan (ISP) is designed with long-term and short-term goals for the child. Every child and family are unique and individual. All families of diverse backgrounds are welcome in our program.

**Registration Fee**

Our center does not charge a registration fee.

**Progress Reports and Parent Meetings**

At Cedar Oak Children's Foundation, we recognize that every child is unique and develops at their own pace. Guided by a child-led, play-based approach, we provide children with meaningful opportunities to explore and engage with materials that support all areas of development.

Our caregivers document each child's experiences and observations using structured tracking tools, allowing us to thoughtfully monitor progress over time. Families are also kept closely informed through daily updates.

In addition, we offer two formal opportunities each year for parents and guardians to meet with their child's caregiver to review progress in detail. Written reports are provided in December and June, supporting ongoing communication and collaboration between families and educators.

**Photography**

Photos taken of your child during field trips, in-class activities, and other centre events will be used only for your child's daily activity reports and for display on the classroom or centre bulletin boards.

Cedar Oak Children's Foundation will always request additional authorization before using any photos for purposes beyond this, including marketing materials. If a parent provides consent at the time of registration, this may also include permission for your child's photos to be shared on the centre's official social media accounts.

Parents and guardians have the right to decline photo permissions. If you do not wish for your child to be photographed, you may opt out on the enrolment application form.

**Confidentiality And Privacy**

All information collected to complete each child's file is used strictly for Child Care Centre purposes and is accessible only to authorized staff of Cedar Oak Children's Foundation who require it to support your child's care, learning, and well-being.

We take privacy and confidentiality very seriously. Any personal or sensitive information is securely stored and handled in accordance with applicable privacy legislation and centre policies. This information is never shared with external parties without prior written consent from a parent or legal guardian, unless required by law.

We are committed to maintaining a safe, respectful, and trusted environment where families can feel confident that their child's information is protected at all times.

**Communication**

Communication is a key component here at Cedar Oak Children's Foundation, and we understand all families want to have peace of mind that their child is in good hands when they are at work/Childcare

Centre. Our main point of communication will be through our childcare app portal - Lilio, please use this application to communicate with Staff/Site Director. All families will be signed up for our childcare app upon registration. All other communication will also be made through our Child Care Centre email.

**Conclusion**

We hope this package has given you a clear and helpful overview of our Child Care Centre and what your child's days with us will look like. If you have any questions, big or small, our Centre Supervisor is always here and happy to help.

We're looking forward to welcoming your family and creating a warm, playful, and engaging environment where your child can learn, laugh, grow, and make wonderful memories every day.

# FEE SCHEDULE
## 2026

| | Toddler Program (Sprouts and Saplings) | | Preschool Program (Cedars) | |
|---|---|---|---|---|
| | **HOURS**<br>7:00 AM-6:00 PM (11 Hours)<br>Monday – Friday | | **HOURS**<br>7:00 AM-6:00 PM (11 Hours)<br>Monday – Friday | |
| | Includes a hot lunch and two snacks | | Includes a hot lunch and two snacks | |
| | **FEES $/ Month** | | **FEES $/ Month** | |
| | Base Fee | CWELCC | Base Fee | CWELCC |
| Full time | $ 1269.33 | $ 478.50 $ | $ 1158.19 | $ 478.50 $ |
| Part time | $ 634.67 | 239.25 | $ 579.09 | 239.25 |

Additional Non-Base Fees:

- NSF Fee: $50 per NSF fee
- Late Fees: $1 per minute
- Additional Extracurricular Activities and Camp, Field trip, Programs: Varies

Full time care takes priority over part-time care. The centre may only accept part-time enrollment when it is paired with another part-time interest.

**PARENT HANDBOOK STATEMENT OF ACCEPTANCE**

We hope that this Parent's Handbook is helpful and informative. We believe in providing supportive, nurturing environments where children and faculties are both responsible for the learning process. The children are encouraged to take an active role in their education, to be self-sufficient and to become productive members of society.

Please confirm your understanding and acceptance of the policies outlined in the Handbook by signing and returning the portion below, along with all your registration documents.

CEDAR OAK CHILDREN'S FOUNDATION

Yes, I have read and understood CEDAR OAK CHILDREN'S FOUNDATION's Parent Handbook and agree with the policies outlined.

Parent's Name(s):_____

Parent's Signature(s): _____

Date: _____

**APPENDIX I**

**Cedar Oak Children's Foundation**

**WaitingList Policy**

**Purpose**

This policy and the procedures within provide for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents in a way that maintains the privacy and confidentiality of children.

The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide parents with information about their child's position on the waiting list.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a child care centre that maintains a waiting list to have related policies and procedures.

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

**Policy**

General

- Cedar Oak Childcare Centre will strive to accommodate all requests for the registration of a child at the child care centre.
- Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.
- No fee will be charged to parents for placing a child on the waiting list.

Additional Policy Statements
The Waitlist will be managed by the Program Supervisor, and the Centre Director may be consulted.

**Procedures**

Receiving a Request to Place a Child on the Waiting List

The licensee or designate will receive parental requests to place children on a waiting list via the Lilio application, which is linked to the Centre website.

Placing a child on the Waiting List

1. The licensee or designate will place a child on the waiting list in chronological order, based on the date and time that the request was received.

2. Once a child has been placed on the waiting list, the licensee or designate will inform parents of their child's position on the list.

