



Before and After School Program



Parent Handbook

September 2026

wesley.ca

Welcome to Wesley

Wesley Before and After School programs are staffed with Registered Early Childhood Educators, trained and regulated professionals, who care for and observe children each day to understand their interests and individual social, emotional and developmental needs.



Through play and the guidance of Early Childhood Educators, children will be exposed to experiences that will stimulate:

- Curiosity, initiative and independence
- Self-esteem and decision making capabilities
- Interaction with and respect for others
- Physical activity developing gross motor skills
- Fine motor development
- Early literacy and school readiness

Wesley provides child care for infants, toddlers, preschoolers and school age children (up to age 12). We welcome all children and work with parents and community partners when a child requires any

individualized supports to be successful in our program.

Wesley Child Care programs are licensed by the Ministry of Education, under the Child Care and Early Years Act 2014.

Canada Wide Early Learning and Child Care Program (CWELCC)

It is important to note that the CWELCC program only applies to children 6 years and under.

Wesley is a proud member of the National CWELCC program.

Wesley Before and After School Program locations

- Rockton Elementary School - 680 ON-8, Rockton, ON, 905 536 0492
- Dr. Davey School - 99 Ferguson Avenue North, Hamilton, ON 905 869 1738
- Hess Street School - 107 Hess St. N., Hamilton ON, 905 536 0479
- Lake Avenue School - 157 Lake Ave. N., Hamilton ON, 905 560 6575

Hours: 7:00 a.m. to school bell and school dismissal to 6:00 p.m.

Care on non-school days (P.A. days, school breaks) is available, however may not be available at all locations. Non School Day care is 7:00am – 6:00pm.

Fees

You will receive a monthly invoice in advance of each month. Monthly fees are required by the 5th working day of each month. Fees can be paid by cheque or on-line banking e-transfers. A late fee may be charged if payments are not made on time. Any request for refund for payments already made will be assessed on a case by case basis and will only be granted for situations such as incorrect billing or overpayment.

Fees include statutory holidays (Labour Day, Thanksgiving, Christmas, Boxing Day, New Year's Day, Family Day, Victoria Day, Good Friday, Easter Monday) and are non refundable. There is no deduction due to absences/illness or vacation. If you have registered for non-school day care and your child is off due to illness there is no deduction. If you register for care over the summer, Canada Day and the Civic Holiday are included in the fee.

If fees are not received within 30 days of the invoice date, your child's enrolment in the program will be terminated. A confirmation of fees received for the year will be mailed or emailed in February.

Universal Before and After School Rate (UBASP)

The BASP Affordability Grant pilot project which reduced the cost of before and after school programs to \$15/day ended on June 30, 2025. With input from the Child Care Agencies, The City of Hamilton has introduced a universal Before and After rate for 6 to 12 school age child care beginning September 2, 2025. The universal rate will be \$20.00/day for families.

Base Fees

Children 6yrs and under (CWELCC)

	K Before Only	K After Only	K B&A	K Full Day
New Daily Rate	\$11.00	\$12.00	\$12.00	\$19.84

Daily Rate for All Children over 6yrs (UBASP)

	SA Before Only	SA After Only	SA B&A	SA Full Day
New Daily Rate	\$8.00	\$12.00	\$20.00	\$40.00

Daily Rate for All Children over 6yrs (UBASP)

Effective January 1, 2027

	SA Before Only	SA After Only	SA B&A	SA Full Day
New Daily Rate	\$8.00	\$12.00	\$20.00	\$45.00

Non Base Fees (Late Fees)

Amount of Time	Cost
First 15 Mins	\$20

Each Additional 5 Minutes	\$5
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Paying Invoices

Invoice payment options include Cheque, E-transfer or Direct Debit.

E-Transfer (through your online banking account):

Send payment to this email address: childcarefees@wesley.ca.

Wesley is set up with automatic deposit through Interac e-transfers. Add your child's program location (Riverdale or Lake) and invoice # in the comment section.

Direct Debit: please email Jasmeet Matharu, jasmeet.matharu@wesley.ca, to set up this option.

Mail a cheque to:

Wesley Accounts Receivable,
467 Main St E
Hamilton, ON L8N 1K1.

Add your child's program location (Riverdale or Lake) and invoice # to memo area of cheque.

