



Colonel By Parent Handbook

COLONEL BY CHILD CARE CENTRE
Carleton University
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Welcome to the Andrew Fleck Children’s Services, Colonel By Program. Our program is located at 1125 Colonel By Dr., Ottawa, ON, K1S 5B6. We are licensed to offer early learning and care for 10 infants (18 months and under), 30 Toddlers (18 months – 2.5 years) and 32 Preschoolers (2.5 to 5 years). We are a non-profit, multi-service organization established in 1911 to serve children and families in the Ottawa area. The health, safety and quality of your child’s experiences are foremost at all times, ensuring that they and you enjoy a positive experience in our program. This handbook is designed to assist you, the parent/guardian, in understanding the procedures, policies, and regulations involved with the operation of our Centre. Our Program Coordinator is Greg Taylor. If you have any questions or concerns, please feel free to speak with an employee in person or with Greg at any time; he can be reached at 613-520-2715 or at gtaylor@afchildrensservices.ca. Alternatively, you can also connect with the Program Director Lisa Belton RECE at 613 737-6369 ext. 208 or LBelton@afchildrensservices.ca or the Executive Director Kim Hiscott RECE. 613 736-1913, ext. 223.

A Brief History:

1969 – On campus child care is established by a group of student parents who start a drop-in centre for infants in a student lounge in Renfrew House Residence Building.

1972 – The Centre expands to include children up to the age of 3 and is granted additional space in the Loeb Building.

1975 – The program is incorporated as a non-profit child care centre and acquires official charitable organization status.

1986 – The Centre expands to include preschool children up to the age of 5.

1992 – After 23 years of occupying two “temporary locations”, Carleton University in conjunction with Colonel By Child Care Centre, receives a capital grant from the Province of Ontario and additional funding from the Regional Municipality of Ottawa-Carleton and the City of Ottawa to build a new child care centre on the Carleton University campus.

1994 – The new Centre opens to house the children in a building designed specifically for us.

2019- The Centre amalgamates with Andrew Fleck Children’s Services.

LICENSING/REGULATIONS

Our Centre is licensed under the *Child Care and Early Years Act* of the Ontario Ministry of Education Child Care Quality Assurance and Licensing Office and under goes an annual licensing review process. We are required to meet all regulations of the *Child Care and Early Years Act*, as well as Health, Safety and Fire regulations dictated by the Department of Public Health, the City of Ottawa, the Ontario Fire Marshall, and the Ottawa Fire Services. The Program Advisor, from the Ministry of Education, monitors standards for safety, staff training, program quality and compliance with the *Child Care and Early Years Act*. The License and Summary of License are posted in the Centre for your information.

HOURS OF OPERATION

The Centre is open Monday to Friday; from 7:30 am to 5:30 pm. Children should be in care for the number of hours needed to cover your work or school schedule. We encourage children to be in attendance no longer than 8.5-9 hours per day if possible. It is beneficial for the children to be in attendance by 10:00 am for the morning program, so they can actively participate in the many activities offered prior to lunch and rest time. We do request that you please call us if your child is going to be absent.

INCLEMENT WEATHER

Occasionally, when extreme weather conditions can create dangerous traveling conditions, we may contact parents/guardians to request that they depart earlier than routine to ensure timely pick up. This is to ensure the safety of children and families as well as our employees who also need to travel home.

Our policies addressing late pick-ups will not be altered due to poor weather and travel conditions.

INFANT CARE:

The developmental ability of children up to eighteen months of age varies significantly. Our curriculum has been designed to address the developmental needs of each child. Children are natural learners and they will seek out and participate in activities that contribute to their development.

The infant staff act as facilitators of the children's learning by creating opportunities for each child to interact with materials, equipment, space and people. The activities provided in the infant program are broad-based, open and interactive. A balance of experiences is available including both planned and spontaneous, child-initiated and adult-directed, solitary and social, active and quiet, indoor and outdoor. Walks on campus are a regular part of the infant program.

TODDLER CARE:

The toddler program, for children 18 months to 2.5 years, is based on the theory that children learn best in a play-based environment. Children are given the opportunity to develop and master skills at their own rate and capability by participating in activities which promote social, emotional, physical, and cognitive development.

Routines are an integral part of the day, and are also viewed as important learning experiences. Children develop a sense of security and form good habits through regular exposure to routines.

Our room is divided into areas called learning centres. These centres are designed with specific goals in mind and are changed regularly according to the children's needs and interests.

PRESCHOOL CARE:

The preschool program is based on the theory that children learn best in a play-based environment. Children are given the opportunity to develop and master skills at their own rate in a fun, nurturing atmosphere. Activities are put out to help stimulate social, emotional, cognitive, language, creative and physical development. Preschoolers are divided into two rooms; junior preschool for 2.5 to 3 years, and senior preschool for 3 years and up to 5 years.

Routines are an integral part of the day and are also viewed as important learning experiences. Children develop a sense of security and form good habits through regular exposure to routines. As part of the daily routine, we have Circle Time. This is a time for us to read stories, sing, converse, dance, joke, listen to story tapes, take turns and have fun. We also go outside on a daily basis, weather permitting.

Our rooms are divided into areas called learning centres. These centres are designed with specific goals in mind and are changed according to the children's needs and interests.

EMERGENCY CLOSURES

Due to unforeseen circumstances (fire, flood, loss of electricity, and/or property damage); The AFCS Board of Directors may close the programs if the Centre is deemed unsafe. Parents will be notified of the closure and required to make alternative arrangements until official notice is given of the Centre reopening. The Centre will also close if the City of Ottawa declares a "State of Emergency".

No fee rebate will be given due to emergency closures.

WAITING LIST POLICY

All families must be registered on the City of Ottawa Child Care Registry and Wait List tool.

