



Hamilton-Halton

**PARENT/GUARDIAN
HANDBOOK
& PROGRAM
STATEMENT**



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Hamilton-Halton

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@bgchamhal
www.bgchh.com



"A place where everyone belongs"

BGC Hamilton-Halton is a charitable, non-profit agency.

As a leading provider of quality programs for children, our Child Care Centres offer transformative experiences that are affordable, accessible, and reliable with a focus on belonging, expression, engagement and well-being. We are proud of our history of levelling the playing field and providing opportunities for children and their families to discover, develop, and achieve their full potential.

Belonging to BGC Hamilton-Halton can be life changing. We inspire children to achieve their dreams and grow up to be healthy and successful individuals.

Truth and Reconciliation Statement

BGC Hamilton-Halton respectfully acknowledges that our Club locations are situated upon the traditional territories of the Erie, Neutral, Huron-Wendat, Haudenosaunee and Mississaugas. This land is covered by the Dish With One Spoon Wampum Belt Covenant, which was an agreement between the Haudenosaunee and Anishinaabek to share and care for the resources around the Great Lakes. We further acknowledge that this land is covered by the Between the Lakes Purchase, 1792, between the Crown and the Mississaugas of the Credit First Nation.

Today, the City of Hamilton is home to many Indigenous people from across Turtle Island (North America) and we recognize that we must do more to learn about the rich history of this land so that we can better understand our roles as residents, neighbours, partners and caretakers.





MODEL FOR SUCCESS

Our Model for Success describes the common features and core programming areas offered by Clubs across Canada, and the positive outcomes for children and youth that are achieved through them.

Every element is based on the values and activities of BGC Canada and is grounded in the latest research in child and youth development.

COMMON FEATURES

Respectful, inclusive
and engaging environments

Relationship-building
and mentoring

Community and
family engagement

CORE PROGRAMMING

Physical activity, health and safety

Leadership, growth
and empowerment

Learning and career development

Families and communities

SHORT TERM OUTCOMES

- ✓ Children and youth are emotionally and physically safe
- ✓ Children and youth feel welcomed, accepted, valued and respected
- ✓ Children and youth enjoy exploring new opportunities
- ✓ Programs build relevant skills for children and youth
- ✓ Community, parents, children and youth are engaged in Clubs and feel ownership of programs

MID TERM OUTCOMES

- ✓ Children and youth are healthy, active and safe
- ✓ Children and youth are connected to peers, parents, school and community
- ✓ Children and youth have key academic, vocational and recreational skills
- ✓ Children and youth have confidence in their aspirations

ADULT OUTCOMES

- ✓ Health and well-being
- ✓ Positive and caring relationships
- ✓ Educational attainment and ability to achieve dreams
- ✓ Self-sufficiency and independence
- ✓ Meaningful participation in community and civil society



OUR MISSION

To provide safe, supportive places where children and youth can experience new opportunities, overcome barriers, build positive relationships, and develop confidence and skills for life.



OUR VISION

All children and youth discover and achieve their dreams and grow up to be healthy, successful, and active participants in society.





Our Core Values



Belonging

We welcome everyone in a safe, accepting environment based on belonging and positive relationships



Respect

We ensure that everyone—children, youth, families, volunteers, staff—is heard, valued, and treated fairly



Encouragement and Support

We encourage and support every child and youth to play, learn, and grow to achieve their dreams



Working Together

We work together with young people, families, volunteers, our communities, and government



Speaking Out

We speak out for children, youth, and families so that we can make our world better

(a) We will promote the health, safety, nutrition and well-being of our children.

Our Approach:

Our Early Learning and Child Care Centres provide healthy, safe and stimulating indoor and outdoor environments where children are supported to manage their behavior, face challenges and balance personal stress.

Our educators are attuned to each child's individual needs and skills and continue to promote the development of their self-help and self-care skills. Specifically, our educators will respond appropriately to toileting needs.

Nutrition, rest, outdoor and active play are all essential for children's well-being. Healthy snacks and lunch are prepared fresh daily according to the Canadian Food Guide. Our menus take into consideration each child's special dietary needs and allergies. Our educators are responsive to the importance of family style meals, modelling positive engagement during meals.



(b & f) We will plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive to all children. We will support positive and responsive interactions among our children, parents/guardians, child care providers and staff.

Our Approach:

Our Early Learning and Child Care Centres strive to promote a sense of belonging for our children and their families. Our program creates positive interactions and collaboration by focusing on building trusting relationships with our families. We as educators support the development of the child's sense of belonging by connecting and valuing each child's individuality, and being warm and sensitive to each child's physical and emotional needs. We are committed to:

- Greeting each family member by name and engaging in meaningful conversations upon arrival and departure.
- Encouraging families to engage fully in the program and explore the classrooms freely.
- Ensuring indoor and outdoor classrooms include a variety of play opportunities designed with the individual needs and observed interests of children in mind.
- Inclusive, play-based learning that engages each child in their communication, self-expression and self-regulation.
- Play-based environments, which promote engagement of children and families together with educators as co-planners and co-learners.
- Educator engagement, which connects parent/guardian perspectives and knowledge to facilitate strong parent/guardian-child connections.