Determining Placement Priority when a Space Becomes Available

1. When space becomes available in the program, priority will be given to

    - Children currently enrolled at Cedar Oak Childcare Centre who are transitioning to the next age group and require continuity of care.

    - Siblings of children currently enrolled at the centre, to support family continuity and stability.

    - Children of staff members, where applicable, in recognition of staffing retention and operational stability.

    - Children are prioritized in accordance with CWELCC guidelines, with consideration given to families who are enrolled for CWELCC subsidy, families from low-income households, and newcomer families, where applicable. Placement will also be subject to program room availability, age eligibility, and the chronological order in which the request for care was received.

2. Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

Offering an Available Space

1. Parents of children on the waiting list will be notified via email or telephone that a space has become available.

2. Parents will be provided a timeframe of five (5) business days in which a response is required before the next child on the waiting list is offered the space.

3. Where a parent has not responded within the given timeframe, the licensee or designate will contact the parent of the next child on the waiting list to offer them the space.

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

1. The Program Supervisor will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.

2. The Program Supervisor will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Maintaining Privacy and Confidentiality

1. The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.

2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

Additional Procedures

If a parent contacts the child care centre after the response timeline has elapsed, the offered space may no longer be available. In such cases, the child will remain on the waiting list in their original chronological position unless the parent requests otherwise.

A family may be removed from the waiting list if the licensee or designate is unable to contact the parent after a minimum of three documented attempts using the contact information provided.

Families may also request removal from the waiting list at any time by notifying the child care centre in writing.

Parents are responsible for informing the child care centre of any changes to their contact information. Failure to do so may result in removal from the waiting list if contact cannot be established. Consider including additional procedures, as applicable, e.g. what to do if a parent contacts the child care centre after the timeline to respond, when a family may be removed from a waiting list (e.g. due to inability to contact parents after multiple attempts), etc.

**Glossary**

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

*Parent:* A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family (all references to parent include legal guardians, but will be referred to as "parent" in the policy).

Waiting List: A record of children who have requested care but cannot be accommodated due to program capacity limitations.

Regulatory Requirements: Ontario Regulation 137/15

**Waiting Lists**

75.1 (2) Every licensee that establishes or maintains a waiting list described in subsection (1) shall develop written policies and procedures that,

(a) explain how the licensee determines the order in which children on the waiting list are offered admission; and

(b) provide that the waiting list will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected persons or families.

**Disclaimer:** This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

**Effective Date:** May 1, 2026
**Review Date:** May 1, 2026
**Approved by:** Licensee

**APPENDIX II**

**Cedar Oak Children's Foundation**

**Anaphylactic Policy (Extract)**

**Purpose:**
To ensure the safety and well-being of children with known anaphylactic allergies by establishing prevention strategies, emergency responses, and staff training protocols.

**Policy Statement:**
Cedar Oak Child Care Centre is committed to providing a safe and inclusive environment for all children. In accordance with the CCEYA, we maintain a clear protocol for the identification, prevention, and emergency treatment of anaphylaxis.

**Procedures:**

1. **Identification and Individual Plans**
    - Upon registration, parents must disclose any known allergies.
    - An **Individual Anaphylaxis Plan** will be developed for each affected child. This plan includes:
        - A list of allergens
        - Signs and symptoms of a reaction
        - Emergency procedures
        - EpiPen storage and administration instructions
        - Parent/guardian and physician contact information
2. **Epinephrine Auto-injectors (e.g., EpiPen):**
    - Parents must provide two current, clearly labelled EpiPens.
    - EpiPens will be stored in accessible, designated areas (not locked) and carried on outings.
3. **Staff Training**
    - All staff, students, and volunteers will receive **annual anaphylaxis training**, including how to recognize symptoms and administer an EpiPen.
    - Training will be documented and refreshed yearly or when a child with a new allergy is enrolled.
4. **Allergy-Aware Environment**
    - Cedar Oak is a **nut-free facility**.
    - Parents are advised not to send snacks/meals containing listed allergens.
    - Food sharing between children is prohibited.
5. **Emergency Response**
    - In the event of an anaphylactic reaction, staff will:
        1. Administer the EpiPen immediately
        2. Call 911
        3. Notify parents/guardians

4. Accompany the child to the hospital

6. **Review and Updates**
    - This policy and individual plans will be reviewed:
        - Annually
        - Whenever a new child with anaphylaxis is enrolled
        - After an emergency event involving an allergy

**Effective Date:** May1,2026
**Review Date:** May1,2026
**Approved by:** Licensee

**APPENDIX III**

**Cedar Oak Children's Foundation**

**Safe Arrival and Dismissal Policy**

## Purpose

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

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

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

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

## Policy

### General

Cedar Oak Childcare Centre will ensure that any child receiving child care at the childcare centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.

- Cedar Oak Childcare Centre will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- A parent/guardian may not request that a child who is 18 months to 5 years old be released from child care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

### Additional Policy Statements

- Children may only be released to a parent/guardian or an authorized adult designated by the parent/guardian in accordance with the Centre's policies.

- All parents/guardians will be issued a secure QR code, which provides controlled access to the childcare centre. This QR code is strictly limited to registered parents/guardians and may not, under any circumstances, be shared, transferred, or reproduced for use by another individual, even if that individual is authorized for pick-up.