<https://onehsn.com/Ottawa>

To fill available spaces we contact families, whose child is age eligible for the space available, based on their registration date. For subsidized spaces we must follow the City of Ottawa's Priority List. For our full fee families, we will offer spaces based on their registration date. **Because of our location, we do give priority to families currently working or studying at Carleton University.** We also give priority to siblings of children currently attending our location as well as returning families. To ensure we are providing you and your child with the best possible early learning and care experience, a conversation will occur to ensure we can meet your child's needs and your expectations before a space is confirmed. There is no fee for using the City of Ottawa Child Care Registry and Wait List tool and we do not collect a fee or a deposit for the placement of a child on a waiting list for admission.

When requested by a parent/guardian the Program Coordinator will provide information as to where their child is on our wait list as accurately as possible while maintaining the privacy of all families. Parents/guardians are to make their request directly to the Program Coordinator who will provide the parent/guardians with verbal or email confirmation of where their child is along with an explanation that often the list is not reflective of the actual number of children waiting for care at one of our locations. If the parent/guardians require additional information they are to make their request known to the Program Coordinator who will then consult with the Program Director. All identifying information such as names and dates of birth will be deleted so the list provided to the parent/guardian includes only the ages of children and registration date on the waiting list sorted by date care is required from earliest to latest.

ADMISSION POLICY

Subsidized spaces are available in these programs. Eligibility for subsidy is determined by the Child Care Subsidy Office of the City of Ottawa. To apply you must first create an online application through the City of Ottawa at 311 or at <https://onehsn.com/Ottawa>

Should your family require a child care subsidy, confirmation from the City of Ottawa Subsidy Office must be received by the program a minimum of 48 hours to the child being enrolled. Before confirming a full fee or subsidized space or enrolling your child in the program, an opportunity will be arranged for you and your child to tour the program, meet the staff and review all the necessary documents with the Program Coordinator or designate. A space will not be confirmed until the program has met with the family and child. Spaces will be granted based on the waiting list application date and subject to the following criteria:

- Children must be within the age limit set for the program
- Up to date children's records of immunization must be provided prior to admission
- All necessary documents must be completed at least 1 week prior to the child starting in the program

DISCHARGE POLICY

- We respectfully request one month of written notice of pending withdrawal and require at a minimum two weeks' notice. If the required notice is not provided, fees will be charged in lieu of the notice period.
- Parents who wish to temporarily withdraw their child from the program (e.g., for an extended holiday) may request to have their child's name placed on the waiting list for readmission. Regretfully, no guarantee can be given that a space will be available when needed. Please note this does not eliminate the notice period requirements as described above.
- It is our intention to make every reasonable effort to ensure that all children enrolled in our licensed programs can successfully remain in care however, in some situations, the decision to discharge may be necessary. In partnership with families, we utilize additional resources and supports when needed and available. Should a child that demonstrates challenges (developmentally and/or behaviourally), be enrolled in the program, the program will seek to access additional supports and resources in a timely manner. However, if it is concluded that the staff and program can no longer meet a child's needs and that there is a safety risk to the child, other children and staff, then the decision to discharge a child may be warranted.
- The program also reserves the right to give notice of withdrawal of service if a parent does not abide by all policies and procedures.

MOVING TO KINDERGARTEN

We plan our overall site enrolment for each age group with the expectation that all children eligible for Junior Kindergarten will be leaving us by September. Our recommendation is that families plan their holidays so that their child says good bye to us and then starts in school. You will be asked to let us know your departure date as soon as possible so we can plan for moving children to the next age group and welcoming new children from our extensive wait list. Kindergarten registration typically occurs in January/February, we will send you a prompt. You may also want to be proactively thinking ahead about before and after school child care and placing your child on the waiting list of the schools that your child is eligible to attend. If your child is being supported by Children's Inclusion Support Services (CISS), then a transition to school plan will be discussed with you.

ARRIVAL AND DEPARTURE PROCEDURES

Families are requested to inform the centre/their provider when their child will be absent from the program by 10 am at the latest.

Procedures for Safe Arrival actions

When a family has not confirmed a child's absence, an educator/provider will, at their first opportunity, communicate via email, text, phone call or other means, with a family to confirm the absence. This communication will be the one and only notification that the centre/provider will send, regardless of whether a family responds.

Responsibility of parent(s): When a parent/guardian arrives to drop off a child in the morning, they are expected to connect with an educator/provider and communicate any pertinent information such as: their arrival, the well-being of the child/health concerns, new medication, any changes in pick up times or new person picking up or any other pertinent details that the educator/provider should be aware of.

Responsibility of educators/providers: The educators/providers will do a brief visual health check and also communicate any pertinent information to the parent (e.g. schedule changes). They will note any pertinent information shared by the parent in the daily log book and sign the child in the attendance record tracking form.

SAFE DISMISSAL

Families are responsible for informing the centre/provider every time their child will be picked from the program by someone other than the parents or authorized adults.

1. Children will not be released to anyone who is not on the authorized person's list to pick up. When a new person is added to the list, they will need to provide photo identification to confirm their identity.
2. Children will not be released without supervision unless a release form has been signed and mutually agreed upon by the parent(s) and the program coordinator/supervisor/HCC consultant.
3. Should a child not be picked up by an authorized person by closing time, the educator team/provider will communicate by phone with the parents to notify them. Should they not be able to reach the parent(s)/guardian(s) within 15 minutes, then the emergency contacts would be notified and asked to pick up the child.
4. If they still have not been able to connect with either the parents/guardians or the emergency contacts within 30 minutes, they will contact their immediate supervisor/designate (HCC providers would contact their Consultant during office hours and the emergency line for anything after hours) to determine the next steps which could include calling Children's Aid Services or the Police.
5. Policies regarding late pick-ups still apply.

No child will be released to a person other than the parents/guardians without written permission given to the

Centre in advance. When dropping off and picking up your children, please:

- If you have a vehicle, you must provide your license plate information at registration so that we can register with Carleton University Parking Services.
- Ensure that you are parking in designated drop off zone. The Centre is not responsible should parents receive a ticket.
- Ensure you and your children's wet/dirty footwear are removed before entering the program room.
- Anyone who picks up or drops off a child must be 16 years of age or older unless written agreement has been made with the Program Coordinator. All alternate individuals will be requested to show I.D.