PLEASE NOTE: Email childcareinquiries@wesley.ca if you have any questions about your invoice.

Program Closure

Wesley programs offered in HWDSB buildings will be closed if the school is closed.

There may be times when some of our programs will not be able to operate and will require an emergency closure beyond our control (eg: inclement weather, labour disruptions etc). In this circumstance, parents will be responsible for fees up to two (2) consecutive days.

We are closed on all statutory holidays (Labour Day, Thanksgiving, Christmas, Boxing Day, New Year's Day, Family Day, Victoria Day, Good Friday, Easter Monday, Canada Day, Civic Holiday). There is no deduction due to absences/illness. There will be times during school breaks when HWDSB requires us to close earlier than 6pm. This will be communicated to you in advance.

Enrolment and Wait List

Please complete a registration form on the Wesley website. Your child's enrolment start date will be determined based on available space.

Siblings of currently enrolled children will be prioritized on the wait list.

If you require care on non-school days, please complete and submit a "Request for Care: Non-school Day" form. This form is available from the educators on site in September or by request. Registration for non-school day programs is on a first come, first served basis. Any changes to registration for Non-School Days must be submitted in writing one month prior to the day of care otherwise you will be required to pay for the day.

If the Program is currently at capacity your child's name will be added to the enrolment wait list. There is no cost to have your child's name on the wait list.

Withdrawal

Written notice of permanent withdrawal must be given four weeks in advance. If notice is not received, full program fees will be charged. A permanent space cannot be guaranteed if you wish to temporarily withdraw your child. Your child will be placed back on the waiting list.

Arrival and Pick up

When your child arrives in the morning and when you come to pick up your child after school please be sure to speak with a staff.

Unless otherwise arranged, children will not be released to any person other than those who are specified on the admission form. You may send a written note or call the program and inform the staff who will be picking up your child(ren). Please let the person/s know that they will be asked to show identification. Your child will not be released to anyone other than a parent or an authorized adult

Children in our care are not allowed to leave the program to walk home alone.

Parents are expected to pick-up their children prior to or at the designated end time of the program.

Daily Activities

Each day children play both indoors and outdoors (as weather permits). The program schedule is posted on the parent information board.

Snacks

A morning and afternoon snack containing at least two food groups will be provided.

Children's special dietary needs and allergies will be posted on the parent information board. Please complete an ALLERGIES FORM if your child has food or other allergies.

Children are not permitted to chew gum in the program.

Bag Lunch Policy

Children must bring a nut-free bagged lunch during full day programs (P.A. days, Christmas Break, March Break, Summer).

- All parents that will be sending food with their child will be informed with a printed list of the potential allergens that are not permitted in the centre. This will be updated and distributed as required.

- Staff will oversee the children eating and will ensure that none of the food in the centre contains allergens. Should an allergen be discovered, that food will be sealed in a plastic bag, removed from the classroom and all surfaces that came in contact with the allergen will be cleaned and disinfected.
- In the event that a child comes to program without their food or their food is removed due to an allergen, Wesley will ensure that there are nutritious substitutes available.
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Wesley Child Care is a peanut/nut free environment.

Unexpected Absence

If your child will be absent from the program on a day that they are expected to attend please inform the staff, either in person prior to a planned absence or call the program phone number. If your child is scheduled to attend the After School Program and does not arrive to the program after school, staff will check with the school office to inquire if they left school early. If the office does not have a record of your child leaving early, our program staff will search the school property and will call you or your emergency contact to try to find your child. If staff are unable to reach you they will call the police to report your child as missing.

If your child is sick

Wesley requires that each child must be immunized according to the local health standards prior to admission.

If a child has not been immunized parents must provide a letter for the program which identifies their exemption to the immunization on the ground that the immunization conflicts with the sincerely held convictions of the parent's religion or conscience, or a legally qualified medical practitioner gives medical reasons in writing to the program as to why the child should not be immunized. In the event of an outbreak in the program, children without immunizations will not be able to attend until the outbreak has been declared over by Public Health.

It is our policy that children too ill to play or participate in program, must remain at home. If a child becomes ill during the day, temporary care will be provided until you are contacted and your child can be picked up.