- Any transfer or sharing of a QR code with a third party consWtutes a breach of the Centre's security policy. In such cases, the Centre reserves the right to take appropriate acWon, which may include terminaWon of the family's enrolment at the childcare centre.

**Procedures**

**Accepting a child into care**

1. When accepWng a child into care at the Wme of drop-off, program staff in the room must:

    o greet the parent/guardian and child.

    o ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on Child Enrollment form / RegistraWon Form which is stored in the child's binder kept in the office and a copy stored on the Lilio app; where the individual is not listed, ask the parent/guardian to provide authorizaWon for pick-up in wriWng (e.g., note or email).

    o document the change in pick-up procedure in the daily wriuen record.

    o sign the child in on the classroom auendance record.

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

1. Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g., leX a voice message or advised the closing staff at pick-up), the staff in the classroom must:

    o inform the Supervisor, and they must commence contacWng the child's parent/guardian no later than 10:00. Staff shall call parent/guardian, send text message or email (via the Lilio communicaWon app), staff must contact parent/guardian at least once and leave message, also must make sure to contact with an adult to confirm absence.

    o Should staff be unable to reach an adult to confirm the child's absence from care. The staff must inform the supervisor, the supervisor must then infomr the Licensee of the situaWon and subsequently contact the police.

2. Once the child's absence has been confirmed, program staff shall document the child's absence on the auendance record and any addiWonal informaWon about the child's absence in the daily wriuen record on Lilio app.

**Releasing a child from care**

1. The staff who is supervising the child at the Wme of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided wriuen authorizaWon that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
    - o confirm with another staff member or supervisor that the individual picking up is the child's parent/guardian/authorized individual.
    - o where the above is not possible, ask the parent/guardian/authorized individual for photo idenWficaWon and confirm the individual's informaWon against the parent/guardian/authorized individual's name on the child's file or wriuen authorizaWon.

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

1. Where a parent/guardian has previously communicated with the staff a specific Wme or Wmeframe that their child is to be picked up from care and the child has not been picked up aXer 6:00pm, the supervisor or program staff shall contact the parent/guardian phone call and text message and advise that the child is sWll in care and has not been picked up.
    - o Where the staff is unable to reach the parent/guardian, staff must call again and leave a message for the parent/guardian. Where the individual picking up the child is an authorized individual and their contact informaWon is available, the staff shall proceed with contacWng the individual to confirm pick-up as per the parent/guardian's instrucWons or leave a voice message to contact the centre.
    - o Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact emergency contact, wait unWl program closes and then refer to procedures under "where a child has not been picked up and program is closed").

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:30 pm, staff shall ensure that the child is given a snack and acWvity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is sWll in care and inquire their pick-up Wme. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contacWng authorized individuals listed on the child's file and proceed to calling the emergency contacts on file.

4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 7:00pm, the staff shall proceed with contacWng the local Hamilton Child and Family Supports (Formerly the Children's Aid Society of Hamilton).

    - Phone: (905) 522-1121,
    - **Ader-hours emergency: (905) 522-8053**
    - Hours: Monday–Friday, 8:30 AM – 4:30 PM

    Staff shall follow the Hamilton Child and Family Supports' direction with respect to next steps.

**Dismissing a child from care without supervision procedures**

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

**Additional Procedures**

**Glossary**

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care program staff in writing can pick-up their child from care.
Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.
Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

**Regulatory Requirements: Ontario Regulation 137/15**

Safe arrival and dismissal policy

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

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

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

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

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

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

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

**Disclaimer:** This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the Child Care and Early Years Act, 2014 (CCEYA) and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates and each premises where the licensee oversees the provision of home child care. Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the

CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.
It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

**Effective Date:** May 1, 2026
**Review Date:** May 1, 2026
**Approved by:** Licensee

**APPENDIX IV**

**Cedar Oak Children's Foundation**

**Parent Issues andConcern Policy**

**Purpose**

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

**Definitions**

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

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

Parent: The individual on file as the parent or legal guardian of the child

**Policy**

**General**

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by the centre management (director and supervisor) and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within two (2) business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

**Confidentiality**

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

**Conduct**

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

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

**Concerns about the Suspected Abuse or Neglect of a child**

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

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

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

For more information, visit
http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx

**Procedures**

<table>
<tr><th>Nature of Issue or Concern</th><th>Steps for Parent and/or Guardian to Report Issue/Concern:</th><th>Steps for Staff and/or Licensee in responding to issue/concern:</th></tr>
<tr><td>Program Room-Related<br>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</td><td>Raise the issue or concern to<br>- the classroom staff directly<br>or<br>- the supervisor or licensee.</td><td rowspan="4">- Address the issue/concern at the Wme it is raised<br>or<br>- arrange for a meeWng with the parent/guardian within two (2) business days.<br><br>Document the issues/concerns in detail. Documentation should include:<br>- the date and Wme the issue/concern was received;<br>- the name of the person who received the issue/concern;<br>- the name of the person reporWng the issue/concern;<br>- the details of the issue/concern; and<br>- any steps taken to resolve the issue/concern and/or informaWon given to the parent/guardian regarding next steps or referral.<br><br>Provide contact information for the appropriate person if the person being notified is unable to address the matter.<br><br>Ensure the investigation of the issue or concern is initiated by the appropriate party within five (5) business days, or as soon as reasonably possible thereafter. Any reasons for delays will be documented in writing.<br><br>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</td></tr>
<tr><td>General, Centre- or Operations-Related<br>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</td><td>Raise the issue or concern to<br>- the supervisor or licensee.</td></tr>
<tr><td>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</td><td>Raise the issue or concern to<br>- the individual directly<br>or<br>- the supervisor or licensee.<br><br>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</td></tr>
<tr><td>Student- / Volunteer-Related</td><td>Raise the issue or concern to<br>- the staff responsible for supervising the volunteer or student<br>or<br>- the supervisor and/or licensee.<br>-<br>All issues or concerns about the conduct of students and/or volunteers that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</td></tr>
</table>

