Oakville Shine On



YMCA Child Care

2025 **Educator Manual**

Updated July 1st, 2026

Welcome to the YMCA of Oakville

I would like to take this opportunity to welcome you to the YMCA of Oakville. As a reputable provider of licensed child care for children 6 weeks to 12 years in Oakville, we are committed to offering children opportunities to learn, grow, thrive, and lead in a welcoming and safe environment. This is important work and YOU play a critical role in making this happen every single day!

The YMCA of Oakville is a charity with deep roots in our community. For the past 50 years, we have been responding to the needs of Oakville with a variety of programs and services focused on improving the health and well-being of people in our community. Through programs like child care, we help young people learn values and positive behaviours in a supportive environment. By doing this, we help them become confident kids today and contributing, engaged adults in the future.

As a licensed child care provider, we are always required to comply with the legislated criteria outlined in the Child Care and Early Years Act. This document guides our work with children and families. It is designed to ensure positive interactions/experiences for children and to ensure their overall health, safety, and supervision in our programs.

This educator manual helps us to interpret the Child Care and Early Years Act and provide our educators with the resources they need to meet expectations and to be successful in their roles. The policies and procedures outlined in this manual are in place to.

- Ensure high-quality child-care experiences for the families we serve
- Ensure educators have clear expectations and understand their role responsibilities
- Ensure we comply with the Child Care and Early Years Act

All educators are required to adhere to all YMCA policies and procedures, as well as the Ministry of Education Child Care and Early Years Act.

To ensure you have what you need to be successful from the onset, these policies and procedures are included in our annual training plan and a copy of the manual is available at each program location. In addition, an annual review & sign off on our policies and procedures ensures that our team remains knowledgeable and prepared to manage any situation. AND of course, you can speak with your supervisor at any time if you have questions.

Again, welcome to our YMCA! I hope your experience with us is positive and that you can see your hard work and dedication through the eyes (and hearts) of the children you impact every day.

Sincerely,

Lorraine Pettinato

Lorraine Pettinato,
Vice President, Child Care
YMCA of Oakville

EDUCATOR'S MANUAL

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Anaphylaxis Policy

What is Anaphylaxis?

Anaphylaxis is a serious reaction that can be life-threatening. This occurs when the immune system overreacts to a substance such as, but not limited to a specific food, insect stings, latex, exercise, medication etc.

It requires avoidance strategies and immediate response in the event of an emergency. These policies and procedures are intended to help meet the needs and save the lives of children with severe allergies and provide relevant and valuable information on anaphylaxis to parents, staff, students, volunteers, and visitors at the child care centre.

Signs and Symptoms

Anaphylaxis: is a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock. Symptoms can vary for different people, and can be different from one reaction to the next including:

- Skin: Hives, swelling, itching, warmth, redness, rash
- Breathing (respiratory): Coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness/ swelling, hoarse voice, nasal congestion, or hay fever- like symptoms (runny nose, watery eyes, sneezing)., trouble swallowing, choking
- Stomach (gastrointestinal): Nausea, pain/cramps. Vomiting, diarrhea
- Heart (cardiovascular): Pale/blue colour, weak pulse, fainting, dizzy/lightheaded, shock, drowsiness
- Other: Anxiety, feeling of "impending doom, " headache, uterine cramps, metallic taste in mouth, loss of consciousness

Prevention

The key to preventing an anaphylactic emergency is avoidance of the trigger item and to provide information on anaphylaxis and awareness to parents, educators, volunteers, students, and visitors at the child care centre.

It may not be possible in all cases where the allergen is food related to remove the item from the child care menus (an example milk). For an allergen where it is not possible to minimize exposure to the allergen it will be up to the YMCA Child Care Manager to determine whether we can provide a safe environment for the child.

In the case where the allergen is food related and it can be minimized (an example of this is nut), it is imperative that the ingredients are closely reviewed for all items served within the child care centre. The centre will not serve products which either contain or "may contain" the known allergen in this case.

If the known allergen in non-food related such as latex, chemical, etc. It may not be possible in all cases to remove the item from all products used in the child care centre. For an allergen where it is not possible to minimize exposure to the allergen, it will be up to the YMCA Child Care Manager to determine whether the YMCA can provide a safe environment for the child.

In the case where the non-food related allergen can be minimized, it is imperative that the ingredients are closely reviewed for all cleaning products, gloves, sunscreen, air fresheners, hand lotions etc. Within the child care centre. The centre will not have products which either contain or may contain the know allergen in this case.

Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

- Do not serve foods where the ingredients are not known.
- Do not serve items with 'may contain' warnings on the label, of known allergy.
- Read all labels prior to purchasing food items.
- Read all labels prior to preparing food items.
- Read all labels prior to serving food items.
- Do not use craft/sensory material and toys that have known allergens on the labels.
- Make sure each child's individual plan and are kept-up-to-date and that all staff, students, and volunteers are trained on the plans.
- An Anaphylaxis Alert poster will be posted in the centre entrances and well as the classroom program board.
- Ensure caterer, cook individuals who collect groceries are informed of all the allergies at the child care centre.
- If child requires a substitution meal due to allergy:

Child's meals must be prepared individually to avoid cross contamination Child's meals must be labeled with the child's name and served from the child's individual bin. Each separate bin is to identify the child's allergen and displays the child's name and picture

Special Dietary and Feeding Arrangements

In consideration of children with allergies and food restrictions, the YMCA discourages sending any food from home. However, families of children with food restrictions and/or complex allergies may be granted an exception by the supervisor to bring food from home. The supervisor and the parent will work on a written plan to implement the child's dietary arrangements.

Parent Responsibilities

- Lunch/snack content meet the Canada's Food Guide
- All food and beverages must be provided in a lunch bag with ice pack and must be labelled with the child's name, date and list of ingredients.
- No Nuts/Peanuts in the ingredients
- Be aware of the children's allergens and refrain from bringing into the centre.

Staff Responsibilities:

- Monitor food sent from home to ensure no food contains nuts, peanuts or known allergens.
- Ensure food is labelled.
- Appropriately store food (fridge/freezer/cupboard)
- If a child does not have food, staff will provide meals and snacks (following the approved food list)
- Monitor children so they do not share food

Anaphylaxis Procedure for PA DAY and Holiday Programs

- Ensure all Anaphylaxis Action Plans and Medication Administration Form have been completed by the child's parent prior to the PA Day/Holiday program.
- Provide staff sufficient time to review the child's Anaphylaxis Action Plan. Staff are required to sign off on the Anaphylaxis Action Plan Record of Training prior to starting their work schedule.
- Each child with an allergy must have a separate serving container with a lid, which identifies the child's name, allergen and displays the child's picture.
- Child's meals must be prepared individually to avoid cross contamination.

Bagged Lunches

Children who attend the YMCA program on PA Days, School Breaks or Summer Programs are required to bring a peanut/nut free, nutritious lunch following the guidelines listed below:

- Lunch and snacks are nutritious and follows Eating Well with Canada's Food Guide
- The lunch bag and containers are labelled with your child's full name and an icepack is provided.
- Foods provided DO NOT CONTAIN any of the known allergens posted on the notice in the main entrance way and do not contain or have possibly come into contact with nuts/peanuts.
- A refillable plastic bottle labeled with your child's full name is provided.

** If a child forgets their lunch the educators will notify the parents. If the parent is unable to bring their lunch, the educator will provide the child with food.*

Training for Anaphylaxis

1. It is the parent's responsibility to notify the centre of the anaphylaxis allergen. Parents are to record the known allergies on the second page of the registration package, (Medical Information Form). Also include if child has an Epi-Pen in this section of the form.

2. On the second page of our registration package Medical Information Form there is a section for parents to complete if their child has any known allergies, food restrictions or medical conditions.

3. Director or on-site supervisor will ensure that the supervisor/designate and all staff, students and volunteers receive training (prior to starting in program) from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction. This includes how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication.

4. Where only the supervisor/designate has been trained by a parent, the supervisor/designate will ensure training is provided to all other staff, students, and volunteers at the child care centre.

5. The parent will be required to fill in an Individual Anaphylaxis Action Plan. This Action plan will be posted in the program room(s) where the child is in attendance and food preparation areas. Also, these plans are copied and inserted into the emergency binder, child's file, and licensing binder.

6. The anaphylaxis allergen will also be recorded on the Allergy and Food Restrictions/Medical Conditions Form. This form is required to be posted with all allergens, food restrictions and medical conditions. This plan will be posted in all program rooms and food preparation areas. Also, The Allergy and Food Restriction/ Medical Condition form will be copied and inserted into each emergency binder and licensing binder.

7. The anaphylaxis allergens will be recorded on an Anaphylaxis Alert Poster and will be posted in the centre entrance, as well as the classroom entrance.

8. Staff volunteers, students will receive training and sign off on the Individual Anaphylaxis Action Plan for each child on an annual basis and/or any time there are changes to any child's anaphylaxis action plan.

9. All Individual Anaphylaxis Action Plans will be reviewed by the parent on an annual basis, to ensure the information is current. Once reviewed by the parent, if there are no changes required the supervisor/designate and parent will sign the Annual Anaphylaxis Action Review document.

10. The Epi-pen must be worn, by staff or by the child (if given parental permission) always. As the child transitions throughout the program the medication and auto injector must always remain with a staff person. The same process will apply for any other emergency medication (i.e. inhalant). The emergency medication will always remain with a staff person and never place onto furniture or counters where it might be accessible to children and pose potential risks.

Procedures to be followed in the circumstances described below:

Circumstance	Roles and Responsibilities
A child exhibits an anaphylactic reaction to an allergen	1. The person who becomes aware of the child's anaphylactic reaction must immediately: i. Implement the child's individualized plan and emergency procedures. ii. Contact emergency services and a parent/guardian of the child, or have another person do so where possible; and iii. Ensure that where an epinephrine auto-injector has been used, it is properly discarded (i.e., given to emergency services, or in accordance with the drug and medication administration policy). 2. Once the child's condition has stabilized or the child has been taken to hospital, staff must: i. Follow the child care centre's serious occurrence policies and procedures. ii. Document the incident in the daily written record; and iii. Document the child's symptoms of ill health in the child's records.
B) A child is authorized to carry his/her own emergency allergy medication.	1. Staff must: i. Ensure that written parental authorization is obtained to allow the child to carry their own emergency allergy medication. ii. Ensure that the medication remains on the child (e.g., fanny pack, holster) and is not kept or left unattended (e.g., in the child's cubby or backpack). iii. Ensure that appropriate supervision is maintained of the child while carrying the medication and of children in their close proximity so that other children do not have access to the medication; and iv. Where there are safety concerns relating to the child carrying his/her own medication (e.g., exposure to other children), notify the centre supervisor/designate and the child's parent of these concerns and discuss and implement mitigating strategies. Document the concerns and resulting actions in the daily written record.

NON - Anaphylaxis Allergy and Dietary Restrictions Procedure

We strive to minimize the risk of exposure to known allergens to the children in our care. We also strive to make accommodations to in our meal planning for children who follow a specific diet. On the second page of our registration package Medical Information Form there is a section for parents to complete if their child has any known allergies, food restrictions or medical conditions. If more information is required, the parent(s)/ guardian(s) will be asked to complete an Anaphylaxis Allergy and Dietary Restriction Form. This form will be kept in the child's file and a copy with the child's registrations forms in the emergency binder. A list of all children who have food/non-food allergies, food restrictions and medical conditions will be compiled and posted in the food preparation area, program area and in the emergency binder so that the form is in any other area in which children may be present.

Educators

To ensure a safe environment, all child care educators are required to leave all outside foods and beverages in the designated staff room. Food that contains (or may contain) any of the allergens identified at the centre, is strictly prohibited in the child care classrooms and all areas where the children participate in the program. All outside food must be stored and consumed by child care staff in areas that are inaccessible to children (i.e. staff room, office) Child care staff are permitted to have ONLY water in classrooms and program areas.

Attendance Policy

In licensed YMCA child care programs, it is essential that clear, accurate attendance records are kept for all children in the program always. It is the responsibility of the educators to ensure this happens,

Maintaining clear, accurate attendance records is important because.

- It ensures that we have immediate access and knowledge, of all children present in a child care program at any point of time.
- Is it a legal document and can be subpoenaed at any time
- It helps to ensure all children are accounted for in the event of an emergency or evacuation.
- It allows us to understand enrollment, and where there are opportunities to register new families.
- It provided us with data to understand participation trends for the purpose of budgeting and future planning.
- It ensures we are compliant with the requirements outlined in the Child Care and Early Years Act.

All Attendance records are permitted to be inspected by medical officers of health and designates. Copies of attendance records will be provided upon request.

Each child will be marked In and Out on the classroom attendance.
Each individual licensed group of children will have a daily attendance which will include;

- Daily attendance of each child in the licensed age group
- Who was in attendance each day
- Time of Arrival and time of Departure of each child
- Marked absent if child is away from the program

The following procedures are mandatory for all YMCA Educators;

- Attendance must be completed on a daily basis.
- The first and last name of each child must be listed in alphabetical order down the left-hand column of the page.
- The Month, Year, Program Location and Dates are to be recorded vertically across the top of the attendance page.
- Educators MUST record the "ACTUAL" *Time In*, and *Time Out* for each child in their care **immediately upon Arrival and Departure.** Educators MUST Initial Arrival and departure times, this ensures a secure transfer of care.

If a child is expected in your program and does not arrive the following steps need to be taken:

1) Check the centre's log book, voice message and email for messages regarding the child's absence or early pick up from the school.

2) Check with the school office to confirm if the child was in attendance or left early.

3) If the child was in attendance, ask the school to make an announcement for the child to attend the YMCA program.

4) Contact parent/guardian via phone, text and email and inquire if the child is expected to be in attendance, if no response by phone leave a voice message indicating time of your call and ask for return call to confirm the child's whereabouts.

If child whereabouts is confirmed by school or parent/guardian and child will be absent from program mark A for Absent on attendance. Communicate with families to ensure that they report absences to the YMCA staff.

5) After steps 1 to 4 consider child is missing, FOLLOW MISSING CHILD PROCEDURE.

6) Attendance records must always reflect the actual number of children in the program.

Head Counts

It is expected that all educators know the number of children they have in the program at any given time. It is also expected that the number of children noted by the educators matches the attendance record at all times. There are no exceptions to this practice.

Educators must ensure regular head counts are being completed through out the program and before, during, and after each transition. Educators must consistently communicate the number of children in the program to one another.

To ensure accuracy of attendance while in small groups, small group attendance forms must be used to match the number of children in the program at all times.

- **Head Counts –** If your attendance record does not match the number of children in the program consider that the child is MISSING.

UNDER NO CIRCUMSTANCE MARK A CHILD ABSENT OR ASSUME THE CHILD HAS BEEN PICKED UP.

- Quickly and thoroughly search entire area.
- Recount attendance and children in program
- Determine who is missing.
- Give concise direction to any staff that may be assisting you and contact the Team Leader/Supervisor
- If the child was in your program or suppose to be in program and you can not locate follow Missing Child Policy
- The attendance must be kept in an accessible area at all times and must be taken with educators any time there is a change of program location.
- Attendance sheets are a permanent record and must be completed in ink by the educators.
- The following legend needs to be used when a child is absent from the program:

A - to indicate an absence, if other than sick (in the comments area it should indicate why the child was away)
S - to indicate the child is sick
H - to indicate a Statutory Holiday
V - to indicate the child is on vacation
T - to indicate the child has been withdrawn from the program
"--"– OR Shade area to indicate the child is not scheduled for the day.

Extra-Curricular Activities

An extracurricular activity is anything that a child participates in before or after-school outside of the licensed child care program (i.e., homework club, basketball). In some cases, this may also be one of our YMCA community-based programs.

The following procedures are mandatory for all YMCA Educators when managing extracurricular activities:

There must be a completed extra curricular activity consent document, signed by the parent/guardian which specifies the program, the day and time of the program, and the duration of the program.

It is the responsibility of all YMCA educators to ensure that all children in YMCA programs are always accounted for and supervised. Due to licensing ratios YMCA educators are unable to drop off or pick up children at the end of the extra-curricular activities, please ensure that each child arrives to the YMCA Before or After School Child Care program safely.

One form per activity is required. Each day, document in the program log book the child's whereabouts and expected time of arrival to the YMCA program reflecting the child's extra curricular activity schedule.

It is the educator's responsibility to sign the child in on the attendance once the child arrives to the program from the extra curricular activity. It is the educator's responsibility to follow up with the school and parents if the child does not arrive to the program from the extra-curricular activity.

DO NOT ASSUME CHILD WAS PICKED UP FROM THE EXTRA - CURRICULAR ACTIVITY!

Child protection is a priority for the YMCA; therefore, children must be escorted to and from their extra-curricular activity by an adult.

Releasing a child from care

The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the 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), confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.

Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Child Guidance and Supervision Policy

Staff to Child Interactions – Staff Responsibilities

YMCA Commitment to Children

The YMCA is committed to helping children grow to their fullest potential in a safe, caring, and nurturing environment.

YMCA staff and volunteers have the responsibility to.

- Recognize and accept each child's individuality and developmental level.
- Establish feelings of trust, honesty, and security
- Enhance feelings of mutual respect, acceptance, and caring among children and adults
- Make children feel valued.
- Encourage positive social interactions through small group experiences.
- Provide children with the opportunity to select, plan and organize their own experiences as much as possible.
- Ensure a safe, developmentally appropriate program that follows the interests of the child.
- Encourage socially acceptable behaviours such as cooperation, respect, and conflict resolution.
- Recognize the need to set and re-define age-appropriate expectations and boundaries.

YMCA Core Values

Equity

Kindness

Integrity

Responsibility

Well-being

It is a critical component in quality YMCA programs that all staff and volunteers foster a physically and emotionally safe environment whereby children are treated as their top priority at all times. Our aim is to help children learn to take responsibility for their own behaviour and support them in making positive choices that align with our core values of, responsibility, respect, inclusiveness, caring, honesty, and health.