If staff suspects that the individual picking up the child is visibly unfit to drive, and/or that the child may be in danger, that staff is obliged to report their concern to the authorities (Police /CAS) immediately. Alternate travel arrangements will be offered to the parent.

By law, staff cannot withhold a child from their biological parent unless a court order is on file.

LATE PICK UP POLICY

We encourage you to arrive by 5:15 pm to pick up your child; this ensures you have an opportunity to connect with your child's educator and the time for an unrushed ending to your child's day.

It is recognized that due to exceptional circumstances, parents might occasionally be late in picking up their children. When this occurs, parents/guardians must notify the Centre, at the earliest opportunity. However, late pick-ups cause difficulties both to the staff and the children waiting to be picked up. The purpose of this policy is to detail the procedures to be followed in the event of late pick-ups.

Every person responsible for picking up a child arriving later than 5:30pm, based upon the Centre's reception lobby clock, will sign the late fee book.

The programs end at 5:30 pm. If a parent/guardian is late they will be charged a late fee as follows: \$2.00 for the first 5 minutes and then \$1.00 for every consecutive minute thereafter. Should a parent/guardian be late more than 3 times, the late fee will double. Should there be reoccurring instances of late pick up, this may result in the family being discharged.

Late fees are now being taken out of Non Childcare Fee Accounts. The policy is for the payment of any fees due and payable to AFCS that are Non Child Care Fees, i.e. any Late fees, payment for an extra door fobs or parking pass fees (if needed at your childcare location), etc. This policy does not include your regular daily childcare fee or any daily subsidized fee paid to the City of Ottawa, for our childcare services.

If you are a full fee client, any Non Child Care Fees invoiced within any given month, will be added to a regular bi-monthly payment following the month the fee was incurred. If you are a subsidize client, the payment of any Non Child Care Fees will be processed according to the Non Child Care Fee schedule following the month the fee was incurred. Any late fees not paid may result in discharge from the program

Late pick up occurrences are based per family.

FEES FOR SERVICES

Please see the attached fee schedule and financial policies below. We have a purchase of service agreement with the City of Ottawa to provide care for families eligible for fee subsidy as well as full fee families.

<u>Rates Table</u>		
Program	Base fee Pre-CWELCC Reduction	Base fee with CWELCC Reduction
Infant	\$87.19	\$41.20
Toddler	\$84.27	\$39.82
Preschool	\$54.65	\$25.82

Please note that there is a 2.2% + 30 cents charge on all CAD transactions made with a Canadian Visa and MasterCard credit cards and a 2.4% + 30 cents charge on all CAD transactions made with a Canadian AMEX credit cards and International credit cards.

We have been approved for the Canada-Wide Early Learning and Child Care program CWELCC and will be following all guidelines in regards to fee reductions. Our BASE FEES are indicated above. Our non-base fees, if applicable, include late fee’s, a transaction fee on all payments made by credit card, and a \$10.00 fee for each returned payment from the bank.

Parents/guardians seeking a childcare subsidy will need to upload all required documents to the City of Ottawa Child Care Waiting List to see if they qualify for the subsidy.

Please note: Families using a childcare subsidy are entitled to 36 absent days per calendar year; any extra absent days will be billed to the family at the full fee rate.

Please be advised that there are no refunds for sick days, holidays or closed days and all statutory holidays are invoiced at the daily rate.

The Centre is closed on the following Statutory Holidays:

New Year’s Day	Jan. 1 or following work day
Family Day	Third Monday in February
Good Friday	Variable date between March 20 and April 23.
Victoria Day	Third Monday in May
Canada Day	July 1 st or Monday following
August Civic Holiday	First Monday in August
Labour Day	First Monday in September
Truth and Reconciliation Day	September 30 or Monday following

Thanksgiving	Second Monday in October
Remembrance Day (for professional learning – employees are working)	November 11 or Monday following
Christmas Day	December 25 or following work day
Boxing Day	December 26 or following work day
in lieu our agency-wide professional learning day on November 11 th	One day between Christmas and New Years
Two days between Christmas and New Year	In addition to the stats we are also closed 2 days – these dates fluctuate each year and are communicated in September.

The annual cost to deliver the program is calculated over the number of billable days in a year. If we were to not charge families for the days we are closed, our daily rate would increase (same annual cost but less billable days). We feel that stopping and starting parent fees has the potential of being more confusing for families and adds an administrative burden cost.

We will provide a minimum of one month of notice regarding any fee increases.

PROLONGED TIME AWAY

While we respect that time away with family is something to treasure, knowing that other families are waiting for spaces, it would not be appropriate for us to leave spaces vacant, even though they are being paid

- Families may be absent for up to an accumulation of 36 days, but no more than 4 consecutive weeks, as a reportable absence, pro-rated in a calendar year.
 - When this occurs (or is being planned), please speak with the Director/Consultant
- Absences greater than the above may result in a child’s space being terminated so we can offer care to someone on our waiting list
 - This is based on the CWELCC Provincial policy and mirrors the eligible paid days away for families in receipt of fee subsidy
 - There may be exceptions to this depending on unique circumstances, these are to be brought to the Director for consultation
- E.g. child has a pending surgery, health and safety issues etc.

As these are publicly funded programs, this is our ethical accountability as we may be asked by our funders about our enrolment.

POLICY FOR PAYMENT OF ACCOUNTS

- A. All parent fees are payable on a bi-monthly basis
- B. As a non-profit agency we do not have the means to tolerate unpaid accounts. If an account is more than two (2) months in arrears, parents/guardians can receive a notice of termination and the account will be

forwarded to a collection agency.

C. There is a \$10.00 charge for all **returned cheques**.

D. The appropriate notice required must be given when withdrawing your child(ren) or payment in lieu of notice will be invoiced.

Andrew Fleck Children's Services offers 3 methods of fee payment; either **direct debit payment, post-dated cheques, or Credit Card**.