**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 the Centre Director.

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

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

Contacts: Centre Director, admin@cedaroakfoundation.com or +1 226-450-2240

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

**Regulatory Requirements: Ontario Regulation 137/15**

**Parent issues and concerns**

**45.1** Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

(a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;

(b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and

(c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

**Parent handbook**

**45.** (1) Every licensee shall have a parent handbook for each child care centre or home child care agency itoperates which shall include,

(a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

**Intent**

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

**Disclaimer:** This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

**Effective Date:** May 1, 2026
**Review Date:** May 1, 2026
**Approved by:** Licensee

**APPENDIX V**

**Cedar Oak Children's Foundation**

**PROGRAM STATEMENT**

Cedar Oak Children's Foundation was established in 2023 and formally incorporated in 2024. Cedar Oak Children's Foundation is a not-for-profit organization dedicated to supporting children. Guided by the values of compassion, equity, and empowerment, Cedar Oak Children's Foundation is devoted to making a lasting, positive impact on the lives of children today and in the years to come through Early Childhood Education integrated with the advancements made in modern education. Our childcare centre operates as Cedar Oak Childcare Centre.

At Cedar Oak Childcare Centre, achievements, efforts, and commitment to goals are celebrated. Our value system is deeply rooted in a passion for knowledge, accountability, sustainability, conscientiousness and wellbeing. We have a culture that enables us to find time for one another, provides security and builds trust. Cedar Oak Childcare Centre views all children as being competent, capable, curious and rich in potential.

**Our Mission and Vision**

**Vision:**

*"To be known as the child care Centre that fosters an atmosphere that embodies the warmth and familiarity of home."*

**Mission:**

*"Provide a safe, loving, and stimulating environment where children can play, learn, and grow. We are dedicated to fostering each child's individual development while supporting families and building a strong sense of community."*

**Ontario Ministry of Education's Child Care Early Years Act Legislation**

*Every licensee shall have a program statement that is consistent with the Minister's policy statement on programming and pedagogy issued under subsection 55 (3) of the Act and shall review the program statement at least annually for this purpose. {(O. Reg. 137/15, ss. 46(1))}*

Within the Ontario Ministry of Education's Child Care Early Years Act, legislation has provided our program with supportive guidelines to ensure best practices for children and families. Our shared goal is to ensure children are in an optimal learning environment comprised of the four foundations from the "How Does Learning Happen? Ontario's Pedagogy for the Early Years" (HDLH) :

- WELL-BEING
- ENGAGEMENT
- BELONGING
- EXPRESSION

This act designs, defines, and demonstrates how to carry out our vision for our families and the community through practical, everyday actions and communications.

The Program Statement must be reviewed before joining the program, annually thereafter, when amended, and when required by the Licensee, Supervisors, Staff, and Volunteers/Students to meet standards of best practice according to HDLH and Subsection 46 ((3)a-k), maintain a safe environment, and to support children on their journey to fulfill their potential.

**Program Model**

Cedar Oak Childcare Centre was founded by people who are passionate about child welfare and development.
The Childcare Centre is being set up to offer Early Childhood Education to children aged 18 months to 6 years, providing a stimulating environment where children can play, learn, and get the best care because we understand the importance of a nurturing and safe environment.

Learning activities fall into these main categories:

- Circle time
- Reading time
- Indoor And Outdoor Play
- Creative Arts

Caregivers introduce various activities which are curated to help each child work through a specific skill at their own pace.

Cedar Oak Childcare Centre is founded with the community at the heart of its mission. Parents, caregivers, and children have direct access to the Administration team, ensuring open communication and the smooth operation of the centre. Feedback and development opportunities are addressed regularly and consistently, complementing the formal meetings, events, and newsletters scheduled throughout the Childcare Centre year.

**How Does Learning Happen in Our Environment?**

At Cedar Oak Childcare Centre, we nurture a warm and responsive relationship between each child and their caregiver, supported by a thoughtfully designed learning environment. We believe that every child learns in their unique way, and we strive to support that individuality rather than follow a one-size-fits-all approach.
The following are the main ways learning happens at Cedar Oak Childcare Centre:

**Our Environment**

Cedar Oak is a purpose-built, state-of-the-art facility. The learning environment acts as an additional educator, directly influencing the way children engage with learning and the extent of what they can achieve We created the space with a vision for it to be:

- Child-sized – Furniture was made for children to manage independently, with tables and chairs at the right height to allow feet to be flat on the floor, and cubbies being sized appropriately for children to be able to put away their jackets and bags daily.

- Beautiful in the use of space – Dedicated areas to display art at eye level for them to enjoy. We built the space by getting down at knee level and seeing the space through the children's eyes.