You may be asked to take your child home if the following symptoms are evident:

- Diarrhea
- Vomiting
- Unusual rash
- Ear infections
- Throat infections
- Coughs
- Eye irritation, especially if there is a discharge
- Nose discharge (greenish)
- Any fever over 100F

If your child has diarrhea they need to be clear for 48 hours before they can return. If they have a fever they need to be fever free for 24 hours to return. In case of any infectious diseases parents need to report this to the program who in turn will report it to public health.

Medications

Wesley Before and After School Program will administer prescription medication to children, in accordance with provincial legislation. Medications must be in the original prescription container. Parents are required to complete a MEDICATION ADMINISTRATION FORM that will include the following:

- Written and signed instructions including the dosage
- times any medication is to be given,
- the start and end date of administering the medication.

Wesley Before and After School Program may administer non-prescription medication (eg Tylenol/Benadryl) on a case by case basis. You will need to have a “AUTHORIZATION FOR NON-PRESCRIPTION MEDICATION ADMINISTRATION” form signed by a physician.

If your child has an anaphylactic allergy or other diagnosis and needs to have emergency medication, you will be required to complete a separate anaphylaxis or medical form.

Children will be permitted to carry their own emergency medication with signed permission from a parent.

If your child is injured

If your child is injured during the program, the staff will administer basic first aid if required. If the injury requires any additional medical intervention, staff will call you. The staff will complete a CHILD INJURY ACCIDENT REPORT, and they will ask you to review and sign the report, and then give you a copy.

Please be sure your contact information is always up to date.

Parental Involvement

At Wesley we have an open door policy and encourage you to visit the program.

In Case of Emergency

The program has emergency management policies and procedures that staff will follow should there be an emergency situation that would require either securing the children’s safety inside ~~the school~~ or evacuating the building.

As a program operated in a school, we will follow the Hamilton Wentworth District School Board emergency management procedures. In any of these circumstances, the Supervisor of the program will contact you as soon as possible to inform you of the situation and if necessary, tell you where you can pick up your child. Emergency Management mass communication will happen via Procure

Behaviour Support

Regular communication with parents will ensure that staff and parents develop consistent approaches to support a child’s development.

Each child's unique personality and development is respected. Children may use various behaviors to communicate their wants and needs, and to develop their social skills. Children are encouraged to express themselves in a positive manner. Positive reinforcement strategies are used by staff to acknowledge appropriate behaviour.

Disruptive behaviours are ineffective methods of communication and are redirected. Staff will model communication and social skills at a level that is appropriate to each child's age. Staff promote each child's communication and social skills development and their development of self-regulation while ensuring their own and others safety, and instill respecting the rights of others.

Wesley Before and After School Program prohibits the use of the following strategies:

- corporal punishment of the child;
- physical restraint of the child 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 program for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the *Early Childhood Educators Act, 2007*);
- 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.

Behavior support strategies are discussed with parents and at staff meetings where consistent, appropriate approaches can be agreed upon. Methods are incorporated into the program in order to meet the needs of each individual child; these may include specific strategies recommended by the parent, supervisor, resource teacher or other professionals from agencies working with the child and family.

Community Partners

The Before and After School Program works closely with community agencies to support the needs of children. Partners may include Community Living Hamilton - Special Needs Resources or other community agencies such as Ron Joyce Children's Health Centre, Lynwood-Charlton.

Children suspended from school

In the case where a child is suspended from a Hamilton-Wentworth District School, the child will not be allowed to attend the Wesley Before and After School program until the school suspension period is ended. This action is dictated by the Education Act, which stipulates that a student is not permitted on school property while suspended. Wesley and school staff work as partners and endeavor to support each other in these difficult situations. Please note that fees are still required during the term of suspension.

Students and Volunteers

The program supports the placement of Early Childhood Education students and individuals who are volunteers. All students and volunteers are required to submit a police check prior to their participation in the centre, and must review and sign off on all of our centre's policies. Students and volunteers are not considered staff and therefore are not permitted to be alone with the children and are always working with and supervised by program staff.

Field Trips

On school breaks, trips may be scheduled to special places of interest. A notice will be sent home in advance. You will be asked to sign a permission form and will be given all of the information about the location and duration of the trip.