1) **Direct Debit Payment** Parents/guardians choosing the pre-authorized debit option will submit the following to our office:

- a) a signed **Direct Debit Authorization Agreement**
- b) a **VOID CHEQUE** to provide bank account information

2) **Post-Dated Cheques** – Parents/guardians choosing to pay with post-dated cheques will submit a series of cheques dated for the first day of each month. Cheques should be made payable to **Andrew Fleck Children's Services**. At any time, you may call Accounting at 613-736-1913 ext. 225 for questions or information concerning your account.

3) **Credit Card** – Parents/guardians choosing the credit card option will submit a signed **PRE-AUTHORIZED CREDIT CARD (PACC) Agreement form**

GIFT GIVING

While it can be traditional for children to give their Educators gifts at Christmas, end of the year etc., as Registered Early Childhood Educators, we cannot accept anything more because we are professionally bound, as members of the College of ECEs, from accepting any gifts of benefits, advantages, fees, honoraria, or favours, including items, money, or gift cards. This is to preserve our integrity as professionals and to protect parents/guardians from any expectation of undue influence. Homemade gifts would be an exception and are most appreciated; gifts that are small such as a consumable item (box of chocolates), are shared with the team onsite.

NUTRITION

All menu planning follows the recommendations set out in the Health Canada documents "Eating Well with Canada's Food Guide", "Eating Well with Canada's Food Guide – First Nations, Inuit and Métis" or "Nutrition for Healthy Term Infants". Special dietary and feeding arrangements are to be carried out in accordance with the written instructions of a parent of the child. Careful menu planning is essential to meet children's nutritional needs and to expose them to a wide variety of foods.

The program provides water and milk at all meals; we do not serve juice or other food items that contain high sugar and sodium levels. Nutritious between-meal snacks are provided for each child one year of age or over, that promotes good dental health and will not interfere with a child's appetite for meal time. Our weekly menus for the current and following week are posted in each cooking and serving area of the Centre, along with any dietary restrictions, allergies and / or anaphylaxis. All programs will keep the menus for 30 days after the last day for which they are applicable. Substitutions and specific food choices are noted on the posted

menus.

We support children's self-help skills by offering utensils for self-serving such as small tongs and using small containers to pour milk and water. Please feel free to provide input into our menu planning at any time. There may be situation where a parent is asked to bring in food from home (formula, breast milk, or special diet food, etc.). When this occurs, parents are required to label any food and drink brought to the centre, with their child's name on it. Infant feeding requirements will be discussed at the time of admission.

HEALTH

We are committed to the health and well-being of the children and employees at all our centres. Therefore, our health policies have been developed based on the guidelines from Ottawa Public Health (OPH) Department and the Child Care and Early Years Act. We strictly adhere to these policies and guidelines to ensure a safe and healthy environment for all.

Educators perform a daily well-being visual check to ensure children are well enough to participate in the program. If signs of illness are observed at drop off time, your child will not be able to attend the centre that day. Should your child become ill during the day, you will be notified to come and pick up your child as soon as possible.

Should your child show signs of an unknown rash, eye infection or other communicable diseases while present at the centre, we may ask you to consult with a health practitioner to prevent the transmission of communicable diseases to others.

To prevent outbreaks, the City of Ottawa Health Department requests that children with certain communicable diseases be excluded until specific criteria are met.

Therefore, your child may not attend the program if they exhibit the following symptoms:

1. A fever of 38 degrees Celsius or higher (100.3 Fahrenheit)
2. Deep, persistent cough or pain
3. Any unexplained rash or skin irritation
4. Headache or sore throat
5. Eyes/ears that are oozing any form of discharge (may require the child to be on antibiotics for 24 hours prior to readmission if a bacterial infection)
6. Strep Throat (must be on antibiotics for 24 hours prior to readmission)
7. Vomiting
8. Watery Diarrhea (at least 2 episodes)

Exclusion and Re-Entry

If your child develops any of the general symptoms listed above (items 1-6), we ask that you keep your child at home until they are **fever-free and symptom improving for 24 hours without any fever reducing medication.**

If your child develops any of the gastrointestinal symptoms listed above (items 7-8), we ask that you keep your child at home until they **have gone a full 48 hours symptom free after the last occurrence.**

On occasion the centre may be in an Outbreak; this is when more than 15% of children and/or employees are ill with the same symptoms. When this happens, we consult Ottawa Public Health for guidance, including for exclusion and re-entry in the program.

The program must be notified immediately if your child is hospitalized for more than 24 hours at any time.

HEADLICE

When your child is found to have head lice or nits while attending the program, you will be given a withdrawal notice for Head lice with a 24-hour exclusion and a form to fill out indicating that the head lice treatment was completed. This form will need to be returned to the program after each treatment. This decision is made by the agency in order to prevent the spreading of head lice and live nits at the Centre.

IMMUNIZATION

It is recommended by the Local Medical Officer of Health, that all children be immunized. Parents of children who object to immunization due to religious/conscience or medical reasons must complete a standardized ministry approved form. Ministry approved forms for religious/conscience objections must be completed by a “commissioner for taking affidavits” (i.e., notarized). Any medical exemptions forms must be completed by a doctor or nurse practitioner. These forms are available upon request. All immunization records and/or records of parental objections will be kept as part of the children’s files.

ALLERGIES AND ANAPHYLAXIS

To provide a safe environment and protect your child we must be aware of any allergies or potential allergies that your child may have. All allergies must be documented on the appropriate registration and medical forms. For children who may have an Anaphylaxis, there is a detailed Ministry Policy which must be adhered to and parents must fill out all appropriate papers which includes authorization from a doctor. If your child requires an Epinephrine auto injector (EpiPen), the staff must be made aware of this and be given the auto injector when you drop your child off. Should you and your child arrive at the Centre without the auto injector you will not be able to drop them off until their auto injector is onsite. We strive to be a **nut safe & scent free** environment and will do everything that we can to protect your child while at the Centre, but we cannot guarantee that your child may not come in to contact with an allergic substance. This policy and all forms required will be reviewed with you at time of the tour and prior to your child’s first day at the Centre.