- Foster independence – Activities and materials are set up in trays and baskets so that it is easy for children to help themselves.

- Attractive, with age-appropriate activities that are displayed on shelves

- Organized with a place for everything – children develop a strong sense of order when everything has a place, making it easy to learn how to put things away.

Children learn not only to make choices but also to be responsive to their inner selves and develop confidence and independence.

The Multi-age classroom provides the opportunity for leadership and mentoring skills, enhancing the confidence of the child.

**How Does Learning Happen and Our Philosophy**

Our values at Cedar Oak Childcare Centre are reflected in the Ministry of Education's Policy Statement as set out in "How Does Learning Happen? Ontario's Pedagogy for the Early Years" (HDLH). The four crucial foundations help strengthen the quality of our program and early years' environments across the province. The language used in this document may differ, but the goal of a lasting, positive impact on children, families, and the community is the same.

| Foundations | Goals for Children | Expectations for Programs |
|---|---|---|
| Belonging | Every child has a sense of belonging when he/she is connected to others and contributes to his/her world | Cultivate respectful relationships and connections to create a sense of belonging among and between children, adults, family, and the world around them. |
| Well-Being | Every child is developing a sense of self, health and well-being. | Nurture children's healthy development and support their growing, positive sense of self. |
| Engagement | Every child is an active and engaged learner who explores the world with her/his senses, bodies and minds. | Provide environments and opportunities to engage children in active, creative, and meaningful exploration and learning. |
| Expression | Every child is a capable communicator who is able to express himself/herself in many ways. | Foster communication and expression in all forms. |

Through the four foundations of **Well-Being, Belonging, Engagement, and Expression**, HDLH at Cedar Oak Childcare Centre works together, as reflected in our ten principles. We recognize that it takes a village to raise a child; therefore, along with our families, caregivers, and the community, these principles set a clear direction that we collectively strive to achieve. These principles make our program unique.

Our ten principles include the following:

1. Belonging - Each child, family, and home is welcome and recognized as being unique. Family styles, values, culture, and tradiWons are respected and reflected in our classrooms.
2. Community - We partner and draw from local community agencies for enhanced inclusion, professional development, and learning resource support.
3. Inclusion - We welcome and integrate all children with physical, intellectual, developmental, social, and emoWonal needs with equality, fairness, dignity, respect, and privacy.

4. Responsive - We "grow people" by selecWng only the most knowledgeable, responsive, and reflecWve educators with ongoing professional educaWon.
5. Curiosity - We prepare our environment to nurture the child's spirit, interests, curiosity, and exuberance to enhance their learning.
6. Nature - We provide opportuniWes within our indoor and outdoor classrooms for children to develop an authenWc connecWon with the natural environment. We are conscious of nutriWous food as fuel for growth and promote physical acWvity.
7. Harmony - We work toward peace educaWon through posiWve guidance for respect, ciWzenship, and self-fulfillment.
8. Generosity - We encourage a generous spirit in our children through an emphasis on philanthropic efforts, compassion for others and the environment, and the value of sharing is caring.
9. Individualized - We follow the child, observing and connecWng to create individual learning plans based on each child's strengths, interests, and capabiliWes.
10. Self-RegulaWon - We model and facilitate posiWve behaviour guidance and provide children with the tools to regulate emoWon and develop healthy social relaWonships.

**Our Approach, Plans, and Practice**

Legislation:

*The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates, and the approaches that will be implemented in the program to (a)* ***promote the health, safety, nutrition and well-being of the children****. {(O. Reg. 137/15, ss. 46(3)(a))}*

Our program offers a safe and secure environment for our children to learn and grow with daily playground checks, individualized health reports, weather-related outdoor play requirements, indoor play room to ensure children can play even in inclement weather, secure entry to our building, regularly monitored fire safety standards, incident or accident event reports, sanitary cleaning schedules, certified food handling, protective media exposure, appropriate drug administration and safe storage practices.

All of the children in our program are supervised closely within the ratio of caring staff, trained in Standard First Aid and CPR, who take note of the presence and absence of each child even during rest periods. Our well-trained, qualified staff must have a Criminal Reference/Vulnerable Sector Check and must complete a specified number of hours of Professional Education to keep their practice fresh and passionate. The Child Care Centre is well equipped with materials to deal with any emergency, First Aid Kits and manuals, emergency contact information and current emergency telephone numbers. Release Authorization Forms are used so that only approved parents and guardians can pick up their children.

We keep the environment safe by ensuring a smoke-free environment, testing our water daily for dangerous substances, and flushing out lead. We offer freshly prepared meals, cooked daily based on Canada's Food Guide, using only locally-sourced fruits, vegetables, and meats. We ensure maximum nutrition by certified food handlers in food preparation in an environment regularly inspected by the

Public Health Department. We accommodate and protect children with medical food allergies and restrictions, offering alternative food options through ongoing communication with parents.

Legislation:

*The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (b**) support positive and responsive interactions among the children, parents, child care providers and staff.** {(O. Reg. 137/15, ss. 46(3)(b))}*

An important part of a child's experience in our program is the day-to-day interactions and socialization with peers and adults. All staff are trained to provide positive behaviour guidance through direct, age-appropriate instruction, role modelling, and facilitation between children. We pride ourselves on how we provide the warmth of a second home by being calm, kind, caring, empathetic, and responsive.

