

ARNPRIOR HERITAGE CHILD CARE CENTRE

# ALL ABOARD FOR FUN AND LEARNING!



Parent Handbook

# TABLE OF CONTENTS

**01**

## **Who we are**

Welcome, Our Vision and philosophy, our view of the child, programs offered

**03**

## **Learning Philosophy**

Program statement, HDLH, Guiding Principles, Goals & Approaches

**19**

## **Enrolment**

Enrolment, waitlist policy, fees

**22**

## **What to expect**

Arrival/Departure, What to bring

**25**

## **Health and Safety**

Supervision, record check, serious occurrences



# Who we are

## Welcome to Arnprior Heritage Child Care Centre

Arnprior Heritage Child Care Centre is pleased to welcome you and your child to our child care program. We are licensed by the Ministry of Education and we offer care for children ages 0 months up to 6 years for a maximum capacity of 67 children. All programs are supervised by Registered Early Childhood Educators (RECE) who maintain current training in Standard First Aid and CPR.



# Our Vision, Mission and Values

Our vision is that every child is valued and reaches their full potential. Our mission is to provide nurturing play-based early learning to support each child in realizing their potential while giving a sense of security and piece of mind to the families who trust us with the care of their children.

Our values are :

- Acceptance : A sense of belonging for every child
- Play : Play is an integral part of learning to develop the whole child
- Partnerships : We form a partnership with families, communities and staff
- Potential : We ensure that each child and staff member reaches their full potential



# Our view of the Child

Consistent with the Minister of Education's policy, our educators view children at all ages to be capable, competent, curious and rich in potential.

- We believe that children are capable of informed risk-taking and increasing independence within appropriate environments.
- We know that children are competent and able to question, examine and investigate a wide variety of topics and areas of interest.
- We value children's curiosity and sense of wonder and know that children learn valuable skills through play.
- We believe that children come with lived experience and knowledge; that they are co-learners in our program. Our educators recognize and provide individualized support for each child as they grow and develop at their own pace, supporting each child to reach their full potential.





# Programs Offered

**Infants:** 0 months to less than 18 months

**Toddlers:** 18 months to less than 30 months

**Pre-school:** 30 months to less than 6 years

**Kindergarten:** 44 months to less than 7 years



# Learning Philosophy & Program Statement

*How Does Learning Happen?* (HDLH), Ontario's Pedagogy for the Early Years is a professional learning resource for those working in child care, and child and family programs. This resource inspires critical reflection and discussion among those who work with children and their families in early years' settings. It includes goals for children, expectations for programs and questions for reflection. It provides a starting point for thinking about the environments, experiences, and interactions that bring out the best in children, families and educators. HDLH lays the groundwork for our program foundation.

HDLH speaks to four foundations that are important for children to grow and develop in order to reach their full potential. The following table in the next page illustrates how Kanata Heritage Child Care Centre supports HDLH's four foundations for learning and development.



**HDLH**  
**Four Foundations for Learning and Development**

**How**  
**AHCCC supports HDLH's Four Foundations for Learning and Development**

## **Well-Being**

**AHCCC encourages mindfulness throughout the day by enabling children to have time to finish a task and practice new skills (i.e. learning to do up a zipper) and by moving through transitions in a small group format.**

## **Expression**

**Educators encourage children's self-expression through their play, art mediums; painting, clay creations, music and movement, the use of open ended questions and by providing time for children to reflect, hypothesize and share their responses.**



# Belonging

To support children and families to have a strong sense of belonging, educators develop environments and planned programs that reflect the diversity of the families, children, and communities they serve. Materials, photographs, posted material and resources reflect diversity in race, culture, family composition,abilities, etc.

# Engagement

Planned programs are developed to reflect the children's interests and individual development enabling children to choose the learning experiences, materials and play partners they want to engage with. Educators encourage and support children to make their own decisions, solve problems, experience logical consequences and hypothesis through their play to support children's feelings of engagement and value within the program and with others.



# Our Guiding Principles

Our services are based on the six (6) guiding principles of Early Learning for Every Child Today (ELECT), which is the framework for Ontario early childhood settings. Following is our approach to each of the six guiding principles :

- **Responsive Relationships:** Educators build trusting relationships, positive and nurturing interactions, take cues from children, reinforce positive social skills and demonstrate positive role modeling.
- **Learning to Exploration, Play and Inquiry:** Children are capable, competent and curious learners. They learn best when they are engaged in play-based learning experiences and using materials that they are able to freely explore, manipulate, theorize, question, and share their thoughts and ideas. When children are having fun, they are engaged and learning
- **Educators as Co-Learners:** Educators learn with the children, asking meaningful and thoughtful questions, providing a variety of new and challenging materials, and learning experiences to enrich the children's learning.
- **Environment as Third Teacher:** The play based environments (playrooms, playgrounds and centre) are designed to enable children to make choices and be independent. They stimulate learning and encourage skill development. They provide a natural, aesthetically pleasing and calm place to learn as well as a variety of types of space for children to explore.
- **Pedagogical Documentation:** A quality planned program is developed using: documented observations of children throughout their day, input from families, and the knowledge and experience of the educator. Documentation may include written and photographed observations and children's creations (e.g. art work, writing).
- **Reflective Practice and Collaborative Inquiry:** Educators reflect on their own practices and collaborate through open discussion and inquiry with other educators to implement best practices and to ensure a high quality early learning and care program