The YMCA supports staff and volunteers by providing them with a Child Guidance Policy that must be adhered to in all situations. While the Policy is designed to support staff and volunteers in their work with children, there will be times when they will be called on to use their judgement and will be required to make educated, informed, and professional choices to guide children's behaviour.

The YMCA of Oakville acknowledges and respects that diversity enriches our community and acknowledges that staff, volunteers and families will have different beliefs thoughts and opinions.

Staff members must not engage in discussions that may influence or attempt to influence personal opinions, personal life or personal beliefs on others. We also understand that children/staff may be inquisitive about the diversity of others. We want all educators to feel comfortable and informed when responding to questions of a diverse or sensitive nature. Staff must first discuss their approach in responding to questions or concerns with their director. This will ensure that our approach is consistent, respectful and promotes a safe space for all.

All YMCA staff and volunteers must adhere to the following policy expectations:

Policy Expectation	What Does this Mean?
Project a cheerful, professional attitude	• Laugh with the children. • Enjoy being with the children. • Have a sense of humour, appreciate the funny side of things
Communicate clearly	• Communicate using words, and phrases that the child will understand • Make requests in clear, concise, and simple terms • Give the child your full attention, get down to the child's level, ensure eye contact • Listen to the child and be responsive to his/her unique needs
Be a good role model	• Always set a good example • Role models the behaviours you would like to see in the children • Use opportunities throughout the day to highlight positive behaviours that you want to see more of • Demonstrate positive behaviour that aligns with the YMCA core values at all times
Plan for positive outcomes/ anticipate issues	Make sure all programs are developmentally appropriate and ensure that children experience success. • Be organized and plan materials and equipment ahead of time to avoid unnecessary waiting. • End an activity on a high note (when children are still engaged and having fun) so that they will be eager to return at another time. • Provide small group experiences
Treat every child as an individual	• Understand that you will need to respond to each child differently because they are unique • Spend time getting to know each child, and really listen to them
Offer choices	• Choices should be realistic and support the child's personal safety and esteem. • Choices should be mutually accepted by the staff and the child • The child should have more than one activity/experience offered as a choice. • Include the child in determining choices when possible
Be flexible	• Always plan experiences based on the interests of the child. • Allow and encourage new play opportunities to be added at any given time. • Always have a backup plan and remember it is okay to change your plan in the middle

Use positive reinforcement to strengthen desired behavior	• Tell children when they have done something well and be specific about what they did well. • Use non-verbal opportunities to encourage (i.e. a smile, nod, pat on the shoulder) • Encourage children to share their successes
Identify and use natural consequences	• Consequences should be logical, reasonable, immediate, and consistent. • Help the child understand what will or could happen if they behave in a certain way (i.e. "if you jump in the puddle your feet will be wet", "if you throw that rock, you could hit someone and really hurt them") • Use redirection for negative behaviour. Re-direct a child to another equally appealing activity
Promote discussion	• Let the children "own" their problems. If there is a dispute, give the children room to work it out on their own. • If necessary, intervene by facilitating a discussion. Help children learn to talk and listen to each other. Help label emotions if necessary. • Always listen to the child's explanation of how he/she feels, and accept his/her right to those feelings
Provide time alone	• If a child demonstrates the need for personal time to "cool off," allow the opportunity to do so (ensure you can still see and hear the child) • Respect the child's right to return to the activity when he/she determines he/she is ready (this helps the child self- regulate behaviour and demonstrates respect) • A "time out" should never be used to direct children's behaviours. It is a prohibited practice to exclude children from participation in activities. Always provide an alternate activity (i.e., boondoggle, drawing, cards etc.) for the child
Recognize your own emotions	• Recognize when you are feeling angry or frustrated and remove yourself from the situation
Recognize your role as a team member	• Be consistent in your expectations of the children. Have the same expectations as your team and follow through? • Seek out the support of your team when dealing with disruptive behaviour if needed. • Foster a collaborative working relationship through ongoing meetings and daily planning

Prohibited Practices:

In the context of your role within the YMCA, the following practices are prohibited:

- Spending excessive (i.e., unwarranted) amounts of time alone with children and young people away from others.
- Relating to children and young people from programs in non-program activities, such as babysitting or weekend visits.
- Having "favourites" - this could lead to resentment and jealousy by other children and young people and could be misinterpreted by others.
- Where possible, doing things of a personal nature for children and young people that they can do for themselves.

In the context of your role within the YMCA, the following practices are prohibited and may be prohibited by law:

- Engaging in rough or physical contact except as permitted within the rules of the game or competition.
- Forming intimate emotional, physical, or sexual relationships with children and young people.
- Allowing or engaging in touching a child or young person in a sexually suggestive manner.
- Allowing children and young people to swear or use sexualized language unchallenged.
- Making sexually suggestive comments to a child or young person, even in fun.
- Reducing a child or young person to tears as a form of control.
- Allowing allegations made by a child or young person to go unchallenged, unrecorded, or not acted upon.
- Inviting or allowing children and young people to stay with you at your home.
- Asking children and young people to keep any type of secret from other children and young people, staff or from their parents.
- Transporting a child or young person in your personal vehicle or allowing another individual to transport a child or young person in their personal vehicle. In emergency situations transportation, should be made by ambulance or taxi. Parents should be advised in all cases.

In addition to the behaviours identified above, a prohibited practice is any behaviour that puts children at risk or inhibits their growth, self-esteem, and healthy development.

The following practices are unacceptable and are grounds for disciplinary action, up to and including dismissal:

- Any form of abuse including corporal punishment, physical, sexual, or emotional abuse
- Any form of restraint
- Depriving a child of food, shelter, personal liberty (i.e., confinement, not allowing a child to use the washroom when needed), or participation in activities
- Leaving children unattended or unsupervised
- Demeaning and/or demoralizing behaviour such as humiliation, threats, intimidation, swearing, yelling, sarcasm, discussion of a child or their family during all scheduled program time
- Smoking on YMCA program sites while performing YMCA duties and/or within the sight of participants and families or on school property.
- The use of illegal drugs and/or alcohol while performing YMCA duties
- Discussing personal and private activities while supervising children
- Locking exits in rooms or outdoor play spaces, or allowing exits to be locked for confining a child.

All allegations or concerns in relation to the code of conduct or prohibited practice will be taken seriously and responded to in line with the association's disciplinary/harassment procedure and may result in serious disciplinary action up to and including termination.

Please refer to the Safeguarding Policy for more information.

It is the responsibility of all YMCA staff to ensure that all children in YMCA programs are supervised at all times. To ensure appropriate supervision of children follow these guidelines:

- All children must be supervised at all times.
- YMCA volunteers and students are never to be left alone with children under any circumstances.
- Staff must be constantly aware of what is happening in their surroundings
- If it is necessary for a child to be separated from the small group, make arrangements with another staff to accompany the child
- Staff should always be within the range to easily communicate with children without the need to raise their voice
- Staff must know how many children they have in their care. Regular head counts should be conducted.
- Staff must carry an attendance sheet at all times. For summer day camp programs, attendance forms must include a description of child and what the child is wearing.
- Staff who are assisting in the program will be informed of the current number of children in their care before the original staff member leaves the group
- During morning dismissal, Staff are required to wear a YMCA vest outdoors. Staff will remain on the playground with the children in the morning dismissal until all children are inside the school after the bell rings.

Supervision (Licensed Child Care)

In addition to the policy expectations listed above, licensed child care must adhere to the guidelines: *Please Note: The YMCA of Oakville DOES NOT PERMIT THE BUDDY SYSTEM, children must be escorted by a YMCA staff at ALL TIMES.

Children must be marked in and out on the daily attendance form as soon as they arrive and depart from the program. Staff are required to record "Actual" time in and time out of the program.

- Attendance must match the head count. If the head count and attendance does not match it is the responsibility of the staff to locate the child.

UNDER NO CIRCUMSTANCE MARK A CHILD ABSENT OR ASSUME CHILD WAS PICKED UP.

It is MANDATORY for all staff to follow and implement the Attendance Policy.

Staff will verbally communicate the number of children in their care regularly throughout the day. Special attention will be given to ensuring this is completed during all transitional times.

Steps for Transitions

- Before EVERY transition have all children gather at the door
- Complete Head Count
- Remind children of the location where transitioning to set parameters of waiting areas. *Remember child must always me within eyesight.*
- Once everyone in the entire group is gathered, proceed to the new location.
- Staff must position themselves amongst the group ensuring all children are visible at all times.
- Recount to confirm your number of children prior to entering your new location
- Staff will position themselves to ensure maximum supervision and will scan the play area frequently
- During outdoor play, staff will move around frequently and avoid "huddling" together to engage in conversation. If children are playing on outdoor structures (kindergarten locations only), a staff must be positioned at each piece of equipment being used by the children
- Children in our before school age programs must remain in our care until the school bell rings. If children are dismissed early due to special circumstances, the school teacher on yard duty must be informed that the children are now in their care.
- All staff will review the YMCA Child Guidance and Supervision Policy annually and upon return from maternity leave or long-term leave of absence. The policy will be signed, initialed, and kept on file.

When children use the washroom, staff are required to position themselves in close proximity without impeding on the privacy of the child. This means:

- Children are not allowed to go to the washroom alone, and cannot use the "buddy system"
- Whenever possible staff are required to check the washroom prior to use. This involves the staff person entering the washroom to ensure it is safe, secure and no unusual behaviour is occurring
- If staff take children of the same gender to the washroom, they are required to position themselves in the washroom
- If staff take children of the opposite gender to the washroom, they are required to position themselves directly outside the washroom doors.
- In ***all*** cases, staff of the same gender must accompany children in the change rooms during swimming transitions

Community Outings

When staff are on community outings or school walks, it is important that they position themselves in order to appropriately supervise the children at all times.

- If there are two staff – one should position themselves in front of the group, while the other should remain at the back of the group.
- If there are three staff - the third staff should position themselves in the middle of the group
- If there is only one staff – the staff should position themselves at the back of the group.
- The same washroom and change room supervision policy is in place during trips (stated above)
- Staff must know how many children they have in their care, must carry an attendance sheet at all times (w/description of child and what the child is wearing), and must complete head count regularly.

Staff and Group Sizes (licensed child care)

This section under the Child Care and Early Years Act ensures daily accountability for the operation of a program and also allows for management flexibility in determining which person in the organization bears the responsibility.

The YMCA will designate a supervisor who is responsible for the management of the program and overseeing daily operations. For example, the Supervisor will be designated responsible for the Child Care Centre.

Should the designated person responsible for overseeing the day to day operations and management of the program(s) leave the premises, another individual must be appointed in his/her place. This procedure ensures that there is always someone in authority.

The Supervisor will ensure that the children enrolled in each program are placed in groups according to age, as set out in the Child Care and Early Years Act. A Supervisor may approve the placement of children in one age group with children in different age group if.

- The ratio of employees to children and the group size required for the younger age group are used for the mixed age groups if more than 20 percent of the children are from the younger age group; and.
- Younger or older children are placed in not more than one group for each category

Staff/child ratios if more than 20 percent of a group is from a younger age category, the ratios for the younger age category are applied.

The following staff to child ratios applies within licensed child care;

Infant- 1:3
Toddler – 1:5
Preschool – 1:8
Kindergarten – 1:13
Primary/Junior School Age (ages 6-9) – 1:15 Junior School Age (ages 9-12) – 1:20

Reduced Ratios

For programs that operate for six hours or more (Toddler and Preschool programs), during periods of arrivals (i.e., first 90 minutes), departure (i.e. 60 minutes) and the rest period (i.e. up to two hours):

- Toddler ratios are no less than 1:8
- Preschool ratios are no less than 1:12

OR

For programs that operate for less than six hours (Before and After School programs), during periods of arrival (i.e. first 30 minutes of a morning program) and departure (i.e. last 30 minutes of an afternoon program):

- Kindergarten ratios are no less than 1:20
- Primary/Junior School Age ratios are no less than 1:23

Reduced ratios must not be used during outdoor play times.

Children with Medical Needs

An Individualized Medical Plan is to be developed for each child with medical needs and the educators will take all necessary steps to support the child's medical needs and ensure his or her inclusion in the program.

The implementation of each Individualized Medical Plan (by staff, students and volunteers) supports the child(ren)'s ability to participate in the child care program and provides staff with all necessary information to deal with any medical situation pertaining to the child.

Children with medical needs are defined in the Child Care and Early Years Act as "a child who has one or more chronic or acute medical conditions such that he or she requires additional supports, accommodation or assistance." These medical conditions may include however not limited to asthma, seizures, and diabetes. For example, a child with diabetes may require that a staff check the child's blood sugar levels with a glucose monitor several times a day. In a situation where a child has an individualized plan under the anaphylaxis policy this requirement does not apply.

The YMCA will communicate with families in the program who has a child with medical needs and will develop an Individualized Medical Plan. In consultation with a parent of the child and with any regulated health professional who is involved in the child's health care and who, in the parent's opinion, should be included in the consultation.

The parent will sign the Individualized Medical Plan to show that they consent to the method by which the educator is trained to administer emergency procedures. All Individualized Medical Plans will be reviewed by the parent on an annual basis, to ensure the information is current. If there are no changes required to the Individualized Medical Plan the supervisor/designate and parent will sign the Annual Medical Plan Review document

All educators, students, volunteers will review and sign off on the Individualized Medical Plan for each child before they begin employment, participation, or placement and annually thereafter. Educators, students, and volunteers will review the plan of any new child prior to starting the program.

The Individualized Medical Plan is to be kept in the emergency binders and the child's file. Ensure the medical condition is recorded on the Allergy and Food Restriction/ Medical Conditions Form. As well listed on Page 2 of the child's registration form. (Medical Form)

Emergency Management Policy

Purpose

Emergency Management Policy

The purpose of this policy is to provide clear direction for staff and licensees to follow and deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved. Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

Policy

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, and are supervised at all times during an emergency situation.

* Each child care location is responsible to have a "MEETING PLACE" in case of situations that require evacuation. The MEETING PLACE is written on the Fire Emergency Evacuation Procedure.

A meeting place is the designated safe place near the child care center where everyone is to initially gather before proceeding to the evacuation site or returning to the child care centre if evacuation is not necessary.

* Each child care location is required to have an "EVACUATION SITE" in case the centre is deemed "unsafe to return." The EVACUATION SITE is the location that is posted on the Shelter letter.

An Evacuation site is the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, Child Care Director or On-Site Supervisor will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

In all emergency situations that disrupt the program, the serious occurrence policy and procedures will also be followed. All emergency situations will be documented in detail by Child Care Director or the On-Site Supervisor in the daily written record.

Emergency Situation	Roles and Responsibilities
Lockdown When a threat is on, very near, or inside the child care centre. E.g., a suspicious individual in the building who is posing a threat.	1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. This includes notifying the school Principal (if located in school). 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the child care centre must: • Remain calm. • Gather all children and move them away from doors and windows. • Take children's attendance to confirm all children are accounted for. • Take shelter in closets and/or under furniture with the children, if appropriate. • Keep children calm. • Ensure children remain in the sheltered space. • Turn off/mute all cellular phones; and • Wait for further instructions. 4) If possible, staff inside the program room(s) should also: • Close all window coverings and doors. • Barricade the room door. • Gather emergency medication; and • Join the rest of the group for shelter. 5) Director, or On-Site Supervisor will immediately: • Close and lock all child care centre entrance/exit doors, if possible; and • Take shelter. • Notify General Managers, and Lorraine Pettinato, Vice President Child Care **Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.**

Emergency Response for Emergency Situations

Emergency Situation	Roles and Responsibilities
Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g., a shooting at a nearby building.	1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible. This includes notifying the School Principal (if located in school) 2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately. 3) Staff in the program room must immediately: • Remain calm. • Take children's attendance to confirm all children are accounted for. • Close all window coverings and windows in the program room. • Continue normal operations of the program; and • Wait for further instructions. 4) Director, or On-Site Supervisor must immediately: • Close and lock all entrances/exits of the child care centre. • Close all blinds and windows outside of the program rooms; and • Place a note on the external doors with instructions that no one may enter or exit the child care centre. • Notify Lorraine Pettinato, General Manager, Child Care **Note: Only emergency services personnel are allowed to enter or exit the centre during a hold and secure.**

Emergency Situation	Roles and Responsibilities
Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries. E.g. phone call bomb threat, receipt of a suspicious package.	1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. This includes notifying the School Principal (if located in school). • Remain calm. • Call 911 if emergency services if not yet aware of the situation. • Follow the directions of emergency services personnel; and • Take children's attendance to confirm all children are accounted for. A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel. B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time. Always follow emergency service instructions. ***There is a Bomb Threat: Follow Lockdown Procedures*** All staff and students are required to stay in their designated areas and follow the lockdown procedure. If no suspicious packages/items are discovered, we will NOT evacuate, we will take our direction from the police department. **OR** There is a Bomb Threat: Please Evacuate using Fire Emergency Procedures Everyone is required to follow the fire emergency procedure and evacuate the building. We will take out direction from the police department, whether we need to evacuate to emergency evacuation location Also has as responsibilities Contact 911 Contact the Family of Schools Superintendent/Board Notify Parents/ Guardians Follow Lockdown or Evacuation protocol.

Emergency Situation	Roles and Responsibilities
Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g., fire, flood, power failure.	1) The staff member who becomes aware of the disaster must inform all other staff of the incident. This includes notifying the School Principal (if located in school). Director or On-Site will ensure that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures. 2) Staff must immediately: • Remain calm. • Gather all children, the attendance record, children's emergency contact information any emergency medication and medical information. • Infant educators will use emergency evacuation cribs to transport children using 5 children per crib. • Exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions. • Escort children to the meeting place; and • Take children's attendance to confirm all children are accounted for. • Keep children calm; and • Wait for further instructions. 3) If possible, staff should also: • Take a first aid kit; and • Gather all non-emergency medications. 4) Designated staff will: • Help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan if the individual is a child). and • In doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to a safe area and ensure their required medication is accessible, if applicable; and • Wait for further instructions. 5) If possible, the Director or On-site supervisor must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.