Our staff communicate at the children's eye-level to encourage language development and to acknowledge emotions with respect. We provide unlimited affection for children seeking to build a connection while recognizing a need for personal space and consent. Routine habits like lunchtime set up and accompanying conversation are an important time for staff to model appropriate socialization and social etiquette. Group comes together for Circle Times that assemble and unite the children with song and dance, or a captivating lesson or story.

Each day, we are mindful of how a child absorbs and reflects our feelings. Staff receive children and families with a welcoming, appreciative smile. Children bring natural joy to our classrooms, and how we receive them provides the validation they need for a sense of belonging. We maintain this behaviour by ongoing Professional Education, Staff Self-Evaluations and Evaluations Conducted by the Supervisor, staff well-being, and a sense of humour.

Questions caregivers ask themselves:

- How do I engage with children in a way that builds on their strengths as opposed to identifying what they are doing "wrong"?
- Am I learning too? How do I respond when a child asks me something that I don't know? Do I redirect the child to something, or do I respond: "Let's find out together!"
- Am I having fun? Is at least a part of each day filled with a shared sense of joy that is the wonder of discovery for me and the children with whom I engage? What are the clues that demonstrate that I am engaged and interested in what I am doing?

**The following are Prohibited Practices strategies and are not permitted at any time, under any circumstances:**

a) Corporal punishment of the child;

b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is to prevent a child from hurWng himself, herself or someone else, and is used only as a last resort and only unWl the risk of injury is no longer imminent;

c) Locking the exits of the childcare centre to confine 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) InflicWng any bodily harm on children, including making children eat or drink against their will.

g) sexual abuse, sexual misconduct, or engaging in a prescribed sexual act, as defined in the Early Childhood Educators Act, 2007

Staff who violate any of these Prohibited Practices will be immediately dismissed (see Prohibited Practices Policy).

We appreciate the partnership between the family, the child care centre/caregiver, and the child and understand the importance of consistent communication. Supervisors are available to speak with parents when necessary, caregivers can be reached easily, and parents can make appointments for parent-caregiver meetings. Drop-off and pick-up time communication provides us with a regular opportunity to hear and share about the children's experiences.

Legislation:

*The program statement shall describe the goals that guide the licensee's program for children at a childcare centre it operates, and the approaches that will be implemented in the program to, (c)* ***encourage the children to interact and communicate positively and support their ability to self-regulate.*** *{(O. Reg. 137/15, ss. 46(3)(c))}*

Similar to how we support positive and responsive interactions between caregivers, children and families, we encourage children to follow suit to support their ability to self-regulate and build

important social relationships. All staff consistently communicate, promote, and adhere to the principles, policies, procedures, and Individualized Plans outlined in our Staff Handbook and Parent Handbook. We apply this to every member of our community – staff, children, volunteers, placement children, observers, and visitors.

Children are given opportunities to communicate their needs and are encouraged to express themselves appropriately. When they have conflict, we observe and facilitate to give them an opportunity to develop independent conflict-resolution skills using the methods we use for our positive behaviour guidance. Peace tables are a way that we demonstrate healthy communication and mend hurt feelings. Circle Times in which we exhibit Grace and Courtesy is a great opportunity to address the group of children on healthy ways of socialization and interaction without singling any children out for behaviour.

For children who can speak, reason, and think critically, we pose questions to help them come to their own conclusions, as we understand the children to be competent and capable. We do not punish nor do we praise, as our goal consists of encouraging the child to seek their own sense of contentment and approval. Our perspective is self-regulation rather than compliance.
Children have one concert a year in which they express themselves through performing arts to their families and community. Apart from participating in group Circle Times and our optional After Child Care Centre programs, this gives them the chance to further their communication skills and confidence.

Part of our success in developing self-regulation comes from our documentation of daily observations, anecdotal records, and the self-control of allowing children the opportunity to come to their conclusions without unnecessary interference.

Legislation:

*The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (d)* ***foster the children's exploration, play and inquiry.*** *{(O. Reg. 137/15, ss. 46(3)(d))}*

As Registered Early Childhood Caregivers, we seek to create a carefully prepared environment that follows the child's interests, curiosity, and strengths. It is their haven to freely explore, play, and inquire with aesthetically pleasing materials, address their developmentally-appropriate needs, and provide a multitude of opportunities for discovery with the guidance of trained staff.

Our classrooms are fully equipped so as not to limit the children's range of activities to work with. Our play materials allow children to become independent or help their peers in the care of self, the care of the environment. They enhance concentration, eye-hand coordination, and the children's fine motor skills, preparing them for more difficult concepts ahead.

Sensory materials explore all of the five senses of touch, taste, sound, smell, and sight for all children to refine, developing the hand and understanding order, sequence, and pattern in preparation for Mathematical materials. This natural part of a child's development is enhanced using Sensorial materials to help children organize thoughts, make distinctions in their environment and absorb knowledge through experience.

Language materials widen their vocabulary, encourage conversation, discover sounds in preparation for literacy and begin the process of reading and writing. The caregivers present this through encouraging self-expression, sounds, listening, speaking, and comprehension.

Mathematical materials allow a child to discover quantities, starting from the concrete version of hands-on materials to the abstract symbols required for further numeracy. This continues into mathematical operations, geometry, and even basic algebraic concepts.