# Curriculum Goals and Approaches

The following outlines our goals across key indicators of quality as defined in the Child Care and Early Years Act. The approaches speak to the strategies that educators use in implementing care activities and curriculum to achieve stated goals. Please note that AHCCC uses a theme based approach to orient the educators but all activities take foundation in HDLH and ELECT. The goals and approaches take foundation in HDLH and are guided by ELECT.

## *Promote the Health, Safety, and Well-Being of the Children*

- Educators welcome families and children with a personal greeting; seeking information about the child's health, mood, or special events in the child's life – supporting the child and family in this transition.
- Policies and procedures that promote sanitary environments and limit the spread of communicable illness.
- Policies and procedures that ensure effective supervision, and safe play environments.
- Educators can be seen engaged with children, taking an interest in them and their activities – thus creating a sense of belonging for each child.
- On a regular basis, at least once per week, educators seek out each parent to provide an update or story that reflects the child's learning and activities.
- Field trips and field studies are an integral part of our program. Educators provide parents with a Field Trip Information Form outlining key details regarding such activities – including risks and safety management strategies. A permission form is required to confirm informed consent for each child participating. Volunteers are often sought to support staff in supervision.
- Children who are sick are closely monitored, with hand-washing encouraged regularly. If a child has a fever and one other symptom, an early pick up is requested. When an infectious illness is confirmed in the centre, a sign is posted to inform families and provide facts about that illness.
- All staff are trained in Standard First Aid/CPR and the use of epi-pens. Allergy lists, including individual emergency plans are posted and reviewed regularly.



## To promote good nutrition and healthy eating habits for children

- Healthy menus that incorporate a wide variety of fresh produce, whole grains, legumes, and lean meats, while limiting processed items and excess refined sugar, following the Canada's Food Guide.
- Educators include gardening and learning about fruits and vegetables in their curriculum.
- Allergy lists are posted in the kitchen and the classroom and act as a reminder for staff.
- The cook, and others who cover in the kitchen, have been trained in Safe Food Handling; their certificates are posted in the centre.

## Support positive and responsive interactions among the children, parents, child care providers, and staff

Emotional well-being is nurtured in an environment where educators interact in warm, responsive, and meaningful ways, and communicate in a manner that ensures children, families, and colleagues feel understood, valued, and respected. When positive interactions and responsive communication exist, authentic relationships are built, and a sense of belonging, trust and comfort are fostered.

- We consistently greet children and families by name, and seek to build relationships that prioritize the best interests of each child.
- We supportively respond to the ideas, concerns and needs of children, families, and colleagues.
- We establish inclusive environments, and interact with children in culturally, linguistically and developmentally sensitive ways.
- Educators make an effort to get to know children and their families - respecting the parent's role as the first teacher, as well as their beliefs and values.
- Educators provide support to parents - answering questions about child development, helping with potty training or providing resources. In doing so, educators are respectful of the parent's goals for their children.

## Encourage the children to interact and communicate in a positive way and support their ability to self-regulate

Children's requirements for active play, quiet time, and rest will vary throughout the day, and from child to child.

AHCCC educators create flexible and unhurried schedules that provide a level of predictable routine, while responding to individual needs.

- We help children to develop positive connections with peers by supporting their efforts to join and sustain play, by focusing attention on positive interactions with others, and by encouraging children to value one another's individuality.
- We support children in their efforts to respond to challenges and conflict by encouraging each individual to take an active role in problem solving and identifying alternative solutions.
- We respond sensitively to emotions, and encourage children to identify and label feelings. Educators recognize that feelings of distress, fear and discomfort may take time to resolve, and they allow children the time and support required to recover from difficult feelings.
- We encourage children to identify what sorts of activities and experiences help them to remain calm and focused, and what type of activities they need to limit to maintain self-regulation.
- We routinely provide small group experiences and transitions that minimize distractions, and allow time and space for high quality interactions.
- Our educators receive on-going mentoring and regular monitoring to support their ability to develop and implement positive child guidance strategies Educators support children in documenting their own learning when possible.
- Art activities are open ended to allow for maximum self-expression. There is no right or wrong way. Educators remain non-judgmental, asking questions to understand what the child is expressing or how they are perceiving the world around them.

## Foster the children's exploration, play and inquiry

Children are most likely to become fully engaged in play that develops from their natural curiosity and allows them to actively explore their world. Genuine involvement and engagement is fostered when educators value children's imaginations, ideas and interests, and follow the children's lead in their adventures. When children are engaged, they develop important skills for lifelong learning, including the ability to plan, problem solve, and develop theories about the world around them.

