Raising the Bar on Quality (RTB)

Waterloo Region’s Early Learning and Child Care Profile

A commitment to best practices in Early Learning and Child Care (ELCC)
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Raising the Bar on Quality (RTB) Planning Guide
2015/2016 Submission

Read Carefully Before You Begin
• Congratulations on your commitment to Raising the Bar on Quality! This planning
guide is meant to assist you in preparing your RTB Binder submission for peer
review.
• You are required to report on activities that are typically annual and may have taken
a number of months to implement in your program. Therefore, it is essential to start
well in advance of the submission date.
• Each section of the RTB Binder contains the information and documents required to
meet the criteria in that section.
• Bronze, silver and gold criteria build upon each other. All bronze criteria must be met
before moving to silver, and all bronze and all silver criteria must be met before
moving to gold.

Registration and Letter of Understanding
• Re-read the Registration and Letter of Understanding provided at Binder Drop-off.
• Complete and sign the letter.
• Return the white copy to Supervisor, Quality Initiatives with your payment.
  o Payment invoices are provided at Binder Drop-off.
• Place the yellow copy in the front of your RTB Binder.

Recharging your RTB Binder
• Recharge your binder within a few weeks of receiving the package in order that you
are prepared for the upcoming years expectations.
• Remove previous year’s information before working on next year’s submission.
• Evergreen charts remain in the binder and do not have to be redone each year.

Form A and Peer Review Verification Form
• Completing the Form A and Peer Review Verification Form is integral to the RTB
peer review process. You must complete the self report portions of the form, so that
peer reviewers know what you’ve accomplished this past year. Your scores will be
compared with two peer review teams in order to determine the final outcome.
• Two (2) copies of this form are provided - one for your working copy and one for
submission with the RTB Binder. Use this working copy to keep you on track
throughout the year.
• Place the completed Form A in the front of your RTB Binder.
- **Program Self Report**: Under the Program Self Report column, place a checkmark beside each criterion you have completed.

- **Evergreen Status**: If the criteria are Evergreen, under the Evergreen Status column, place a checkmark. **Ensure you check off your standing for these items on the Self Report.**

- **Master Binder**: Under the Master Binder column, place a checkmark to indicate which sections of their RTB Binder can be found in your organization’s Master Binder (multi-sites only).

- **Notes**: The notes column of the form is meant to provide space for clarification or comments between the peer reviewers and the program. On your working copy this section can act as your “To Do” list.

- **Outcomes**: In the Outcomes box at the end of each category (Quality Assurance, Best Practice and Professional Development), record your perceived outcome using the corresponding letters:
  - P – Participation
  - B – Bronze
  - S – Silver
  - G – Gold

**Note of Exception for Raising the Bar Peer Review (bright pink slips)**
- If you are unable to meet specific criteria due to extenuating circumstances please speak to the Supervisor, Quality Initiatives and use a Note of Exception for Raising the Bar Peer Review located in the front of your RTB Binder. **Ensure you date the slip with the date in which you spoke to the Supervisor.**
  - To request more pink slips, contact the Coordinator or Supervisor, Quality Initiatives. See contact information below.

**Master Binder**
- The Master Binder was developed to capture common criteria across multi-site organizations. Master Binder criteria are peer reviewed first and the results are transferred to the program’s Form A and Peer Review Verification form of each site.
  - For example, one parent/guardian handbook can be submitted in the Master Binder on behalf of other sites, rather than all sites submitting a copy.
- Each section of the RTB Binder states whether or not that section may be submitted as part of a master submission or not.
- **Master Binder Submission Form**: Complete the Master Binder Submission Form on the following page.
  - This form must be signed by the person submitting the Master Binder.
- **Master Form A:** A regular Form A will be used as there is a Master binder column now. The word master should be written at the top of the Form A e.g. "MASTER"
- Each site connected to a Master Binder, must indicate on their Form A and Peer Review Verification form whether or not each section’s criteria is included in their organization’s Master Binder.
- Include all required documentation for each section of the RTB Binder in the Master Binder.
  - For example, Section 8: Policies and/or Procedures should include Table 8 in the Master Binder.
  - If this section is evergreen leave in the chart and only submit new or revised policies.

**Support and Questions**
- In order to support the peer review process, Supervisors/Designates are invited to ask questions and seek clarification from the Supervisor, Quality Initiatives as needed. The Supervisor, Quality Initiatives is available to respond to your inquiries through one-on-one meetings, telephone conversations, email, etc.
- If the Supervisor, Quality Initiatives is unable to answer your questions or you wish to get a group response, email your question to the Supervisor, Quality Initiatives and she will distribute your question to the RTB Member Group. Responses are sent directly to you.
- **RTB Tuesdays:** RTB Tuesdays at the Professional Resource Centre will continue and you are invited to attend to seek support or to share your ideas with others.
- **RTB Annual Calendar:** Refer to the RTB Annual Calendar for timelines to guide completion of the RTB Binder.
- **RTB Bulletins:** The RTB Bulletins are designed to focus on a particular aspect from the RTB Annual Calendar, information on upcoming events and questions for reflection.

**Contact Information**
Supervisor Quality Initiatives
Region of Waterloo
99 Regina St. S., 5th floor, Waterloo, ON, N2J 4G6
519-575-4400 ext. 5044
Master Binder Submission Form: ELCC Version

Place a copy of this in the Master Binder only. (not single, stand alone sites)
Copies will be made for other binders following peer review of master binders.

Review Year: May 2015 – April 2016

Organization Name: ________________________________

Total number of support binders being submitted with site binders: __________
(Check all that apply)
☐ Policies & Procedure Binder
☐ Board Manual
☐ Parent/Guardian Handbook
☐ Other _________________________

Sites included for this Master submission:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Sections that your centre is submitting as masters include: (Check all that apply)
☐ Section 2: Health and Safety Monitoring
☐ Section 3: Parent/Guardian Survey
☐ Section 4: Staff Work Environment Survey
☐ Section 7: Governance (excluding Table 7 D)
☐ Section 8: Policies and/or Procedures
☐ Section 9: Job Descriptions
☐ Section 10: Supporting Healthy Child Development
☐ Section 11: Parent/Guardian Engagement
☐ Section 12: Parent/Guardian Handbook
☐ Section 13A: Orientation Checklist Only
☐ Are you EVERGREEN? Insert a copy of your Evergreen letter in the Master binder.

Completed by:________________________________________
SECTION 1: Regulatory Standards

“High quality child care environments meet or exceed the regulations of the Day Nurseries Act.”
- Child Care Centre Supervisors’ Forum – Hamilton Ontario, June 2000

Intent

The child care program is operating in compliance with provincial, territorial and local regulations and abides by any terms and conditions which may have been specified for its location by the local area licensing office. In Ontario, the Ministry of Education is responsible for licensing of child care under the Day Nursery Act.

Bronze

- The program holds a Regular Day Nurseries License provided by the Ministry of Education.
  - Submit a copy of the most recently issued license and any Terms and Conditions.
  - A clear license is needed for Peer Review. Terms and Conditions may exist.
    - Programs with provisional licenses may continue to participate in Raising the Bar (RTB), but will not participate in Peer Review or be given an RTB Outcome Certificate.
  - In the event the license renewal process is not complete at the time of submission, include a copy of the expired license and an explanation in your profile, give approximate date of inspection. Forward a copy of the new license to the Supervisor, Quality Initiatives when it becomes available.
    - Final outcome of the peer review will be pending the issuance of a license indicating the operator is in compliance with local regulations.
SECTION 2: Health and Safety Monitoring

“The physical facility protects the health and safety of children and adults in the child care program, and enables and supports developmentally appropriate programming.”
- Canadian Child Care Federation

Intent

There is a process to routinely monitor for conditions which may affect the health and safety of children and adults in the facility, both indoors and outdoors.