Culture gives children a worldly experience, presenting them with artifacts from around the globe, an understanding of diversity, citizenship, and self-identity. Culture concepts such as geography, basic science, arts and crafts, music, the Nature Table and an introduction to plants and animals are included.

Children independently choose materials off the shelves and have the option of working on tables or mats on the floor, in groups or by themselves, to allow for movement and socialization. Children respect work and are shown the importance of keeping materials where they belong to maintain an orderly and effective workspace. This gives children a sense of purpose and accomplishment, which further self-motivates them, builds a positive self-image, and drives them to increasing independence.

Staff observe children's progress to further guide them in ongoing documentation by starting with initial presentations to a child for them to independently practice until they absorb the concept. Parents are given a preview of this progress to understand their child's specific pace of development and how to incorporate interests in the home. Often, this leads to preventative action or early intervention for children's continual progress.

Legislation:

*The program statement shall describe the goals that guide the licensee's program for children at a childcare centre it operates, and the approaches that will be implemented in the program to, (e)* ***provide child-initiated and adult-supported experiences****. {(O. Reg. 137/15, ss. 46(3)(e))}*

Caregivers observe and collect data to support and guide the children as they move around the classroom. Each child has an individualized learning plan as a result of these observations. Children develop initiative when given the choice to independently choose materials and are more likely to take ownership over the environment as a result. This deep engagement provides a sense of purpose, peace, and self-satisfaction to the children. Care-givers are encouraged to observe closely to ensure appropriate timing of presentations by not providing a child with material that may be too challenging or too easy to maintain their interest and confidence.

Documentation on the part of the staff allows for conversations and conferences with families to encourage support when children may be facing challenges.

Legislation:

*The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (f)* ***plan for and create positive learning environments and experiences in which each child's learning and development will be supported.*** *{(O. Reg. 137/15, ss. 46(3)(f))}*

At Cedar Oak Childcare Centre, we strive to maintain the optimum learning environment for children with documentation that is up-to-date with individualized learning plans for each child. Weekly and monthly program plans provide a basis for caregivers to review and create possible learning opportunities for the children. The Emergent curriculum is research-based according to children's brain development and was also made to be universal and inclusive, considering children with all abilities, socio-economic and cultural backgrounds.

Staff meetings are conducted daily, weekly, and monthly to ensure consistent implementation of plans. Parents and caregivers act as partners to provide consistency, connection, and support to children when they face challenges. Regular communication improves strategies and gives caregivers the tools to more accurately guide the children in and out of the classroom. Children are often exposed to new concepts and materials to encourage new thought in and out of the classroom, with visitors, and on the playground.

Legislation:

*The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (g****) incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and consider the individual needs of the children receiving child care****. {(O. Reg. 137/15, ss. 46(3)(g))}*

We ensure that children have the opportunity to enjoy quiet time as well as opportunities for active and creative exploration. We change and adapt our environments to better support the children in our programs and to suit every child's needs. We communicate with families to figure out appropriate rest or quiet work time. Our daily schedule incorporates a 2-hour window for nap, rest, or quiet time. Children also have a range of books to choose from in a quiet, comfortable, and attractive corner. Food and drink are always available if they are hungry or thirsty.

Weather permitting, we provide one hour in the morning and one in the afternoon for Outdoor Play to encourage physical activity and exercise. During inclement weather conditions, opportunities for gross motor play are provided indoors. We emphasize providing an outdoor classroom as we believe that the natural environment can be a third caregiver. Fresh air and exercise are essential for developing good habits and a healthy lifestyle. Free and open-ended play is encouraged between the children to develop strong social skills.

Our various After Child Care Centre programs serve to develop self-regulation, a sense of teamwork, and improved communication skills, along with practical life skills. Anecdotal reports, Outdoor Play plans, daily "What I Did Today" logs, our mobile communication application, and Sleep Supervision Schedules are documented to inform parents about their child's day. This also allows us to help families understand the benefits of active play and rest in every season.

Legislation:

*The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (h)* ***Foster the engagement of an ongoing communication with parents about the program and their children.*** *{(O. Reg. 137/15, ss. 46(3) (h))}*

We encourage and invite parents to become engaged partners with caregivers in their child's learning to remain informed. Parents receive monthly Newsletters, whiteboard notices, an updated Parent Board, website, social media accounts, blog posts, and annual surveys.

Besides daily communication at Drop-Off and Pick-Up times, we hold a Parent Observation Week so parents can look through our lens to understand their children's learning.

With an open-door policy, parents can speak to a Supervisor or caregiver throughout the year. We keep providing parents with general community resources and programs. Events like our Orientation Nights give parents an understanding of our approach to teaching, ask questions, see what their child has already experienced and what they have to look forward to. We assist parents in connecting to support networks, community resources, and positive parenting. Parents are encouraged to request help and communicate their challenges throughout the year with us.

Legislation:

*The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates, and the approaches that will be implemented in the program to, (I)* ***involve local community partners and allow those partners to support the children, their families and staff.*** *{(O. Reg. 137/15, ss. 46(3) (I))}*

We work toward tailoring our program to meet all of the children's needs. Beyond our training, we require supportive strategies from those who specialize in particular special needs. Community agencies are essential to help us improve our strategies to be more inclusive.