(b & f) Continued

Our Early Learning and Child Care Centres ensure that our children have a safe and positive experience that promotes their growth as learners. To this end, the Director of Early Years Services, Supervisor and/or designate will share reflections with staff, students, and volunteers. This ensures that interactions with children align with our program statement and beliefs in positive adult-child interactions. Children will be guided in a positive manner appropriate to their age and development. Educator guidance will assist children in learning self-regulation and positive behaviours.

1. Educators will consistently model appropriate behaviours for children and parents/guardians.
2. Educators will plan key transitions responding to needs, interests and observations of children.
3. Educators will respond to children based on the individual child's need for attention. Educators will respond by:
 - a) Staying in close (proximity) to child(ren).
 - b) Supervising and scanning the learning environment.
 - c) Offering distractions and redirecting.
 - d) Giving choices.
 - e) Responding to "inappropriate" interactions (based on development) with a soft supportive voice, body language focused on empathetic response, labelling emotions, problem solving, and modeling of appropriate behavior or strategies.
 - f) Focusing on safety strategies and positive outcomes including calming and comforting child(ren) when safety is a concern.



(b & f) Continued

The following are prohibited by our agency:

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



In the event that the Director of Programs or Supervisor observes or is made aware of any practice that is not supported, they will address the issue with the staff members, students, or volunteers.

Additionally, all Registered Early Childhood Educators have made a commitment to abide by the standards of their profession as set out in the College of Early Childhood Educators Code of Ethics and Standards of Practice. All educators hold themselves accountable, and will use the Code of Ethics, the Standards of Practice and the Child Care and Early Years Act to guide their decisions and practice.

(c) We will encourage out children to interact and communicate in a positive way and support their ability to self-regulate.

Our Approach:

We believe every child is a capable communicator who can express themselves in many ways. We make sure that each child's voice is heard and they feel welcome and secure in expressing themselves. Our educators, students and volunteers work to build a secure attachment with each child. These connections, interactions and experiences with responsive adult support and strengthen the development of self-regulation. Self-regulation in the body affects all other areas of behaviour. Our learning environments support children's self-regulation and their ability to deal with stress and remain calm, alert and ready to learn. A few strategies used to support children's self-regulation development are:

1. Providing quiet space to self-reflect.
2. Being responsive, encouraging, consistent, calm and empathetic.
3. Being aware and adapting the environment (e.g. noise level, lighting) for individual needs.

(d) We will foster our children’s exploration, play and inquiry.

Our Approach:

Our Early Learning and Child Care Centres provide environments and experiences that spark curiosity, invite investigation, and provide healthy challenges.

Our educators participate with our children as co-planners and co-learners, provide interesting, open-ended materials, as well as lots of opportunities and time to support our children’s exploration, play and inquiry.

(e) We will provide child-initiated and adult-supported experiences.

Our Approach:

In our learning environments, we promote equal partnerships between children and educators in sharing, exchanging and being responsive communicators. Through documentation and learning stories, we encourage children to express their unique experiences and ideas about the world around them. We use these meaningful documentation opportunities to reflect and revisit learning with children and adults. We encourage conversations between children by modelling with them, building on child-initiated conversations, and responding to verbal and non-verbal cues.



Our educators provide positive child-adult interactions. We work closely with our children to extend their learning and encourage children to follow their interests and engage in the many activities provided including:

1. Role playing, music, visual arts.
2. Language and literacy.
3. Nature, science and technology.
4. Physical literacy and active outside play.
5. Construction and design.
6. Sensory experiences and activities.

(g) We will incorporate indoor and outdoor play, as well as active play, rest and quiet time into the day. We will give consideration to the individual needs of our children.

Our Approach:

Our Early Learning and Child Care Centres support the well-being of our children by providing a maximum of two hours rest. Rest time provides children with the opportunity to relax and take a break from active play. We provide an environment that is calm and relaxing during this time to encourage the children to sleep or to rest. Those who do not sleep may find a quiet activity.

Our children are provided with outdoor/active play for at least two hours daily, unless the weather is not appropriate. Our outdoor spaces offer a safe, natural and stimulating environment, where children’s various skills and abilities are supported. Following the needs and interests of our children, educators will create opportunities to discover and learn with their senses, bodies and minds.

(h) We will foster the engagement of ongoing communication with parents/guardians.

Our Approach:

Families have the biggest influence on a child's learning and development. With strong family partnerships, our programs are designed to meet the needs and support the early learning and development of our children. Our strong family partnerships include:

1. Parent/Guardian involvement opportunities.
2. Daily interactions.
3. Communication.
4. Parent/Guardian Feedback.

Families are encouraged to participate by bringing in materials, recipes, books, and freely share knowledge about their home, culture, traditions, and values.