Bronze

- The facility is routinely monitored indoors and outdoors for health and safety conditions through the use of Indoor and Outdoor checklists. Monitoring should take place at least four times per year.
  - Insert blank copies of the checklists used in your program to conduct indoor and outdoor health and safety monitoring.
  - Nursery Schools are not required to have outdoor play. Outdoor checklist is not applicable (N/A).

Resources (Optional)

- Healthy Eating Indicators’ Tool for new cooks and Supervisor/Designate or when developing new menus. This tool was developed by Public Health in 2012/2013 and is included in the RTB Binder 2013. Here is the webpage link: http://socialservices.regionofwaterloo.ca/en/childrensServices/resources/HealthyEatingIndicatorsTool2013.pdf

SECTION 3: Parent/Guardian Survey

“Partnerships with children’s families are encouraged through policies and procedures which enable and support cooperation and collaboration between program staff and families.”

- Canadian Child Care Federation

Intent

Parents/Guardians will have an opportunity to anonymously express concerns and/or appreciation, and to provide feedback that may be helpful to the organization in their future planning.

Bronze

- An annual parent/guardian survey was conducted during this review year.
  - Insert a blank copy of the parent/guardian survey used this past year in this section.
  - This form is the same form year to year, therefore previous years are also recorded here. Replace only when page is full leave old form in place.
  - Enter survey information for the current review year on Table 3.
    - For survey participants with low literacy, try a coffee time with oral feedback or something similar.
Table 3: Parent/Guardian Survey (Bronze)

<table>
<thead>
<tr>
<th>Review Year</th>
<th>Date Distributed (dd/mm/yy)</th>
<th>Date Returned (dd/mm/yy)</th>
<th>Number Distributed</th>
<th>Number Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 2011/2012</td>
<td>01/09/11</td>
<td>15/09/11</td>
<td>45</td>
<td>32</td>
</tr>
</tbody>
</table>


SECTION 4: Staff Work Environment Survey

“Staff can be incredibly resourceful at generating solutions to centre-wide problems if provided the opportunity to participate in a meaningful way.”

- Bloom, Sheerer, Britz

Intent

There is a process in place to allow staff an opportunity to express concerns and/or appreciation, and to provide feedback that may be helpful to the organization in their future planning.

Silver

- The annual Staff Work Environment Survey was conducted during this review year. Insert a blank copy of the Staff Work Environment Survey used this year.
  - Enter survey information for the current review year on Table 4.
  - This form is the same form year to year, therefore previous years are also recorded here. Replace only when page is full leave old form in place.
    - Nursery schools with one or two staff may use the Parent/Guardian Survey to provide feedback. Please check the box above Table 4 if your staff completed the Parent/Guardian Survey.
Table 4: Staff Work Environment Survey (Silver)

☐ Check this box if Parent/Guardian Survey was completed by staff (e.g. small programs 1-2 staff only).

<table>
<thead>
<tr>
<th>Review Year</th>
<th>Date Distributed (dd/mm/yy)</th>
<th>Date Returned (dd/mm/yy)</th>
<th>Number Distributed</th>
<th>Number Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 2011/2012</td>
<td>02/10/11</td>
<td>10/10/11</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

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Submit: Annually
SECTION 5: Environmental Assessment

“Quality early childhood settings use ongoing assessments and systematic evaluations to gather information on children’s learning and development and the quality of the program.”

- Early Learning for Every Child Today

Intent

A periodic environmental assessment by an objective person, who has been trained in the use of the tool, helps to ensure validity of scores and findings. In addition, the visits provide an opportunity for mentoring and the exchange of ideas with the broader child care community.

Bronze

- One staff member per classroom uses the Environment Rating Scale (ERS), Program Quality Assessment (PQA) or YMCA Play in Action tool to evaluate their classroom annually and discusses results with their staff team.
  - Complete Table 5A.

Silver

- **Year 1-3:** In Year 1-3, the Supervisor/Designate uses the ERS, PQA or YMCA Play in Action tools to evaluate all classrooms annually and discusses results with their staff team.
  - Complete Table 5A.
  - An application can be made to the Supervisor, Quality Initiatives to use Alternate Environmental Assessment tools prior to having a Third Party Assessment completed.
- **Year 4 and up:** From Year 4 and up, following completion of your Third Party Assessment and provided that the program has achieved and maintained an overall ERS score of at least 4.5 (or equivalent score - PQA of at least 4.5 or YMCA Play in Action of at least 85%), the Supervisor/Designate may either use the ERS or choose from a variety of approved tools found in the RTB Alternate Environmental Assessments to evaluate all program classrooms annually.
  - Complete Table 5A.
The use of inclusion tools is no longer mandatory.

Examples of Alternate Environmental Assessment tools include: Specialink, Checklist for Quality Inclusive Education, Rating Scale for Inspiring Environments (ROSIE) or Reflecting Children’s Lives (for a complete list of Alternate Environmental Assessment Tools refer to the RTB Policies and Procedures, policy #2B.)

- Programs wanting to use an alternate tool not listed in the RTB Policies and Procedures #2B, must apply to the Supervisor, Quality Initiatives for approval.

**Gold**

- Every three years, a third party conducts an ERS or approved alternate assessment tool to evaluate the program.
  - In the first two years of participation, indicate a projected date for your Third Party Assessment.
  - Book your third party assessment with Supervisor, Quality Initiatives.
  - Insert the most recent third party certificate or letter of proof in this section.
  - Complete Table 5B.
Table 5A: Record of Environmental Assessments (Bronze and Silver)

Enter information for each classroom.

<table>
<thead>
<tr>
<th>Classroom</th>
<th>BRONZE Date of ERS by one Staff in each room (dd/mm/yy)</th>
<th>Name of Tool Used</th>
<th>SILVER Date of ERS or alternate tool by Supervisor/Designate (dd/mm/yy)</th>
<th>Name of Tool Used</th>
<th>Results were discussed with staff team</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Table 5B: Record of Third Party Assessments (Gold)

<table>
<thead>
<tr>
<th>First Third Party Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Party Assessments</td>
</tr>
<tr>
<td>Projected Third Party Assessment for new programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subsequent Third Party Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Party Assessments</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
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<td>12</td>
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<tr>
<td>13</td>
</tr>
</tbody>
</table>
SECTION 6: Reflection Driven Action Plan – Addressing Needs and Planning For Program Enrichment

“An process is in place to develop, monitor and regularly review the program’s strategic plan.”

- Canadian Child Care Federation

**Intent**

The first phase in effective quality assurance monitoring is to gather information through activities such as parent/guardian surveys, staff surveys, Board of Director surveys, indoor and outdoors checklist, environmental assessments and ongoing supervision.

The second phase is to reflect and develop action plans based on the information gathered.

A third phase is to review this work plan regularly, noting progress and completion of plans.

**Gold**

- Using information gathered through surveys and environmental assessments, the program develops action plans to address areas where results indicate a need for change or opportunity for enhancement.
  
  - Provide three examples of actions taken in response to information gathered through quality assurance monitoring activities this past year.
    - Complete Table 6.
    - You decide how much detail to list on the chart – your business is your business.
Table 6: Plans and Actions (Gold)

Complete this table, providing three examples of actions taken in response to information gathered through quality assurance monitoring activities this past year.