- We actively observe play and interactions to identify what the children are interested in, and what they know and understand about their world, and plan experiences and resources to build upon these.
- Our educators join in children's play, while being careful not to direct the course of activity; they are purposefully curious about new experiences, and participate as a co-investigator, co-learner and co-planner, by asking questions such as:
  - What do you see?
  - What do you think?
  - What do you wonder?
  - How do you think we could find out?
- We offer the opportunity for children to meet challenges and take appropriate risks that extend the boundaries of their learning.
- Multiple play centres are visible in our classrooms for younger children – block area, sensory area, dramatic play, arts, science, book centre, relationship centre and more. These play centres are always available to the children.
- Field trips are planned to explore the community; but also field study to investigate a specific topic.
- Documentation curriculum and project work is visible in the classroom in the form of photos, question charts, surveys, 3D artwork and project history boards. Learning stories are included in our Himama app.
- Educators notice the details of children's activities to learn more about what might be on children's minds. They discuss and make note of their observations; identifying new activities and materials necessary for exploration, play and inquiry.
- Educators use a strategy called scaffolding where the level of support is lessened as children improve their skills. In addition, the educator provides a continuum of learning that builds on past experience to extend the child's understanding of a topic. This builds confidence and provides for a rich learning experience.
- Activities and materials are provided in a safe environment (e.g., adequate supervision, safety equipment, etc.) that also allows for risk taking in play and manipulation



## Foster the engagement of, and ongoing communication with, parents regarding the program and their children.

Ongoing, respectful communication between parents and staff is essential, and acts as the cornerstone of partnership. Communication deepens our understanding of one another's expectations and attitudes, and allows us to build on the strength of collective knowledge by respecting the importance of family ties and traditions, we believe that we must work in partnership with families to strengthen the bond between home and school to promote the overall success of each child's experience.

- We identify that families know their children best, and are their own child's first and most influential teachers.
- We recognize that our children grow up in families with diverse experiences and cultural perspectives, and understand that all families have their own individual strengths and potential.
- We communicate and share ideas and information in many ways, including:
  - daily interactions via the Himama app
  - scheduled interviews
  - program documentation
  - centre newsletters
  - parent satisfaction surveys
- We invite parents to be involved in ways that reflect their interests and talents, to a degree that suits their personal level of comfort. Opportunities for participation can include:
  - classroom visits
  - centre functions and cultural celebrations
  - volunteering on field trips and outings
  - sharing interests, skills and hobbies
  - parent workshops and meetings

Involve local community partners and allow those partners to support the children, their families, and Staff.

AHCCC identifies the importance of supporting children and families in the context with their environments, and encourage a sense of belonging and connectedness with their local communities.

- AHCCC programs work closely with our local community to establish positive, collaborative relationships. Partnerships with the community can include:
  - reciprocal involvement in special events such as assemblies, barbeques, concerts etc
  - sharing of resources
  - ongoing communication through daily interactions, meetings, and conferences
  - combined professional learning opportunities for educators
- Our programs actively plan for and encourage opportunities for community engagement through experiences such as:
  - excursions to local businesses
  - classroom visits from community helpers
- When children require extra support, we work with community partners to access resources and strategies that help remove barriers preventing children from active participation in our programs.

## Support to Staff

AHCCC wants to enhance the quality of its program by supporting each employee in professional development and through ongoing coaching and mentoring.

- AHCCC educates its employees on their responsibilities under the College of ECEs and supports them in their continuous professional learning program
- Throughout the year, staff participate in regular team meetings to discuss, plan and evaluate their program and interactions with children.
- We promote the daily practice of reflection and collaboration by encouraging our staff to make a commitment to ongoing contemplation, dialogue, exploration, and experimentation within their classrooms.

## Pedagogical documentation as a guide for program development

Documentation is a powerful reflective tool for educators to understand the children more deeply, and to help them make decisions for next steps in their curriculum. By capturing and displaying our children's discoveries and forms of expression, teachers demonstrate that each child is listened to, and that their work is important. Documentation helps make learning visible, and provokes meaningful dialogue between parents, educators, and children.

- Educators continually observe children at play to learn how each child makes meaning through his or her experience of the world around them. Our educators consider the significance of their observations, and plan activities and environments to enhance learning and interests
- Educators use observations and collected documentation to examine their own questions about teaching and learning, and to monitor and assess on-going curriculum implementation
-



Incorporate indoor and outdoor play (as well as active play, rest, and quiet time) into the day, and give consideration to the individual needs of the children receiving care.

AHCCC strives to provide adult-supported experiences both indoors and outdoors, during active play, rest and quiet times.