If a parent or caregiver mentions a potential concern based on the observation of a child, the family and program meet to discuss finding methods that will allow children and families to comfortably progress with ease and confidence. All helpful strategies for staff are implemented into the program, and progress is regularly documented.

In communicating with staff to reach their personal best, goals are regularly set along with ongoing Professional Education opportunities and a connection to several resources in the community. Cedar Oak Childcare Centre involves the community in the classroom by inviting community helpers, fundraising for local causes, in-Child Care Centre visits from community members, and presenting the importance of civic duty and citizenship using cultural materials.

**A Commitment to Continuous Improvement**

What do we do, and what is our commitment?

- Program Statement ImplementaWon Policy
- Wriuen Process of Compliance and Contraventions
- Quality IniWaWves Programs
- Strength-Based Evaluations
- Professional Development
- CommunicaWon with the Ministry of EducaWon and community agencies
- Community involvement
- Maintaining a natural keenness to learn and "the fire in the children's eyes"
- Doing our part to impact humanity

Legislation:

*The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates, and the approaches that will be implemented in the program to* ***support staff, or others who interact with the children at a child care centre in relation to continuous professional learning****. {(O. Reg. 137/15, ss. 46(3) (j))}*

When given opportunities to learn and grow, strengths-based evaluations, and reflective practice, caregivers can reach their potential in our programs. We believe in all of our staff as competent, capable, caring, and contributing members of our team.

Each year, staffs is required to complete a certain number of hours of Professional Education (see Staff Training and Development Policy) and, along with Supervisors, mentoring Care-givers, and the administration, they outline and set goals for the year.

Staff meetings are conducted daily, weekly, and monthly to discuss strategies and the children's progress. By engaging in ongoing professional education, our caregivers remain engaged and energized about their careers in early childhood education. They benefit from new research and have mentoring and supportive roles amongst one another to positively impact children and families in our programs.

Legislation:

*The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates, and the approaches that will be implemented in the program to,* ***document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families****. {(O. Reg. 137/15, ss. 46(3) (k))}*

Staff commit to reflective practice by using certain tools like reflective profile binders, self-evaluations, regional Quality Initiatives feedback forms, and exit surveys. Assessment tools give staff a fresh perspective on the program and develop a common language among professional standards. These tools include the "ELECT" document (Early Learning for Every Child Today) and Operating Criteria.

To document a visual and oral record of the children's progress, apart from tracking notes, Care-givers maintain monthly work portfolios, display the children's work on bulletin boards and around the classrooms, capture moments by photo, video, or voice notes using the mobile communications application and invite parents in for Parent Observation Week or Parent Care-giver meetings. To communicate to parents about the impact of the program's strategies, caregivers maintain an ongoing record of the development of each child through tracking sheets, report cards, What I Did Today Logs, goal-setting sheets, Individual Program Plans, and anecdotal notes.

**Measures used to deal with contraventions of the Policies and Procedures, our Program Statement, and Individual Program Plans**

To maintain consistent high quality, Policies and Procedures at Cedar Oak Childcare Centre, our Program Statement, and Individualized Program Plans, must be regarded with the highest importance. Annual Regular reviews, consistent implementation, daily record-keeping, and follow-up by the Supervisor will give all staff, volunteers, and children, placements the tools and the guidance to do their best to provide our children with the optimum learning environment.

- Policies and Procedures are created by precedent, the latest child care research, Quality IniWaWves programs, community agencies, and the Ministry of EducaWon's Child Care Early Years Act.
- Policies and Procedures, Program Statement, and Individual Program Plans are implemented at the Administrator level, carried out by all staff and supported by the Operator
- Resources with the combinaWon of exisWng processes, agencies, and governing authoriWes will be used to implement Policies and Procedures
- Cedar Oak Childcare Centre staff are to ensure that all policies, procedures, Program Statement and individualized program plans are:

    a) Implemented
    b) Reviewed to ensure they are current
    c) Reviewed with employees, children, and volunteers before they begin their employment, educaWonal placement or volunteering; and annually thereaXer and any other Wme when changes are made.

Required to keep a record with the date and signature of the Supervisor and staff, Part Time Staff, Volunteers, Children/Placements and Supply Staff

    d) member of each review conducted of the policies, procedures,
    e) Program Statement and individualized program plans

f) Develop and implement a wriuen process that explains how compliance and contravenWons with respect to all policies, procedures, program plans and individualized plans under the regulaWon are monitored on an ongoing basis, recorded, and addressed.
g) Amendment/modificaWon must be dated and signed by the Licensee.

The Cedar Oak Childcare Centre Parent Handbook is a living document mandated for all staff and is constantly being updated and revised. Cedar Oak Childcare Centre requires the following minimum number of reviews and dedication to be put towards Policy Review and Implementation. *Non-compliance can lead to dismissal procedures. Please see the Prohibited Prac]ces Policy.*

**Prohibited Practices:**

Regulation 137/15 48

1. 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 high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of prevenWng a child from hurWng himself, herself or someone else, and is used only as a last resort and only unWl 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) inflicWng any bodily harm on children including making children eat or drink against their will.
   (g) sexual abuse, sexual misconduct, or engaging in a prescribed sexual act, as defined in the Early Childhood Educators Act, 2007

2. No employee or volunteer of the licensee, or student who is on an educaWonal placement with the licensee shall engage in any of the prohibited pracWces set out in subsecWon (1) with respect to a child receiving child care.