Families are encouraged to have a voice in our learning environments to support children's understanding of the world. Each child's unique cultural, social, and natural heritage is supported and honoured through respectful and authentic interactions.

Our Early Learning and Child Care Centres strive to support our families by forming relationships and actively listening to their needs. We connect families to our many supporting community agencies and other support networks when families are met with challenging and stressful circumstances. At BGC, we use an app to send and receive messages about your child's day. Information shared might include notes on toileting, sleeping, eating and daily activities.

(i) We will involve local community partners and nurture those partners in support of our children, their families and staff.

Our Approach:

Our Early Learning and Child Care Centres are committed to maintaining existing partnerships and inviting new partnerships with local community agencies and corporations. Community partnerships create a sense of belonging to support our children, families and staff. This sense of belonging is supported through meaningful participation, direct engagements, and special events. Our organization is uniquely positioned to support and enhance neighbourhood-based initiatives, which allows us to invest in the future of our community.

Our agency is rich in community and corporate partners. We continually collaborate with our partners to create more opportunities to expand relationships on behalf of our children and families.

We look to our community partners to identify strategies to support children and families in the community.



(j) We will support staff and others who interact with the children at our Child Care Centres in relation to continuous professional learning.

Our Approach:

Our agency values and promotes a strength-based approach with our educators to ensure they are provided with opportunities for ongoing growth and development. Our agency also embraces educators' individuality by supporting them to reach their goals. Our educators are most valuable assets. We strive to provide professional learning opportunities and practical experiences for staff, students and volunteers to ensure strong, positive learning environments. Providing our educators with professional learning opportunities, our learning environments are arranged to encourage co-learning with the children, families, and community. We also provide opportunities to self-reflect as a professional.

In addition to opportunities for professional learning, membership, team building, mentorship and pedagogical leadership; we support and respect individual educators and their families.

(k) We will document and review the impact our goals and strategies have on our children and their families.

Our Approach:

Our agency documents, reviews, reflects and makes revisions accordingly to all of our approaches on an ongoing basis. Policies, procedures and all relevant documents are reviewed, reflected on and reviewed on an ongoing basis. Documents are signed annually and revisited with staff, students and volunteers whenever revisions are made.



Pedagogical Documentation

In “How Does Learning Happen?”, pedagogy is explained as the understanding of the ways children learn and what we do to support that learning. Pedagogical documentation is a way to show where learning is happening, capture activities going on in the classroom, and help teachers understand how each child thinks and learns. Documentation:

- a) Encourages all staff to be “co-learners” with children and families.
- b) Supports educators to capture individual child development and special moments in the classroom.
- c) Helps set the stage for planning that supports each child’s individual growth and development and the four foundations of learning.

We invite you to look at, talk about and share your ideas about our documentation.

We believe in:

- Responsive relationships
- Learning through exploration, play and inquiry
- Educators as co-learners
- Environment as third teacher
- Pedagogical documentation
- Reflective practice and collaborative inquiry

(Child Care Licensing Manual, Ministry of Education)



At BGC Hamilton-Halton, every child and family belong.



Licensed Full-Day Centre Locations

(Hours: 7:30am-6:00pm)

Kiwanis (Ellis) Club:

45 Ellis Ave.

905-549-2814 ext. 233

- Full-time care for infants from birth to 2 ½ years

Prince of Wales School:

77 Melrose Ave.

905-549-2814 ext.101

- Full-time care for toddlers and preschool children 18 months-5 years
- Extended care for children from JK to age 12, before and after school care
- Full-time care available to all ages on non-school days, including PA Days and summer/school breaks

Queen Mary School:

1292 Cannon St. E.

905-549-2814 ext. 351

- Full-time care for children 2 ½-5 years
- Extended care for children from JK to age 12, before and after school

Brooke Hyatt is the Director of Programs for Early Learning & Childcare. You can reach Brooke at (905) 549-2814 ext.302 or brooke.hyatt@bgchh.com.

Before & After School Centre Locations

(Before School Hours: 7:30am until bell;

After School Hours: Bell to 6:00pm)

These Centres offer programs for children from Junior Kindergarten to age 12. Full-time care *may* be available on PA Days, school breaks and during the summer.

Parkdale School:

139 Parkdale Ave. N.

905-549-2814 ext.204

Prince of Wales School:

77 Melrose Ave.

905-549-2814 ext.101

Queen Mary School:

1292 Cannon St.

905-549-2814 ext. 351

Strathcona School:

10 Lamoreaux St.

905-549-2814 ext. 214

Viscount Montgomery School:

1525 Lucerne Ave.

905-549-2814 ext.217

Families are encouraged to call the site they are interested in to arrange site visits, meet staff and learn more about site services by contacting childcare@bgchh.com.