Emergency Situation	Roles and Responsibilities
Disaster – External Environmental Threat An incident outside of the building that may have adverse effects on persons in the child care centre. E.g., gas leak, oil spill, chemical release, forest fire, nuclear emergency	The staff member who becomes aware of the external environmental threat must inform all other staff of the threat. This includes notifying the School Principal (if located in school) as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises. **If remaining on site:** 1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately. 2) Staff must immediately: • Remain calm. • Take children's attendance to confirm all children are accounted for. • Close all program room windows and all doors that lead outside (where applicable). • Seal off external air entryways located in the program rooms (where applicable). • Continue with normal operations of the program; and • Wait for further instructions. 3) Director, or On-Site Supervisor must: • Seal off external air entryways not located in program rooms (where applicable). • Place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • Turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). **If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the "Disaster Requiring Evacuation" section of this policy.**

Emergency Situation	Roles and Responsibilities
Natural Disaster: Tornado / Tornado Warning	The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible. This includes notifying the School Principal (if located in the school) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately. Staff must immediately: • Remain calm. • Gather all children. • Go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets, or hallways. • Take children's attendance to confirm all children are accounted for. • Take children's emergency contact information. • Take children's medical information any emergency medication. • Take a first aid kit. • Remain and keep children away from windows, doors, and exterior walls. • Keep children calm. • Conduct ongoing visual checks of the children; and • Wait for further instructions.

Emergency Situation	Roles and Responsibilities
Natural Disaster: Major Earthquake	1) Staff in the program room must immediately: • Remain calm. • Instruct children to find shelter under a sturdy desk or table and away from unstable structures. • Ensure that everyone is away from windows and outer walls. • Help children who require assistance to find shelter. • For individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck. • Find safe shelter for themselves. • Visually assess the safety of all children.; and • Wait for the shaking to stop. 2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop. 3) If possible, prior to exiting the building, staff should also: • Take a First Aid kit; and • Gather all non-emergency medications. 4) Individuals who have exited the building must gather at the meeting place and wait for further instructions. 5) Designated staff will: • Help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan if the individual is a child); and • In doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to a safe place and ensure their required medication is accessible, if applicable; and • Wait for further instructions. 6) The Director, or On-Site site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.

1) Where emergency services personnel are not already aware of the situation, Director, or On-Site must notify emergency services personnel (911) of the emergency as soon as possible. Must also notify General Managers/ and Lorraine Pettinato, Vice President, as soon as possible.

2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.

3) If the Director, or On-Site Supervisor is not on location, the site designate must contact the Director, or On-site Supervisor to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contacts is to include but not limited to:

911, Child Care Director, Child Care On-Site Supervisor, Child Care Site Designate, Child Care General Manager.

The emergency contact list is to be posted in the following locations:

- Infant, Toddler and Preschool – posted near each phone including kitchen.
- Kindergarten and School Age Program – posted on Program Boards
- Emergency binders

All individual Anaphylaxis Forms must be Posted and located in Emergency binders. Individual Medical Plan is required in Emergency binders and child's file (not required to be posted)

4) Where any staff, students and/or volunteers are not on site, Director, or On- Site Supervisor must notify these individuals of the situation and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.

5) Director, or On-Site Supervisor must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.

6) Throughout the emergency, staff will:

- Help keep children calm.
- Take attendance to ensure that all children are accounted for.
- Conduct ongoing visual checks and head counts of children.
- Maintain constant supervision of the children; and
- Engage children in activities, where possible.

7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

Procedures	1) The individual who receives the 'all-clear' from an authority must inform all staff that the 'all-clear' has been given and that it is safe to return to the child care centre. 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre. 3) Staff must: • Take attendance to ensure all children are accounted for. • Escort children back to their program room(s), where applicable. • Take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • Re-open closed/sealed blinds, windows, and doors. 4) Director or On-Site Supervisor will contact Child Care General Managers, Vice President of Child Care and School Board (if located in school) determine if operations will resume and communicate this decision to staff.
Communication with parents/guardians	1) As soon as possible, Director, or On-Site Supervisor must notify parents/guardians of the emergency situation and that the all-clear has been given. 2) Where an emergency situation disaster has occurred that did not require evacuation of the child care centre, the Director, or On- Site Supervisor must post a letter outlining the situation to notify the families. 3) If normal operations do not resume the same day that an emergency situation has taken place, Director, or On-Site Supervisor must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

Procedures	1) The individual who receives the 'unsafe to return' notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) Director, or On-Site Supervisor will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so. They will also contact parents via phone to explain the situation and evacuation location. 5) Upon arrival at the evacuation site, staff must: • Remain calm. • Take attendance to ensure all children are accounted for. • Help keep children calm. • Engage children in activities, where possible. • Conduct ongoing visual checks and head counts of children. • Maintain constant supervision of the children. • Keep attendance as children are picked up by their parents, guardians, or authorized pick-up persons; and • Remain at the evacuation site until all children have been picked up.
Communication with parents/guardians	1) Upon arrival at the emergency evacuation site, Director, or On-Site Supervisor will notify parents/guardians of the emergency, evacuation, and the location to pick up their children. 2) Where possible, Director, or On-Site Supervisor will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

Phase 3: Recovery Policy (after an emergency situation has ended)

Following an emergency, a Recovery Form must be completed

Please see next page for sample form. The information is required to be included.

Description of the Emergency Situation:

Document a detailed description of the situation.

Procedures for Resuming Normal Operations:

- Date of Emergency
- Steps that took place for reopening child care/or relocating
- Describe who was contacted: VP (Lorraine Pettinato, Ministry of Education, Insurance company, catering etc.)
- Describe who responded to Media and Community Inquiries.

Procedures for Providing Support to Children and Staff who Experience Distress:

After an emergency situation, staff and children can show signs of distress. In some emergency situation individuals respond differently from mild to severity distress. Regardless of its nature distress should always be taken seriously and responded to as quickly as possible. Appropriate action will take place, stay calm, talk to the individual, if necessary, contact immediate supervisor, outside support agencies may be required.

Procedures for Debriefing Staff, Children and Parents/ Guardians:

When completing the debriefing section Please ensure the following points are included:

- Date and time of debriefing
- Location of debriefing
- Who was involved must include staff, children and parents/guardian?
- Outcome of the debriefing
- Any further follow up required.

Emergency Recovery Form

Date of Incident: _____

Staff Name: _____

Description of the emergency situation	
Procedures for resuming normal operations. E.g., where applicable,reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.	
Procedures for providing support to children and staff who experience distress	
Procedures for debriefing staff, children and parents/ guardians: Include, where, applicable, details about when and how the debrief(s) will take place, etc.	

Family Partnership & Parent Concerns Policy

Family Partnership

The purpose of this policy is to describe our family partnership practice and provide a transparent process for families, the child care licensee, and staff to use when an issue/concern is brought forward by a parent/ family member.

Our family partnership approach allows our organization to be proactive and responsive to parent and family needs before conflict arises.

Our commitment to providing high quality child care involves remaining knowledgeable with current research in child development and working in partnership with our families.

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

YMCA educators create an inclusive and respectful environment to foster positive, equitable, equitable and collaborative relationships. When children feel safe, secure, valued and contributing members of their world they're able to explore, discover, try new things, grow. We believe that our expertise in child care is only one part of ensuring every child has the best experience possible. We rely on our families to work side by side with us in order to better understand and respond to individual needs. We encourage our families and our educators to exchange information regularly. We have an open-door policy and encourage our families to spend time in the program with their child when possible.

We use a number of strategies to foster the engagement of and ongoing communication with families about the program and their children:

- Informal information sharing during drop-off and pick-up times
- Phone calls and emails
- Celebrations and family engagement events (e.g campaign events)
- Photographs of children at play
- Posting program plans that include observations of children's interests and activities
- Website updates and e-blasts
- Annual parent satisfaction survey (third party administered)
- Weemarkable- a YMCA app used to enhance family's understanding about their child's learning and development and provide access to import child care information (Infant, Toddler and Preschool programs)

Our parent satisfaction survey is administered to our infant, toddler, preschool and before and after – school families on an annual basis. We encourage all of our families to complete the short online survey as it is used as a tool to get feedback and gain insight into how we can continuously improve the quality of our programs. The feedback offered on these surveys helps guide our decisions and helps us to develop place to address any gaps in quality.

Family Concerns and/or Complaints Process

The YMCA is committed to service excellence in the delivery of programs, services and supporting our charitable mandate. We do recognize that from time to time, there may be concerns/complaints that may arise. While it is our hope that families can resolve any complaints at the centre level, we do have a process in place that outlines how concerns can be escalated and resolved:

- All issues and concerns raised by parents/family members will be taken seriously by the YMCA and will receive follow up. Every effort will be made to address and resolve any 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/family will respect and maintain the confidentiality of all parties involved.
- An initial response to a concern will be provided to parents/family within 1-2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.
- Each concern will be treated confidentially, and every effort will be made to protect the privacy of parents/families, 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, Children's Aid Society or a law enforcement agency).
- Our organization maintains high standards for positive interactions, communication and role- modeling for children. Harassment and discrimination will not be tolerated from any party. If at any point a parent/family member, or YMCA staff member feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor.

Resolving Concerns and Issues

We hope that families have developed a collaborative, trusting relationship with their child's educators and centre supervisors and have full confidence in reaching out to resolve issues at the centre level. Families are encouraged to speak directly with the supervisor, if the educator in unable to resolve the issue/concern.

Summary of Procedures for Family Concerns

Nature of Concern	Steps for Parent/Family Member to Report Concern	Steps for Centre Staff and/ or YMCA Management in responding to concern
Program Room Related (I.e. schedule, sleep arrangement medical needs/medication or allergies, toilet training, indoor/ outdoor program activities, feeding arrangements etc.)	Families are encouraged to speak directly with the educator about any questions, issues or concerns with in person, by phone or by email.	Staff will listen and seek to understand the family member's issue/concern and may attempt to resolve it immediately. If follow-up is required or if the staff is involved in supervising children the staff will record the contact information including name, phone number, and email address (if any) and inform the family member of the best time for a follow-up discussion (e.g. set up a phone call or meeting). If the staff receiving the issue/ concern thinks they are not the appropriate person to address the issue/concern they will refer the family member to the correct person; typically the supervisor, and provide contact information. Staff will record all issues/ concerns and the resolution in the Daily Written Record/Log Book. If issue/concern is unresolved: Families are encouraged to speak directly with the supervisor if the educator is unable to resolve their issue/ concern.

Nature of Concern	Steps for Parent/Family Member to Report Concern	Steps for Centre Staff and/ or YMCA Management in responding to concern
Centre Operations Related (I.e. child care fees, hours of operation, staffing, waiting lists, menus, cleanliness, etc.)	Families are encouraged to speak directly with the supervisor about any questions, issues or concerns in person, by phone or email.	The supervisor will listen and seek to understand the family member's issue/concern and may attempt to resolve it immediately. If follow-up is required or if the supervisor is involved in supervising children the supervisor will record the contact information including name, phone number, and email address (if any) and inform the family member of the best time for a follow-up discussion (e.g. set up a phone call or meeting). Supervisors will record all issues/ concerns and the resolution in the Daily Written Record/Log Book. If issue/concern is unresolved: In most cases, talking with the supervisor will resolve all issues/ concerns. If, for some reason, a resolution cannot be reached, the supervisor will provide contact information for the YMCA Manager responsible for the centre.

Conduct of staff/student/ volunteer or supervisor	Family members are encouraged to speak directly with the supervisor about any questions, issues or concerns in person, by phone to by email. If the family member is concerned about the conduct of the supervisor, they are encouraged to speak directly to YMCA Management.	If there is an allegation/suspicion of child abuse, the supervisor will inform the family member of his/her duty to report suspected child abuse to a child protection agency and will provide the contact information Supervisors will: Make a report to the same child protection agency. Record all suspicions of abuse using the YMCA Child Abuse Reporting Kit. File a Serious Occurrence Report to the Ministry of Education within 24 hours of receiving the report from the family member. Supervisors will share the outcome (founded/unfounded) of any investigation by a child protection agency when completed with the family member. Disciplinary information will not be shared.

Escalation of Concerns

Where parents/family members are not satisfied with the response or outcome of an issue or concern, through the informal process described above, a formal complaint may be made in writing (by mail or email) to the Mailing Address:

YMCA of Oakville
410 Rebecca Street, Oakville, Ontario L6k 1K7
Email Address: customerservice@oakville.ym

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.

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:
Child Care Directors – please refer to Child Care Directory Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Fire Drill/Emergency Evacuation Policy

The **Child Care and Early Years Act** requires that a written procedure approved by the local fire chief be established with respect to the duties of each member of the staff in the event of a fire. Each staff member is to be instructed as to his or her responsibilities in the event of a fire/emergency evacuation prior to employment. The evacuation procedure is to be reviewed with the children on an on-going basis.

It is a requirement of the **Child Care and Early Years Act** that the following be posted in each program room, kitchen, and staff room:

- Fire/ Emergency Evacuation Procedure

REMEMBER:

- The specific fire exits closest to the program location.
- An alternate exit in the event that the usual fire exit is obstructed.
- A safe meeting area outside the school
- The distance between the school and the meeting area must be at least 50 feet from the building.

RESPONSIBILITY OF THE STAFF:

- It is the responsibility of each staff to ensure they understand their role and responsibilities when implementing an emergency evacuation procedure.
- It is the legal responsibility of all staff to ensure that all children have evacuated the building. Head counts must be taken as the children are exiting the building.
- It is the responsibility of the Supervisor or designate to have a fire drill at least once a month to ensure that everyone understands the emergency evacuation procedure.
- Once outside and congregated at the meeting area, attendance must be completed to be sure every child is present and accounted for. Immediately inform the Director, or On-Site supervisor if a child is missing.
- The Child Care and Early Years Act and the Fire Department require child care centres to implement monthly fire drills. The dates of these drills must be recorded on the monthly fire drill form. The monthly fire drill forms must be retained for a period of two years after they are made. A c copy of the Fire/ Emergency Evacuation Procedure is required to be posted in each program classroom. Ensure monthly fire drills are posted.

Staff will contact 911 in the event of an emergency; list of individual first responders phone numbers is not required to be posted. YMCA's contact information and phone numbers are to be accessible in the event of an emergency. (Such as Child Care On-Site Supervisors, School Age Team Leaders, Child Care Directors, Child Care Managers and Vice President of Child Care.

- Fire drills enable students and staff to become familiar with emergency evacuation procedures, resulting in orderly evacuation with efficient use of exit facilities.
- If it is necessary to use a fire extinguisher, follow these instructions:

a) REMOVE THE EXTINGUISHER FROM THE MOUNTING BRACKET
b) HOLD THE EXTINGUISHER UPRIGHT
c) REMOVE THE NOZZLE HOSE FROM THE BRACKET ON THE SIDE OF THE EXTINGUISHER
d) PULL THE LOCKING PIN TO ACTIVATE THE EXTINGUISHER HANDLE, AIM THE NOZZLE AT THE BASE OF THE FLAMES, AND SQUEEZE THE HANDLE.

PROCEDURE

When the fire bell rings:

- If you discover fire, activate the nearest fire alarm to warn all occupants.
- Stop all activities, remain calm.
- Gather all children, the attendance record, children's emergency contact information, any emergency medication and medical information, take first aid kit.
- Check washrooms, cubby area and other areas for the children.
- Line the children up quickly and calmly at the fire exit or alternate exit.
- Infant educators will use emergency evacuation cribs to transport children using 5 children per crib.
- Ensure that a head count of the children is completed, and all children are present.
- Exit the building with the children and congregate at the meeting area.
- Designated staff will help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individual plan- Follow special health condition form for details
- Take attendance to be sure every child is present and accounted for
- The last person to leave the building is responsible for checking the classroom, washroom, hallway of school, etc.
- Join the staff and children at the meeting area.
- Watch for approaching fire apparatus and direct it to the location of the fire.
- Wait for further directions from Child Care Director or On-Site Supervisor
- Using the emergency binder, telephone parents if re-entry is not allowed.

**In the event that a battery operated smoke and carbon monoxide detector is triggered, activate the nearest fire alarm to warn occupants and follow the above procedure.*

FREQUENCY AND EXITS

Fire drills shall be held once per month. Varying routes should be used to provide practice in using alternate exits.

RECORD

A record of the fire drills (date, number of children in attendance, number of staff in attendance, time, and amount of time to evacuate the building) shall be recorded on the record of fire drills form.

The local school will have specific requirements regarding fire procedures. Check with the principal to determine the procedure practiced by the school. The YMCA Child Care and the school must use the same routines. One standard routine will reduce any confusion that could occur for the children, who are being trained in the fire drill procedures.

First Aid Policy

The **Child Care and Early Years Act** requires that there is a first-aid kit and manual that is readily available for first aid treatment in each child care centre.

First Aid Kits should be well stocked with frequently used first aid supplies and stored in emergency bags and kitchen areas so that they are easily accessible.

The Child Care and Early Years Act requires that every supervisor and each employee who may be counted for the purpose of meeting the ratios holds a valid certification in **Intermediate First Aid** (formally known as Standard First Aid), including **Infant and Child CPR**, issued by a training agency recognized by the Workplace Safety and Insurance Board.

Please Note:

Staff in child care centres who must be first aid certified may have a three-month time period to obtain their certification, as long as:

- At least one first aid certified employee is available to respond in an emergency at all times, whether the licensed age group is on- or off-site.
- The staff obtains the certification as soon as reasonably possible; and
- The length of time is justified.