<table>
<thead>
<tr>
<th>Quality Assurance Activity</th>
<th>Need or Opportunity for Enhancement</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. Staff Survey</td>
<td>Support for dealing with challenging behaviour</td>
<td>Contracted in-service training</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 7: Governance

“The Board of Directors sets the overall direction of the centre or family child care agency and is legally responsible for what it does.”
- Canadian Child Care Federation

Intent

The Board of Directors/Owners/Operators have mechanisms and procedures in place to support effectiveness in undertaking their legal responsibility for the program.

Bronze

- The program has a defined governance structure (applicable for all program types).
  Identify in Table 7A which governance model best suits your program. Refer to the Governance Model Diagrams (Diagram 7A) for sample organizational charts.
  - Only programs identified on Table 7A as “Option 4 - Other Governance Model” must include an organizational chart.

Silver

- There is a Board Policy Manual available. Applicable only to non-profit organizations (N/A for commercial organizations).
  - Submit a copy of the Board Policy Manual in this section.
    - If the manual is too large, ensure it is clearly labeled and submit it alongside your RTB Binder.
  - Highlight sections of the manual which describe roles and responsibilities of Board Members as well as the orientation process of incoming Board members.

Gold

- There is a communication link between the Board of Directors/Owner/Operator and the Supervisor.
  - Complete Table 7B.
- There is an opportunity for parents to have a voice in the operation of the child care program.
  - Complete Table 7B.
  - You may choose to answer these questions as an individual program (in your
profile binder) or multi-site (in the Master Binder).

- The operator/board of directors participates in an annual evaluation of the program through a self-evaluation survey, a workplan review and/or a visioning exercise with the program director/manager/supervisor/staff.
  - Date and sign-off on Table 7C to confirm the annual evaluation of the program.
Table 7A: Governance (Bronze)

<table>
<thead>
<tr>
<th>Governance Model</th>
<th>Check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option 1 – Multi Service Not-For-Profit</td>
<td></td>
</tr>
<tr>
<td>Option 2 – Commercial</td>
<td></td>
</tr>
<tr>
<td>Option 3 – Single Service Not-For-Profit</td>
<td></td>
</tr>
<tr>
<td>Option 4 – Other Governance Model (must include Org Chart)</td>
<td></td>
</tr>
</tbody>
</table>

Table 7B: Follow-up Questions (Gold)

<table>
<thead>
<tr>
<th>Briefly describe the communication link between the Board of Directors/Owner/Operator and the Supervisor.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the parent’s voice in the operation of the child care centre.</td>
<td></td>
</tr>
</tbody>
</table>

Table 7C: Annual Evaluation Sign-off (Gold)

<table>
<thead>
<tr>
<th>Date of Annual Evaluation (dd/mm/yy)</th>
<th>Signature of Board of Directors Chair/Executive Director or Operator</th>
</tr>
</thead>
</table>

1885075
Submit: Annually
Diagrams 7A - Governance Model Diagrams (Sample Charts)

Option 1 – Multi Service
Not-For-Profit

Board of Directors

Executive Director

Fitness
Child Care Department
Administration
Youth Services

Child Care Program 1 - Supervisor

Staff

Child Care Program 2 - Supervisor

Staff

Option 2 – Commercial

Owner /Operator

Director/Supervisor

Child Care Program(s)
Child Care Program(s)
Child Care Program(s)
Option 3 – Single Service Not-For-Profit Child Care Agencies with one or more sites

- Board of Directors
- Parent Advisory Committee
- Child Care Director/Supervisor
  - Child Care Program(s)
    - Staff
  - Child Care Program(s)
    - Staff

Option 4 – Other Governance Model

- Elected Council Band, Municipal, University/College Board of Directors
- President/Chair
  - Director of Division/Department
  - Director of Division/Department
  - Director of Division/Department
  - Director of Division/Department
- Program Manager
  - Program Supervisor
    - Staff
  - Program Supervisor
    - Staff
  - Program Supervisor
    - Staff
SECTION 8: Policies and/or Procedures

Master Binder – Permitted

“Program policies and procedural guidelines are in place that enable the philosophy and program statement to be translated into practice and that support practice consistent with the conceptual framework.”

- Canadian Child Care Federation

Intent

Policies and/or procedures are living documents that guide high quality practice. They are regularly reviewed, updated and made available for families and staff.

Bronze

- **Year 1-3:** Programs in Years 1-3 have written policies and/or procedures for all items listed in Table 8A.
  - **Note:** If submitting a master binder, include Table 8A in the master binder.
  - Submit a copy of your policy and/or procedure binder in this section, which includes all policies listed on Table 8A.
    - If the policies and/or procedures are too large, ensure they are clearly labeled and submit it alongside your RTB Binder.
    - Policy names must be highlighted in your document. If names differ from Table 8A, handwrite the policy name from Table 8A directly on your document.
    - If your document does not have page numbers, handwrite the page numbers for ease of location.
    - Once you are approved as Evergreen leave in the completed Table 8A and only submit revised Policies and Procedures.
  - For each topic, there must be a policy statement that serves as the operating rule for the program. Each item on the chart may also have a procedure attached.
  - Collections of loose forms, pamphlets, handouts and community resources such as Infection Control Guidelines will not be accepted as policies.
Silver

- Policy and/or procedure binders are accessible on the premises to all staff during the hours of operation.
  - Complete RTB Tracking Form (Column E) – Enter yes or no.

Gold

- Staff participate in an annual review of policies and/or procedures.
  - Complete the annual reflection exercise in Table 8B. List and include revisions made to the policies and/or procedures this past RTB year.
- **Years 4 and up:** Programs in Years 4 and up complete a review of policies and complete the reflection in Table 8B - it is no longer necessary to complete Table 8A annually just leave the last peer reviewed Table 8A in place. The actual policies and procedures do not have to come in.
  - Complete RTB Tracking Form (Column F) – Enter Date.

### Important Notes/Tips

- The difference between policy and procedure is as follows: policy states the intent and procedure states how the intent is implemented. Rules/forms support the procedure.
- Some policies and procedures may appear in various places in your centre but they should all be in a binder. Our knowledge needs to be shared with others and people need a central place to look for these items.
- This area may require research or support from various professionals (e.g., public health [http://chd.region.waterloo.on.ca/en/](http://chd.region.waterloo.on.ca/en/), Ministry of Education, Ontario Health and Safety Act, [http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90o01_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90o01_e.htm) etc.)
- Some of these items are also requested in the Parent/Guardian Handbook section as they hold important info for parents. RTB considers that you may not put the full policy and/or procedure in the Parent/Guardian Handbook.
### Table 8A: Policies and/or Procedures Chart (Bronze)

Applicable for programs in Years 1-3.

<table>
<thead>
<tr>
<th>Policies and/or Procedure Names</th>
<th>Policy page #</th>
<th>Procedure page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program statement: hours of operation, ages served, holidays observed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infectious illness in a staff member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration of medications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition, food handling &amp; preparation *(include bag lunch policy if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal care routines (diapering or washroom)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of universal precautions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and safety inspection of indoor and outdoor environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitary conditions policy and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serious occurrence reporting procedure and enhanced serious occurrence procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recording and reporting suspected child abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to allegations of misconduct or suspected child mistreatment made against people working in the setting or other children attending the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to discriminatory incidents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fire drill, emergency evacuation, emergency shelter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to and reporting child illness, health concerns, accidents and injuries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrival, departure and release of children from the program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality assurance activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation &amp; car seat inspection (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confidentiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criminal reference check</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anaphylaxis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workplace violence and harassment policy – Bill 168</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers and Students Policy (MCYS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility for Ontarians with Disabilities Act</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Year 4 and up leave the last peer reviewed Table 8A in this binder.
### Table 8B: Reflection on Policies and/or Procedures (Gold)

Applicable for programs in Years 4 and up.

| How has your program reflected on your policies and/or procedures in the past RTB year? |
| List revisions and include the policies and/or procedures that were changed during this past RTB year. |
“The physical facility protects the health and safety of children and adults in the child care program and enables and supports developmentally appropriate programming ... Administrative policies and procedural guidelines support those of the program and, consequently, service delivery.”
- Canadian Child Care Federation

Intent

As the quality of early learning and care environments has an impact on children’s health, development and their future outcomes, it is essential that those who work in the program regularly measure the level of quality and make necessary changes. Administrative policies and clearly stated job descriptions not only guide practice, but also provide a framework for supervision and monitoring performance.