Activities off the Premises

We believe in exploring our communities. Children may go on short walks within the neighbourhoods. Permission forms are utilized for trips that require transportation or are outside of the immediate neighbourhood.

We require all staff, students and volunteers to complete a police record check before they can work or volunteer with us.



Participation Statement

Universally at all BGC programs, we agree to provide a safe and supportive environment for children and youth to explore, learn and grow. We train our staff to be able to deliver engaging programs and build respectful and healthy relationships.

A participant may be asked to be picked up from the program if their behaviours are harming to themselves or others. There are times where repetitive types of incidents will result in modified participation or removal of participants from certain programs within BGC.

Outdoor Nature Programs and Physical Literacy

Our vision is to provide high-quality programs for children and their families that support and nurture meaningful relationships with the natural world. Children benefit from nature through reduction of stress, developmental growth, improved happiness and well-being. Our educators create a space that supports adventurous play and encourages children to explore safely.

BGC Hamilton-Halton Birthday Celebrations Consent: No Outside Food for Classrooms to Share

At BGC Hamilton-Halton, we prioritize the health and well-being of our children. To celebrate birthdays while adhering to public health guidelines, we ask that no outside food be brought into the classroom for sharing.

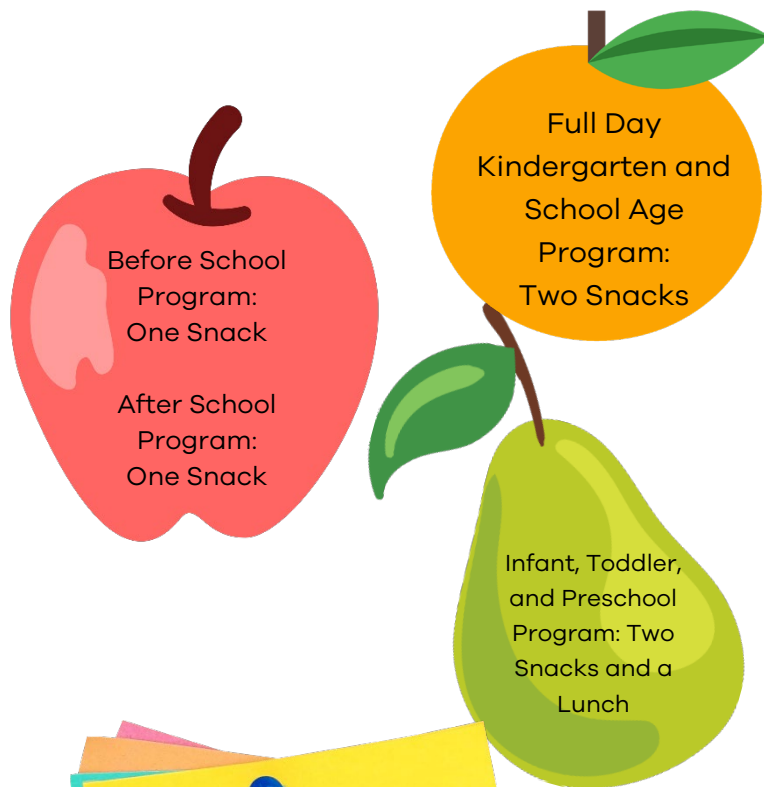
If you wish to contribute to your child's birthday celebration, consider donating a book or providing party decorations such as a bag of balloons. We will ensure your child has a joyful and memorable birthday celebration.

Thank you for your understanding and cooperation.

Nutrition

Our agency is committed to serving fresh and nutritious snacks and lunch. We gather as a “family” to role model the development of self-help skills, expand language and promote social skills. Menus are created and revised on a seasonal basis and posted in all classrooms, kitchens and offices.

Please know we are nut-reduced facilities.



Please label all items such as food containers and water bottles.

Sleep and Rest Time

While not all children need a mid-day nap, young children benefit from periods of quiet relaxation to balance their active play. Infant children rest, sleep and engage in quiet activities as needed based on their own individual schedules. Children 0-18 months of age will likely have irregular sleep schedules, we recognize this and allow for this age group to rest as needed. Toddler and preschool rest periods are no longer than two hours in length. We will update your child’s sleep and rest information as your child grows. All families are asked to provide labelled sleep blankets for their child, all cots/cribs with sheets are provided.

Inclusion

Inclusion is a universal human right. Our primary goal for inclusion is to embrace all people. Our teams are committed to providing equitable opportunities and high quality engagement. Our goal is to remove barriers and make sure that all participants can engage fully, confidently and independently.

What to Bring

Please consider:

- Changes of clothes
- Outdoor clothing and footwear for the season
- Blankets or sleep toys
- Bottles and soothers
- Comfort toys
- Diapers and wipes

We recommend that special toys and items be kept at home including personal electronics unless being used as a tool for communication or regulation. If a child does bring an electronic device for recreational use, please let them know they will not be able to utilize this device during program hours.