- When possible, our classes are separated into small groups to reduce waiting time through transitions, and accommodate individual interests by encouraging children to choose their level and area of participation.
- We minimize transitions to allow for large blocks of time for uninterrupted play.
- We are responsive to individual needs for sleep and rest. Rest time provides opportunity for sleep, relaxation, and quiet play.
- We understand the importance of outdoor time, not only as an opportunity for active play, but also as an opportunity to explore, create, and investigate. Educators focus on enhancing outdoor areas through the incorporation of natural elements, loose parts, and open ended materials, and provide resources for creative art experiences, role play, and scientific exploration.
- We look for opportunities to explore nature “outside of the fence”, by accessing by engaging in field trips to outdoor locations (such as local farms).
- We do not allow inclement weather to prevent us from providing opportunity for outdoor play. As long as weather conditions are safe for children to play outside, groups will participate in outdoor play.



## Theme-Based Approach with HDLH

We integrate a theme-based approach with the "How Does Learning Happen?" (HDLH) framework to provide a rich, engaging, and inclusive learning environment for the children in our care. This approach allows us to create meaningful connections between children's interests, their families, and the community, while promoting the four foundations of HDLH: Belonging, Well-being, Engagement, and Expression.

Here's how we integrate a theme-based approach with HDLH:

**Identifying themes:** We observe and listen to the children, families, and educators to identify themes that are of interest to the group. Themes can be seasonal, topical, or based on children's interests and experiences.

**Planning experiences:** Using the identified themes, we plan hands-on, play-based experiences that align with the HDLH framework. For example, if the theme is "Growing Plants," we may provide opportunities for children to plant seeds, observe their growth, and document their learning through art, discussions, and journaling.

### **Integrating the four foundations:**

- a. **Belonging:** We create a sense of belonging by incorporating children's interests and ideas into the theme-based approach. We also encourage collaboration and teamwork by facilitating group activities and projects that promote social connections and a sense of community within the daycare.
- b. **Well-being:** We promote physical, emotional, and mental well-being by providing a variety of learning experiences within the theme-based approach. For instance, we may include outdoor play, mindfulness exercises, and healthy eating habits as part of our "Growing Plants" theme.
- c. **Engagement:** We ensure that children are actively engaged in the learning process by providing them with open-ended materials, choice, and opportunities to explore and experiment. We encourage critical thinking, problem-solving, and curiosity by asking open-ended questions and scaffolding children's learning.
- d. **Expression:** We support children's expression by incorporating various forms of communication and representation, such as art, drama, music, and storytelling, within the theme-based approach. We also provide opportunities for children to share their learning and ideas with others, fostering a sense of pride and accomplishment.

**Involving families and the community:** We actively involve families in the theme-based approach by inviting them to share their knowledge, skills, and experiences. We may also collaborate with local community organizations and resources to enhance children's learning and understanding of the theme.

**Reflecting and documenting:** We continuously reflect on our practices and the children's learning to ensure that we are providing meaningful and relevant experiences. We also document children's learning through photographs, anecdotal notes, and children's work samples, which help us track their progress and share their growth with families.

**Reflecting and documenting:** We continuously reflect on our practices and the children's learning to ensure that we are providing meaningful and relevant experiences. We also document children's learning through photographs, anecdotal notes, and children's work samples, which help us track their progress and share their growth with families.

By integrating a theme-based approach with the HDLH framework, we strive to create a dynamic, inclusive, and engaging learning environment that fosters children's growth and development across all areas.



# Enrolment

## Enrolment process

Parents are required to arrange an appointment for an initial tour of the centre and to review paper work. Children are invited to accompany their parents on the tour. Arnprior Heritage Child Care Centre also recommends that children come for a visit with their parent/guardian to the centre prior to beginning the program.

Parents will receive an email invitation to complete the registration via our *Himama* app.

**The following information must be completed and uploaded in order for the registration to be approved. This is a requirement of the Child Care and Early Years Act (CCEYA):**

- A completed Registration form,
- Diaper cream form (if applicable)
- "Getting to know your child" form
- Insect Repellent form
- Sunscreen application form
- An up-to-date immunization record.
- An uploaded picture for the child's profile
- An up-to-date immunization record.
- A signed copy of the Policies Agreement Form
- A signed copy of the Payment Profile Form



# Waitlist policy

Parents/Caregivers are required to notify the centre of their intention to be placed on the wait list via online application, phone conversation, email or in-person meeting. The child will then be placed on the waiting list in chronological order, based on the date and time that the request was received. Once a child has been placed on the waiting list, the parents will be informed of their child's position on the list.

The parents/caregivers will be contacted immediately as soon as space becomes available; a response is required within the following two days, otherwise the next child on the waiting list will be offered the space. Inability to contact parents/caregivers after three attempts will result in a wait list removal.

Applications are kept in the order in which they are received in each individual age group, however, priority is given (in this order) to:

1. Arnprior Heritage Child Care Centre employees
2. Children in care who need to move into the next age group
3. Siblings of children currently enrolled at a centre

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.