Some children in our programs have life-threatening food allergies (Anaphylaxis) and, for this reason, it is imperative that you **DO NOT bring any food into the centre**, without alerting a member of the staff. Anaphylaxis is a medical condition that causes severe reaction to specific agents and can result in death in seconds. All employees are trained in the use of an Epinephrine auto injector.

Any food coming into the Centre or home child care premises must not contain any nuts or nut products and must be labeled with the child's name. Please note that should there be any other anaphylactic allergies (other than nut or nuts products), a communication will be shared with that information and any directives to follow.

Children attending our infant, toddler and preschool programs are provided with 2 snacks and a lunch each day; we attempt to accommodate a variety of dietary restrictions and allergies. Food from home for those age groups is not necessary unless agreed to in advance with the program coordinator. Should food from home be necessary, each container / item must be clearly labeled with the child's full name and any parental written instructions (if applicable).

Children in our kindergarten and school age programs are provided with two snacks daily and are required to bring their own lunch, in a bag, which needs to be clearly labeled with their name.

ADMINISTRATION OF MEDICATION

If your child requires medication while in the program, you are required to complete and sign a *Medication Authorization Form* which provides details about the medication, including the time and amount of the dosage. Should your child be prescribed antibiotics, they must have been taking the antibiotics for 24 hours prior to returning to the Centre. Please be advised that by *Child Care and Early Years Act* standards, we can only accept medication which is in its original container and the container or package must be clearly labelled with the following:

Child's name / Name of drug/medication / Dosage of the medication / Date of purchase / Expiration date / Instructions for storage and administration / Possible side effects

Due to the frequency and their longer-term daily usage, sunscreen, diaper creams, and lip balms, hand sanitizer can have a blanket authorization from a parent on the enrolment form and can be administered without a medication form as long as they are non-prescription and/or they are not for acute (symptomatic) treatment, whether they have a drug administration number (DIN) or not.

All medication no longer needed is to be taken home. We request that all medication be hand-delivered to us to be stored in the appropriate manner. The Centre must store all medication in a locked container in the fridge or cupboard except for emergency medication.

A designated staff member will be responsible for all medications.

SAFE SLEEP

Each family is advised of the programs Safe Sleep Policy at the time of enrolment. Each child will be assigned their own cot /mat and it will be labelled with their name. All cots/ mats are disinfected weekly. Staff performs visual checks on all children 4 times throughout rest time and these are documented in the daily log book. Any changes in the child's sleeping patterns or behaviours will be communicated with parents. Staff will consult with parents/guardians with respect to a child's sleeping arrangements.

Staff will communicate, to parents/guardians, any significant changes in a child's sleeping patterns or behaviours. Any sleep preferences that are identified at intake or communicated by parents will be documented in daily log book.

BEHAVIOUR GUIDANCE

The emotional and physical well-being of children in our care is a priority of Andrew Fleck Children's Services. Positive forms of Behaviour Guidance with emphasis on discussion, encouragement and positive reinforcement comply with the agency's philosophy to promote the healthy development of the children. Please see our Program Statement for further information on Behaviour Guidance Practices.

Prohibited Practices as defined by the *Child Care and Early Years Act*:

- (a) Corporal punishment of the child (which may include but is not limited to, hitting, spanking, slapping, pinching)
- (b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- (c) Locking the exits of the child care centre or home child care premises for the purpose of confining the child or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
- (d) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.
- (e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.
- (f) Inflicting any bodily harm on children including making children eat or drink against their will.

ACCIDENT / INCIDENT REPORTS

If your child suffers a significant injury requiring more than basic comfort (soap, water, band-aid, ice, TLC) or that is more than would be expected in the normal course of play, staff will administer first aid. Staff will also complete an accident report before the child is signed out (when possible) or by the next day care is provided. A copy will be provided to the parents/guardians.

If the injury is severe enough to warrant medical assistance, parents/guardians will be notified immediately to come and pick up their child to seek medical attention. If emergency treatment at a hospital is required, parents will be contacted to either accompany or meet staff at the hospital. If parents cannot be contacted the designated staff will follow emergency procedures and call either ambulance services or 911, depending on the severity of the injury.

SERIOUS OCCURRENCES

As a licensed program we are responsible for delivering high quality services that promote the health, safety and well-being of all children. A part of our accountability requirements, under licensing, is to report incidents

to the Ministry of Education Child Care Quality Assurance and Licensing Offices. The type of incidents that we must report include any life-threatening injury or illness or any time there is a disruption of service for example; a power outage which means the program is closed.

We are very proud at Andrew Fleck Children’s Services to offer a high-quality licensed program and take our accountability to parents and the public very seriously. We have consistently followed the requirements under the *Child Care and Early Years Act*, to report incidents to the Ministry. The Ministry believes that parents will benefit from information about the incidents that occur including the actions that we have taken to prevent and minimize a reoccurrence by posting non-identifying information when an incident has occurred.

Beside our license, you will find a serious occurrence notification form posted anytime an incident has been reported to the Ministry. The form identifies the date, the type of incident, a description and any action taken. There will be no identifying info included on the form. The notification form will remain posted for 10 business days; if the posting is related to an incident that involved your family, you will be personally informed.

DEALING WITH PARENT/GUARDIAN CONCERNS OR ISSUES

All issues and concerns brought forward are taken seriously by AFCS and every effort will be made to resolve issues and concerns to the satisfaction of all parties.

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

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.

Procedures to follow

Nature of Issue or Concern	Steps for Parent /Guardian Clients and Stakeholders to Report Issue/Concern:	Steps for employee and/or manager/designate in responding to issue/concern:
Program Related E.g.: General Program Delivery,	Raise the issue or concern to - the employee directly or - the manager or designate.	When an issue/concern is brought forward to an employee, it is their responsibility to assess whether or not it is within their scope of responsibility and if they have the applicable information to be able to manage/resolve the situation.
Agency Related E.g.: General AFCS Operations Related	Raise the issue or concern to - the Manager or Designate.	Inform the appropriate manager or designate of the situation within 24 hours.