Arrival and Departure

Please greet team members upon arrival. We love to explore our communities – please know if you arrive after 9:30am staff may be on a community walk or outing. We want to build routine and offer opportunities for engagement with your child, when your child arrives at a consistent time in the morning, they feel secure and confident in the program.

Arrival and Departure (Cont'd)

Your child's registration form must tell us who can (and sometimes who cannot) pick up your child at any time.

Please know when picking up your child you must bring photo identification.

This is especially important if a staff member who has yet to meet you will be dismissing your child that day. For the safety of all of our children, you must agree to:

- Tell staff about any changes to pick up time or **changes to who is picking your child up**
- Make sure anyone picking up your child has **picture identification** with them
- Check in with a staff member before leaving
- Make sure anyone dropping off or picking up your child is 16 year of age or older

Employees will not to release any program participant to a person or persons whose ability to return the participant safely home is, in the opinion of employee, impaired by alcohol or drugs. Staff will contact a person listed as an "alternate pick up person" in order to arrange a safe pick up of the participant or support with calling a cab to help all get home safely. If the impaired pick up person leaves the site with the participant the police will need to be called.

Immunizations

According to CCEYA, parents must fully complete an Immunization form issued by Public Health.

Once fully completed, signed and submitted to a staff member, a copy will be forwarded to our Local Public Health unit and the original kept in the child's file.

1. As children receive additional immunizations, **it is your responsibility to provide timely and detailed updates to our staff.**
2. Updated immunization information is reported to the local Public Health unit on a monthly basis by staff.

Failure to provide and update your child's immunization information may result in your child being suspended from program.

The CCEYA includes an exemption process. Parents of children who do not want to immunize their children due to religious or medical reasons must:

1. Obtain a standardized ministry approved form from the supervisor/supervisor designate.
2. In the case of an exemption request based on religious/conscience, the form must be completed in detail and then officially notarized.
3. In the case of an exemption request based on medical reasons, the approval form must be completed by the family doctor or nurse practitioner.

Our sites are monitored and inspected through our local health unit. The local Public Health unit is also an excellent resource for staff and parents.



Hamilton

Public Health Phone:
905-540-5250

Illness

At BGC, your child's health is important to us. To help your child recover and limit the spread to other children in the program, we do not permit children with the following symptoms of ill health in the program:

- Fever
- Diarrhea
- Vomiting
- Yellow or white eye discharge that is not treated
- Severe cough
- Yellowish skin or eyes or jaundice
- Irritability, continuous crying more than usual

Children with diagnosed communicable diseases will be excluded according to local health department recommendations.

Medication

Medication can be given to your child under the following circumstances:

- Authorization form has been signed by parent/guardian
- Medication is prescribed and current
- Includes times or symptoms for when to administer, as well as dosage
- Medication is in original container, with prescription label including the child's name in accordance with the prescription

Child with Medical Needs

Children with individualized plans with medical needs need to provide up-to-date plans. Plans should be updated as needed and at least annually.

PLEASE KEEP US INFORMED:

We need to keep children's files up-to-date. Please let us know as soon as possible if there are any changes to telephone numbers, addresses or enrollment information. We must have current phone numbers for you and your emergency contacts. We may need to suspend service for families who do not have "active" contact numbers.



Childcare Fees and Collection

Children's enrollment is **full time only**.

- Infant, toddler and preschool child care program enrollment is Monday-Friday.
- Before and After School Program enrollment is Monday-Friday.
- Enrollment for school-aged children day care during the winter, spring and summer breaks is for one (1) week.

Before your child is accepted into our program, you must complete the childcare fee and collection form with our Finance team. Full banking or credit card information must be provided for each child as payments are made electronically. Payment by cash or cheque will not be accepted.

We will send you an invoice and you will pay your childcare fees using the Lillio application. Before your child starts, you will need to create a profile within the app. Once you have created it, you will need to decide if you want to enable the autopay option. Autopay will let the system automatically pay your invoice. If you choose not to use autopay, you will need to go into the app and pay your invoice every two (2) weeks. You are responsible to make sure that any changes to your information are updated in the app.

You will be billed in advance every other Friday for the following two (2) weeks. NSF payments *must* be replaced immediately.

Non-payment of childcare fees will result in the child being removed from our program.

If a credit or refund is needed to be issued, it will be placed on the individual's account to be used for future billing or if they are not currently in care, a check will be issued to the individual. It will be completed through BGC's finance department and visible on Lillio.

Late Pick-Up Fees and Absences

Parents who are late picking up their child(ren) will need to pay the late fee of \$5⁰⁰ per child, plus \$1⁰⁰ per child for every additional minute beyond closing time. The time will be decided by the centre's clock.

You must continue to pay your fees regardless of absences due to illness, vacation, source of funding, statutory holidays or any other reason.