To support accountability and consistency in the completion of Intermediate First Aid and CPR C training, all staff will be required to complete a declaration upon initial hire and following the successful completion of each required course or recertification.

By completing the declaration, staff confirm that they attended the training and completed the required course examination in person, as applicable.

Please be advised that any falsification or misrepresentation of information provided on the declaration may result in disciplinary action, up to and including termination of employment.

Incident/Accident Report

Educators are required to complete an Incident/Accident report when a child/staff is injured during the child care/ before and after school programs, or on the premises. A copy of the report is to be provided to the child's parent(s)/guardian.

Educators are also required to notify the parent when there has been an incident affecting the health, safety, or well-being of a child in care.

Educators are to ensure that a daily written record is maintained that includes a summary of any incident affecting the health, safety, or well-being of the children in their daily log book.

Concussion Policy

Purpose

The YMCA of Oakville is committed to providing a safe and healthy environment for all children. The purpose of this policy is to ensure that all suspected and diagnosed concussions are recognized, managed appropriately, and communicated effectively to protect the health, safety, and well-being of children participating in YMCA child care programs.

This policy outlines the responsibilities of YMCA staff, supervisors, and parents/guardians when a child sustains a head injury or is suspected of having a concussion while attending a YMCA child care program.

The information contained in this Concussion Policy is intended to supplement the YMCA of Oakville's existing emergency response procedures, including first aid procedures. It is not intended to replace medical assessment or treatment.

The information provided in this policy is for educational and procedural purposes only and does not constitute medical advice, diagnosis, assessment, or medical opinion. Any child who is suspected of having sustained a concussion or who exhibits signs or symptoms of a concussion must receive prompt medical assessment by a physician or nurse practitioner. In the event of a medical emergency or if red flag symptoms are present, emergency medical services (911) will be contacted immediately.---

Definition of a Concussion

A concussion is a brain injury caused by a blow to the head, face, neck, or body that causes the brain to move rapidly inside the skull. A concussion can occur with or without loss of consciousness and may not be immediately apparent.

All suspected concussions must be taken seriously.

Signs and Symptoms

Symptoms may appear immediately or several hours after the injury.

Physical Signs	**Cognitive Signs**
· Headache · Dizziness · Balance problems · Nausea or vomiting · Sensitivity to light or noise · Blurred or double vision · Appears dazed or stunned · Fatigue · Difficulty walking	· Confusion · Difficulty concentrating · Slow response to questions · Memory difficulties · Appears forgetful · Difficulty following instructions
Emotional Signs	**Sleep Changes**
· Irritability · Mood changes · Anxiety · Increased crying	· Drowsiness · Sleeping more or less than usual · Difficulty falling asleep
Younger children may be unable to describe symptoms. **Staff should watch for:** · Persistent crying · Refusal to eat or drink · Change in normal behaviour · Increased irritability · Lack of interest in play · Excessive sleepiness · Vomiting · Difficulty being comforted · Loss of previously demonstrated skills · Unsteady crawling or walking	

Immediate Response

If a child experiences a blow to the head, face, neck, or body that could result in a concussion, staff will:

- Stop the child's participation in all physical activities immediately.
- Assess the child for signs and symptoms of concussion.
- Keep the child under continuous supervision.
- Notify the Program Supervisor immediately.
- Contact the child's parent/guardian without delay.
- Complete all required YMCA incident documentation.

Staff will not allow the child to resume active play on the same day following a suspected concussion.

Emergency Medical Care

Call 911 immediately if the child displays any of the following red flag symptoms:

- Loss of consciousness
- Repeated vomiting
- Seizure
- Increasing confusion
- Difficulty waking
- Weakness or numbness
- Difficulty speaking
- Unequal pupils
- Neck pain with neurological symptoms
- Persistent worsening headache
- Significant change in behaviour
- Difficulty walking
- Any symptom that rapidly worsens

Parents/guardians will be contacted immediately.

Staff Responsibilities

YMCA staff will:

- Be familiar with concussion signs and symptoms.
- Immediately remove a child from physical activity if a concussion is suspected.
- Never diagnose a concussion.
- Monitor the child continuously.
- Contact the parent/guardian promptly.
- Call emergency services when required.
- Complete required documentation.
- Follow medical recommendations upon the child's return.
- Maintain confidentiality.

Supervisor Responsibilities

Program Supervisors will:

- Support staff in implementing this policy.
- Ensure documentation is completed.
- Communicate with families.
- Maintain records.
- Ensure accommodations are implemented.
- Review incidents to identify opportunities to improve safety practices.

Documentation

The following documentation will be completed:

- YMCA Incident Report
- Serious Occurrence (if applicable)
- Parent notification
- Return to Child Care documentation

All records will be maintained according to YMCA record retention policies.

Parent/Guardian Responsibilities

If a concussion is suspected, parents/guardians are expected to:

- Pick up their child as soon as possible.
- Decide whether to seek medical assessment and follow any medical advice provided.
- Notify the YMCA of any concussion diagnosis or activity restrictions.
- Complete the YMCA Return to Child Care Form before their child returns to the program.

Diagnosed Concussion

If a child is diagnosed with a concussion:

The child shall not participate in:

- Outdoor play requiring physical exertion
- Running games
- Climbing structures
- Gym activities
- Sports
- Swimming
- Field trips involving strenuous activity
- Any activity that increases symptoms

The Program Supervisor will work with the family to accommodate activity restrictions whenever reasonably possible.

Return to Child Care

Children may return to child care when:

- They are medically able to participate in routine classroom activities.
- Parents provide any medical recommendations or restrictions.
- Staff continue to monitor symptoms throughout the day.

A child who develops concussion symptoms while attending the program will have parents contacted immediately.

Prevention

The YMCA of Oakville promotes concussion prevention by:

· Providing active supervision.
· Maintaining safe indoor and outdoor environments.
· Completing regular playground inspections.
· Removing hazards promptly.
· Teaching safe play practices.
· Ensuring age-appropriate equipment is used.
· Following YMCA risk management procedures.

Training

All child care employees will receive education regarding:

· Recognition of concussion signs and symptoms
· Emergency response procedures
· Incident reporting
· Parent communication
· Safe return-to-activity practices

Training will be provided during orientation and reviewed annually.

Confidentiality

Medical information relating to a child's concussion will be handled confidentially and shared only with staff who require the information to safely support the child.

Policy Review

This policy will be reviewed annually or sooner if there are changes to legislation, public health guidance, YMCA procedures, or best practices regarding concussion management.

Health and Illness Policy

Young children do not have a fully developed immune system, therefore children may experience some illness in child care. Most of the principles of infection prevention and control for child care involve common and simple procedures such as hand hygiene, cleaning environmental surfaces and isolation of ill persons from the group. Infection prevention and control measures must be used to reduce or prevent the spread of infection.

If a child becomes ill during the program, contact parents or an authorized pick-up person to immediately pick up the child. (See symptoms below). Children should remain at home anytime they have the following signs and symptoms of communicable illness until symptoms have stopped for at least 24 hours or a doctor has determined the child is able to return to the centre.

Fever	Above 100.4 Fahrenheit/38 Degrees Celsius. Symptoms have been improving and Fever free at least 24 hours.
Gastrointestinal symptoms (e.g., vomiting, diarrhea)	Gastrointestinal symptoms (e.g., vomiting, diarrhea) can be an indication of both enteric and other illnesses, including COVID-19. If no specific pathogen is identified, children and staff with new or worsening symptoms of gastroenteritis must be free of vomiting and diarrhea for at least 48 hours before returning to child care.
Pinkeye, bacterial	Until one full day of antibiotic treatment
Head lice	Until child has been treated for head lice
Strep Throat	Until 24 hours after antibiotics are started
Hand Foot and Mouth	Fever free 24 hours and child is feeling well enough to take part in activities and does not have a fever. It is recommended children with mouth sores and/or open blisters on their body should be excluded until symptoms resolve, to reduce the spread of infection to others
Other Illness Periods of Exclusion	Follow Halton Health Department

The following illnesses DO NOT require a person to be excluded unless the child is not well enough to participate in regular activities or if infections are mild.

- Chickenpox (blisters must be dry)
- Colds
- Cytomegalovirus
- Ear Infections
- Fifth Disease
- Cold Sores
- Hepatitis B
- HIV
- Pinkeye without discharge from eye
- Roseola
- Thrush or diaper rash
- Shingles

Inclusion Policy

The YMCA of Oakville is dedicated to fostering the growth and development of healthy, confident children within an inclusive, safe, and supportive environment. Upholding our mission and core values, we treat all children with dignity and respect, helping them reach their full potential. We believe an inclusive environment allows children to take risks, challenge themselves, develop skills, and find a sense of belonging. Benefits of this approach include:

Developing a better understanding and appreciation of differences
Learning to show respect for oneself and others
Learning from and with their peers
Participating more fully in the community and transitioning smoothly into school

Our full-day and before and after-school programs are designed for children who can safely engage in group care experiences. We adhere to staff-to-child ratios as legislated by the Ministry of Education – Child Care and Early Years Act.

- **Infant (6 weeks – 18 months)** **1:3**
- **Toddler (18 months – 2.5 years)** **1:5**
- **Preschool (2.5 years – 3.8 years)** **1:8**
- **Kindergarten (3.8 years – 6 years)** **1:13**
- **Primary/Junior School Age (6 years – 12 years)** **1:15**
- **Junior School Age (9 years – 12 years)** **1:20**

There will be times when children require additional support to succeed in our programs. To meet the individual needs within our program we:

- Consult with families to learn about their child's needs and explore ways to ensure consistency between home and school
- Strive to adapt the environment and programs to meet the child's needs (where possible)
- Work with community partners, including School Boards to enhance our support through training, consultation, and strategies.
- Where possible provide additional in centre supports

Assessment Needs

Families must share all relevant information about their child's exceptional needs during the initial completion of the Inquiry Form. Disclosure of this information is critical as it allows the YMCA educators and families to collaborate in assessing the resources and supports required to ensure the child's success, safety, and well-being in our program, The child's support plan will be reviewed annually or sooner if needed. While we are committed to creating an inclusive environment, there may be instances where, despite our best efforts, we are unable to meet a child's needs. In such cases, we will be unable to offer a placement and will support the family to explore alternate child care options, If it is determined after placement that the child's exceptional needs have not been disclosed or despite our best efforts, we are unable to meet the needs of the child (in our sole discretion) we will support the family to find alternate child care options.

Please Note - It is imperative that all relevant information is shared with the YMCA regarding the child's needs or required supports and resources. The school registration forms, and the YMCA of Oakville Inquiry/ registration forms are different documents and are processed separately. Communication or the sharing of information with the school will not take place until we receive parent consent.

Waiting List Policy

To align with our mission and values, the YMCA of Oakville strives to accommodate all registration requests. However, if space is unavailable, families can place their child on our waiting list. There is no fee for this. The procedures for the waiting list are as follows:

1. Requesting and Adding a Child to the Waiting List

- Families submit their waiting list request by completing the Inquiry Form on the YMCA of Oakville website.
- The child's name and enrollment status are added to the centre's waiting list based on the request's date and time.

2. Determining Placement When a Space Becomes Available

- Available child care spaces are filled based on the order of which requests are received and the following criteria are taken into consideration:
    - When currently enrolled children move to the next age group and spaces become available
    - The ages of children on the waiting list
    - The length of time each child will be in an age group before transitioning
    - The centre's ability to meet the needs of each child.
- Exceptions affecting placement include requests from child protection agencies, children needing full-time care, siblings of currently registered children, transfers from other YMCA of Oakville Child Care programs and children of YMCA of Oakville employees.

3. Offering an Available Space

- Children on the waiting list will be prioritized based on program room availability.
- Families on the waiting list will be contacted via phone or email when a space becomes available.
- Families have 48 hours to confirm acceptance of the space. If they do not respond or decline, the next person on the list will be contacted.

Maintaining Privacy and Confidentiality

To protect the privacy and confidentiality of children and families, confirmation and information that a child is on the wait list will only be shared with the child's parent/guardian.

Medication and Drug Administration Policy and Procedures

Purpose

The purpose of this policy and the procedures outlined within is to provide clear direction for staff, students, and volunteers to follow for administering medications or drugs to children at the child care centre and for appropriate record-keeping.

Staff will administer prescription medication or drugs with the prescriptive label and over the counter drugs, **ONLY** when the parent of that child has given consent and provided the necessary information.

Where the term medications or drugs is used in this policy, the term refers to any product with a drug identification number (DIN). The exception of products that do not refer to this policy are sunscreen, moisturizing skin lotion, lip balm, bug spray, hand sanitizer and non- prescribed diaper cream. These items are to be completed on a Permission to Apply Form authorized by a parent.

The policy and procedures support children's health, safety, and well-being by setting out measures to:

- Ensure children receive only those drugs or medications deemed necessary and appropriate by their parents.
- Reduce the potential for errors.
- Ensure medications do not spoil due to improper storage.
- Prevent accidental ingestion.
- Administer emergency allergy and asthma drugs or medications quickly when needed; and
- Safely administer medications and drugs according to established routines.

Parental Authorization to Administer Medication:

- Whenever possible, parents will be encouraged to administer medications or drugs to their children at home if this can be done without affecting the child's treatment schedule.
- Prescription and over-the-counter medications will only be administered to a child where a parent of the child has given written authorization to do so by completing the child care centre's Medication Administration Form.
- The authorization must include a schedule that sets out the times the medication or drug is to be given and the amounts to be administered.
- Where a medication or drug is to be administered to a child on an "as needed" basis (i.e. there is no specific schedule or time of the day for administration), the parent must outline signs and symptoms for administering the medication or drug and the appropriate dosage on the Medication Administration Form. In addition, the Medication Administration Form must clearly indicate the situations under which the medication is to be given as outlined, including observable symptoms.

Examples may include:

- When the child has a fever of 39.5 degrees Celsius.
- When the child has a persistent cough and/or difficulty breathing; and
- When red hives appear on the skin, etc.
- Prescription/over-the-counter skin products (with a DIN) that need to be administered will only be administered to a child where a parent of the child has given written authorization to do so by completing the child care centre's Medication Administration Form.
- Authorization for Medical Administration Forms will be reviewed with parents annually to ensure the dosage continues to be accurate (e.g., based on the child's age or weight).

A longer-term daily usage such as – Hand Sanitization, sunscreen, lotion, lip balm, bug spray, and non-prescription diaper cream:

- Must have a **Permission to Apply Form** with authorization from a parent.
- Must have child's name on item. If the YMCA is providing, ensure list of approved names is located near the bottle and in emergency binders. If you have 3 bottles of hand sanitizer, then the list is required near each bottle.
- Can be administered without a Medication Administration form; and
- Do not require record-keeping.

A child that has medication for a medical condition and requires additional supports, accommodations, or assistance, please also complete the Individualized Medical Action Plan

Medication and Drug Requirements

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

• All medications and drugs must be stored in their original containers as supplied by a pharmacist, or their original packages. *Original package is required to be sealed when brought into the child care centre. Medications that have been removed from their original package or transferred into a different container will not be accepted or administered to children.

• All medication including over the counter must be clearly labelled with:
  - The child's full name.
  - The name of the medication or drug.
  - The dosage of the medication or drug.
  - Instructions for storage.
  - Instructions for administration.
  - The date of purchase of the medication for prescription medications; and
  - The expiry date of the medication, if applicable.

• The information provided on the written parental authorization must match with all the requirements listed above. ** If dosage is a higher amount for the non- prescription, a doctor's note is required. **

• Where information is missing on a medication or drug label and/or the written parental authorization does not match the label on the labelled container, the child care centre will not accept or administer the medication until the label and/or written parental authorization accurately contains all the required information.

• Over-the-counter epinephrine purchased for a specific child can be administered to a child with an individualized plan and emergency procedures for an anaphylactic allergy as long as it is clearly labeled with the child's name, the name of the medication or drug, the dosage, the date of expiration and the instructions for storage and administration. Prescription Labelled

• Medications or drugs purchased by staff, students or volunteers for their own use will be kept inaccessible (e.g., stored in locker versus left in a purse in the classroom) to children and will not be administered to children at any time.

Medication and Drug Handling and Storage:

• All medications or drugs will be kept inaccessible to children at all times, stored in accordance with the instructions for storage on the label, in a locked container or area (e.g., in a refrigerator, cabinet, cupboard). There are exceptions for emergency medications as outlined below:

- Emergency medications will never be locked up and will be made easily accessible to all staff while being kept out of the reach of children, including during outdoor play periods and off-premises activities.
- Where a child has written permission to carry their emergency allergy or asthma medication, precautions will be taken to ensure that these medications are not accessible to other children (e.g., in cubbies or backpacks that are unattended).

• In case of an emergency, all staff, students, and volunteers will be made aware of the location of children's emergency medications at all times.

• Emergency medications will be brought on all field trips, evacuations, and off-site activities.

• Any topical products or drugs/medication in the first aid kit will not be used on children to clean or treat wounds. Children's cuts and wounds will be disinfected in accordance with local public health recommendations.

• All medications and drugs for children will be stored in accordance with the instructions for storage on the label. Medication requiring refrigeration will be stored in the refrigerator in a locked container.

• Where medications or drugs are past their expiry date, they will be returned to the parent of the child, where possible, and this will be documented on the Medication Administration Form.

• Any medications or drugs remaining after the treatment period will be returned to a parent of the child, where possible, and this will be documented on the Medication Administration Form.

• Where attempts have been made to return a medication or drug to a parent and the parent has not taken the medication home, the person in charge of medications and drugs will ensure that the efforts made to return the medication or drug have been documented in the appropriate staff communication book (e.g. daily written record), and the medication or drug will be returned to a pharmacist for proper disposal.

Medication and Drug Administration:

• Medications or drugs will be administered according to the instructions on the label and only with written parental authorization.