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

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





## The Base fee schedule is as follows:

- Infants: \$59/day
- Toddlers: \$48/day
- Preschool: \$46/day
- Before and after school: \$30/day
- Before school: \$16.50/day
- After school: \$16.50/day

AHCCC has signed the Canada-wide Early Learning and Child Care (CWELCC) agreement and is pleased to offer fee reductions as part of the agreement to families in Arnprior. AHCCC Base fees are reduced upon registration by 25% September to December 2022 and 52.75% as of January 2023. Please note that children under the age of six (or who turned six before June 30 ) are eligible to the CWELCC reduced rates.

## The CWELCC fee schedule is as follows:

- Infants: \$27.88/day
- Toddlers: \$22.68/day
- Preschool: \$21.74/day
- Before and after school: \$14.18/day
- Before school: \$7.80/day
- After school: \$7.80/day

## Methods of Payment:

1. Payments need to be made through the Himama app. The payment will be debited from your bank account or your credit card ( a 2.9% fee will be charged if your method of payment is a credit card). Invoices are payable upon reception.

A penalty of \$48 will be applied for any returned pre-authorized payment.

Failure to pay the required fees could result in the contract cancellation.



# What to expect

## Hours of operations & closures

Arnprior Heritage Child Care Centre provides care Monday to Friday. The centre opens at 7:00 a.m. and closes at 6:00 p.m.

**Arnprior Heritage Child Care Centre will be closed during the following public holidays:**

New Years Day, Family Day, Good Friday, Victoria Day, Canada Day\*, Civic Holiday, Labour Day, Thanksgiving Day, Christmas Day and Boxing Day.

The centre will also be closed for approximately one week between Christmas and New Years.

There may be instances when we need to close for staff professional development days. Rest assured that we will provide adequate notice for these closures and credit your account accordingly for the affected days.

\*\*\*Tuition is payable for the holiday closures as per the regular fee schedule\*\*\*

Should Canada Day fall on the weekend, AHCCC will be closed on the following Monday



# Children's arrival / Departure

It is essential that the educators are aware when you arrive and when you pick up your child. Staff must mark all children in and out of care on our attendance rosters, so be sure to say hello when you arrive. Please note that a child will only be released to individuals on your Authorized Pick-up List. You may update this list at any time. Individuals picking up for the first time - or unknown to the educator - will be asked for photo ID.

Your door access code won't work after 9:30 am. If you plan on arriving later than 9:30 am we ask that you please inform us at least one day in advance. In order to properly plan ratio and not disrupt the routine, we ask that you respect the arrival time. Your access code will work from 7:00 am to 9:30 am and 3:00 pm to 6:00 pm.

## Late Fees

The centre has a late fee of one dollar (\$1.00) per minute after closing.

## First day: What to bring

- Diapers and Wipes
- Crib sheets and blanket
- Diapering cream, Ointment and/or powder ( labeled)
- Full set of extra clothing ( at least two changes of clothes, and in sealed bags)
- Weather appropriate outdoor clothing for all seasons.
- Indoor and Outdoor shoes. Indoor shoes stay at the centre.
- Comfort items (e.g. pacifier/soother, plush toy, etc.)
- Hat and sunscreen in the spring, summer and fall
- Family picture
- Cup with a lid or water bottle for water that can be used during curriculum time or to be taken outside ( Toddlers and Preschoolers)
- If potty training: 5 changes of clothing, underwear, socks and a spare pair of shoes. All clothing should promote independence ( e.g pants that are easy to pull up and down)
- Bottles and Sippy cups ( Infants)
- Formula/Breastmilk ( Infants)
- Infant Cereal (Infants)
- Any packaged and sealed infant food or snacks



**PLEASE ENSURE THAT ALL ITEMS ARE INDIVIDUALLY LABELED WITH THE CHILD'S NAME**



## Communication & Participation

At Arnprior Heritage Child Care Centre, we believe that parents/guardians play a vital role in child development. You are your child's first teacher. Educators value the partnership they build with the whole family. Parents are encouraged to share their skills and talents as a special guest or topic expert, to share their culture and to engage in dialogue about their child's development. In addition, parents (or extended family) may wish to volunteer in the program or on a field trip. A police Vulnerable Sector Check may be required.

Educators provide a daily log via Himama for children in all programs. Parents are encouraged to share their own observations of their child's behaviour and development with the RECE and may request a parent/teacher interview at any time.

## Field Trips and Off-Site Excursions

As part of its program, Arnprior Heritage Child Care Centre offers field trips for children in our programs. Parents/guardians of infant children are obligated to join the program if they wish for their child to participate. Parents/guardians of toddler and preschool children are encouraged to join the field trip.



## Image Release

In the course of our program, photos, videos and other forms of documentation are collected and used. Upon enrolment you will be asked to review and sign an Image Release. This outlines your options for consent for Arnprior Heritage Child Care Centre to use such images internally within the program or externally for marketing. We never share images of the children faces on Facebook. You may change your consent at any time.