Employees, students or volunteers	Raise the issue or concern to - the individual directly or - the manager or designate.	Every effort will be made to provide an initial response or resolution to the concern or issue within 2 business days. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the collection of information of the issue/concern is initiated by the appropriate party When appropriate, it is the responsibility of the manager to inform the Executive Director.
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Contact information for all programs, management team and AFCS Board of Directors can be found on our website at <http://afchildrensservices.ca>

PARENT PARTICIPATION IN PROGRAMS

Our program supports an ‘Open Door’ approach for families and parents/guardians are welcome at any time of the day. Family involvement in the program is valued and encouraged. Participation, by a parent, in a program that their child attends, is not deemed as volunteering. In keeping with our open-door policy, parents (and other family members with parent permission) are invited to spend time in their child’s program engaged and participating with their child on an ongoing basis, this is in keeping with our Program Statement which is included in our parent handbook.

Parents are invited to participate in special events during the year.

For further clarification, please read the following points which also pertain to parent participation in their child’s program:

- At no time will a parent be left unsupervised with any child other than their own. An employee of Andrew Fleck Children’s Services will always be present.
- Parents are never counted in ratio.

APPROPRIATE CLOTHING

Children should wear comfortable clothing, and which you do not mind getting dirty. Shoes must always be worn in the program. Proper foot wear is required i.e., running shoes, no slippers/flip flops.

There are usually two outdoor play periods a day (weather permitting) and we ask that the children be dressed accordingly: very warm, water-resistant clothing for winter; cool clothing with **sun hats** and for summer. We will provide the sunscreen. It is extremely important that a complete change of clothing (mitts, hat, pants, shirt,

socks, underclothes, and shoes) is provided to be kept at the Centre.

Please label all your child's belongings including clothing. We cannot be held responsible for lost/ missing items. Parents are responsible for bringing in diapers for their child. We provide the baby wipes. A helpful reminder note will be posted on your child's cubby, when diapers are running low.

EMERGENCY MANAGEMENT

To protect the health and safety of children and employees, Andrew Fleck Children's Services has an emergency management policy and procedures that sets out the roles and responsibility of all employees. All programs conduct monthly fire drills and follow evacuation procedures. This ensures that all children become familiar with emergency procedures. In the event of a real emergency and that the children cannot return to the Centre they will be moved to our designated emergency shelter and parents will be contacted to pick up their children immediately. This is our designated emergency shelter for emergency evacuations. **Our Emergency Shelter is the Athletic Centre, should the Athletic Centre be compromised our alternate location is the Nesbitt Building foyer.**

As indicated in the AFCS Emergency Management policy, the manager of the program or designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. Notification will be done by email or phone depending on the situation. Where possible, the Executive Director will update the agency's website and the manager or designate will update the program or place of work voicemail box as soon as possible to inform parents/guardians that the program has been evacuated. The details of the evacuation, site location and contact information will be provided in this message.

CRIMINAL REFERENCE CHECK – VULNERABLE SECTOR CHECKS

All our Early Childhood Educators (ECE) are registered with the College of ECE. Our ECE Assistants support the Early Childhood Educators (ECE) in providing a nurturing, developmentally appropriate, healthy and safe environment to meet the needs of all children. All employees have Standard First Aid & Infant / Child CPR qualifications and must provide a Criminal Reference Check with the Vulnerable Sector prior to their employment and every 5 years after. Employees also sign a Declaration of Offense on an annual basis. All our programs support students from various Colleges as they complete their ECE placements. Volunteers are also often part of our programs.

SUPERVISION OF VOLUNTEERS AND STUDENTS

As per the Ministry of Education policy; students and/or volunteers are never left alone with the children, left unsupervised or included in ratios. All students and volunteers receive a detailed orientation prior to beginning their placement at the Centre and must abide by and sign off on our Program Statement and all policies and procedures as well as provide us with a criminal reference check with the vulnerable sector. Students and Volunteers play an important role in supporting staff in the daily operation of children's programs at AFCS. As per the Ministry of Education policy; The supervising employee is responsible to supervise, monitor and ensure that the volunteer/students are never left unsupervised with children or used to meet ratios and that all policies and procedures are followed.

DUTY TO REPORT

Under the *Child Care and Early Years Act* all staff are required to report child abuse under section 72 of the **Child and Family Services Act, 1990** (CFSA) to a Children's Aid Society (CAS). Persons failing to do so are subject to legal action and a fine if convicted. (Child and Family Services Act, 1984, section 68 (2) (3) (4) and section 81 (1) (b))

Child Abuse is a serious occurrence as defined by the Child Care and Early Years Act.

Section 72 of the CFSA imposes a duty to report for everyone, including RECEs, where there are reasonable grounds to suspect one or more of the following with respect to a child:

- Emotional Harm: The child has suffered emotional harm, or there is a risk that the child is likely to suffer emotional harm demonstrated by serious: anxiety, depression, withdrawal, self-destructive or aggressive behaviour, or delayed development.
- There are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
- Physical and / or sexual harm, abandonment, acts of criminal nature and exposure to family violence, which can take the form of physical, sexual, emotional or financial harm as well as neglect.



Colonel By Program Statement

COLONEL BY CHILD CARE CENTRE
Carleton University
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Ottawa On, K1S 5B6
PHONE: (613) 520-2715

Website: www.afchildrensservices.ca

This statement sets forth our Program Goals and Approaches to plan for and create positive learning environments and experiences that support the learning and development of the children attending our programs. We are confident in the quality of our programs and our ability to ensure high quality experiences that lead to positive outcomes in relation to your children's learning, development, health and well-being. Our program is structured to be responsive to each individual child's development. We view each child as being competent, curious and capable of complex thinking. We provide a supportive environment that encourages positive social interactions and an understanding of each child's uniqueness.