Subsidy

BGC Hamilton-Halton has a contract with the City of Hamilton for childcare subsidy. If you are receiving subsidy for childcare, we must receive information of your current full or partial subsidy. Without confirmation of subsidy, you will be billed for full fees.

For information about subsidies, please contact the childcare subsidy office at 905-546-4870 or email childcare@hamilton.ca.

We are excited to inform you of a new funding strategy to improve affordability for parents using licensed before and after school centre-based child care in the City of Hamilton.

Before and After School Affordability Grant

The City of Hamilton will be piloting a Before and After School Affordability Grant for the September 2023 to June 2025 academic year. The purpose of this grant is to support equitable and affordable child care access. It reduces the before and after school care fee to \$15/day for school aged children (ages 6 to 12 years) as these ages are not included in the Canada Wide Early Learning and Child Care plan.

Therefore, during the pilot, rates for children ages 6 and older will be:

- \$6.50 for before school care,
- \$8.50 for after school care, and
- \$15 for before and after school care.

This will directly reduce the cost for parents who are currently paying market rates to access before and after school care. These changes will take effect September 5, 2023. The Affordability Grant only applies to instructional days in the school year. There is no rate reduction for PA Days or Winter, Spring, or Summer Breaks.

Canada Wide Early Learning and Child Care Plan (CWELCC)

BGC Hamilton-Halton is enrolled in the Canada-Wide Early Learning and Child Care Plan.

The Government of Canada has identified child care as a national priority. We are excited to be part of this exciting movement. Funding under the Canada-Wide Early Learning and Child Care Agreement (CWELCC) will be used to build and leverage the success of Ontario's existing early learning and child care system by increasing quality, accessibility, affordability and inclusivity in early learning and child care for children ages 0-5 years.

Base fees are mandatory fees charged to all parents that are required for a child to attend program. Non-base fees include additional charges such as registration/late fees and bank service charges; therefore, these will not be subject to further reductions under CWELCC.

Eligible Children

Eligible children are under the age of 6. If your child's 6th birthday is between September and June and they are registered in the School Age Program, the CWELCC fee reduction rate remains in effect until the end of their birth month. For example, if your child's 6th birthday is in September and they are in grade one, the CWELCC reduction rate will be in effect until the end of September.

Care Class	Ages	Base Rate Per Day (2022)	Base Rate Per Day (Prior to Dec. 31, 2022)	Base Rate Per Day (Prior to December 31, 2024)	Base Rate Per Day (As of January 1, 2025)
Infant	0-18 months	\$74.00	\$55.50	\$34.97	\$22.00
Toddler	18-30 months	\$53.00	\$39.75	\$25.04	\$22.00
Preschool	30-48 months	\$37.00	\$27.75	\$17.48	
Children in School-Based Program Under 6 Years Old – CWELCC fee reduction rate					
Kindergarten Before & After Care	4-6 years	\$23.00	\$17.25	\$12.00	
Kindergarten Before Care	4-6 years	\$11.00	\$11.00	\$11.00	
Kindergarten After Care	4-6 years	\$14.00	\$12.00	\$12.00	
Kindergarten PA Day	4-6 years	\$37.00	\$27.75	\$17.48	
Kindergarten Camp / Week (Summer 2023)	4-6 years	\$185	\$138.75	\$87.40	
Care Class	Ages	Base Rate Per Day (Prior to September 2023)	Base Rate Per Day (As of September 5, 2023)	With Before and After School Affordability Grant (Sept. 2023-June 2025)	
Children in School-Based Program Over 6 Years Old – full rate					
School Age Before & After Care	6-12 years	\$21.00	\$25.00	\$15	
School Age Before Care	6-12 years	\$10.00	\$12.50	\$6.50	
School Age After Care	6-12 years	\$13.00	\$15.00	\$8.50	
School Age PA Day	6-12 years	\$37.00	\$41.00	\$41.00	
School Age Camp / Week (Summer 2023)	6-12 years	\$185	\$205	\$205	

Inclement Weather

For the safety of families and staff, please make sure to check one or more of the following **before leaving home:**

- BGC Hamilton-Halton social media accounts
- BGC Hamilton-Halton website
- Local media outlets (CHCH News, AM900 CHML)

Many of our programs are in Hamilton Wentworth District School Board schools. If schools are closed, our school-based centres will be closed, too. You can check the HWDSB website at www.hwdsb.on.ca to find out about school closures.

Safe Drinking Water Act and Lead Testing

We are committed to compliance with the Safe Drinking Water Act and Lead Testing requirements based on our facilities' requirements.

Emergency Management

BGC Hamilton-Halton has clear policies and procedures for staff to effectively manage responses and responsibilities during an emergency resulting in the safest outcome possible. In the case of an emergency, parents or guardians will be notified via phone call, email, or message through the app.

Students and Volunteers

Our programs provide learning opportunities through placements in our programs for secondary and post-secondary students and volunteers. Students and volunteers are a welcome part of our team. We encourage students and volunteers to introduce themselves and encourage you to ask them about their placement in our program.