## Health and Safety

### Supervision

Arnprior Heritage Child Care Centre has a purpose and obligation to ensure the safety and well-being of the children in its care. Our centre is equipped with a secured entrance. Children are supervised according to the staff to child ratios set out in the Child Care and Early Years Act (CCEYA). AHCCC has established Child Supervision policies, procedures and practices to maximize safety. Only AHCCC employees, 18 years of age and older, will have direct unsupervised access to the children in AHCCC's care. Students and volunteers, including those under 18 years of age, are an integral part of our program and support our commitment to mentoring. Students and volunteers support children under the direction of an RECE; they are not counted in our CCEYA supervision ratios and are never alone with a child that is not their own.



# Record Checks

AHCCC outlines its requirements for records checks, orientation and supervision of employees, students and volunteers through policy and procedures. A clear police Vulnerable Sector Check (VSC) is required for all employees, students and volunteers 18 years of age and older. Students and volunteers under 18 years are required, under the CCEYA, to submit an Offence Declaration. AHCCC's policies outline requirements for additional records checks at regular intervals.

# Prohibited Practices

Under the Child Care and Early Years Act, the following are considered prohibited practices:

- a. Corporal punishment of a child;
- b. Physical restraint of a child, such as confining a child to a high chair, stroller or other device for the purpose of discipline or in lieu of supervision, unless used to prevent the child from harming himself or someone else. Used only as a last resort and until the risk of harm is no longer imminent.
- c. Locking the exits of the centre for the purpose of confining a 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;
- d. Use of harsh or degrading measures or threats or derogatory language directed at a child 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 a 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.

AHCCC – via the centre's supervisor – regularly monitors its programs and observes RECEs. Any use of these practices is investigated and may result in progressive discipline, up to and including termination. If you observe such practices, please immediately report them to the centre supervisor.

# Serious Occurrences

In spite of effective supervision and all the best precautions, serious occurrences (e.g., life-threatening injury or illness, fire or other disaster on premises.) can sometimes take place. All serious occurrences are reported to the Ministry of Education. A Serious Occurrence Notification Form will be posted at the centre for 10 days following a serious occurrence to support increased transparency and access to information for parents. This posting will give parents brief information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the child care program.

## Nutrition

AHCC serves a morning and afternoon snack plus a nutritious lunch prepared fresh onsite daily by our in-house cook. Weekly menus are developed in consultation with **Canada's Food Guide to Healthy Eating**. Menus are available on our website at [www.heritageworld.ca/weekly-menus](http://www.heritageworld.ca/weekly-menus) and posted in the child care centre to assist parents in planning meals at home.

Due to severe allergies, our location is designated as Allergy Safe. Educators, in partnership with parents, do their utmost to ensure children with allergies are kept safe. Allergy lists are posted in the food preparation areas and serving areas.

## Food from home

Due to the risk of cross contamination, we ask that you do not bring food from home into the centre. The only exceptions are for children with allergies but we will require a written notice where the expectations and responsibilities of both AHCCC and you are clearly set in writing. Please refer to our anaphylactic policy at the end of the handbook.

On your child's birthday, if you wish to share something with the children, you are encouraged to consider food alternatives such as a special craft, stickers or pencils. If a food treat is your preference, speak to the centre supervisor first so we can consider any allergies in your child's room. Should an exception to our "no food from home" policy be made, please note that food sent in, must be store bought, have an ingredients label and not contain nuts or a warning that it may have come in contact with nuts.

## Food Substitutions



If your child has food allergies, sensitivities or restrictions, please speak to the centre supervisor about a Food Agreement and/or providing food substitutions. Terms and conditions apply.

## Outdoor Play

**How Does Learning Happen?** references outdoor play expert Richard Louv who states:

“Activities in outdoor spaces that are designed to inspire investigation with bodies, senses, and minds improve children’s physical health and emotional well-being and enhance their capabilities for self-regulation, creative problem solving, and communication. Children’s self-discipline, self-awareness, and ability to focus also improve, as does their development of social skills such as cooperation and flexibility.”

Research continues to tout the benefits of outdoor play and creating a connection with nature. Outdoor play inspires investigation of mind, body and senses. It not only improves physical health, but also promotes emotional well-being and increases self-regulation skills. Through outdoor play, children learn social skills such as cooperation, flexibility and problem solving. Children in full-day programs spend a minimum of 1 hour outdoors in the morning and again in the afternoon.

Weather can sometimes limit time outdoors; however, children should come prepared to spend time outdoors rain or shine. Sometimes the most fun and learning is had jumping in a puddle after a rainfall. If outdoor time is not an option due to the weather, children will engage in gross motor activities inside whenever possible.



## Preventive Child Illness

Although some illness is inevitable in group care, our educators try to minimize this by practicing good hygiene, sanitizing toys and equipment regularly, and making daily health checks. We encourage children to participate in tidying and organizing their environment. Educators will model and support children with procedures for routine hand washing when entering the classroom from being outside, before and after food preparation, handling and eating, as well as toileting.

## When a child is ill

All children in attendance must be able to participate in all areas of the program, including outdoor play. If a child becomes ill, parents/guardians will be contacted to make arrangements for their child to be picked up if necessary. In order to minimize the spread of contagious illnesses we kindly ask that parents/guardians keep their children home if they are not feeling well.