Our program promotes inquiry-based learning by reflecting on the interests and ideas of the children as well as the Educators. Our Early Childhood Educators plan the environment to guide the children's learning, enhance their knowledge and meet their individual developmental needs, ensuring that children and families have a sense of;

- Belonging
- Well-being
- Engagement
- Expression

These are the four Foundations identified in *'How Does Learning Happen?'*, Ontario's Pedagogy for the Early Years. For more information regarding *'How Does Learning Happen?'* please visit the following website;

<http://www.edu.gov.on.ca/childcare/pedagogy.html>

Program Goals

1. To promote the health, safety, and well-being of the children.

All employees are responsible for maintaining the expectations of the Child Care and Early Years Act, the City of Ottawa Public Health requirements, Canada Food Guide, Canadian Standards Association Group and the Ontario Disabilities Act, as well the standards of Andrew Fleck Children's Services and the College of Early Childhood Educators to insure the safety and well-being of each child. Staff will ensure on-going daily communication with our families, in order for both staff and parents to share any concerns about the child's health and well-being including any sleep, diet, toileting, illness, or other changes in routine at home or day care that may impact on the child's well-being.

Understanding that children's present and future well-being is influenced by their ability to self-regulate, our programs focus on supporting children's development of self-regulation capacities. We arrange our environments to reduce the factors that may be causing stress for children and encourage children to engage in activities that enhance calmness and involve an element of manageable risk (appropriate for children's varied capabilities).

We emphasize exploration and play that engages the body, mind and senses by being active and engaged participants in the child's explorations and learning. We have established strong partnerships with various stakeholders to better support the mental health and well-being of families and children

2. To promote responsibility for self and others by encouraging the children to interact and

communicate in a positive manner and support their ability to self-regulate and support positive and responsive interactions among the children, parents and staff.

The emotional and physical well-being of children in our care is a priority of Andrew Fleck Children's Services. Developing relationships of mutual respect and trust that are positive, responsive, and nurturing is of paramount importance. Understanding that not all communication is verbal, we support the children to communicate in different forms and create and maintain a language rich environment by providing opportunities for children to explore literacy, music and other symbolic languages to support self-expression.

Educators get down to the children's level, use active listening skills and recognize the children's attempts to communicate, valuing their input. We identify what the children are feeling and let them know that they are being heard and assist with expression by labelling emotions and/or expressions. Educators refrain from using 'directive' language, and instead consciously use joint dialogue.

The use of visuals within our programs assists the children in understanding the routines and expectations of the program. When needed we will include the use of PECS (Picture Exchange Communication System).

Only forms of positive behaviour guidance with emphasis on discussion, encouragement and positive reinforcement are used by all staff. The intention must always be in partnership with parents if we are to assist children in being successful in all interactions. We support all children in developing skills for self-regulation, self-confidence and ultimately, self-discipline and sensitivity in their interactions with others.

Educators respond empathetically to all children and try to identify and decrease the stressors that a child may be feeling. We use a collaborative approach with the children to identify the children's emotions and solve problems. The desired behaviour will be stated clearly and positively, and open communication will be encouraged and supported. If a child continues to experience difficulty, the educators may redirect him/her to another area of play. If the child is still requiring support, he/she may be encouraged to use the calm down area with staff support to regain self-control. Our calm down area is an area where children may go to have a quiet moment to read a book or use self-regulating equipment such as squeeze balls, noise reduction head phones or any other items that support the child's ability to self-regulate.

All staff work within the Standards of Practice and Code of Ethics as put forth by the College of ECE and the AFCS' Statements of Practice and Guiding Principles. Staff 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.

3. To create environments that foster the children's exploration, play and inquiry and plan for positive learning environments and experiences in which each child's learning and development is supported ensuring that both child-initiated and adult-supported experiences are available.

When designing our environments, educators are co-planners with the children; supporting decision making and inquiry-based learning, curiosity and risk taking. Educators are actively engaged in play with the children and facilitate opportunities for the children to ask questions, solve problems, test, revise and communicate their theories. We are

purposefully curious rather than acting as the expert and we focus on what the children are 'doing', rather than the object they are using, to determine what it is they are trying to understand and/or what they are investigating. We use thought provoking questions, how and why, to explore cause and effect with children. We support and encourage the children's choice, follow their lead/interest and we value their voice. We support the children's inquiries by providing sufficient program materials. This ensures that there are resources for all children and that these resources can be rotated and easily accessible. The children can move freely from one play area to another. Materials are open ended 'loose parts' and support the children's investigation and support the learning and development of each child.

Educators and children work together to expand on investigations. We complete and post pedagogical documentation (pictures, videos, and written observations) identifying the ongoing learning that is occurring. These are shared with the children and families.

We have developed daily schedules that have a minimum of transitions and interruptions and our schedules allow for long periods of uninterrupted play. We understand that the environment is the 'third teacher' and we develop environments for children to thrive in: environments that invite them to investigate, imagine, think, create, solve problems and make meaning from their experiences and to support the children's growing autonomy and independence.

At different times throughout the year there may be interests /inquiries in which children may want to share their own items from home. We encourage and support items being brought into the Centre so long as they are supporting the learning and inquiry that is occurring. Please note, however, that we cannot be held responsible for lost or damaged items and items must be restricted to non-violent, cooperative type toys. War toys, weapons, etc. are strictly prohibited.

4. To offer flexible, responsive programming which incorporates indoor and outdoor play, as well as active play, rest and quiet time, into the day, and to consider the individual needs of the children receiving child care.

Respecting that all children will have their own unique skills and attributes, our Early Childhood Educators nurture and foster the growth of maturity and independence by providing opportunities for each child to contribute to his/her learning and an appreciation of and respect for our natural environment.

We are committed to establishing natural outdoor play spaces that support the development of sensory, motor and cognitive skills in all children and are active outdoor participants with the children in exploring the environment. We encourage the children to explore and take risks, ensuring that we are assessing all risks, by group discussions. As described in *How Does Learning Happen?* research suggests that allowing children to actively explore and investigate what they are naturally curious about, to test their limits, take manageable risks appropriate for their age and abilities, and engage in creative problem-solving is critical for children's physical and mental health and well-being.

As per the *Child Care and Early Years Act* children who are in care for 6 hours or longer must have at least 2 hours (AM & PM) of outdoor play daily weather permitting. We strive to provide as many opportunities as possible for children to experience nature and the outdoors to enhance their sense of wonder and joy in the world around them. We consider the humidex, wind chill temperatures, UV Index and the Air Quality when planning for outdoor play and follow all Ottawa Public Health or Environment Canada weather advisories or recommendations.