Confidentiality

The program collects information about you and your child on the registration form. We will protect the privacy and confidentiality of the personal information you give us. However, in certain circumstances the law requires us to make exceptions. We have a "duty to report" if a child care staff member becomes aware of situations of child protection or risk. We will talk with you about any concerns we have but we are required by law to report these situations to the proper authorities, such as Children's Aid Society. We also must provide information as directed by the courts through subpoena, search warrant or other legal order.

Comments and Suggestions

Your comments and suggestions are always welcome.

You are welcome to address any concerns or issues to either the staff or supervisor, as you feel necessary. We will work to have your concerns addressed promptly. Serious issues will be handled directly by the Supervisor or the Manager, Children and Family Services. Please feel free to make an appointment if you wish to have an issue addressed privately.

Information about Wesley's Client Feedback Policy and Wesley's Client Feedback Form can be found on our website: <https://wesley.ca/>. A copy of the Parent Issues and Concerns Policy is attached to this Handbook.

Other Children and Family Services offered at Wesley

EarlyON Child and Family Centres – various locations
Before and After School Programs
After School Programs (recreation based)
Family Home Visitors
Youth Centres
Youth Housing
Youth Outreach Workers
Non School Day programs

For more information about other Wesley programs and services
Please speak with the Supervisor

Visit our website: wesley.ca
Send us an email: child.care@wesley.ca

ATTACHMENTS:

- Wesley Licensed Child Care Program Statement
- Parent Issues and Concerns Policy
- Safe Arrival and Dismissal Policy



Program Statement ⁽¹⁾

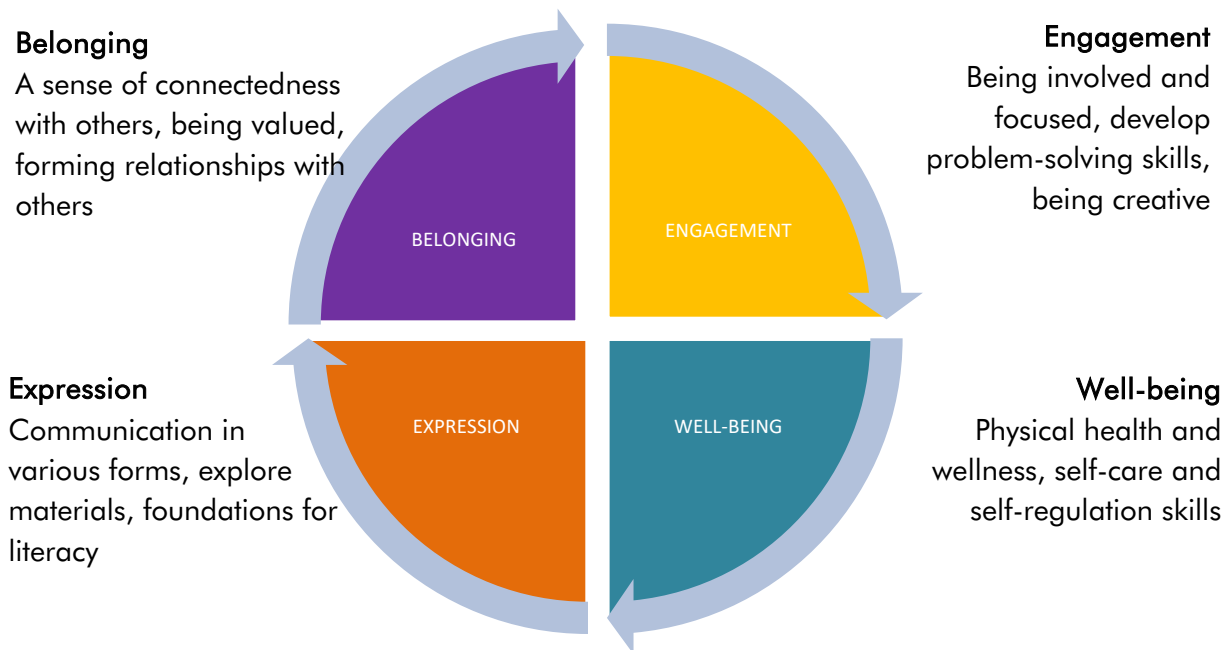


Wesley Licensed Child Care Programs

Wesley licensed* child care programs provide opportunities for children that support their emotional, social, creative, cognitive and physical growth and development. The program follows the Ministry of Education's "How Does Learning Happen? Ontario's Pedagogy for the Early Years" document as the philosophical and practical framework for supporting children's learning and development. Learning and development happens when a child interacts with their family, educators and their environment.