Bronze

- Job descriptions outline each staff members’ responsibility in health and safety monitoring and environmental assessments.
  - Submit a copy of written job descriptions into the profile binder.
  - Use two different highlighter colours to mark key phrases in the job descriptions that address health and safety as well as environmental assessments.
  - This includes cooks who work in program for more than 1 hour a day.
- **Years 1-3:** For participants in Years 1-3, complete Table 9A.
  - List job titles for all positions.
  - Enter a checkmark to indicate program positions working in the program more than two hours per day.
  - Years 1-3 have the option of also completing Table 9B.
- **Years 4 and up:** For participants in Years 4 and up, supervisors and staff participate in an annual reflection of job descriptions.
  - It is no longer necessary to complete Table 9A, except when jobs are created or revised. Leave the last peer reviewed Table 9A and Job Descriptions in place.
  - Complete the annual reflection exercise in Table 9B.
Table 9A: Job Descriptions (Bronze)

Applicable to all programs in Years 1-3 as well as programs in Years 4 and up that have new or revised jobs.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Check if staff works in program 1 hour per day or more</th>
<th>Peer Review Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Health &amp; Safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Assessment Tools</td>
</tr>
</tbody>
</table>

Note: Year 4 and up leave the last peer reviewed Table 9A in this binder and the Job Descriptions.
**Table 9B: Annual Reflection of Job Descriptions (Bronze)**

Applicable for programs in Years 4 and up that do not have new jobs or revisions.

Program’s job descriptions are continually impacted by changes to early learning and child care. (e.g., changes to ministry directives, professional codes of ethics, current research, occupational standards, professional reports, etc.).

<table>
<thead>
<tr>
<th>Describe the activities or tools, used by supervisors and staff, to reflect on any changes that have impacted ELCC job descriptions this past RTB year?</th>
</tr>
</thead>
</table>

1885075
Submit: RTB Year 12, 2015/2016
SECTION 10: Supporting Healthy Child Development

“Protect and promote the psychological and physical safety, health, and well-being of each child being cared for.”
- Canadian Child Care Federation

“The state of a child’s health should be observed every day: formally, on arrival and informally, during the day.”
- Canadian Paediatric Society

“Early child development sets the foundation for lifelong learning, behaviour and health.”
“Respect for diversity, equity and inclusion are prerequisites for honouring children’s rights, optimal development in learning.
“A planned curriculum supports early learning.”
“Play is a means to early learning that capitalizes on children’s natural curiosity and exuberance.”
- ELECT 2007

Intent

Observing children each day to monitor health conditions and development demonstrates a proactive approach to supporting healthy development and supports developmentally appropriate program planning. Creating individual portfolios for children is a valuable tool for planning curriculum and capturing children’s learning.

When diverse organizations which provide services for children and their families work together, they contribute to the overall effectiveness of the community system. In addition, barriers related to access are more easily resolved when families have a single point of access.

Bronze

- Daily health assessments of children are recorded on a form.
  - Insert a blank copy of the form used in your program to record daily health assessments
  - Describe the procedure in Table 10A.
- Each child’s development is observed for the purpose of program planning and referrals (N/A for children attending elementary school full-time).
• Insert forms used to assess or track each child’s development in this section. (e.g., Nipissing Screen).

• There is a process in place to ensure children’s developmental needs are addressed in an inclusive manner.
  o Identify agencies, services, your program accesses to support the inclusion of children with special needs.
  o Describe the strategies used in the program to ensure children’s developmental needs are met in an inclusive manner in Table 10B.

Silver

• The program has an established procedure to support child orientation to the program and child transitions from one group to another. The procedure includes play visit(s) to the program or a home visit, file review or sign-off by the staff who will be responsible for the child’s care.
  o Describe process for the child’s orientation to the program and transition between groups in Table 10C.
  o Insert forms used.

• The format for program planning responds to children's play interests and identifies purpose and intention in terms of learning and development.
  o Complete Table 10D.

• Your program documentation makes learning visible to others.
  o Complete Table 10D.
### Table 10A: Health Assessment Procedure (Bronze)

Describe the procedure used for documenting health assessments.

### Table 10B: Supporting Inclusion (Bronze)

<table>
<thead>
<tr>
<th>Identify any agencies providing support and consultation for inclusion of children with special needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the strategies used in the program to ensure children’s developmental needs are met in an inclusive manner.</td>
</tr>
<tr>
<td>Identify tools used to monitor and guide inclusive practice.</td>
</tr>
</tbody>
</table>
Table 10C: Orientation of Children (Silver)

<table>
<thead>
<tr>
<th>Describe the orientation of children to the program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the procedure for transitioning children to a new group.</td>
</tr>
</tbody>
</table>

Table 10D: Supporting Learning (Silver)

<table>
<thead>
<tr>
<th>Describe how your program planning responds to children’s play interests and developmental needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how your program makes learning visible to others.</td>
</tr>
</tbody>
</table>
SECTION 11: Parent/Guardian Engagement

“Strengthen the adults in the family in their roles as nurturers and providers and empower them to act on their own behalf.”

- Canadian Child Care Federation

“When parents feel supported by knowledgeable, caring professionals who share a commitment to their child’s development, they are able to be full partners in their children’s early learning and care, and make more informed choices.”

“Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children”

- Early Learning for Every Child Today (ELECT)

**Intent**

As parents/guardians are children’s most important and influential caregivers and teachers, it is important for early learning and child care programs to reach out to parents in a variety of ways and engage them as much as possible. Furthermore, with training in child development and experience working with a variety of children, Early Childhood Educators are a valuable and accessible resource for parents.

**Bronze**

- The program has developed a defining statement about parent/guardian strategies that includes building trust with parents/guardians and being respectful of diverse beliefs, values, and child-rearing practices.
  - Insert the program’s definition of parent/guardian strategies in Table 11A.
- There are strategies developed for each program to support parent/guardian communication.
  - Describe strategies used to provide parent/guardian communication in Table 11B.

**Silver**

- There are a variety of opportunities to promote the engagement of parents/guardians.
  - Describe opportunities used to engage parents/guardians in Table 11C.
Gold

- The program provides events that engage parents/guardians.
  - Provide two examples of parent/guardian engagement events from the past year and complete Table 11C.