AHCCC follows exclusion guidelines for communicable diseases as set out by Renfrew County District Health Unit and will follow any changes and guidelines provided by them. Fact sheets are posted in the centre when there is confirmation of a communicable disease (e.g., chicken pox).

Tuition is payable when a child is unable to attend due to illness.

Any incidents of **vomiting** or **diarrhea** must be reported to the centre.

Children should remain home until they are symptom-free for 24 hours; 48 hours if there is an outbreak.

## **The guidelines from the Health Unit will be strictly enforced and are not open to interpretation or second-guessing**

Pediculosis (head lice) is not a regulated public health condition and, although easily spread, is not considered a communicable disease. Head lice can be transmitted through head to head contact with an infested person or through contact with personal objects (e.g., combs, hats, etc.).

- If you suspect that your child has head lice, we ask that you let us know as soon as possible. Check your child's hair thoroughly. If live lice or nits (eggs) are found, administer a treatment, (available over-the-counter at your Pharmacy or through a service). Once treatment is administered it is essential that you remove all nits since the products may not kill all of them.

The child should not return to the child care centre until a treatment has been applied as per the product instructions. Parents are also advised to continue to check their child's hair - and that of all family members - daily for 14 days to minimize the spread.

If an educator suspects head lice, they may contact you to request permission to check your child's hair in a private location and report their findings to you. If live lice or nits are found, your child will not be excluded from the program – as the trauma of being separated could be more harmful than the physical problems related to head lice. The educators will adjust the program, removing dramatic play clothing and hats, etc. to reduce the risk of spreading. Depending on the severity of live lice found, the educator may request an early pick up so that treatment can begin immediately.

In addition, when lice is suspected and/or confirmed, a notice will be sent home to all parents in that group with a request that they check their child's hair thoroughly and report back using the Head Lice Parent Response form. This form asks parents to confirm that they have checked their child's hair and found no evidence of live lice or nits or that they did find some and have treated their child and agree to continue to check their child daily.

## Administration of Medication

Arnprior Heritage Child Care Centre is able to administer both prescription and non-prescription medication. It is preferable however that the children receive all medication at home, if at all possible. If your child requires medication by injection (e.g., insulin), please speak to the centre supervisor as additional terms, conditions and training on your child's Individual Care Plan is required.

- Prescription Medication must be provided in the original container, with the prescription label on it indicating the child's name, name of medication, dosage of medication and instruction for storage and administration. A parent/guardian must complete the Administration of Medication form provided by AHCCC. This form must be initialed by staff at time of administering medication and by the parent/guardian at pick up time verifying their knowledge that the medication was given.
- Non-Prescription Medication must be provided in the original container with the child's name on it. A parent/guardian must complete the Administration of Medication form provided by AHCCC. This form must be initialed by staff at time of administering medication and by parent/guardian at pick up time verifying their knowledge that the medication was given. All medication must be taken home by the parent each night except in the case of medications required for life threatening situations (e.g., asthma medication, Epi-pens, etc) or pain reliever for infants (e.g., Infant Tylenol). These medications will be checked monthly for expiration dates. All medication will be stored as directed and is kept in a locked container at the centre.



## Injury & Incident Reporting

In spite of effective supervision practices and all the best precautions, an incident or injury may still occur. When minor incidents (e.g., scrapes, bumps, behavioural concerns) do occur, the educators will reassure the child, provide first aid if needed and complete an Incident Report.

These reports explain the incident in detail. You will be asked to review it upon pick up and to sign the Report acknowledging its receipt. A copy will be provided or emailed to you. If medical attention is required, the educators will consult with you and/or call for emergency services as needed. If you take your child to see a medical professional (e.g., doctor, dentist) in response to an incident that occurred at AHCCC, please follow up with the centre supervisor to confirm the details of that visit and any medical treatment provided. The Incident Report may need to be updated and the supervisor can inform the educators of any recommendations or accommodations required for a safe return to the program.

## Reporting Child Abuse

Employees of AHCCC have a duty to report any cases of suspected or known child abuse. Our responsibility to report a child in need of protection falls under s.72(1) of the Ontario Child and Family Services Act (OCFSA). It is the responsibility of every person in Ontario, including all professionals involved with young children to immediately report to a children's aid society, (i.e., Family and Children's Services) if there are Reasonable Grounds to suspect abuse or neglect. It is not an individual's responsibility to determine if abuse or neglect is occurring. It is an offence for a professional to not report a suspicion of abuse or neglect. Confidentiality of the child and family, other than to Family and Children's Services (F&CS) and/or the Police, will be respected at all times.

## Parent issues and concern policy

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

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

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

An initial response to an issue or concern will be provided to parents/guardians within 1-3 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

### **Confidentiality**

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

### **Conduct**

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party. If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

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

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect. If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly. Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the Child and Family Services Act.