*The Ministry of Education licenses child care programs under the Child Care and Early Years Act (CCEYA), 2014. Inspections occur and the program must follow the requirements of the CCEYA and Regulations.

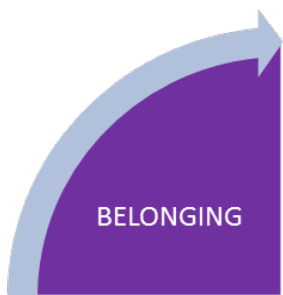
There are four conditions that are important for children to grow and flourish. (2)



These four conditions apply regardless of a child's age, ability, culture, language or setting, and inform the goals for children and expectations for our licensed child care programs. Children are seen as competent, capable, curious and rich in potential. Early Childhood Educators create an engaging and positive play environment that supports each individual child's learning needs.

Wesley's licensed child care programs are staffed with Registered Early Childhood Educators, trained and regulated professionals, who care for and observe children each day to understand their interests and individual social, emotional and developmental needs. Wesley is committed to, and fully participates, in the quality assurance programs/initiatives developed by the City of Hamilton.

The Program Statement is reviewed, discussed and signed off by each staff annually. Changes to approaches, policies or procedures are developed and implemented to meet the ongoing needs of all children and licensing requirements.



- Children in our child care programs are seen as **competent learners** (3) and are encouraged to use their imagination, be creative, ask questions and find answers.

The educators will provide daily program activities and materials to ensure children are provided with activities that are of interest to them and/or that stimulate their curiosity, development and learning

- Each child's individual needs and personalities are accepted (infants to school age, all developmental levels and exceptionalities)
- Children are supported and encouraged to make decisions: what toys to play with, what activity to do, who to play with
- **Staff listen attentively and respond respectfully to children, parents and colleagues** (4) to instill a sense of belonging and acceptance

The educators are responsive to parents, colleagues and children's initiations and inquiries. Educators provide directions or instructions when required

- **Staff record information about each child to determine their interests and developmental needs** (5)(6)

The educators will take pictures or write down notes as your child plays and posts this information in the room

- If a child has special learning needs and/or requires additional support or input to be successful in meeting their potential, program

staff work collaborative with parents, community partners and other professionals (7) to implement the child's individual support plan

The educators will speak daily with parents/caregivers at time of arrival and/or departure



- Parents are encouraged to participate in our programs wherever possible to ensure that we are being sensitive to the diversity of all our families
- Social gatherings are planned regularly to encourage full participation of parents and other significant people in the child's life
- Special attention is paid to support our non-English speaking families: cultural interpretation, translation of parent materials
- Parents are involved in supporting and managing their child's development and behaviour. Staff regularly **communicate with parents about their child's strengths and needs** (8)

The educators will share information about each child's development, accomplishments and goals that are appropriate for their age

- Proactive strategies are used throughout the day, to guide a child's development: staff use verbal warnings for transition, use verbal praise to reinforce positive behaviours, and redirect children who experience upsets
- Children in the child care (Queen Street) visit our senior neighbours in Queen's Garden Long-term Care facility to enjoy special activities together each week



- Staff set up an inquiry-based learning environment with interesting activities, a variety of materials and age appropriate equipment that is intended to **elicit each child's curiosity and expand their learning** (9)

The educators will stimulate the creative interests and abilities of the children by commenting on or expanding a child's play or accomplishments and introduce new concepts into play routines

- Through observation staff learn about each child's learning style and they **set up the materials and environment so all children can participate and learn** (10)
- The educators will change program materials available in the program regularly*
- Children are encouraged to express their ideas to build their confidence and self-awareness
- Children take part in activities that require helping, taking turns, talking to solve problems and group work
- Each child's self-care independence is nurtured through regular routines such as meals, dressing and toileting
- Staff develop programs to ensure children are provided with both familiar and novel activities that are of interest to them
- Regular observations inform staff about structuring the environment to ensure that **activities are both child initiated and staff supported** (11)

The educators will provide new or novel materials which engage children due to their appearance, texture, sensory properties, etc. and allow them to manipulate them independently and provide directions or instructions when required