Resources (Optional)

Engaging Families in Out-of-School Time Programs Toolkit – kit designed to strengthen family involvement and engagement.
[http://online.unitedway.org/site/uwaservices/brand/assets/ost/7_strategiesactionagenda/UW%20Content/Boston%20-%20Engaging%20Families%20Toolkit.pdf](http://online.unitedway.org/site/uwaservices/brand/assets/ost/7_strategiesactionagenda/UW%20Content/Boston%20-%20Engaging%20Families%20Toolkit.pdf)

Parent/Guardian Websites:

Region of Waterloo, Children’s Services, Information for Families, Guardians and Parents

Ministry of Education, Ontario
**Table 11A: Defining Statement of Parent/Guardian Strategies (Bronze)**

<table>
<thead>
<tr>
<th>Defining Statement:</th>
</tr>
</thead>
</table>

**Table 11B: Parent/Guardian Communication (Bronze)**

Describe parent/guardian communication strategies that were used this year in your program.
Examples include bulletin boards, community flyers, newsletters, emails, daily information sharing about child related issues, parent-teacher conferences, parent feedback and evaluation opportunities, suggestion box, etc.
### Table 11C: Parent/Guardian Engagement Opportunities (Silver and Gold)

**Describe how your program strives to engage parents/guardians in a variety of ways. (Silver)**

Examples could include resource sharing, volunteering in the program, links to other parenting web pages, parent advisory groups or committees, parent focused workshops, staff and parent collaboration with neighbourhood schools or other programs, referrals to other professionals, mother’s and father’s day events, seasonal concerts, skating party, picnics, year end BBQ, annual general meetings with guest speakers, multi-site events with a focus on parenting, etc.

<table>
<thead>
<tr>
<th>Event 1</th>
<th>Event 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: ______________________</td>
<td>Name: ______________________</td>
</tr>
<tr>
<td>Date (dd/mm/yy): __________________</td>
<td>Date (dd/mm/yy): ______________</td>
</tr>
<tr>
<td>Reflect upon the event:</td>
<td>Reflect upon the event:</td>
</tr>
</tbody>
</table>

**Provide two examples of parent/guardian engagement events from the past year. Provide event dates and a copy of the poster/communication sent out to families for each event. (Gold)**
SECTION 12: Parent/Guardian Handbook

“Partnerships with children’s families are encouraged through policies and procedures which enable and support cooperation and collaboration between program staff and families.”

- Canadian Child Care Federation

Intent

Parents/guardians are presented with information about the program, including policies and procedures, to ensure they understand the expectations of the program and can make informed decisions regarding their child’s care.

Bronze

- Parent/Guardian Handbook is given to all new families and includes all items listed.
  - **Years 1-3:** Programs in Years 1-3 must submit a copy of their Parent/Guardian Handbook in this section and complete Table 12A.
    - Collections of loose forms, pamphlets, handouts etc. will not be accepted as a handbook.
    - The item must be clearly labeled using topic names that match those on the list and with the appropriate segment highlighted.
    - If subtitles in your handbook do not follow the subtitles from the table below, enter the subtitle, by hand, beside the corresponding subtitle in your handbook and highlight both.
      - For example, in your handbook, Children’s Belongings may be titled “What should I bring to day care for my child?”, or something similar. You must enter, by hand, the subtitle from the table below as a reference to reviewers in your Handbook.
    - Number pages and enter page numbers on this chart.
    - If the handbook is too large, ensure it is clearly labeled and submit it alongside your RTB Binder.
  - **Years 4 and up:** Programs in Years 4 and up complete an annual reflection exercise in Table 12B - it is no longer necessary to complete Table 12A annually. Leave the last peer reviewed Table 12A and the Parent Handbook in place once you have been peer reviewed.
    - List and include annual revisions made to the Parent/Guardian Handbook.
Table 12A: Parent/Guardian Handbook Topic Chart (Bronze)

Applicable for programs in Years 1-3.

<table>
<thead>
<tr>
<th>Parent/Guardian Handbook Topics</th>
<th>Page Number</th>
<th>Peer Review Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy and program statement overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrolment and service terminations overview (differs from Registration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration/orientation procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illness in a child and degree of illness which precludes child from care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration of medications.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fee payment policy and payment options.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fee payment policy relating to absences due to illness or vacation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrival, departures and release of children from the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guiding children’s behaviour.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field trips and off-site activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children’s belongings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process for expressing concerns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role of parents in the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer and Student Policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Year 4 and up leave the last peer reviewed Table 12A in this binder and a copy of the Parent/Guardian Handbook.
### Table 12B: Reflection on Parent/Guardian Handbook (Bronze)

Applicable for programs in Years 4 and up.

<table>
<thead>
<tr>
<th>How has your program reflected on your parent/guardian handbook in the past RTB year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>List and include revisions made to the parent/guardian handbook this past RTB year.</td>
</tr>
</tbody>
</table>
SECTION 13: Orientation of Program Staff, Supply Staff, Students and Volunteers

“Hire, develop and maintain knowledgeable, sensitive, and motivated colleagues, assistants and alternates.”

- Canadian Child Care Federation

Intent

The individuals working, training or volunteering in the program have a thorough introduction and orientation prior to their involvement.

It is a best practice to guide staff, supply staff, students and volunteers in skill acquisition as appropriate for their job assignment in the program. For example, when transferring staff from one age group to another, additional training in the age-appropriate environmental assessment tool is recommended.

Bronze

- The program provides orientation for staff, supply staff, students and volunteers.
  - On Table 13A, indicate if you use your own orientation checklist or the one provided in Table 13A.
  - If not using Table 13A, submit a copy of your program’s orientation checklist in this section.
    - To be given credit, ensure the orientation checklist includes all items on Table 13A.
    - Master Binders Permitted for Checklist only.
- On Table 13B, describe the procedure you follow for orientation of staff, supply staff, students and volunteers.
  - Master Binder not permitted – each program must describe their own procedures.
Indicate which orientation checklist you use.

___ Table 13A: Orientation Checklist

___ Our own orientation checklist (sample inserted in this section)

**Table 13A: Orientation Checklist for Staff, Supply Staff, Students and Volunteers (Bronze)**

<table>
<thead>
<tr>
<th>Orientation Checklist</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection of background information. (e.g. reference check, health assessment, immunization)</td>
<td></td>
</tr>
<tr>
<td>Philosophy and Program Statement</td>
<td></td>
</tr>
<tr>
<td>Fire and Emergency Evacuation Plan and Location of Exits</td>
<td></td>
</tr>
<tr>
<td>Review of policies and procedure manual</td>
<td></td>
</tr>
<tr>
<td>Expectations around supervision of children</td>
<td></td>
</tr>
<tr>
<td>Introductions to staff</td>
<td></td>
</tr>
<tr>
<td>Tour of facility (e.g. location of all telephones, exits and staff washrooms)</td>
<td></td>
</tr>
<tr>
<td>Allergy postings</td>
<td></td>
</tr>
<tr>
<td>Medication policy(ies)</td>
<td></td>
</tr>
<tr>
<td>Sanitary Practices</td>
<td></td>
</tr>
<tr>
<td>Release of children</td>
<td></td>
</tr>
<tr>
<td>Reporting work-related injuries</td>
<td></td>
</tr>
<tr>
<td>Storage of personal belongings</td>
<td></td>
</tr>
<tr>
<td>Child Abuse Policy</td>
<td></td>
</tr>
<tr>
<td>Workplace expectations for reporting illness and absence of staff, students, &amp;/or volunteers</td>
<td></td>
</tr>
<tr>
<td>Review of Raising the Bar - Profile Label for each staff</td>
<td></td>
</tr>
</tbody>
</table>

**Staff signature:** ________________________________  **Date:** ________________
Table 13B: Orientation Procedure for Staff, Supply Staff, Students and Volunteers (Bronze)

<table>
<thead>
<tr>
<th>Orientation Procedure for Staff</th>
<th>Supply Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the procedure you follow for orientation of <strong>staff and supply staff.</strong></td>
<td></td>
</tr>
<tr>
<td>Describe the procedure you follow for orientation of <strong>students and volunteers.</strong></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 14: Staff Meetings and Team Meetings

“Establish and maintain collaborative working relationships with supervisors, colleagues, assistants and alternates.”