For more information, visit

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

# Parent issues and concerns policy – Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p><b>Program Room-Related</b>  <b>E.g:</b>                      schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to the classroom staff directly or the supervisor or licensee.</p>	<p>Address the issue/concern at the time raise or arrange for a meeting with the parent/guardian within 3-5 business days. Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <li>• the date and time the issue/concern was received;</li> <li>• the name of the person who received the issue/concern;</li> <li>• the name of the person reporting the issue/concern;</li> <li>• the details of the issue/concern; and</li> <li>• any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>General, Centre- or Operations-Related</b>                      E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to the supervisor or licensee.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within two business days or as soon as reasonably possible thereafter.</p>
<p><b>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</b></p>	<p>Raise the issue or concern to the individual directly or the supervisor or licensee. All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p><b>Student/ Volunteer related</b></p>	<p>Raise the issue or concern to the staff responsible for supervising the volunteer or student or the supervisor and/or licensee. All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	

**Escalation of Issues or Concerns:** Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Directors.

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

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

**Contacts:**

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or [childcare\\_ontario@ontario.ca](mailto:childcare_ontario@ontario.ca)

Directors: [arnprior@heritageworld.ca](mailto:arnprior@heritageworld.ca)



# Emergency Management

AHCCC has a policy on unexpected centre closures. In adverse weather conditions, parents are advised to listen to local radio stations and monitor AHCCC's website or Facebook page for notices of an unexpected centre closure. Should a closure be necessary mid-day, educators will contact parents by phone to notify them of the early closure and request pick up.

AHCCC's educators are trained in emergency preparedness and response in relation to fire, tornado and lock down procedures. Throughout the year, children and educators will participate in fire, lock-down and tornado drills and discuss our procedures. Each centre has a designed gathering area to use during an emergency evacuation. A roll call is conducted by the educators to confirm that all children and staff are accounted for. Parents are notified by a written posting and/or through email of various drills or false alarms.

Should an emergency situation arise that requires the children and staff to vacate the building for a longer period of time, it may be necessary for the group to move to the designated emergency shelter; typically it's a neighboring school. Once children have been reassured and settled, educators will contact parents by phone to advise of the need for an early pick up and advise of the location. Additional communication and updates may be provided by email from the centre.

During ongoing emergency situations (e.g., lock down, tornado), AHCCC will make every effort to provide timely communication with parents via phone and/or email. Parents are advised to limit phone calls to the centre during an ongoing emergency situation to leave lines open for emergency personnel. An alternate number may be provided to support communication during such situations.





# Program Changes

## Program and Schedule Changes

Should you require a change in schedule for your child care needs, please speak to the centre supervisor immediately.

### Change or Add Days

The ability to switch days or to add days of care is subject to availability. If there is space and a child starts or increases days mid-month, the daily rate will apply until the start of the next month.

### Decreasing Days

Please note that one month's notice - specifically on the first of the month - is required to decrease your days of care. For example, notice is required on Aug 1 to reduce days of care starting September 1. Notice received on August 5 would push the effective date of the change out to October 1. The ability to decrease days is based on availability and at the sole discretion of the centre.

### Transfer from programs ( Infants to Toddlers & Toddlers to Preschoolers)

There might be delays for the transition from program to the program due to the availability of spaces. The transfers might not occur at the exact anniversary date of your child. The transfer date will be communicated to you by the supervisor.

## Withdrawal of Child Care

If circumstances make it necessary to withdraw a child from the centre for any reason, one month's notice in writing is required by the 1st of the month (e.g., if the last day of care will be August 31st, notice must be received by August 1st ). Customer deposits will be credited to the account and any necessary adjustments (i.e., outstanding balances or additional credits) will be made.



## Termination of Child Care

AHCCC recognizes that a child care centre is not always appropriate for all children. Many supports are put into place to create a happy and successful placement for all children. In cases of severe behavior issues, it may be necessary to terminate the child care space. A decision to terminate a child's space will be made in consultation with parents. AHCCC's priority is for the safety of all children in its programs.

AHCCC believes in providing and maintaining a work environment in which all employees are free from violence, threats of violence, intimidation, bullying, unkind comments and other disruptive behaviour or actions which belittle, threaten, offend, embarrass, humiliate or diminish another's self esteem, whether deliberate or unintentional, including sexual harassment and discrimination. Such actions are not tolerated, will be addressed immediately and may result in the termination of child care spaces or other consequences (e.g., police contact).

Failure to comply with AHCCC policies, including payment provisions, may, in AHCCC's sole discretion, result in termination of space in the child care centre.



## Need more Information?

Please review our Payment Policies, Parent Policies and our website. The website contains valuable information about our programs, curriculum, child care options, fees, menus, centre-specific newsletters and much more.

You can also contact us directly at (613) 622-0091 or email us at [arnprior@heritageworld.ca](mailto:arnprior@heritageworld.ca)

We are located at 57, Melachlin St S, Arnprior (Ontario) K7S 2Z1

 Find us on  
**Facebook**