• Designated person(s) in charge of medications will deal with all medications and drugs to reduce the potential for errors, whether on or off the premises. Where the person(s) is absent, they will delegate this responsibility to another individual. The name of the individual who has been delegated and the duration of the delegation will be documented in the appropriate staff communication book (e.g., daily written record).

• A medication or drug will only be administered from its original container as supplied by a pharmacist or its sealed original package, and where the container is clearly labelled as outlined under the Medication and Drug Requirements section of this policy.

• A medication or drug will only be administered using the appropriate dispenser (e.g. syringe, measuring spoon/cup, etc.).

• To support the prompt administration of emergency medication:

    • Emergency medications may be administered to a child by any person trained on the child's individualized plan at the child care centre; and

    • Children will be allowed to carry their own asthma or emergency medication in accordance with this policy, the medication and drug administration procedures, and the child's individualized plan, where applicable.

    • Medications or drugs that are expired (including epinephrine) will not be administered at any time.

Record-Keeping:

• Records of medication administration will be completed using the Medication Administration Form every time medications or drugs are administered. Completed records will be kept in the child's file.

• Where a child's medication administration form includes a schedule setting out specific times to administer the medication and the child is absent on a day medication would have been administered, the child's absence will be documented on the medication administration record to account for all days during the treatment period (excluding weekends, holidays, and planned closures).

• If a dose is missed or given late, reasons will be documented on the Medication Administration Form and a parent will be notified as soon as possible as it may impact the treatment schedule or the child's health.

• Where a medication or drug is administered 'as needed' to treat specific symptoms outlined in a child's medication administration form or individualized plan and emergency procedures for an anaphylactic allergy (e.g. asthma, fever, allergic reaction), the administration and the reason for administering will be documented. This is to be documented in the appropriate staff communication book (e.g., daily written record) and on the child's Medication Administration Form. A parent of the child will be notified.

Medication and Drug Administration Procedures

Scenarios	Roles and Responsibilities
A) A parent requests that a medication or drug (prescription or over-the-counter) be administered to their child and provides the medication or drug.	1. Staff must: i. Provide the parent with the appropriate form to complete to obtain written authorization to administer the medication. ii. Verify that medication or drug: • Is labelled (for over-the-counter medications). • Is in its original container as prescribed by the pharmacist or in the case of over-the counter medications are in its original package; and • Is not expired. iii. Obtain the appropriate dispenser, where applicable. iv. Review the medication administration form and (and doctor's note, where applicable), and the label to verify that all sections are complete and accurate, and that the information in the authorization matches the medication label. • Where errors are found on the form or the label is incomplete, the form/medication must be returned to the parent to make and initial corrections. v. Sign the form once it is complete and accurate. vi. Take the medication or drug and dispenser and store it in the designated locked storage space in accordance with the instructions for storage on the label; and vii. Log the receipt of the authorization form and the medication or drug for the child in the appropriate staff communication book (e.g., daily written record).
B) A child is authorized to carry their own emergency allergy medication.	2. Staff must: i. ensure that written parental authorization is obtained to allow the child to carry their own emergency medication. ii. Ensure that the medication remains on the child (e.g., fanny pack, holster) and is not kept or left unattended anywhere at the child care centre (e.g. in the child's cubby or backpack). iii. Ensure that appropriate supervision is maintained of the child while they are carrying their medication and children in their proximity so that other children do not have access to the medication; and 3. Where there are safety concerns relating to the child carrying his/her own medication (e.g. exposure to other children), notify the centre supervisor/designate and the child's parent of these concerns and discuss and implement mitigating strategies. Document the concerns and resulting actions in the appropriate staff communication book (e.g. daily written record).

D) A prescription or over-the-counter medication or drug must be administered to a child.	4. **Where a non-emergency medication must be administered,** the person in charge must: i. Prepare the medication dosage in a well-lit area in the appropriate measuring device, where applicable (e.g., do not use a household spoon for liquid medications). ii. Where possible, remove the child from the activity area to a quiet area with the least possible interruption. iii. Administer the medication to the child in accordance with the instructions on the label and the written parental authorization. iv. Document the administration of the medication or drug and any comments/observations on the medication administration record after it has been administered. v. Store the medication in the designated storage space in accordance with the instructions on the label and the parental authorization received on the medication administration form; and vi. Where applicable, document any symptoms of ill health in the child's records. vii. Where a medication is administered on an "as needed" basis, notify a parent of the child. viii. Where a child is absent, document the absence on the Record of Drug/ Medication Administration 5. Where an emergency allergy medication must be administered due to a severe allergic reaction, the staff who becomes aware of the emergency situation must immediately: i. Administer the emergency medication to the child in accordance with the emergency procedures on the child's individualized plan. ii. Administer first aid to the child, where appropriate. iii. Contact, or have another person contact emergency services, where appropriate; and iv. Contact, or have the supervisor/designate contact a parent of the child. **After the emergency situation has ended:** i. Document the administration of the medication or drug on the medication administration record. ii. Document the incident in the appropriate staff communication book (e.g. daily written record).; and iii. Document any symptoms of ill health in the child's records, where applicable.

D) A prescription or over-the-counter medication or drug must be administered to a child. *(Continued)*	6. Where a child is authorized to self-administer their own medication or drug, the person in charge must: i. Supervise and observe the child self-administer the medication or drug to ensure that the proper dosage and procedure for administration is being followed. ii. Where the child asks for help, assist the child in accordance with the parent's written authorization; iii. Document the administration of the medication or drug and any comments/observations on the medication administration record after it has been administered. iv. Store the medication in the designated storage space in accordance with the instructions on the label and the parental authorization received on the medication administration form, unless the child is authorized to carry his/her own emergency allergy medication (in such cases, follow the steps outlined in Scenario C [a child is authorized to carry their own emergency allergy medication]); v. Where applicable, document any symptoms of ill health in the child's records; and vi. Where there are safety concerns relating to the child's self-administration of drugs or medications, notify the centre supervisor/designate and the child's parent of these concerns and discuss and implement mitigating strategies. Document the concerns and resulting actions in the appropriate staff communication book (e.g., daily written record).
F) A medication or drug is administered incorrectly (e.g., at the wrong time, wrong dosage given).	7. The person in charge must immediately: i. Where applicable, follow the steps outlined in Scenario D (a child has a reaction to administered medication); and ii. Contact the parent of the child to report the error. iii. Report the error to the supervisor/designate. iv. Document the actual administration of the medication or drug on the medication administration record; and v. Document the incident in the appropriate staff communication book (e.g., daily written record). **Where any reaction to a medication or drug results in a life-threatening situation for the child, call emergency services and follow the serious occurrence policy and procedures.**

G) A medication or drug is administered to the wrong child.	8. The person in charge must immediately: i. Where applicable, follow the steps outlined in Scenario D (a child has a reaction to administered medication); and ii. Contact the parents of the children affected to report the error. iii. Report the error to the supervisor/designate. iv. Document the incident in the appropriate staff communication book (e.g., daily written record); and v. Administer the medication to the correct child per Scenario B (a medication or drug must be administered to a child). **Where any reaction to a medication or drug results in a life-threatening situation for the child, call emergency services and follow the serious occurrence policy and procedures.**
H) Surplus or expired medication is on site.	9. Where possible, the surplus or expired medication must be returned to a parent of the child. 10. Where attempts have been made to return a medication or drug to a parent and the parent has not taken the medication home, the person in charge of medications and drugs will attempt to return unused drugs or medications to a local pharmacist for proper disposal. **Do not flush any drugs or medications down the toilet or sink or throw them in the garbage.**

Missing Child Policy

It is important to ensure that all children are supervised within our programs at all times. However, please refer to the steps outlined in this policy should a child be missing or separated from your group.

- Remain calm and professional at all times.
- Quickly and thoroughly search entire room.
- Recount attendance and children in the program
- **UNDER NO CIRCUMSTANCE MARK A CHILD ABSENT OR ASSUME CHILD IS PICKED UP WITHOUT CONFIRMATION FROM A PARENT**
- Give clear, concise direction to any staff or volunteers that may be assisting you.
- Avoid sharing details of the situation that may alarm or upset the other children in your group.
- Keep the children occupied and continue with program routines.
- Only relocate the children to another program area if their safety is compromised.
- Have another staff member watch your group, while you do an initial search for the missing child.
- Quickly and thoroughly search the entire area. Search the child's classroom, the school office, hallways, ALL washrooms, change rooms and outdoor play areas.
- Check the center's voicemail, email, and text messages to see if a message has been left regarding the child's absence or pick up from school.
- Inform all school personnel, ask for assistance to help locate the child. Give the school personnel a description of the child including his/her name, age, the child's appearance, clothing, where the child was last seen and the time that the child was last seen. As you are searching, ask anyone you come into contact with, if they have seen the child and if they are available to assist.
- If the child has not been found after you have searched the entire area, a call must be placed to the parents/guardian's home, work and or cell phone.

    - Ask parent if their child was picked up from the program.
    - If they do not know the whereabouts of their child, inform them that you will be contacting the police.
    - If you are not able to speak directly with a parent/guardian, leave a detailed message, including the time of your call and a call back number where you can be reached.

- Ensure that you have the child's file in preparation to answer questions and call 911, Report a missing child and follow the instructions from the police.

- Inform your immediate supervisor and/or child care director that a child is missing and that you have placed a call to the police. Be prepared to give the following information.

    - Centre name, child's name, and age
    - Time child went missing.
    - Where the child was last seen
    - Where you have searched
    - Who have you contacted?
    - Any other information that needs to be shared

    Your supervisor and/or director will come to the centre to offer support.

MISSING CHILD IS CONSIDERED A SERIOUS OCCURRENCE, REGARDLESS OF HOW LONG THE CHILD WAS ACTUALLY MISSING. PLEASE FOLLOW ALL GUIDELINES AND REPORTING PROCEDURES FOR A SERIOUS OCCURRENCE.

After an incidence of a missing child, the YMCA management team will conduct a full investigation.
YMCA educators may be suspended during the course of the investigation, or employment may be terminated based on the information collected during the investigation.

Monitoring Compliance and Contraventions Policy

The YMCA has set out the process that will be followed to monitor the implementation of our policies, procedures, and individualized plans on an ongoing basis.

This policy sets out how compliance and contraventions (non-compliance) with the policies, procedures and individualized plans listed below will be monitored, recorded, and addressed.

This document is intended to fulfill the obligations set out under Ontario Regulation 137/15 for written policies and procedures for monitoring, recording, and addressing compliance and non-compliance with policies, procedures, and individualized plans for child care centres.

Policies and procedures required under the Child Care and Early Years Act, 2014:

- Anaphylactic policy
- Drug and Medication Administration
- Emergency Management
- Fire Safety and Evacuation
- Parent Issues and Concerns
- Playground Safety
- Police Record Check
- Program Statement Implementation
- Safe Arrival
- Sanitary Practices
- Serious Occurrence
- Sleep Supervision
- Staff Training and Development
- Supervision of Volunteers and Students
- Waiting List

Individualized plans required under the Child Care and Early Years Act, 2014:

- Anaphylaxis
- Medical Needs
- Special Needs

Monitoring and Observations

- The director or on-site supervisor will monitor each staff, student, and volunteer to assess whether policies, procedures and individualized plans are being implemented, as follows:
- Director will observe and monitor the supervisor of the child care centre.
- On-site or team leader will observe and monitor the qualified staff in each program room (i.e., RECE or otherwise approved staff).
- On-site supervisor, team leader or director approvals will observe and monitor other program staff (i.e., assistants).
- Program staff will observe and monitor placement students; and
- Program staff will observe and monitor volunteers.

Monitoring and observations will be conducted on an ongoing basis through various means including, but not limited to:

- Participating regularly and informally in the program.
- Collecting feedback provided from parent's surveys; and
- Reviewing written documentation (e.g., medication administration forms, daily written record, attendance records, etc.).
- Monitoring will be conducted at different times of the day (e.g., morning, afternoon, periods of arrival/ departure, rest periods, meal times, outdoor play periods, transitions, etc.) to observe that policies, procedures and individualized plans are being implemented as required for different parts of the program and daily routines.

1. Documentation and Records Directors or On-site supervisors will:

- Orient all new educators, students and volunteers to the policies, procedures, and individualized plans before they interact with children. A sign off sheet with the educators, student, or volunteer and supervisor signature indicating the date of orientation will be kept.
- Review with all educators, students, and volunteers on an annual basis or if there are substantive changes to the policies, procedures, or individualized plans. A sign off sheet with the educators, student, or volunteer and supervisor signature indicating the date of orientation will be kept.
- Provide time, coaching and guidance for educators to engage in ongoing reflective practice and collaborate inquiry with the program team.
- Bi-annual and annual Performance Management will be conducted with each educator, student and volunteer following the format and cycle selected by Human Resources (educators), the post-secondary institution (student), Volunteer Development (volunteer). Goals related to the implementation of the program statement are included in the reviews.
- Discuss curriculum assessment results with program team and develop a plan of action to be implemented and shared with YMCA management.
- Immediately report any concerns or commission of any prohibited practices to YMCA management.

Educators will:

- Prepare documentations as prescribed by the Ministry of Education that demonstrate the implementation of the approaches of the YMCA policies, procedures, and individualized plans.
- Engage in ongoing reflective practice and collaborative inquiry with the program team as a means for reflecting on and discussing documentation.

2. Follow-up

- Any areas of concern with an individual's ability to comply with policies, procedures and individualized plans will be brought forward to the director or on-site supervisor.
- Director or on-site supervisor will address their observations through a review and discussion with the individuals observed weekly will seek to or provide them with appropriate supports to achieve and maintain compliance (e.g., additional training).

3. Dealing with Contraventions of Policies, Procedures, or Individualized Plans:

- The YMCA will make every effort to clarify expectations and encourage educators, students, and volunteers to raise their questions and concerns about implementing policies, procedures, and individual plans on an ongoing basis to support clarity, learning, development, and ongoing compliance.
- Progressive discipline may be used to address observed non-compliances with policies, procedures, and individualized plans, taking into consideration the nature and severity of the incident, and the individual's history of previous non-compliances.
- Where an educator, student or volunteer is observed to be non-compliant, the director or on- site supervisor will take one or more of the following actions:
- Inform the individual that a non-compliance was observed, including the review of any pertinent records or documentation that provide evidence of the non-compliance.
- Re-review the relevant policies, procedures, and/or individualized plans with the individual.

    - Issue a verbal warning.
    - Issue a written warning.
    - Temporarily suspend the individual from their position at the child care centre based on the decision of the General Manager and OR Human Resources.
    - Terminate the individual from their position (based on General Manager and OR Human Resources.
    - Inform any relevant parties (e.g., College of Early Childhood Educators, College of Teachers, College of Social Work and Social Services, the contact person for the program from which a student has been placed, CAS, police, etc.); and/or
    - Report violations with the College of Early Childhood Educators' Code of Ethics to the College.
    - Where an observed non-compliance meets the criteria for a reportable serious occurrence (e.g., an allegation of abuse or neglect), the serious occurrence policy and procedures will be followed.
    - Were appropriate, the director or on-site supervisor will follow up with the family of a child in accordance with our policies and procedures on parent issues and concerns.

Outdoor Play Weather Safety

The Child Care and Early Years Act requires at least two hours daily for children in Full day child care to play outside and at least 30 minutes for before and after school children. At the YMCA we value outdoor play, and our expectation is that children in the before and after program are outside 45 minutes daily. It may be too cold or too hot to be safely outside. Here are some guidelines to follow to decide if outdoor activity should be postponed, shorten the length of time, or if special precautions need to be taken. However, in the event the children are unable to go outside due to inclement weather, educators must plan and implement an alternate for physical activities.

Extreme Cold

The YMCA of Oakville will not go outside when the Halton Region Health Department will issue a cold alert:

- The daily predicted low is expected to be minus 15 C or lower (without wind chill), example: minus 16, 17, 18… or
- The wind chill is expected to reach minus 30 C for at least two hours and Environment Canada has issued a cold warning, or
- Environment Canada has issued an advisory for hazardous winter weather, e.g., blowing snow or freezing drizzle. To find out is a cold alert has been issued, check the Halton Region website at *www.halton.ca*. A banner on the main page will advise that a cold alert is in effect. Sign up for Halton region's e-alert system at *http://www.halton.ca/cms/one.aspx?portalId=8310&pageid=13692*.

Prevent cold-related illness.

To keep yourself and children safe, you should know how to prevent cold-related illnesses and how to deal with emergencies. Follow these cold weather safety tips:

- Cover exposed skin (exposed skin can become frostbitten in 30 seconds)
- Wear a hat (up to 40% of body heat loss can occur through the head)
- Wear gloves or mittens
- Limit time sitting and get up and move around.

Extreme Heat

Halton Region Health Department will issue Heat Warnings and Extended Heat Warnings based on the following criteria:

- Heat Warning - when daytime maximum temperatures are expected to be at least 31 C without humidex and overnight temperatures are 20C or higher for 2 consecutive days or the Humidex is at least 40 for 2 consecutive days.
- Extended Heat Warning: when daytime maximum temperatures are expected to be at least 31 C and overnight temperatures are 20C or higher for at least 3 days or the Humidex is at least 40 for at least 3 days. You can receive notification of Heat Warnings by signing up for the e-alerts at: www.halton.ca/heat

Prevent over-exposure to the sun:

- Choose or create shaded areas for activities.
- Ensure children and adults wear wide brimmed hats when in the sun, lightweight clothing.
- Ensure children drink fluids before and after outdoor play. If they are thirsty outside, allow them to drink right away. Bring water outside in a water jug and disposable cups.
- Balance vigorous play with quiet play to allow natural cooling of the body.