- Canadian Child Care Federation

“Establish positive relationships, focusing on a comprehensive system of communication with colleagues ... Schedule meetings with colleagues regularly and as needed.”

- Barbara Elliott

Intent

A pattern of regular staff/team meetings ensures that staff/teams have time to learn from each other and collaborate.

Does your staff combine for staff and/or team meetings on the same date? If so, then one log may be submitted for the entire centre. If not, then complete a log for each classroom.

Bronze

- Staff meetings are conducted a minimum of four times per year for a minimum duration of 45 minutes.
  - In order to honour the intent of the section, flexibility may be granted through the Supervisor, Quality Initiatives provided a pattern of meetings is apparent.
  - Complete the staff meeting log on Table 14 for each classroom.
    - On Table 14, indicate the number of months your program is open for.
    - On Table 14, indicate if your program has only one staff member. If so, they are not required to complete Table 14.

Silver

- Staff or team meetings are conducted monthly.
  - For credit to be given, the minimum duration of staff meetings must be 45 minutes long or the minimum duration of team meetings must be 30 minutes long.
  - Staff or team meetings must take place a minimum of 9 times per year or 7
times for programs operating September to June.
- In order to honour the intent of the section, flexibility may be granted through the Supervisor, Quality Initiatives.
- Complete the staff and team meeting log on Table 14 for each classroom.
  - If you combine your staff and team meetings, they must be separated on Table 14.
- If your program has only one teaching team (maximum 3 teaching staff), they are not required to have team meetings in addition to staff meetings. Staff meetings will be accepted as silver.
  - Indicate if this is applicable to your program on the Table 14.

**Gold**

- There are monthly staff meetings in addition to team meetings.
  - For credit to be given, the minimum duration of staff meetings must be 45 minutes long and team meetings 30 minutes long.
  - Staff and team meetings must take place a minimum of 9 times per year or 7 times for programs operating from September to June.
  - In order to honour the intent, flexibility may be granted through the Supervisor, Quality Initiatives.
  - Complete the staff and team meeting log in Table 14 for each classroom.
  - If your program has only one teaching team (maximum 3 teaching staff), they are not required to have team meetings in addition to staff meetings. Staff meetings will be accepted as gold.
    - Indicate if this is applicable to your program on the Table 14.
Table 14: Staff Meeting and Team Meeting Log

Program or Classroom Name: ________________________

Does your staff combine for staff and team meetings on the same date? Yes__ No___

If not, complete Table 14 for all Classrooms: (submit one log for each classroom)

Indicate if program/classroom has:   ___One teaching team    ___One staff only

Indicate months of operation per year:   ___ 9  ___10  ___12

<table>
<thead>
<tr>
<th>BRONZE, SILVER &amp; GOLD Full Staff Meeting (dd/mm/yy)</th>
<th>Duration of meeting (45 min.)</th>
<th>SILVER &amp; GOLD Team Meeting (dd/mm/yy)</th>
<th>Duration of meeting (30 min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
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<td></td>
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<tr>
<td>4</td>
<td></td>
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<td></td>
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<td>5</td>
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<td></td>
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<td>6</td>
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<td>7</td>
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<td>9</td>
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<td>10</td>
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<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 15: Community Partnerships

“Communicate positively and effectively with a broad range of stakeholders in a way that enables them to articulate their needs and furthers the objectives of the program and the quality of its services.”
- Canadian Child Care Federation

“All children in Waterloo Region live in a community that supports their developmental health through a system of coordinated and effective services”
- Children’s Planning Table of Waterloo Region

“Communities that come together to build on their strengths create social capital”
- Early Years Study 2

“It takes a whole village to raise a child”.
- Proverb

NEW for 2014/2015

Section 15 has been identified or integrated into other RTB sections:

- No action required
SECTION 16: Professional Development and Qualifications

“A well-known quality of an outstanding Early Childhood Educator is the effort invested in ongoing professional development.”
- Barbara Elliott

“Child Care practitioners pursue, on an ongoing basis, the knowledge, skills and self-awareness needed to be professionally competent.”
- Canadian Child Care Federation

“The number and skills of persons working in the program meet program needs.”
- Canadian Child Care Federation

“Knowledgeable, responsive early childhood professionals are essential.”
- ELECT 2007

Intent

Professional Development promotes personal and professional growth.

In order to fulfill their responsibility for food safety, programs that provide mid-day meals need to ensure that appropriate and safe practices are in place for those responsible for food preparation.

Early Learning and Care services are enhanced by involvement with other community partners through participation in activities that engage other members of the community and share information.

Instructions

- Professional Development policies and procedures are available on the Quality Initiatives website. See Policy 3A: Professional Development Criteria and Policy 3B: Pro-Rating of Professional Development Chart for full details.

- Setting up Profile Labels:
  - Create a Profile Label for each staff.
  - Use the name which appears on the RTB Staff Tracking Form.
  - Place all staff member’s proof of training and documentation behind their own Profile Label. Documentation includes First Aid/CPR card, Environmental
Rating Scale (ERS) Certificates or equivalent, Professional Development Cards (PD Cards) and Safe Food Handling Certificate.
- Expired documentation will not be accepted by Peer Reviewers.

- **Completing Professional Development Cards (PD Cards):**
  - PD Cards are available through Quality Initiatives office and are distributed annually at Binder Drop-off.
  - Print name at the top of the PD Card and sign the bottom.
  - Print clearly in pen all dates, topic names and length of presentations.
  - Supervisors initial PD Cards to verify training.
  - Start a new PD Card each RTB year (May 1st to April 30th). You can use more than one PD Card if needed. Current PD cards are placed behind each staff profile.
  - Mandatory 2014/2015 - Summarize your PD data using the PD Data Summary Sheet (Table 16A) provided in this section.
    - All programs must summarize your PD data using the PD Data Summary Sheet (Table 16A) provided in this section. Note: An additional copy of all PD Cards is **NOT** required.

- **Completing the Platinum Recognition Form:**
  - Platinum Recognition forms are handed in separately at Binder Drop-off and do not require an additional copy of the PD Cards.
    - First Aid and CPR training hours count towards Platinum Recognition in the year the training was taken.
  - An **Independent** category is permitted for any non-RTB staff working in ELCC and completing 20 hours or more.
    - If requested, complete a Platinum Recognition form. Write Independent across the top and attach PD cards. Submit with your programs Platinum Recognition sheet.

- **Completing the RTB Tracking Form:**
  - Use the RTB Tracking form as part of your supervision sessions with staff and/or review this form at your staff meeting in early Fall and review it with them from time to time so all staff are clear on expectations and have enough time to complete the required training.
  - Submit this form on 11x17 only. Hard copies and electronic copies of the 11x17 RTB Tracking Form are available from the Supervisor, Quality Initiatives if needed.
    - If you are unable to print off the 11x17 electronic copy when
completed, you can send it to the Supervisor, Quality Initiative to print off for you. As staff signatures are required, a smaller-sized version must be printed off, signed and submitted.