Students and volunteers are always monitored (and evaluated) by staff and are never left alone to supervise any of the children. This does not apply to a student who is on an educational placement and also an employee.



Prohibited Practices

Club programs do not permit:

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

Any violation of the above will result in disciplinary action depending on the:

- Seriousness of the offense,
- Legal requirements of CCEYA or *Child and Family Services Act* (or any other related legislation),
- Actual or potential risk or harm to child,
- General past performance of the employee,
- Recent performance of the employee,
- Frequency of occurrence, and
- Previous history of disciplinary action, contravention of this policy or commission of prohibited practices by a staff, student or volunteer.



Parent/Guardian Issues and Concerns

We want to hear from you. All parent issues or concerns will be immediately directed to the Supervisor or Designate for the appropriate follow up.

The Club is committed to providing excellent service and to:

- Address complaints in a timely, fair, respectful and accountable manner,
- Provide an opportunity to explain the problem, prompt action and ongoing follow up until the issue is resolved, and
- Ensure the process is accessible and open.

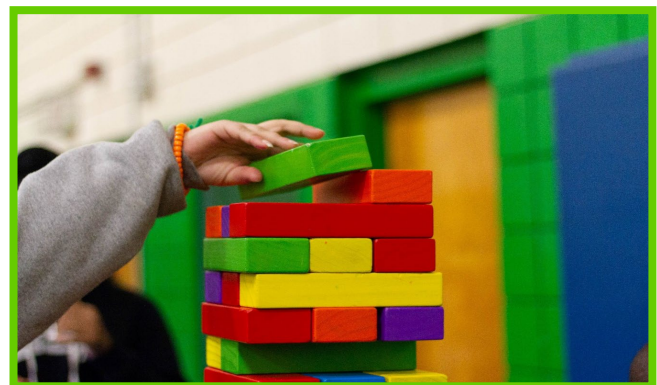
The initial response to an issue or concern should occur as soon as possible and not longer than seven (7) days from receiving the complaint. Every effort will be made to review and respond to a complaint within thirty (30) days. Documentation about the issue or concern will be kept. It is the responsibility of all employees to have a working knowledge of the complaint resolution process and to cooperate with the processing of complaints.

Safe Arrival and Dismissal Policy

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 program 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.



Safe Arrival & Dismissal General Policy:

- BGC Hamilton-Halton will ensure that any child in program is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization BGC Hamilton-Halton may release the child to.
- A parent/guardian may request that a child who is 7 years old or older be released from program without supervision. Parents/Guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal.
- A parent/guardian must accompany a child of any age into the programs with the exception of children 7 or older attending drop-in programs. Exceptions for extenuating circumstances may be in place with an approval from a BGC Director of Programs.
- Where a parent/guardian provides written instructions for the release of their child from care without supervision, the parent/guardian is aware that BGC Hamilton-Halton is no longer responsible for that child upon their dismissal.
- Children may only be dropped off or picked up by a person aged 16 years of age or older.
- 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.

Safe Arrival & Dismissal Procedures:

Accepting a child into care:

When accepting a child into care at the time of drop-off, program staff in the room must:

1. Greet the parent/guardian and child.
2. Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the child's contact card or authorized pick-up list, or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
3. Sign the child in on the classroom attendance record.



Where a child has not arrived in care as expected:

1. 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:
 - In Licensed Full Day Early Learning and Child Care Programs, staff must commence contacting the child's parent/guardian by no later than 12pm. Staff shall utilize a message on a program's communication app, call, or email at least once with a message (verbal or written).



- In Licensed or Authorized Recreation After School Programs, we ask that participant's absences be reported in advance to program. School staff can also confirm children's absences or safe dismissal from the school day. If a child does not arrive at the agreed upon pick up time, staff must:
 - i. Call the participant's home and/or the parents, legal guardians or care givers place of work to determine the participant's location.
 - ii. Call the emergency contact numbers in the event that the parents/legal guardians/care givers cannot be reached at work or home. Continue to reach out to parents/legal guardians/care givers until making contact with adult to confirm absence.
 - iii. Call the supervisor of the program to advise them of the situation and to seek further direction or assistance if required.

In the event that a participant cannot be located, and a parent/legal guardian/care giver expects that the participant should have reached the program by a certain time, the parent/legal guardian/care giver should be advised to alert police to the situation.

2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance 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 BGC Hamilton-Halton may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),

1. Confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
2. 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 as expected (before centre closes):

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up within two hours of the expected time, the staff shall contact the parent/guardian via communication app, call, or email and advise that the child is still in care and has not been picked up.
2. Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall wait until program closes then refer to the procedures under "where a child has not been picked up and program is closed."