- Learning materials available in the program are changed regularly
- Age appropriate activities provided by the staff stimulate the creative interests and abilities of the children
- Schedules and routines are set to meet children's needs and understanding of time
- Staff are regulated by the College of Early Childhood Educators of Ontario and are expected and supported to regularly participate in **professional development workshops and share their new learning with others in the centre and with parents** ⁽¹²⁾



The educators will post child development and interesting articles on an information board for parents and others who come to the centre/program

- Interesting articles and parent information handouts are available for parents and are posted on the Information board

WELL-BEING

- Children enjoy **active learning while indoors and outdoors** ⁽¹³⁾ by participating in a variety of activities that encourage physical and cognitive development

The educators will incorporate age and developmentally appropriate physical literacy activities into indoor and outdoor activities and provide quiet areas and soft seating or reclining furniture for children who require rest or quiet periods throughout the day

- Children experience quality outdoor time that helps with overall health and large motor development as well as opportunities to experience nature
- Each child's **well-being and physical health** ⁽¹⁴⁾ is observed daily and any signs or symptoms of illness are attended to

The educators will ask about a child's health and well-being at the beginning of each day and respond to signs of illness in a caring and supportive manner

- Staff support children's independence in daily routines and activities such as toileting, eating, picking up toys, washing tables and dressing



- **Nutritious snacks and meals** ⁽¹⁵⁾, that meet the Canada's Food Guide recommendations, are provided daily

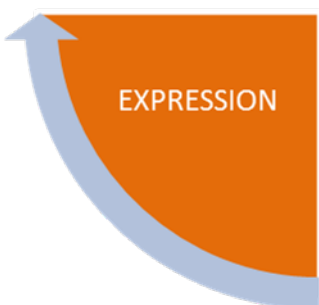
The educators will ensure children are offered nutritious meals and/or snacks each day and provide food options for each child. Educators engage parents in discussion about nutritious eating and introduce cultural diversity in foods

- Children in the full day child care program are

provided with an **age appropriate rest or quiet period** ⁽¹⁶⁾

The educators will ask parents about their child's needs for rest or sleep during the day and provide rest and/or quiet periods for each child as determined by their individual health, stamina and age, and in agreement with parent's requests

- Staff and other adults interact directly with the children as much of the time as possible
- **Children are encouraged to solve problems by identifying the problem, thinking about alternatives, and making decisions** ⁽¹⁷⁾
The educators will help children to use their words to express their emotions and offer alternatives when upsets occur in order to assist a child to learn about managing conflicts while maintaining each child's safety
- Staff use positive behaviour support strategies to foster each child's development of self-regulation
- Staff respond to peer to peer conflicts in a calm, open and supportive manner while maintaining each child's dignity and well-being
- Staff accept each child's demonstration of their wants and needs regardless of how these are communicated, and model coping and communication skills to assist the child's development of language and social skills
- Punitive responses to disruptive or aggressive behaviours are prohibited



- Children are encouraged to express themselves and expand their learning
- **Staff listen attentively and reflectively, to assist children learn about their emotions** ⁽¹⁸⁾: what makes them happy, what upsets them
The educators will use positive, constructive and supportive language in all interactions and model the use of positive and responsive interactions.

Educators model and support the development of prosocial and self-regulatory behaviour skills with all of the children

- Physical space is clearly organized and defines what kinds of activities are permissible
- Play materials and activities are set up to engage children's active interest and participation
- The expectations for children are embedded in the environment and routines
- Staff members anticipate problems and may be able to intervene before they happen
- Staff model play, communication and social skills
- Interactions between children are fostered using language modeling ("Ask your friend Ahmed if you can play with him. Can I play Ahmed?"), demonstrations of how to develop play skills ("Put the block on top", "Give your friend a block"), using proactive behaviour supports ("In a few more minutes it will be time to tidy up.") and reinforcement ("You waited for your turn! Good job waiting").
- **Play and learning materials available in the program entice children to explore and learn** (19)



The educators will ensure a safe environment is maintained at all times in that the program/centre is tidy, organized, the whole room is viewable, no clutter, bright lights, fresh scent, toys and materials are age and developmentally appropriate.