- Columns 1-5 records key information for all staff (includes room I.D., hire date/return to work, leave of absence in past 12 months or new hire, and hours in program).
  - Complete the key information columns for each staff member.
  - **Column 0 - Staff Name:** List all employees by position, including the supervisor, cook and all program staff. Program staff are those regularly assigned to work with the children, whether full-time, part-time, permanent or contract.
    - Do not include casual supply staff. Include maintenance and kitchen/housekeeping aides who are regularly assigned to work with the children for more than two hours per day.
  - **Column 1 - Room ID:** Name of classrooms or age group.
    - If a staff is not assigned to a room (i.e., a float), enter N/A for room I.D.
  - **Column 2 - Hire Date/Return to Work:** Employees hired or returning from a leave of absence, do not need the required professional development for a period of six months to one year from the date of hire or return to work. See **Policy 3B: Pro-Rating of Professional Development Chart** for details.
    - If staff are on a leave of absence or no longer work for you at the time of submission, do not include them on the RTB Tracking Form or cross them off the form.
  - **Column 3 - Hours in Program:** The number of hours the individual is assigned to work with children in the program.
    - If the individual is assigned to work with the children less than two hours per day, enter “0”.
  - **Column 4 – Leave of Absence in the Past 12 Months or New Hire:**
    - Indicate Yes/No
- Columns A-L record RTB activities.
- **Column M - Supervisor/Designate** includes staff in the completion of the RTB Tracking Form and ensures that staff signs their information to confirm agreement.
- Copy all transferable professional development information to the RTB Tracking Form - e.g., ERS, First Aid/CPR, Safe Food Handling, etc.
- Ensure you keep their documentation behind the profile label.
When clarification is needed for any of the above instructions, please contact Supervisor, Quality Initiatives.

**Bronze:**

- One staff member working in each room is trained in emergency First Aid and Adult & Child CPR.
  - If your training is close to the binder submission date, then Supervisors/Designates can photocopy and submit registration forms for the course.
  - For credit to be given, training must be current (within three years and not expired) and a copy of the First Aid/CPR Card provided in the Profile Label.
  - Complete RTB Staff Tracking Form (Column A) – Enter expiry dates of training.
- The Supervisor/Designate is trained in the use of ERS, PQA or YMCA Play in Action.
  - For credit to be given, a copy of the training certificate must be provided in the Profile Label.
  - Complete RTB Staff Tracking Form (Column B) – Enter date of training.
  - Certificates for ECERS-R, ITERS-R or SACERS are the responsibility of each participant. The Region does have a record of the people trained on a data base. If certificates are missing it is important that you contact Supervisor, Quality Initiatives to replace the certificate by March.
    - Staff do not need to have all three certificates. ECERS-R is the main one and it is required. ITERS-R or SACERS Boosters are optional.
    - Full ITERS-R and SACERS are also accepted as compliance on their own but not the Boosters.
- The Supervisor/Designate, program staff and cook, attends four hours of professional development within the review year, over and above First Aid/CPR.
  - For credit to be given, a copy of the current PD Card(s) must be provided behind the Profile Label.
  - Complete RTB Staff Tracking Form (Column C) - Enter hours of training.
- When a mid-day meal is served at the centre, the individual responsible for overseeing food preparation and serving must have completed the Safe Food Handling Certificate.
  - For credit to be given, certification is required upon hire and must be renewed every five years. A copy of the certificate must be provided behind the Profile Label.
  - Please insert a note indicating if you do not serve a mid-day meal.
Silver

- All program staff are trained in emergency First Aid and Adult & Child CPR, except for cooks who are not in program for more than two hours per day.
  - For credit to be given, training must be current (within three years and not expired) and a copy of the First Aid/CPR Card provided behind the Profile Label.
  - Complete RTB Tracking Form (Column A) - Enter training date.
- All program staff are trained in the use of ERS, PQA or YMCA Play in Action, except for cooks who are not in program for more than two hours per day.
  - For credit to be given, a copy of each person’s training certificate, or other proof, must be provided behind their Profile Label.
  - Complete RTB Tracking Form (Column B) - Enter training date.
- The Supervisor/Designate, program staff and cook, who work two hours or more a day in program, attend six hours of professional development within the review year, over and above First Aid/CPR.
  - Staff and cooks in program for less than two hours per day attend four hours of professional development within the review year.
  - For credit to be given, a copy of the PD Card must be provided behind the Profile Label.
  - Complete RTB Tracking Form (Column C) - Enter hours of training.
- Teaching and resource materials are accessible to all staff.
  - Complete RTB Tracking Form (Column G) – Enter yes or no.
- Policy and procedure binders are accessible on the premises to all staff during all hours of operation.
  - Complete RTB Tracking Form (Column E) – Enter yes or no.
- Staff participate in an annual review of the policies and procedures.
  - Complete RTB Tracking Form (Column F) – Enter review date.

Gold

- The Supervisor/Designate, program staff and cook, who work two hours or more a day in program, attend eight hours of professional development within the review year, over and above First Aid/CPR.
  - For credit to be given, a copy of the PD Card must be provided behind the Profile Label.
  - Complete RTB Tracking Form (Column C) - Enter hours of training.
• The Supervisor/Designate, program staff and cook, **who work less than two hours a day** in program, attend four hours of professional development within the review year, over and above First Aid/CPR.
  o For credit to be given, a copy of the PD Card must be provided behind the Profile Label.
  o Complete RTB Tracking Form (Column C) - Enter hours of training.
• The Supervisor, in addition to attending eight hours of professional development within the review year, over and above First Aid/CPR, is required to engage in leadership activities.
  o Complete Table 16D and place in supervisor’s profile.
• Program staff and assistants use a staff portfolio planning tool to guide professional development. The tool is reviewed with the supervisor annually. Submission of the tool is not required.
  o Complete RTB Tracking Form (Column H) – Enter yes or no.
  o The Staff Portfolio Planning Tool (Table 16B) is provided as a sample for programs that may not have developed their own.
• Regarding the serving of a mid-day meal at the centre, the following points must be considered:
  o An on-site Supervisor/Designate must have completed the Safe Food Handling Certificate in addition to the individual responsible for overseeing food preparation and serving.
  o When the Supervisor/Designate is the individual responsible for food preparation, there must be a second person with the Safe Food Handling Certificate.
  o When the organization uses a caterer for daily food service, the on-site supervisor and one other staff must still have the Safe Food Handling Certificate regardless of catering contract.
    ▪ For credit to be given, indicate that you use a caterer on the RTB Tracking Form.
  o Complete the Safe Food Handling column on the RTB Staff Tracking Form (Column D) - Enter training date.
Profile Label

Raising the Bar on Quality

A commitment to best practices in Early Learning and Child Care

Profile Submission for (Staff name): ___________________________

Position: ____________________________

Documentation/Certificate must be included for:

☐ First Aid/CPR Cards
☐ Environment Rating Scale Certificate
☐ PD Cards

_____ # of Professional Development hours above First Aid/CPR

☐ Safe Food Handling Certificate (If Applicable)

☐ Supervisor’s Leadership Activities: Table 16D (Supervisor only)
Table 16A: PD Card Summary Sheet

Program: _____________________________________________

To increase accuracy, clarity and assist with PD Card data entry, please summarize your program/agency’s total professional development activities on the chart below. This summary replaces the submission of a second set of PD Cards and will be collected at Binder Drop-off.

** Self-study PD (Books, videos, individual webinars, articles, research etc.)

NEW - Enter SS for Self-Study in month column.

<table>
<thead>
<tr>
<th>PD Title</th>
<th>Number of Hours (PD)</th>
<th>Month of PD**</th>
<th>Number of staff who participated (use tally or check marks to keep track)</th>
<th>Total People attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Emergent Curriculum</td>
<td>2 hours</td>
<td>March</td>
<td>☐ ☐ ☐ ☐</td>
<td>5</td>
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</tbody>
</table>
Table 16B: Staff Portfolio Planning Tool

Submission of this form is not required. It is hoped that many programs have developed their own.