Quiet rest time is important for children's health and ability to develop self-regulation skills. For children who are in care for

more than 6 hours per day, a 1-hour rest period is required. The children may sleep up to 2 hours if needed. Each child will be assigned their own cot and it will be labelled with a number which corresponds to a “bed chart” posted on the bulletin board in the Sleep Room. All cots are disinfected weekly when the sheets are laundered. Employees perform visual checks on all children 4 times throughout rest time and these are documented on the visual sleep check chart located on the bulletin board. Any changes in the child’s sleeping patterns or behaviours will be communicated with parents. Any sleep preferences that are identified at intake or communicated by parents will be documented in the daily log book. Children can bring in a blanket and/or a cuddly toy from home for this period if they wish. Understanding that some of the children do not require an actual nap, we encourage ‘quiet time’, where children can rest quietly on their cots and be provided with books or other quiet activities. There is also an Early Risers’ program for the children.

To ensure the safety of the children, ratios are maintained at all times during outdoor play and during the day, excluding sleep time for a duration of 2 hours, 90 minutes at the beginning of the day and 1 hour before the end of the day. During these hours we are permitted to use 2/3 ratios.

5. To build supportive partnerships with children and families; fostering the engagement of ongoing communication with parents about the program and their children.

Families play an integral part in their child’s learning and one of the guiding principles at Andrew Fleck Children’s Services is engaging families as partners in their child’s early learning. Our program has an open-door approach for parents and they are welcome to visit at any time during program hours.

We provide a positive and engaged orientation period for all new children and families. The first couple of days should only be half days for your child so that he/she may have a slow integration. It is recommended that the parent(s) stay with their child on the first day and leave the program for a short while on the second. This is also a time for you to touch base with your child’s educators to review your child and family history.

Children will adapt at their own speed and some children may need their parents to stay for a little while each day to offer encouragement and security. Please plan on spending a few minutes in the morning to settle your child before leaving for the day. Always check in with a staff member and sign the “sign-in” book when you arrive in the morning. Please remember to say goodbye to your child and reassure him/her that you will be back. During your child’s integration, educators will provide regular verbal updates regarding your child. Please feel free to discuss any concerns you may have with a staff member at any time.

The program coordinator will provide families with a set of intake forms and the educators will organize ongoing meetings throughout the year to share your child’s learning. We value that parents/guardians are the child’s primary caregivers and we are committed to a mutually respectful relationship with all families and welcome your questions at any time. Please do not hesitate to approach us to schedule a mutually convenient time to discuss your questions or concerns.

To easily record and document your child’s learning, and to provide you with the opportunity to experience and engage more in your child’s day, we utilize an online tool called StoryPark. StoryPark provides an overview of the children’s learning that invites families to enjoy in the events of the day encourages interactions and engages families in their child’s learning. All parents will sign an agreement of understanding for the use of StoryPark. To learn more, we welcome you to visit www.storypark.com. We urge parents/guardians to keep informed of Centre activities and news by reading the Centre newsletters as well as notices posted on our bulletin boards and the StoryPark Community page.

6. To involve local community partners and allow those partners to support the children, their families and staff.

Encouraging and developing community partnerships strengthens our ability to meet the needs of all children and families. Our Program supports any needed collaboration with community partners for the benefit of all children. Children with special needs are supported through Children's Inclusion Support Services (CISS). A Resource Consultant provides consultative support on an ongoing basis to our programs by suggesting strategies for adapting activities and providing training to ensure a positive inclusion experience for everyone. Using a team approach, the Resource Consultant facilitates the development of a functional Team Service Plan which is used to meet the expectations as set forth by the Program.

We support our families to connect with other community resources as well, such as Ottawa Children's Treatment Centre, First Words and others as needed. We post information on our parent bulletin boards for easy access. We have an ongoing partnership with the local library and continue to build community knowledge by actively participating in community walks. These walks are important as they provide the children with an opportunity to engage with their community and to build relationships with, and an understanding of those around them. This provides the children with a sense of belonging. Our Preschool and Toddler programs use a 'walking rope' which has handles that the children hold onto. To ensure safety, there are always 2 or more staff off site with the children at all times and ratios are always maintained.

We accept students from various community colleges (Algonquin, La Cité and Heritage) and we maintain a close and professional relationship with Central Mortgage and Housing Corporation (CMHC) as we are a workplace childcare centre housed in the CMHC building.

7. To support continuous professional learning.

Our Early Childhood Educators value lifelong learning and commit themselves to engaging in continuous professional learning to enhance their practice. The Group Care Staff meet quarterly for professional learning opportunities and each team meets on a weekly basis to review how their program implementation is meeting the children's needs. The staff continually take advantage of workshops, courses and other opportunities to upgrade their skills and develop new areas of expertise. Internal Module Trainings have been developed to support employees in their professional development and can serve to complement their personal Continuous Professional Learning Plan as required by the College of ECE. Our team is very committed to the welfare and development of children, and is always available for consultation, information, and resources.

As per the regulations set forth in the *Child Care and Early Years Act* we must document and review our strategies, to ensure that we are meeting the needs of the children and families within our care.

To meet this requirement, we will;

- Develop and circulate an annual parent survey, to all parents whose children are enrolled in our program.
- Solicit feedback at parent/guardians and teacher meetings held twice per year by the RECEs.
- Review strategies and document findings bi-annually at Program Team meetings

All employees, supply staff, students and volunteers are expected to review the program statement prior to interacting with the children and implement the approaches set out in the statement. All employees will review the Program

Statement annually and at any time when the program statement is modified. All Andrew Fleck Children's Services programs share a philosophy that supports the right of every child and family to expect and receive the highest quality of child care that we can offer. We are committed to providing a high quality, diverse and inclusive early learning program for all children. On behalf of Andrew Fleck Children's Services, we would like to welcome you and your child to the our progra