- Structured activities such as stories and songs help children to learn through repetition and self-expression

Wesley believes that children are entitled to opportunities that support their emotional, social, creative, cognitive and physical growth and development in an environment that foster, active learning, autonomy, democratic freedom, multiculturalism and a sense of responsibility and order. All children have a right to participate in a safe and friendly learning environment. The staff will do their utmost to oversee and participate in all of the children's activities to ensure that everyone's rights are protected, both children and staff.



Wesley wants to ensure that children have a safe and positive experience that promotes their growth. Program staff will document children's participation in the program, each child's development, and their involvement with other children and other activities. Staff may take pictures to record the children's participation or write down comments made by children that reflect each child's belonging, well-being, expression and engagement. This information will be used for **planning and creating positive learning environments and experiences which are inclusive of children with individualized plans** (5), and to evaluate and monitor the implementation of our Program Statement and programming approaches.

The program supervisor and program manager will **observe staff interactions with children and parents** (20) to ensure that the approaches outlined in the program statement and in the centre's policies are consistently applied.

The following practices are prohibited in our service:

- corporal punishment of the child;
- physical restraint of the child 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 program for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

- sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the *Early Childhood Educators Act, 2007*);
- 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.

The Supervisor or Manager will observe educators in the program regularly to provide support, guidance and feedback in regard to strategies used in the program

Parents/guardians have the primary responsibility for the care and education of their children. They also have the right to pursue financial security, further education, and/or personal fulfillment. Parents/guardians are entitled to be involved in and informed of the daily life of the centre as an integral part of their childrearing experience. The centre will support parents'/guardians' participation in their children's learning and development.

Staff members have chosen their work because of a belief in the importance of the task and suitability of their skills and education, as well as a strong commitment to the development of children. Wesley supports **staff development** ⁽²¹⁾, and *educators will attend professional workshops or seminars and share personal learning about best practice or research with their colleagues* to ensure evidence-based practices are applied in the program.



References

- (1) Ministry of Education: Child Care and Early Years Act, 2014, Ontario Regulation 137/15, subsection 46 (1),(2),(3)
- (2) Ministry of Education, How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)
- (3) Ministry of Education: Child Care and Early Years Act, 2014, Ontario Regulation 137/15, subsection 46 (2)
- (4) Ibid, subsection 46 (3)(b)
- (5) Ibid, subsection 46 (3)(f)
- (6) Ibid, subsection 46 (3)(k)
- (7) Ibid, subsection 46 (3)(i)
- (8) Ibid, subsection 46 (3)(h)
- (9) Ibid, subsection 46 (3)(d)
- (10) Ibid, subsection 46 (3)(f)
- (11) Ibid, subsection 46 (3)(e)
- (12) Ibid, subsection 46 (3)(j)
- (13) Ibid, subsection 46 (3)(g)
- (14) Ibid, subsection 46 (3)(a)
- (15) Ibid, subsection 46 (3)(a)
- (16) Ibid, subsection 46 (3)(g)
- (17) Ibid, subsection 46 (3)(c)
- (18) Ibid, subsection 46 (3)(c)
- (19) Ibid, subsection 46 (3)(d)
- (20) Ibid, subsection 46 (3)(k)
- (21) Ibid, subsection 46 (3)(j)

	Children and Family Services Operations Manual Licensed Child Care Programs 11.38 Parent Issues and Concerns Policy and Procedure	2020
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The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parent/guardians bring forward issues or concerns. Parent issues or complaints are not a “serious occurrence”. An allegation of abuse would be a serious occurrence and the serious occurrence policy is to be followed.

This policy does not supersede the Wesley Client Feedback Policy (available on-line <http://wesley.ca/contact-us/>), rather provides additional information as required by the Child Care and Early Years Act., 2014 and Ontario Regulation 137/15.

Policy

General

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

Information about this policy and the process to be followed is included in the Parent Information Package. Information about this policy will also be posted on parent information boards and the contact information for the Licensed Child Care Programs Supervisor will be posted.