Benefits to Outdoor Play

Playing outside is an extremely important part of a child's day, it provides children with the opportunity to experience the world with all their senses. Research has discovered that there are many benefits to playing outdoor, these benefits cannot be met by playing in a gymnasium. In outdoor spaces children can shout or be noisy, create games or teams that require a lot more space and use their imagination. Additional benefits outdoor play offers:

1. Reduces Stress

Exposure to the outdoors can help to decrease children's' stress levels by offering them an escape from their normal daily activities. Outdoor play is a safe place for children to let off steam. "Children cannot bounce off the walls if we take away the walls." (Kenny 2013) page 98

2. Health

Vitamin D has several health benefits, such as strengthening bone health and helping to prevent diabetes and heart disease. Vitamin D is also linked to improving moods and creating a positive mental attitude. Being outdoor provides children with the freedom to burn off excess or built up energy, leading to children feeling happier and calmer. Outdoor play also Improves appetite.

3. Creativity

Outdoor encourages children to be more creative, children use their imagination more often which is stimulated by objects around them.

4. Social Skills

Outdoor spaces are generally less crowded and noisy than indoors, this makes it less intimidating. This encourages social interactions between children and makes children more accepting of joining games or in play.

"Opportunities to experience nature enhance children's sense of wonder and joy in the world around them, whether programs are located in large urban centres with small patches of green space, gardens, and trees or in vast fields and forests. A growing body of research suggests that connecting to the natural world contributes to children's mental, physical, emotional, and spiritual health and well- being. Providing daily opportunities to explore, care for, and interact with the natural world helps to strengthen these connections."

How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)

Playground Supervision Policy

All YMCA educator's members are expected to ensure that children are provided with a safe outdoor play environment that promotes a physical, cognitive, and social development. Infant, Toddler, and preschool children are to each receive a total of two hours of daily outdoor play and each school age child is provided with a minimum of forty-five minutes daily outdoor play. During inclement weather days an alternate activity is provided. The following procedures must be adhered to when supervising children in the outdoor environment. As outlined in the Child Care and Early Years Act, our Junior Child Care playgrounds must be inspected on a daily, monthly, and annual basis. School Age outdoor environment must be inspected each morning and afternoon. All repairs to equipment and physical space must be logged in the playground repair log and an action plan must be developed and followed through on. Additionally, educators must record all injuries that occur in the playground in your program daily logbook and ensure an internal accident/incident report is completed.

- Educators to child ratio must be maintained at all times. Infant 1:3, Toddler 1:5, Preschool 1:8, Kindergarten 1:13, Primary/Junior School Age (ages 6-9) 1:15 and Junior School Age (ages 9-12) 1:20
- Remove any ropes or skipping ropes tied to the equipment. These pose a significant risk to children and could result in strangulation.
- Loose clothing, hats with chin straps, cords on hoops, ponchos, scarves, and jewelry can get caught on equipment. Make sure that children in your care are dressed safely.
- Check for ice on and under the equipment in the winter. Be aware of ice under fresh snow as well. This could cause accidents or injuries.
- Children need constant supervision. They should never be left alone on play structures. Older children often try to make equipment "more challenging" and use it in unexpected and unintended ways. They may take bigger risks as they develop their physical skills. Play structures located in publicly funded schools that serve kindergarten aged children are available for before and after school use. **To support safety and reduce injuries on school play structures the school aged children (grade 1 and plus) will not use this equipment. Community Park use is prohibited for all age groups.**

Active supervision - All educators are required to constantly scan and move around the outdoor environment. Ensure educators are engaged in supervising and interacting amongst the children. Huddling in an adult conversation is Prohibited. Continue to keep your eyes on the children, move through the play area regularly and position yourself in order to be able to scan the entire area.

Offence Declaration Policy

Police Record Check and Offence Declaration

The **Child Care and Early Years Act** states that obtaining a police record check (PRC), a vulnerable sector check (VSC), offence declaration is a measure that is used to help licensees determine whether individuals involved in the provision of child care may hold these positions of trust. Considering a person's relevant criminal history helps licensees determine whether individuals who will be participating in their program have been convicted of any offence that prohibit them from participating in child care or may put children at risk.

All new employees, students and volunteers are required to provide a police record check with a vulnerable sector check before the person begins employment. Every volunteer or student who is on an educational placement is required to provide a police record check with a vulnerable sector check before the person begins interacting with the children at the child care centre.

The YMCA of Oakville is committed to providing a safe and welcoming environment for all members and participants. All new staff/volunteers under the age of 18 years and over, are required to complete the Police Records Check Declaration at the time of hire/orientation and agree to provide a PRC with Vulnerable Sector Check (VSC) once they turn 18.

- Original Vulnerable Sector Check (VSC)
- True copy of a Vulnerable Sector Check (in hard copy or digital format)
- Prepared no earlier than six months before the day it is obtained by the licensee.
- Volunteers and Students, The YMCA of Oakville will accept a VSC document for students and volunteers that is more than six months old (less than 1 year), as long as a child care offence declaration that addresses the period since that day is also provided by the student/volunteer.
- Educators employed by the YMCA of Oakville PRC/VSC must be prepared no earlier that 6 month before the day it is obtained by the child care director

Exceptions for a Vulnerable Sector Check - Individuals under 18 years of age

Individuals who turn 18 years while in a position where they interact with children:

Within one month after the person turns 18 years old, the licensee must obtain a PRC with Vulnerable Sector Check (VSC) statement in writing from the person that discloses every previous finding of guilt of the person under the Youth Criminal Justice Act (Canada), if the person received an adult sentence, or indicate that there were no such findings of guilt.

Individuals who turn 18 years while in a position where they interact with children:

The licensee must have documentation that indicates that the licensee has required the individual to obtain a Police Record Check Vulnerable Sector Check (e.g., application to a police force requesting a check, etc.) within one month (31 days) after the individual turns 18 years.

Police Record Check with Vulnerable Sector Check is a requirement for those over the age of 18. Only exceptional circumstances when an urgent placement is required, a waiver with Police issued receipt with approval form from HR may be used. Person with waiver will be supervised at all times. Never left alone with children.

Timing for New Police Record Check with Vulnerable Sector and Offence Declaration

The **Child Care and Early Years Act** requires licensees to regularly screen individuals who continue to participate in their program to determine if there have been any changes in their criminal history that may put children at risk by completing new police security with vulnerable sector check and offence declaration.

An offence declaration is a written declaration that lists all of the individual's convictions for offences under the Criminal Code (Canada), if any, up to the date of the declaration and is signed by the individual.

Police Record Check with Vulnerable Sector Check and Offence Declaration Policy

Licensees must obtain an offence declaration no later than 15 days after the anniversary of the previous offence declaration or police security with vulnerable sector check, whichever is most recent.

Police Record Check with Vulnerable Sector Check Schedules - Licensees are required to obtain a new police record check with vulnerable sector check on or before the third anniversary of the most recent vulnerable sector check on file, regardless of the individual's offence declaration schedule.

Police Record Check with Vulnerable Sector Check and Offence Declaration Policies and Procedures

Original Police Record Check Request with Vulnerable Sector Check will be collected by the child care director. Original and true copies will be handled and filed in a secure and confidential manner at all times. The director will photocopy the Police Record Check and initial and date the copy as a "true copy." A copy will be retained in a sealed envelope at the centre for verifying police security with vulnerable sector check with Ministry of Education during the licensing visit. An additional copy will be filed with Human Resources. The original will be returned to the employee, student/ volunteer.

Offence Declarations will be collected by the director and will be handled and filed in a secure and confidential manner at all times. It is the responsibility of the employee, volunteer, or educators to report to their director if they have an offence to declare on the Offence Declaration form immediately.

Each individual completing an Offence Declaration must disclose any convictions under the Criminal Code of Canada received since their last Criminal Record Check or Offence Declaration, for which a record suspension (pardon) has not been granted. This declaration applies to all Criminal Code convictions, not only the examples listed below:

Section 151 – Sexual Interference	Section 163.1 – Child Pornography	Section 233 – Infanticide
Section 152 – Invitation Section	Section 170 – Procuring Sexual Activity	Section 271 – Sexual Assault
Section 153 – Sexual Exploitation	Section 171.1 – Explicit Material	Section 272 – Weapon/Bodily Harm
Section 153.1 – Person w/Disability	Section 172.1 – Luring a Child	Section 273 – Aggravated SA
Section 160(1), (2), (3) – Bestiality	Section 172.2 – Agreement or Arrangement	Section 281 – Abduction <14
Section 162 – Voyeurism	Section 215 – Necessaries of Life	Section 286.1(1) – Sexual Services
Section 162.1 – Intimate Image	Section 229 – Murder	Section 286.1(2) – Under 18

As part of the annual review of vulnerable sector check and offence declaration documentation, the directors will also review membership status of RECEs, Certified Teachers or Social Workers online on the respective public registers.

All educators, students, and volunteers must provide their supervisor with an Offence Declaration in every calendar year, except a year in which a vulnerable sector check is obtained, that is dated within 15 days of the previous offence declaration or vulnerable sector check, whichever is most recent.

For example, if your last Annual Declaration was dated September 1, 2015, this Offence Declaration covers the period September 1, 2015, to August 31, 2016 and an Offence Declaration must be completed no later September 15, 2016.

All educators, students and volunteers must provide their supervisor with an Offence Declaration as soon as reasonable possible, anytime they are convicted of an offence under the criminal code (Canada). Withholding information relevant to a PRC VSC request will result in disciplinary action up to and including termination of employment/volunteer placement for cause.

All **Educators/volunteers** who have had a break in employment or volunteer relationship for more than 6 months must submit a new Police Record Check Vulnerable Sector Check before employment/volunteer relationship resumes.

All **Non-Child Care educators/volunteers** confirm and sign an Offence Declaration who have left the Association and returned for an employment opportunity and whose PRC is less than 12 months old (e.g. summer students, camp, aquatics).

All **Child Care educators/volunteers** on a 10-month contractual employment basis and who renew their contract within two months will complete an Offence Declaration as part of their employment contract.

If a volunteer turns 18 years old while in a position where they interact with children receiving child care at a child care centre, the supervisor shall obtain from the person, within one month after the person turns 18 years old an offence declaration.

All educators/volunteers have on file a Police Record Check with Vulnerable Sector Check with a screening dated within the past three years.

Program Statement Policy

At the YMCA of Oakville, we know that access to high quality child care is critical for families. Our programs are designed to provide positive, safe, and nurturing environments where children have the tools and resources to enhance their social, intellectual, physical, and emotional development. As educators working with young children, we believe that every child is competent, capable of complex thinking, curious and rich in potential. The YMCA is committed to creating rich learning environments for children to reach their full potential in alignment with four foundational conditions that are outlined in the Ministry of Education's, "How Does Learning Happen?" Ontario's Pedagogy for the Early Years.

We appreciate each child's uniqueness and view the child's growth and development in a holistic manner. We know that children thrive in quality programs that provide choice, opportunities for leadership, focus on strengths, promote the development of skills, and foster positive relationships.

As a values-based organization, we work to incorporate the YMCA core values of caring, honesty, respect, responsibility, health, and inclusiveness into everything we do.

Implementing the Program Statement – REVIEW PROGRAM STATEMENT IN FAMILY HANDBOOK pages 2 to 13

The YMCA is committed to supporting children to grow to their fullest potential in a safe, caring, and nurturing environment. The program statement describes YMCA specific goals for children's learning and development, and the approaches that will be implemented. Each member of the program team holds a role and responsibilities in ensuring the approaches in the program statement are implemented.

Roles and Responsibilities in Implementation & Monitoring

YMCA Management will:

- Conduct a comprehensive annual review of the YMCA Program Statement including the goals and approaches and integrate information gathered through various monitoring practices including curriculum assessments, parent and employee surveys, trends in performance reviews, etcetera.
- Conduct curriculum assessments at each centre on an annual basis.
- Respond immediately to any concerns or commissions of prohibited practices observed or reported in consultation with Human Resources.

Supervisors will:

- Orient all new educators, students, and volunteers to the YMCA Program Statement before they interact with children. A sign off sheet with the educators, student, or volunteer and supervisor signature indicating the date of orientation will be kept.
- Review with all educators, students, and volunteers on an annual basis at the time of the final performance review or any time there is substantive changes to the program statement. A sign off sheet with the educators, student, or volunteer and supervisor signature indicating the date of orientation will be kept.
- Provide time, coaching and guidance for educators to engage in ongoing reflective practice and collaborate inquiry with the program team.
- Bi-annual and annual Performance Management will be conducted with each educators, student and volunteer following the format and cycle selected by either Human Resources (educators), the post-secondary institution (student), Volunteer Development (volunteer). Goals related to the implementation of the program statement are included in their views.

- Discuss curriculum assessment results with program team and develop a plan of action tube implemented and shared with YMCA management.
- Immediately report any concerns or commission of any prohibited practices to YMCA management.

Educators will:

- Prepare documentations as prescribed by the YMCA Playing to Learn curriculum (infant, toddler, and preschool focus) that demonstrate the implementation of the approaches in the program statement.
- Engage in ongoing reflective practice and collaborative inquiry with the program team as a means for reflecting on and discussing documentation.

Prohibited Practices

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to manage unwanted behaviour.

Research from diverse fields of study shows that children who attend programs where they experience warm, supportive relationships are happier, less anxious, and more motivated to learn than those who do not. Experiencing positive relationships in early childhood also has significant long-term impact on physical and mental health, and success in school and beyond.

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

The YMCA of Oakville believes that children benefit from positive, respectful, and supportive approaches that encourage learning, self-regulation, and healthy relationships. Practices that may harm a child's physical or emotional well-being are strictly prohibited in all YMCA child care programs.

These prohibited practices include but not limited to the following:

- Corporal punishment of the child (which may include but is not limited to hitting, spanking, slapping, pinching).
- Physical restraint of the children, including but not limited to 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.
- Locking the exits of the child care centre premises for the purpose of confirming 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 a part of the licensee's emergency management policies and procedures.
- Use of harsh or degrading measures or threats or use derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine his or her self-respect, dignity, or self-worth.
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding; or
- Inflicting any bodily harm on children including making children eat or drink against their will.
- Leaving children unsupervised
- Any form of Abuse including, Physical, Emotional , Neglect,. Sexual abuse, sexual misconduct or prescribed sexual acts. Any behaviour or action by an adult that violated a child's safety, dignity, or right to be protected from harm.

No educator, volunteer or student who is on an educational placement, shall engage in any of the prohibited practices with respect to a child receiving child care.

Measures Used to Deal with Contravention of Policies and the Use of Prohibited Practices

Any reports involving breach of the above prohibited practices are taken seriously and will be dealt with by YMCA management. Individuals who violate the prohibited practices and this procedure are subject to disciplinary or corrective action up to and including termination of employment or volunteer assignment.

Monitoring and Accountability

The YMCA of Oakville recognizes that the way adults interact with children directly impacts their learning, development, health, and overall well-being.
To ensure children are supported in a safe and respectful environment:

* All educators, students and volunteers are expected to follow the YMCA's policies and procedures, Child Care Program Statement, and Ministry of Education requirements.
* Receive ongoing training related to child protection, positive interactions, prohibited practices, and their duty to report suspected abuse or neglect.
* Annually review and acknowledge their understanding of YMCA policies and procedures through completion of a Policy and Procedure Checklist, which includes the educator's signature and the signature of their supervisor.
* YMCA leadership regularly monitors program practices to ensure compliance with legislation, licensing requirements, and YMCA standards.

The YMCA of Oakville is committed to maintaining a culture where children are respected, valued, and protected, and where families can feel confident that their child's safety and well-being remain our highest priority.

Rest Requirement Policy

The **Child Care and Early Years Act** requires that a rest time be provided for infant, toddler or preschool children that are in attendance for six hours or more in a day will not exceed two hours in length. During family orientation parents will be advised of the program requirements for rest.

Sleep Supervision and Position Requirements

YMCA educators are required to follow the guidelines set out in the Joint Statement on Safe Sleep from the Public Health Agency of Canada which states that infants under 12 months of age are to be placed on their backs to sleep until such time that they can independently flip over onto their stomachs. Your physician may recommend otherwise in writing. The Joint Statement also sets out that infants under 12 months should not have blankets or toys in the crib. Families will be consulted respecting their child's sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's/guardian's request.

Parents will be consulted regarding their child's sleep patterns at the time of enrollment and at any other appropriate time. Parents can provide written documentation requesting their child not have a rest period. This documentation will be included in the child's file. Children who do not sleep will engage in quiet activities based on the child's needs.

A child who is unable to sleep during the rest period will not be kept on their cot for longer than one hour and will be permitted to engage in quiet activities.

There will be a labelled cot/crib with bedding for each infant, toddler or preschool child that receives care Longer than 6 hours/day and each room will have a sleep chart layout outlining each child's assigned cot.

Cots need to be placed at least 46 cm apart and with an aisle of at least 92 cm to ensure all children and educators can evacuate in an emergency.

The **Child Care and Early Years Act** requires that educators are performing direct visual checks of sleeping children by being physically present and checking for indicators for distress or unusual behaviours. ***Infant direct visual checks will be performed every 15 minutes.***

Toddler and Preschool programs will establish (2) set times for visual checks that will take place during rest period.

A daily record of rest period will be kept on the sleep chart. If no unusual behaviours occurred during rest time, record in the log "no unusual behaviours during rest time". If an unusual behaviour occurred, for example a child awoke from a dream or from coughing a record of the incident is to be recorded in the daily log including the child's first name and last initial. The incident is to be communicated to the parent.

There needs to be sufficient lighting in the program room during rest time to conduct visual checks of the children.

Each child will have a daily journal completed by the educator indicating duration of rest and any significant changes to the child's sleep pattern or behaviours.

As children are not active during rest period, a reduced staff-child ratio can also be schedules for educators to have a meal break while children are adequately supervised.

The rest period is not to exceed two hours in length. To operate using reduced ratios, this must be a period where the children are not engaged in active play (e.g., sleeping or engaged in quiet, inactive play).

Ensure appropriate number of adults are on site, available and accessible to each classroom operating at a reduced ratio.

How are reduced ratios calculated?

Put the educators to child ratio in a fraction and multiply it by 2/3.