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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by program closure, staff shall ensure that the child is given an activity while they await their pick-up.
2. A staff shall proceed with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall call emergency contacts listed.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by two hours after closure, the staff shall proceed with contacting the local Children's Aid Society (CAS). Staff shall follow the CAS's direction with respect to next steps.
5. Refer to Program Policy – Late Fee / Pick Up Policy.

Dismissing a child from care without supervision procedures:

Where a parent/guardian has provided written authorization for their child to be released from care without supervision, one staff in the program must be responsible for dismissing the child from care. Prior to dismissing the child from care, the staff shall review the written instructions for release provided by the parent/guardian and release the child at the time set out in the instructions. The staff shall document the time of departure from care.



Wait List

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

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

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

Wait List General Policy:

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

Wait List Procedures

Receiving a request to place a child on the waiting list:

1. The licensee or designate will receive parental/guardian requests to place children on a waiting list via online application. If a person needs support with an online application, we can support with transferring the information given verbally or in writing to the online format.

Placing a child on the waiting list:

1. The licensee or designate will place a child on the waiting list in chronological order, based on the date and time that the request was received.
2. Once a child has been placed on the waiting list, the licensee or designate will inform parents/guardians of their child's position on the list.

Determining placement priority when a space becomes available:

1. When space becomes available in the program, priority will be given to children who are currently enrolled and need to move to the next age grouping, siblings of children currently enrolled, and children of staff.
2. Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

Offering an available space:

1. Parents/guardians of children on the waiting list will be notified via email or phone that a space has become available in their requested program.
2. Parents/guardians will be provided a timeframe of 3 days in which a response is required before the next child on the waiting list will be offered the space. Inability to connect will result in removal from the waitlist.
3. Where a parent/guardian has not responded within the given timeframe, the licensee or designate will contact the parent/guardian of the next child on the waiting list to offer them the space.

Responding to parents/guardians who inquire about their child's placement on the waiting list:

1. Supervisor/designate or administrative staff will be the contact person for parents/guardians who wish to inquire about the status of their child's place on the waiting list.
2. Supervisor/designate or administrative staff will respond to parent/guardian inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Maintaining privacy and confidentiality:

1. The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents/guardians.
2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.



Registration and Withdrawal

Please contact us as indicated below to:

- Obtain information
- Ask questions
- Provide details for our waitlist

You and your child are invited to join us to see our classrooms and meet our teams before you enroll in our program. We will answer any questions you have and give you a registration package when you visit. Your registration package will include information about how to sign up for the Lillio application, which will keep you connected to our programs and your child's activities during the day.

Special note: Your child's registration package must be complete. We will need to be able to make sure that everything is filled in and correct before we can care for your child.

When requesting to withdraw your child from our program, you must provide at least two (2) weeks' notice. Notice must be given in writing to frontdesk@bgchh.com. If notice is not given, you will be responsible for the full payment of program fees in lieu of notice. If our program is not able to meet the needs of your family, we will support you in seeking alternative childcare arrangements.

BGC Hamilton-Halton:
905-549-2814
childcare@bgchh.com



About our Centres

EarlyON Child and Family Centres provide opportunities both in person and virtually for children from birth to 6 years of age to participate in play and inquiry-based programs, and support parents and caregivers in their roles. These centres offer safe and welcoming environments open to all families across Hamilton, with qualified professionals and quality programs. Families and caregivers can find support, advice, make personal connections and access a network of resources at these programs. We encourage you to register for the programs you are most comfortable with and that are right for you and your family.

EarlyON Opportunities

- Participate in play-based learning activities in a fun, safe and family friendly environment
- Focus on child development and the early acquisition of literacy and numeracy skills
- Obtain information on pregnancy, parenting and child development
- Enhance your skills through parent education, workshops and resources
- Be informed about services in your community
- Discuss your concerns with professionals on your child's development, dental health, nutrition, speech and language, and vision



BGC Locations

Bernie Morelli EarlyON Child & Family Centre:
Bernie Morelli Recreation Centre
876 Cannon St. E.
905-12-9965
Programs: Indoor, outdoor, gym, swimming

Sanford EarlyON Child & Family Centre:
735 King St. E.
Floor 1A
905-549-2814 ext.301
Programs: Indoor, outdoor

Ellis EarlyON Child & Family Centre:
Kiwanis (Ellis) Club
45 Ellis Ave.
905-549-2814 ext.230
Programs: Indoor, outdoor, gym, swimming

Green Venture EarlyON Child & Family Centre:
22 Veevers Dr.
905-549-2814 ext.208
Programs: Outdoor

Hillcrest EarlyON Child & Family Centre:
Hillcrest Elementary School
40 Eastwood St.
905-549-2814 ext.321
Programs: Indoor

Red Hill Valley Trail EarlyON Child & Family Centre:
Red Hill Valley Trail
Entrance on Melvin & Talbot St.
905-549-2814 ext.208
Programs: Outdoor



For more information about our EarlyON programs, contact earlyoninfo@bgchh.com or visit www.bgchh.com/earlyon