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

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

An initial response to an issue or concern will be provided to parents/guardians within 5 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit

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

Procedures

1. Parents/guardians will be informed of the Wesley Client Feedback Policy. Information about the policy is in the Parent Information package and parents/guardians will be given a copy of the Wesley Client Feedback Policy in the format they choose (i.e. electronic or hard copy).
2. Staff who receive communication about a concern or issues will ensure the parent/guardian is aware of the Wesley Client Feedback Policy, will provide a Wesley Client Feedback form if the parent wishes to put their issue or concern in writing, and will document the communication in detail in the child care program daily log:
 - a. The date and time the issue/concern was received;
 - b. The name of the person who received the issue/concern;
 - c. The name of the person reporting the issue/concern;
 - d. The details of the issue/concern, including the general category of concern ie: Program-related, Centre or Operations related, Staff related, Student/volunteer related;
 - e. Any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.

- 3. Staff will inform the Supervisor of the communication received and the documentation completed. The Supervisor will inform the Manager, Early Years. The Manager, Early Years will inform the Director of Children & Family Services.
- 4. The Director of Children & Family Services will report any compliance with licensing requirements issues or concerns to the Ministry of Education’s Child Care Quality Assurance and Licensing Branch.
- 5. Issues/concerns that are reported through the Client Feedback Form will be addressed as outlined in the Wesley Client Feedback Policy.

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Purpose

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

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

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

Policy

General

- Unless otherwise arranged, children attending Wesley child care programs (including before and after school programs) will not be released to any person other than those who are specified on the admission form. Primary caregivers may send a written note or call the centre and inform the staff who will be picking up the child(ren). Parents will let the person/s know that they will be asked to show identification. Children will not be released to anyone other than a parent or an authorized adult.
- Children will not be released from care without supervision
- Children are not allowed to leave the program to walk home alone. Parents are expected to pick-up their children prior to or at the designated end time of the program.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - Greet the parent/guardian and child
 - Sign the child in on the attendance
 - Ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure. Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must check the authorized pick up list for that person's name, if they are not listed, note the change in pick

up arrangements in the daily log (log entry must include the child(ren)'s name and the name of the person authorized to pick that child up).

Where a child has not arrived in care as expected

Full Day Child Care Centres

- Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must;
 - send a message to the family via Procare.
 - Inform the Supervisor of the child's unexplained absence
 - If there is no response from the family and the child does not arrive by noon, the supervisor will designate a staff member to call home and verify the child's whereabouts.
- Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Before and After School Programs

- Where a child does not arrive at the program and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must;
 - send a message to the family via Procare.
 - Inform the Supervisor of the child's unexplained absence
 - If there is no response from the family and the child does not arrive to after school care, the staff will check with the school office to see if they have a reason for the absence. If they do, document as below. If there is no reason for the child's absence, the staff must call home and verify the child's whereabouts. Staff must inform their supervisor if they are calling home for this reason
- Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

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.

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

Please refer to Children and Family Services Policy *11.26 Late Pick Up Policy and Procedure*

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Policy

Wesley Child Care Programs will adopt a late pick up policy. Although there will be circumstances beyond a parent's control, it is still the parent's ultimate responsibility to pick up their child on time or make alternative arrangements.

Procedure

1. If a parent is going to be late picking up their child, it is the parent's responsibility to find an alternative person and call the Child Care Program staff to inform them they will be late and who will be picking up the child. The child will not be released without parental consent.
2. The staff will ask the alternative person for ID if unknown to staff.
3. If a parent has not called the centre to inform then they will be late and fails to show up after the centre has closed, the staff member will begin approximately 5 minutes after closing time to call the parent. If the staff cannot make contact with the parent, then the people listed as "emergency contacts" will be called to come and retrieve the child. Ensure emergency contact has been identified as an alternate person for picking up the child.
4. After 10 minutes, the Manager Early Years will be contacted. If after 15 minutes there is no success in contacting either the parent or emergency contacts, and no one has contacted the centre to advise staff of the parent's whereabouts or circumstances, the Manager, Early Years will contact the Director, Children & Family Services. The Manager will give direction for staff about actions, such as contact the Hamilton Wentworth Children's Aid for advice and direction. If bad weather could be a factor, it will be up to the discretion of the Director to make a decision based on extenuating circumstances at the time of the incident.
5. Parents who are late picking up their child for reasons other than weather or extenuating circumstances will be informed that after 3 occasions of late pick up they will be invoiced for the late pick up time. Invoices will be prepared by the Supervisor and a covering letter will be signed by the Manager.
6. The parent will be invoiced for the additional time. This process and late pick up fee is outlined in the Parent Handbook.