For example, a preschool group, the educators to child ratio is 1:8. As a fraction, this becomes 1/8:

1/8 x 2/3 = 2/24 =1/12.

This means that during periods of arrival, departure, and during the rest period, one educator is required. For up to 12 preschool children, a second educator will be required as soon as 13 children, or more are present.

Name of age category	Number of Children in Room	Number of Staff Required
Toddler	1-8	1
	9-15	2
Preschool	1-12	1
	13-24	2

YMCA Safe Arrival and Dismissal Policy and Procedures

Date Policy and Procedures Established: December 2023
Date Policy and Procedures updated January 14, 2025

Purpose

This policy will provide staff, students, and volunteers with a clear understanding of the roles and responsibilities for ensuring the safe arrival and dismissal of children. Outlining the steps required:

- When a child does not arrive as expected
- To ensure safe dismissal

Expectations and Responsibilities

All Staff, Students and Volunteers will follow all the steps outlined in the Safe Arrival and Dismissal Policy and Procedure

All Supervisors/Designated will ensure the Safe Arrival and Dismissal Policy and Procedure is implemented

Policy Statement

The YMCA of Oakville will ensure that any child receiving care at the child care location is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization for release is authorized by the parent/guardian. If the individual is unknown to the staff, they will be required to show photo identification.

The YMCA of Oakville educator will only dismiss children into the care of their parent/guardian or another authorized individual. The centre's educator will not release any children from care without supervision.

It is important that all children are always under the supervision of an adult. To ensure this practice, we require all parents/guardians to drop off and pick up their child directly in the YMCA program space.

In Instances 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 Policy and Procedures set out below.

Procedures

Upon the child's arrival, staff must:

- Complete a Daily Health Check
- Sign the child in on the classroom attendance record, indicating the time
- Document in the Daily Written Log Book any change in pick-up arrangements as indicated by parent/guardian

Infant, Toddler or Preschool child has not arrived by 9:30 a.m.

- A text and email notification will be sent to a family to confirm the child's absence. This communication will serve as the sole notification from the centre regardless of whether a response is received from the family
- Document the child's absence on the attendance and any additional information in the Daily Written Log Book

Before Kindergarten and School Age program

If a child does not arrive to the before school program, the child's absence will be recorded on the attendance and shared in a binder with the school. The school will follow their own protocol regarding safe arrival.

PADAYS/Holiday Programs for Kindergarten and School Age

During PADAYS/Holiday Programs, Kindergarten and School Age educators will follow the same procedures when accepting children into the However, if the child does not arrive to the program by 9:30 am, staff will begin to contact the parents/guardians to verify if the child will be in attendance. Document the child's absence and any additional information the Daily Written Log Book.

During a regular school day if a child has not arrived at the afterschool program the supervisor/designate will check the child's attendance with the school office. If the child is unaccounted for:

- Check the school premise
- Call the parent/guardian to confirm the child's absence
- Call the police
- Contact the Manager/General Manager
- Complete the YMCA Incident/Accident notification and file a Serious Occurrence with the Ministry of Education
- Document the child's absence on the attendance and additional information in the Daily Written Log Book

Extracurricular Activities

If a child is participating in extra-curricular activities not part of our program:

Written instructions from the parent should include the activity, location, date, time, and whether the child will go directly to the activity or the YMCA first

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

The staff must:

- Call the parent/guardian or authorized individual
- Call an emergency contact when unable to reach the parent/guardian or authorized individual
- Notify the supervisor/designate who will notify the Director/General Manager
- After one hour, contact (CAS) Children's Aid Society, if there has been no contact with the parent/guardian/emergency contact
- Follow the instructions provided by CAS

Dismissing a child from care

Staff will only release the child to the child's parent/guardian or authorized emergency pick up. Under no circumstances will children be released from care to walk home alone.

Health Policy

Children stay healthier when all educators know and practice appropriate hand – hygiene, diaper – changing and toileting routines. Educators are to always follow the direction of local public health authorities. The key to keeping everybody in the program healthy are consistency with thoroughness in daily routines – especially frequent, thorough hand washing.

Educators are responsible to ensure the following practices are followed:

- Practice and promote hand hygiene – follow handwashing procedures.
- Observe children daily for signs of infection and share concerns and information with parents.
- Require children and staff are fully immunized and keep up-to-date vaccine records on file for staff and infant, toddler ad preschool children. * Children attending school do not require to provide immunization records
- If a staff, infant, toddler, or preschool child **DO NOT** have immunization due to medical or beliefs, they are required to complete a Statement of Medical Exemption or **Statement of Conscience or Religious Belief** (form provided by the Ministry of Education is to be used)
- Follow diapering procedures.
- Follow sanitization and disinfecting procedures.
- All play materials, equipment and furnishings are maintained in a safe condition and kept in a good state of repair.
- Follow food safety standards.

Harmful Substances: All objects and substances that may be harmful (not only poisonous/hazardous substances) are inaccessible to children. These include poisonous and hazardous substances.
(e.g., Recreational/medical cannabis, alcohol, and employee's own medication.)

Storage for all medical supplies, cleaning materials and equipment and other items that could cause harm to a child, such as poisonous and hazardous substances, must be stored to be inaccessible to children.

Health Department:

- Ensure that any direction of a medical officer of health with respect to any matter that may affect the health or well-being of a child receiving child care at a child care centre be carried out by the educators.
- Any direction from the medical officer of health is to be documented into the centre's log book.
- Director or On-Site supervisor are required to upload health inspections into the CCLS system within 2 days.
- Health Department Requires to Post a Certificate of Health Inspection
- **Halton Region Mandatory Food Handler Certification By-law No. 163-11**
- The bylaw states an operator of a moderate or high-risk food establishment to ensure that there is at least one certified food handler working during all hours of operation.

Sanitary Procedures - Washroom

SANITARY PROCEDURES - WASHROOM ROUTINE

Hygienic practices are particularly important where there are groups of young children. Their immune systems are immature and, therefore, need protection from the spread of disease. YMCA Child Care Educators practice the following procedures:

Washrooms:

1. Soap will be provided and accessible to all children; some children may require assistance using soap.
2. Paper towels will be kept near all sinks used by children or educator for hand washing.
3. If facecloths are to be used, one is to be used per child.
4. Infant, Toddler and Preschool Rooms - After a washroom routine, the following areas are disinfected:

    - Toilet seats
    - Sinks
    - Counters
    - Paper towels or other loose materials picked up.

Hand Washing:

1. After going to the washroom.
2. After assisting children in the washroom routine.
3. After contact with potentially infectious materials such as nasal discharge, infected eyes, and assisting a child who is vomiting.

Supporting Washroom and Diapering Needs

The YMCA of Oakville before and after school programs include children ages kindergarten up to 12 years old that may require assistance in the washroom. A child may have soiled themselves and requires assistance to change their clothes. Or a child who attends may be in a diaper and requires a diaper change. Please follow the diapering procedures. The YMCA provides a safe, nurturing, and inclusive environment for all children. If a child requires assistance with the washroom, Educators are responsible to support the child's needs.

Diapering Procedures

Infant, Toddler and Preschool Washrooms -Post a copy of the Region of Halton Health Department diapering procedure in the diapering area of your centre.

Never leave a child unattended on the change table.

1. Start with clean hands using soap and water before each diaper change and assemble supplies within easy reach.

2. Put on a new pair of disposable gloves.

3. Hold the child safely and away from your clothes as he or she is placed on a clean change pad. If cloth diapers with "snappy" or safety pins are used, close each pin immediately and place them out of the child's reach. Remove the soiled diaper.

4. Clean the child with moist disposable wipes, wiping from front to back. Remove all soil and clean the skin creases.

5. Discard the soiled diaper and wipes in a covered, plastic lined, hands free covered receptacle.

6. Remove and discard the soiled gloves.

7. Thoroughly clean your hands with a clean, moist disposable cloth, or moist tissue and place it in the waste container. Diaper and dress the child.

8. Assist and or monitor the child with washing their hands. Return the child to a supervised area.

7. Place all soiled material: the diaper change pad (if disposable), washcloth or tissue in a waste container lined with a plastic bag.

8. Clean and disinfect the diaper-changing surfaces. Apply disinfectant for the appropriate contact time as per manufacturer recommendations. Put away the disinfectant - out of children's reach. Never rinse soiled diapers, whether disposable or cloth. The additional handling of the diaper may result in more hand and environmental contamination. Wear disposable gloves if there is a risk of coming in contact with fecal material.

10. Wash your hands thoroughly for at least 15 seconds with soap and warm water. Dry hands with paper towel. Turn the tap off with the paper towel to avoid re-contaminating your hands.

Note: Use skin care products only if requested by a parent and only for the designated child. Be sure that skin care products are labelled with the child's name. Skin rash or stool conditions such as unusual consistency, colour, odour, or frequency should be reported to the parents. All products must have a Permission to Apply Form.

Sanitary Procedures - Kitchen

SANITARY PROCEDURES - KITCHEN

Hand Washing:

1. Educators are required to wash their hands immediately entering the kitchen.
2. Educators are required to wash their hands before handling food.

Food Handling:

1. All food will be kept covered and stored at proper temperatures.
2. Educators and children wash their hands prior to handling food.
3. Kitchen counters will be washed with a disinfectant each day prior to food preparation and throughout the day as required.

Preparation:

1. Preparation or reconstitution of prepared foods shall be in accordance with manufactures instructions.

Cleaning Duties:

1. Kitchen appliances cleaned daily, equipment and shelves cleaned and disinfected monthly.
2. Kitchen counters and trolleys washed with a disinfectant each day prior to food preparation and throughout the day as required.
3. Any utensils dropped on the floor are washed and replaced.

Dishes:

1. Dishes used in the Child Care program for any purpose are cleaned using soap and water, a hot water rinse, and a hot water rinse in the dishwasher - air dry on drying rack in dishwasher.

Programs without dishwashers are to use the 3-sink method.

- Sink 1 – soap and hot water.
- Sink 2 – hot water disinfected with bleach/hydrogen peroxide.
- Sink 3 – hot water rinse.

Sanitary Procedures - Program

Hand Washing:
All educators and children are required to wash their hands before handling food.

Hand washing – No Access to Water
If there is no access to water for the educators to wash their hands:

- Educators MUST wear disposable gloves to serve food.
- Educators use hand sanitizer; however disposable gloves are still required.

Children are encouraged to wash their hands with water and soap, however if no access to water
- Children are to first use a baby wipe to remove visible dirt and next use hand sanitizer.

*** This method is not to eliminate the washroom hand washing routine. It is meant for a one-off situation, for example - where child changed mind to have snack after hand washing routine was conducted. ***

Tables
Tables are disinfected before and after serving all foods.

1. Pre-clean table, remove debris.
2. Clean with soap + water
3. Disinfect spray disinfectant on surface and follow instructions for Dwell time.
4. Rinse table with damp cloth after dwell time (follow instructions for dwell time

Chairs
Chairs are wiped daily after creative, snack, and lunch.

Floors
Floors will be swept after creative, snack, and lunch. Any spills will be wet mopped by program educators.

Countertops and Sinks
Countertops and sinks will be neatly maintained throughout the day. They will be cleared and disinfected at the end of each day.

Sensory
Sensory bin and play materials will be washed and disinfected daily. Sensory play will be stopped, if there is an outbreak, until the contagious period is over.

Play Materials, Equipment and Furnishings
Play materials, equipment and furnishings are maintained in a safe and clean condition and kept in a good state of repair and that there is adequate storage available for play materials. Toys will be washed and disinfected as they are rotated. Large equipment (shelves, furniture) will be washed and disinfected weekly.

Beds and Sheets
Beds will be disinfected weekly. Sheets will be changed and washed weekly.

Cleaning Equipment
Cleaning equipment (brooms, mops, and dustpans) will be cleaned and disinfected weekly.

Sanitary Procedures - Sensory

Water Table If you have a water table, follow these recommendations to reduce the spread of disease:

- Have the children wash their hands before and after playing at the table.
- Empty the water after each use or after two hours.
- Clean and disinfect the water container at least once a day before filling it with fresh water.
- Clean the wading toys every day with soap and rapid running hot water. Sanitize them with an intermediate level bleach solution or wash in the dishwasher.
- Do not allow children with an infection of any kind or who have open sores or wounds participate in water play.
- Discontinue water play table activities during an outbreak of illness.

Play dough/Clay

- If handmade, these materials should be made fresh each week, labeled, dated and stored in airtight containers. Old materials should be discarded.
- Products that are labeled as toxic are prohibited. Use materials that are non-toxic and in their original packaging.
- It is recommended that each child has their own play dough.
- Children with latex or gluten allergies should be given their own portion of the materials and that individual portion should be stored separately if for repeat use.
- Children with cuts, sores, scratches and colds with sneezing and runny noses should be given their own portion of the material and that individual portion should be stored separately if for repeat use.
- Children should practice hand hygiene before and after each use.
- The surface upon which these materials are used and the tools used with these materials should be cleaned and sanitized before and after each use.
- Materials should be discarded if it is sneezed upon, put in a child's mouth, or in any other way possibly contaminated or if an outbreak has been declared.
- These materials are to be refrigerated at the end of the day.

Food for art crafting or sensory play (such as Pasta, Rice, Cereal etc)
There are concerns with using food for art crafting or sensory material for a few reasons:

- Allergies to gluten.
- Inhalation of fine particles of flour.
- Contamination of product.
- Support of bacterial growth when starchy items become wet.

Items should be assessed by individual risk assessment because of different types of materials, different containers, batch sizes, and type of use.

Recommendations if raw food (such as Pasta, Rice, Cereal etc) is used for Art/Crafting.
Food will not be used for Sensory Play Activities

- Food items should be checked before each use and food that is spoiled or moldy should be discarded.
- If food items are not refrigerated, they should be stored in such a way as to prevent contamination (such as in nonporous containers, off the floor).
- Do not allow children to use dry flour as it can be inhaled and cause respiratory problems.
- Only use food items under strict supervision as children can put small items in their mouth or nose.

Serious Occurrence Policy and Procedures

Purpose

The purpose of this policy and the procedures within is to provide clear instructions for staff, students, and volunteers to follow for how to identify, respond to and report a serious occurrence. It ensures that there is a plan to deal with any serious incidents that may affect the health, safety, and well-being of children and those working directly with children, and that these serious incidents are reported, tracked, and followed up on.

This policy requires that an annual review be conducted of serious occurrences that took place over the last calendar year for an opportunity to reflect on the incidents that took place and consider approaches that will be implemented to minimize the chance that the incidents will occur again in the future.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures with respect to serious occurrences for child care centres.

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

Policy

Identifying a Serious Occurrence

Under the **Child Care and Early Years Act**, 2014, serious occurrences are defined as:

- The death of a child who received child care at a child care centre,
- Abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a child care centre,
- A life-threatening injury to or a life-threatening illness of a child who receives child care at a child care centre,
- An incident where a child who is receiving child care at a child care centre goes missing or is temporarily unsupervised, or
- An unplanned disruption of the normal operations of a child care centre that poses a risk to the health, safety or well-being of children receiving child care at the child care centre.

Note: Appendix A provides examples and scenarios of reportable and non-reportable incidents.

Reporting a Serious Occurrence

- Staff will notify the licensee, supervisor or designate of a serious occurrence as soon as they become aware of the incident. If a serious occurrence occurs involving the school, please contact the school principal.
- All serious occurrences will be reported to the Ministry of Education in the Child Care Licensing System (CCLS) within 24 hours of the licensee, supervisor or designate becoming aware of the occurrence.
- Identifying information such as children or staff names will not be included in the serious occurrence reports.
- If CCLS cannot be accessed (e.g., where CCLS or an internet connection is unavailable), the licensee, supervisor or designate will notify the program advisor (PA) assigned to the licence by email or by telephone within 24 hours of becoming aware of the occurrence. A serious occurrence report will be submitted in CCLS as soon as the system can be accessed.
- Where a Ministry of Education PA cannot be reached by telephone, a voicemail message will be left to notify the PA of the incident.

- All updates to serious occurrences will be reported in CCLS through update reports until the serious occurrence has been closed by the Ministry of Education.
- Where the Ministry of Education requests updates to a serious occurrence in CCLS, these will be provided as soon as possible though update reports.
- Serious occurrences reported to the Ministry of Education will be documented in the daily written record.

Posting a Serious Occurrence Summary (Notification Form)

- Within 24 hours of becoming aware of a serious occurrence, child care director will complete. Serious Occurrence Notification Form in either CCLS or using the form available in Appendix B.
- The form will provide a summary of the serious occurrence and of any action taken by the child care centre.
- The summary will not include identifying information (e.g., names and ages of children, staff, or program rooms) and will contain gender-neutral language.
- The summary will be posted at the child care centre in a place that is visible and accessible to parents for a minimum of 10 business days, regardless of the serious occurrence type and the status of any related investigation.
- All updates to the serious occurrence will be added to the posted summary, and the summary will remain posted for an additional 10 business days each time any updates are added.
- All serious occurrence summaries will be retained for 3 years from the date they are created or last updated (whichever date is most recent).

Concerns about the Suspected Abuse or Neglect of a Child

- If any person, including a person who performs professional duties with respect to children, has reasonable grounds to suspect that a child has suffered, or is at risk to suffer, physical or emotional harm or sexual exploitation or molestation inflicted by the person having charge of the child, the person will report the suspicion directly to a children's aid society (CAS).
- Suspected abuse or neglect that will be reported will include physical, emotional, and sexual abuse and/or neglect.
- Where a parent expresses concerns that a child is being abused or neglected, the parent will be advised to contact their local CAS directly. The person who becomes aware of these concerns is also required to report the concerns to the local CAS.