**Staff name: _________________________________**

<table>
<thead>
<tr>
<th>Item</th>
<th>Training Examples</th>
<th>Status or Date of Completion (dd/mm/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Service Training</td>
<td>Recommended as a minimum goal – one of: ECE diploma or Equivalent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECE Apprenticeship</td>
<td></td>
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<tr>
<td></td>
<td>Night School or Part-Time Studies</td>
<td></td>
</tr>
<tr>
<td>Emergency First Aid and Adult/Child CPR</td>
<td>Red Cross, St John Ambulance, Heart Saver, Link to Life</td>
<td></td>
</tr>
<tr>
<td>Health and Safety as applicable to roles.</td>
<td>Safe Food Handling Certificate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WHMIS</td>
<td></td>
</tr>
<tr>
<td>Environmental Assessment Tools</td>
<td>ECERS-R, SACERS, ITERS-R, FCCRS</td>
<td></td>
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<tr>
<td></td>
<td>High Scope, PQA</td>
<td></td>
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<tr>
<td></td>
<td>Measuring Performance</td>
<td></td>
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<tr>
<td>Child Guidance</td>
<td>Setting the Stage for Successful Behaviour</td>
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<td></td>
<td>For Goodness Sake</td>
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<tr>
<td></td>
<td>Meeting the Challenge</td>
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<td></td>
<td>Reframing Discipline</td>
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<tr>
<td></td>
<td>Building Better Behaviour</td>
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<tr>
<td>Inclusion</td>
<td>Checklist for Quality Inclusive Education</td>
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<tr>
<td></td>
<td>Special Link</td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>Reaching In Reaching Out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hanen for ECE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Measuring Performance Section 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High Scope PQA</td>
<td></td>
</tr>
<tr>
<td>Mentoring and Reflective Practice</td>
<td>Partners In Practice, Ethics Training, Partners In Quality, Measuring Performance, I Care for Kids, I Care for Quality</td>
<td></td>
</tr>
</tbody>
</table>
Table 16C: Platinum Recognition

Supervisors and staff who have completed 20 or more hours of professional development during the period of May 1 to April 30 are eligible for a “Platinum Recognition” certificate. These certificates will be handed out at the annual recognition event. Staff development includes all training and education, which is relevant to their role (see Section 16 for details).

Please complete the following table and submit with your Raising the Bar Profile Binder.

Only submit the names of staff that have completed 20 hours or more on this form.

Program Name: ____________________________________________

<table>
<thead>
<tr>
<th>Name of Individual (Please Print)</th>
<th>Total Number of Hours</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>14</td>
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<td>15</td>
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<tr>
<td><strong>Total Hours for Program</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table 16D: Supervisor’s Leadership Activities (Gold)

The intent of this activity is to enhance the leadership skills of Supervisors within their program or organization. Place completed document in supervisor’s profile Section 16.

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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</tbody>
</table>

Describe two examples of how the Supervisor engaged in leadership activities within their program, organization or community.
(e.g., coaching, mentoring, presenting training, attending collaborative community tables or network groups, etc.)

Note: For information regarding local collaborative community tables or network groups please contact the Supervisor, Quality Initiatives.
SECTION 17: Mentoring and Professional Involvement

“Early Childhood Educators interact with colleagues and other professionals in ways that demonstrate respect, trust and integrity. Through their conduct, Early Childhood Educators strive to enhance the status of the profession in their workplaces and in the wider community.”

- C.E.C.E. Code of Ethics

“The practice offers clearly stated job descriptions and regular performance appraisals in consultation with supervisors, and on the basis of these evaluations, form goals to improve the effectiveness of care providers in the program.”

- Canadian Child Care Federation

“Establish, implement, review and revise an achievable, realistic, professional development plan.”

- Canadian Child Care Federation

“Early Childhood Educators have a commitment to ensure their own continuing professional competence and to further the field of Early Childhood Education.”

- A.E.C.E.O Code of Ethics

Intent

It is a best practice of the program supervisor to not only monitor performance but also mentor staff and students and to encourage and facilitate their skill development and professional growth.

Bronze

- The program regularly supports the field of Early Childhood Education by providing opportunities for high school or post secondary student field placements (including apprenticeship) and to conduct observations.
  - Submit a field placement letter or other documentation regarding opportunities for student placement of high school or college (including apprentices) which acknowledges your program’s support of future Early Childhood Educators.
  - Ensure the proof has current dates for the RTB year.
• If you accommodate placement students please keep a copy of one of the letters the college sends you each year or call the college for proof.
• The placement of KWHAB volunteers (formerly Preschool Pal) are also accepted as opportunities.
• High school students are also welcome.

• Supervisor/Designate conducts an annual observation with feedback for each program staff regarding peer, parent and child interactions.
  o This expands on the behaviour management observations required by the Ministry of Education.
  o Insert a copy of the observation form used that includes interactions with children, peers, and parents.
  o Complete the RTB Tracking Form (Column J) – Enter date (dd/mm/yy).

• The Supervisor/Designate conducts an annual performance review with goal setting for all employees.
  o Insert a copy of the format for performance reviews and highlight the section where goal setting is addressed.
  o Complete the RTB Tracking Form (Column K) – Enter date (dd/mm/yy).

Silver

• The Supervisor/Designate and employee meet additionally during the year to review the progress being made toward goals set by the employee at their annual performance review.
  o Complete the RTB Tracking Form (Column L) – Enter date (dd/mm/yy).

• The Supervisor/Designate engages in activities/reflective practices related to their own performance review and sets goals, annually.
  o Activities may include: a performance review with goal setting that includes your manager/director/board/owner, complete the Program Administration Scale or equivalent, outline your own personal reflective practice strategy, engage in peer-to-peer mentoring, have a feedback survey or have a 360° feedback review conducted on yourself.
    ▪ Complete the RTB Tracking Form (Column L) – Enter date (dd/mm/yy).
    ▪ Suggested Resource: Leadership in Action: How Effective Directors Get Things Done, Paula Jorde Bloom

Gold

• The program employs strategies to promote professional involvement and/or recognize professionalism.
o Complete Table 17A.
o Examples include: the program covers or contributes to cost of professional membership or recognition events, supports professional development, allows time away from the program to participate in networks/committees/training, increases salary if certified, writes-up staff accomplishments in their annual report or newsletter, recognizes an employee of the month, provides a recognition certificate, etc.

- There is a process through which staff share professional development experiences.
o Complete Table 17B.
o Examples include: a written report, presentation at staff meeting or team meeting, article in newsletter, etc.

- The program supports a culture for mentoring.
o Complete Table 17C. Briefly describe.
o Example: a community workshop which involves parents, professionals and/or ELCC programs.
o If asked, Resource Consultants may be able to provide some one hour inservices for ELCC/LHCC programs annually at a staff/team meeting to mentor and support the staff/caregiver.
### Table 17A: Professional Involvement and Recognition (Gold)

<table>
<thead>
<tr>
<th>Briefly describe how your program promotes or recognizes professionalism.</th>
</tr>
</thead>
</table>

### Table 17B: Mentoring Strategies (Gold)

<table>
<thead>
<tr>
<th>Briefly describe methods for staff to share professional development experiences in order to mentor team members.</th>
</tr>
</thead>
</table>
Table 17C: Mentoring Culture (Gold)

<table>
<thead>
<tr>
<th>Briefly describe how your program supports a culture for mentoring.</th>
<th></th>
</tr>
</thead>
</table>


CONGRATULATIONS
on successfully Raising the Bar!

Your hard work and dedication to providing quality child care is greatly appreciated.
References and Relevant Literature

Association of Early Childhood Educators, Ontario Code of Ethics

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