Procedures to Respond to a Serious Occurrence

Steps to follow for all serious occurences:

Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
1. Immediately: • Ask for assistance from other staff, students, or volunteers. • Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training, where applicable. • Call emergency services and follow direction from emergency services personnel, where applicable, • Ensure that other children are removed from the scene and do not have access to the area, where applicable. • Address any risks to the health or safety of the child and/or other children present to prevent the risk of further harm. • Notify the supervisor/designate. 2. Ongoing and after the incident: • Follow any direction provided by third-party authorities (e.g., police, CAS, public health, etc.) • Ensure that children are always supervised. 3. Within 12 hours • Document the incident in: a. The daily written record. b. The child's record of symptoms of illness, if applicable; and/or c. In an accident report, if applicable. • Where an accident report is created, provide a signed copy to a parent of the child.	1. Immediately: • Provide assistance to children, staff, students, volunteers, and families. • Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training. • Call emergency services and follow direction from emergency services personnel, where applicable. 2. Within 24 hours of becoming aware of the incident: • Collect all pertinent information to report the incident to the Ministry of Education as a serious occurrence, including: • A description of the incident. • The date, time, place where it occurred, actions taken and outcome. • The current status of the incident and child/parties involved; and • All other parties notified (e.g., emergency services, CAS, parents). 3. Report the serious occurrence in CCLS or notify the Ministry of Education program advisor by telephone or email where CCLS is not available. **Note:** Where CCLS is not available, a serious occurrence report will be submitted in CCLS as soon as it becomes available. 4. Post a summary of the serious occurrence and of any action taken by the child care centre in a place that is visible and accessible to parents. 5. Ongoing and after the incident: • Follow any direction provided by third-party authorities (e.g., police, CAS, public health, etc.)

Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
	• Maintain confidentiality at all times. • Update the serious occurrence report in CCLS, as required. • Conduct an internal review of the serious occurrence with staff, students, and volunteers to establish next steps and reduce probability of repeat occurrences. • Provide children, parents, staff, students and/or volunteers with supports, if needed. • Review with staff, students and volunteers the child care centre's program statement policies and procedures that set out prohibited practices and expectations of promoting the health, safety, nutrition, and well-being of all children.

Steps to follow according to specific serious occurrence categories:

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/ Supervisor/Designate to Follow:
Death of a Child	Death occurs while a child is receiving child care: See 'Steps to Follow for All Serious Occurrences' for staff, students, and volunteers.	See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and a) Death occurs while a child is receiving child care: 1. Immediately, upon becoming aware of the incident: • Contact a parent of the child, or where a parent cannot be reached, contact the child's emergency contact. b) Death occurs while a child is not receiving child care: Within 24 hours of becoming aware of the incident: • Contact local Children's Aid Society (CAS) or police services to find out if there is an investigation. If an investigation is ongoing, conduct an internal investigation after CAS or police services have completed their investigation, if applicable

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/ Supervisor/Designate to Follow:
Allegation of Abuse and/or Neglect	Steps to Follow for All Serious Occurrences' for staff, students, and volunteers, and **Where there is a concern about the abuse or neglect of a child by any person:** 1. Immediately: • Report concerns to the local Children's Aid Society (CAS) as per the duty to report obligations under the Child and Family Services Act (CFSA). • Document the conversation with CAS and follow their recommendations. • Notify the supervisor/ designate of the incident and the report made to CAS, where appropriate. • Refrain from discussing the allegation with others. • Always maintain confidentiality.	See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and **Where there is a concern about the abuse or neglect of a child by a staff, student, or volunteer, or where a person has otherwise reported alleged abuse/neglect concerns to the supervisor/ designate:** 1. Immediately: • Notify the person who reported concerns about their duty to report obligations under the Child and Family Services Act (CFSA). • Report the concerns to the local Children's Aid Society (CAS) as per the duty to report obligations under the CFSA, unless it is confirmed that a report has already been made to CAS. • Document the concerns. • Contact and notify a parent of the child, where appropriate. • Based on the nature of the allegation and/or the direction of CAS and/or internal policies, determine next steps such as disciplinary measures and additional actions, such as an internal investigation to protect children in care.

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/ Supervisor/Designate to Follow:
Allegation of Abuse and/or Neglect *(Continued)*		• Determine whether the individual alleged to have abused/neglected a child is registered with a professional regulatory body (e.g., College of Early Childhood Educators, Ontario College of Teachers, etc.). If so: • Report the allegation of abuse to the appropriate regulatory body. • Report to the College of Early Childhood Educators when the employment of a registered early childhood educator (RECE) is suspended or terminated or if the RECE resigns. • Refrain from discussing the allegation with others. • Maintain confidentiality at all times. 2. Once all external investigations are complete (e.g. by police and/or CAS), if applicable: • Update the serious occurrence report in CCLS, as required. • Update all other authorities to whom the allegation was reported (e.g., College of Early Childhood Educators, Ontario College of Teachers, CAS, etc.).

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/ Supervisor/Designate to Follow:
Life-threatening Injury or Illness a. Injury b. Illness	See 'Steps to Follow for All Serious Occurrences' for staff, students, and volunteers.	See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate.
Missing or Unsupervised Child(ren) a. Child was found. b. Child is still missing	'Steps to Follow for All Serious Occurrences' for staff, students, and volunteers, and 1. Immediately, upon becoming aware that a child or children are missing: • Alert the supervisor/designate, and all staff, students, and volunteers. • Search the child care premises, including outdoor areas (e.g., hallways, washrooms, playground, outdoor classrooms, etc.). • Ensure that remaining children are always supervised. a) Where the child or children are not found after being deemed missing. • Continue to search the premises. • Update the supervisor/ designate. b) Where the child or children are found after being deemed missing. • Update the supervisor/ designate. 2. After the child or children have been found, after being deemed missing: • Document the incident in the daily written record.	See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and 1. Immediately, upon becoming aware that a child is missing: • Assist with searching for the missing child(ren). a) Where the child or children are not found after being deemed missing: • Call emergency services and follow direction from emergency services personnel. • Contact the child(ren)'s parent(s), or where a parent cannot be reached, contact the child's emergency contact.

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/ Supervisor/Designate to Follow:
Unplanned Disruption of Normal Operations a. Fire b. Flood c. Gas Leak d. Detection of Carbon Monoxide e. Outbreak f. Lockdown g. Other Emergency Relocation or Temporary Closure	'Steps to Follow for All Serious Occurrences' for staff, students, and volunteers, and a) Where the incident is suspected to be an outbreak: 1. Immediately: • Notify the supervisor/designate on site of concerns. • Separate children who are showing symptoms of illness from other children. • Follow the child care centre's sanitary practices policy and procedures. 2. Immediately: • Record symptoms of ill health in the affected child(ren)'s records, • Document the incident in the daily written record. a) Where the incident is not an outbreak (all other disruptions of normal operations): 1. Immediately: • Follow the child care centre's fire safety and evacuation plan and/or the emergency management policies and procedures, as applicable. • Document the incident in the daily written record.	See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and a) Where the incident is suspected to be an outbreak: 1. Immediately: • Contact the local public health department. b) Where the incident is deemed an outbreak by public health: 1. Immediately: • Follow instructions from the local public health department. • Contact the parent(s) of the affected child(ren) and ensure the affected child(ren) are picked up by their parent(s) and/or taken to hospital. • Obtain an outbreak posting from the local Medical Officer of Health and post in an area easily accessible for parents. **Note:** Outbreaks must be reported as a serious occurrence only if deemed an outbreak by public health. 2. Notify all parents of children enrolled at the child care centre of the outbreak a) Where the incident is not deemed an outbreak, follow sanitary practices policy.

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/ Supervisor/Designate to Follow:
Unplanned Disruption of Normal Operations a. Fire b. Flood c. Gas Leak d. Detection of Carbon Monoxide e. Outbreak f. Lockdown g. Other Emergency Relocation or Temporary Closure *(Continued)*		b) Where the incident is not an outbreak (all other disruptions of normal operations): 1. Immediately: • Follow the child care centre's fire safety and evacuation plan and/or the emergency management policies and procedures, as applicable. **Note:** a hold and secure (an external threat in the area) is not a reportable serious occurrence.

Supervision of Volunteers & Student Placements Policy

In keeping with the YMCA's Mission, Vision, Core Values and our commitment to the children and families we serve, the YMCA employs several practices to ensure the overall health, safety and well- being of each child in our care.

Volunteers and placement students are an integral part of our programs and services, but ensuring the YMCA has supervision procedures in place for all volunteers and placement students is a central component when maintaining these practices.

While it is recognized that each volunteer or placement student brings with them their own philosophy and experiences, YMCA Educators are responsible in ensuring the overall health, safety, and well-being of the children in our care. Therefore, in keeping with all YMCA Policies & Procedures, the Child Care and Early Years Act and MEDU regulations, volunteers and/or placement students are never to be counted in ratios or left alone with a child or a group of children.

Roles and Responsibilities of the Child Care Centre

Volunteers and students will begin their placements after participating in a successful interview and providing all necessary paperwork/documents. The supervisor and/or designate will ensure that volunteers complete an application form, and that all paperwork including references are provided and that they participate in orientation training prior to commencing their volunteer/student obligations. It will be the responsibility of the supervisor and/or Team Leader to supervise and mentor the volunteer/student placement or to delegate this responsibility to an educator who has successfully worked in a licensed child care setting. Placement in the child care or school age program is dependent on the candidate's ability and suitability to the program as well as certification and/or qualifications.

Please Note: For students on placements in lieu of reference checks, the Student Profile document will be completed by the student and college institute.

Policy

Child care operators are required to follow the policy below for the supervision of volunteers and placement students in all licensed programs.

- All YMCA Educators must be 18 years of age in order to provide care and supervision to children.
- Volunteers and students are orientated with the YMCA and their placement position before the placement begins
- Volunteers must be at least the age of 16 to volunteer in Child Care.
- Direct unsupervised access (i.e. when the adult is alone with a child) is not permitted for persons who are not YMCA employees
- Placement students and volunteers may not be counted in the educator's ratios in child care centres.

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

- Police Record Checks with Vulnerable Sector Checks are required for all Student and Volunteers having direct contact with children in licensed child care programs

- Non-member volunteers will be allowed access to the facility on the day(s) they volunteer

- The YMCA of Oakville will accept an original VSC document for students and volunteers that is more than six months old (less than 1 year), as long as a child care offence declaration that addresses the period since that day is also provided by the student/volunteer.

- The YMCA of Oakville is committed to providing a safe and welcoming environment for all members and participants. All new staff/volunteers under the age of 18, are required to complete the Police Records Check (PRC) Declaration at the time of hire/orientation and agree to provide a PRC with Vulnerable Sector Screening (VSS) once they turn 18.

- All volunteers can complete 3-month period with the possibility to extend based on feedback and availability.

YMCA volunteers give freely of their time and are not rewarded through monetary or membership incentives. In return for a volunteer's valuable time, the YMCA will provide ongoing training in their specialty area, annual recognition, and support.

- Volunteers and students are required to follow the policies and practices established by the association.

- Volunteers and students will be introduced to the YMCA Child Guidance and Child Abuse policy and are required to prove their understanding and agreement to follow it to the best of their ability.

- This policy is reviewed with volunteers and students before they begin providing any care or guidance and at least annually afterwards.

- This policy is reviewed with new employees before they begin their employments and at least annually afterwards.

The Role of the YMCA Supervisor

The role of the YMCA supervising educators is to provide the appropriate support to help ensure all students and volunteers are successful in their placement with the YMCA. Having clear expectations is necessary to ensure the students and volunteers understand what is expected of them. Our YMCA commitment to the children and families we serve is not only for our educators but extends to anyone working with children while in our care, including students and volunteers.

Orientation Procedure for Volunteers and Students

Orientation procedures for volunteers and students will include the following:

- Will have a tour of the facility and meet the educators.
- Will read and sign off on all policies and procedures and program philosophy
- Will review anaphylaxis and emergency procedures and/or needs of individual children.
- Will be trained in all Health & Safety procedures
- Will receive a copy of the Policy for the Supervision of Children in Child Care, Family Handbook, and copies Educator Manual of relevant sections for review.

Expectations of Volunteers and Students

Field placements and volunteering give an opportunity to gain experience through experience.

It allows volunteers and students to apply basic principles and techniques for guiding and nurturing young children. While on a placement, volunteers and students will be required to be on time each day, dressed appropriately and will be expected to follow the guidelines of the Ministry of Education and the YMCA Child Care and Association Policies, which will be read and signed prior to beginning a placement. If unable to attend a placement on any given day, or if you are going to be late, the centre must be called before your shift begins. A withdrawal of placement can result if there are consistent absences, if the volunteer or student is frequently late, unprepared to perform daily tasks and responsibilities or if policies are not followed. The following is a list of items that need to be provided before the first day of all placements.

- Police record Check with Vulnerable Sector Check (18 year or older)
- The YMCA of Oakville will accept an original PRC/VSC document for students and volunteers that is more than six months old (less than 1 year), as long as a child care offence declaration that addresses the period since that day is also provided by the student/volunteer.
- Proof of immunization / TB test and health assessment as directed by the local medical officer of health
- A completed Emergency Contact Form
- A letter of introduction with a current picture to post at the centre
- Any certifications or letters of reference
- All forms required to be signed and reviewed with the supervisor from your program
- YMCA Child Care volunteers and students will keep the written personal records of the children confidential.
- YMCA Child Care volunteers and students will not disclose any information about the children and families in YMCA programs (written or verbal) at any time
- YMCA Child Care volunteers and students can only discuss a child's activities/progress with the child's parents, not other parents.

Hiring Supervisor Name and Signature _____ Date _____

Student/Volunteer Signature _____ Date _____

Checklist for Volunteers

Volunteer Name:	
Start Date (in Program)	

✓	Item	Date (s)
	VOLUNTEER Items:	
	Resume	
	Application Form	
	Interview Notes	
	2 Dated References	
	Link to Online Tracking of Volunteer Hours provided	
	Individual/Media Plans for Children Reviewed and Signed	
	STUDENT Items:	
	Attendance and Supervision Policy Annual COT	
	Standard First Aid/CPR 'C'	Date of Expiry:
	ECE Student Profile YMCA document (part 3 completed by the College)	
	Collection of Personal Information	
	Both VOLUNTEER & STUDENT items:	
	Emergency Information Form	
	Medical Form	
	Supervision of Volunteers & Student Placement Policy Sign Off (Includes description of exceptions of Volunteers and Students)	
	Educators Manual - Annual Policy and Procedures Sign Off	
	Program Statement Policy (Parent Handbook)	
	Police Record Check with Vulnerable Sector (Date of police check) copy in Envelope	
	Offence Declaration Sign Off	
	Child Guidance and Supervision Policies	
	Safeguarding Policy Sign Off	
	Safeguarding Orientation with Supervisor	
	Health & Safety Policy	
	WHIMIS Awareness Training (short video)	
	Call it out training (Human rights Commission) short video	

Training and Development Policy

When educators are viewed as competent, capable, and rich in experience, and are provided with opportunities to gain experience professionally, everyone benefits. The YMCA of Oakville supports all educators in relation to their continuous professional learning. Continuous professional learning promotes high standards within each of the programs and provides a transparent level of quality assurance.

Since educators will enter employment with varying levels of knowledge, skill and experience Educators must understand what is required of their work, will need opportunities to acquire new information and support to upgrade and continue to improve their skills, knowledge, and approaches. The Continuous Professional Learning at the YMCA has been designed to include:

Orientation – Prior to commencing work all educators will:

• have a health assessment and immunization as recommended by the local medical officer of health to identify any active communicable diseases or infection risks and therefore respond appropriately to prevent the spread of infection and disease.

• participate in the YMCA policy review and complete required paperwork.

Regular training schedule – each educator will have a valid certificate in Standard First Aid including infant and child CPR Level C issued by an agency recognized by the Workplace Safety and Insurance Board prior to commencing work and maintain certification through renewal. All educators will confirm enrollment/ completion of their first aid re-certification at least 30 days prior to the expiry.

Qualification upgrades – the YMCA encourages educators to look for opportunities to take specialized early childhood education courses and work towards upgrading their qualifications. The YMCA of Oakville is committed to enhancing the skills and opportunities of all its employees. We believe that training and development programs will enable our workforce to be better prepared for changing conditions that are crucial to both employees' and the YMCA of Oakville's future. Therefore, the association provides financial assistance for the successful completion of pre-approved part-time education and training program.

Ongoing professional learning – Within the monthly team meetings, educators will have opportunities to engage in individual reflections about pedagogy and daily practice through discussions and collaborative inquiry with their peers, other YMCA educators and or community agencies. YMCA programs require educators to participate in professional learning that may include but not limited to the following:

- How Does Learning Happen & Think, Feel, Act
    - Asset Building
    - Social Determinants of Health
    - Healthy Child Development
    - Quality Assessment tools (A Place to Connect, Playing to Learn)
    - Curriculum Based Play to Learn Training (to foster exploration, play & inquiry)
    - Before and After-School Age Annual Training

External tools and resources – All our ECE's at the YMCA are members of a regulatory body, The College of Early Childhood Educators that supports professional learning.

- The YMCA encourages educators to continue their learning in a variety of venues.
- A training plan involving, mentoring by a RECE will be developed on a "as needed basis" and documented on the Training/Mentoring Plan Chart



Our Mission
The YMCA of Oakville is a charity that connects people and builds health and well-being for the community.

Our Vision
A stronger, healthier and more resilient community.

Our Values
Equity
Kindness
Integrity
Responsibility
Well-being

Get Involved!

As a new member of our family, we also invite you to get involved in our YMCA community. You can make a difference by volunteering or donating to the YMCA to help children, youth and families in need access much needed programs and services.

Visit us anytime to learn more, or attend one of our free community events like Family Day and YMCA Healthy Kids Day.

Stay Connected!

Visit our website at ymcaofoakville.org or follow us on social media to learn more about the YMCA and stay up to date all year long:

facebook.com/ymcaofoakville
twitter.com/ymcaofoakville
instagram.com/ymcaofoakville

Oakville
Shine On

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