



PARENT HANDBOOK

**Main Site: Heritage Green Child Care
360 Isaac Brock Dr.
Stoney Creek, ON
L8J 2R2
905 573 3822**

Web Site: www.hgchildcare.com Fax: (905)573-3006

hgcc@hgchildcare.com

Director: Karen Tabone

“Imagination is more important than knowledge. For while knowledge defines all we currently know and understand, imagination points to all we might yet discover and create”

Albert Einstein

Site Information:

Main Site:

Heritage Green Child Care

Located in the Heritage green Presbyterian Church (back doors)

360 Isaac Brock Drive

Stoney Creek ON L8J 2R2

905 573 3822

hgcc@hgchildcare.com

Heritage Green St James

St James the Apostle Catholic Elementary School

29 John Murray Street

Stoney Creek ON L8J 1C5

Heritagegreensap@gmail.com

905 929 3822

Heritage Green Mount Albion

Mount Albion Elementary

24 Kennard Street

Stoney Creek, ON L8J 2E5

hgmounalbion@gmail.com

905 531 3822

Heritage Green Tapleystown

Tapleystown Elementary

390 Mud Street East

Stoney Creek, ON L8J 3E6

tthgchildcare@gmail.com

905 541 7390

Dear Parents:

The Director, Supervisor and Staff welcome your child and family to our Centre. We look forward to having a pleasant association with you. We have prepared this handbook so that you will know what you can expect from us and what we will expect of you. We have included many of our policies and procedures, so that our operations are transparent and informative. Our practices are guided by the Child Care Early Years Act, 2014, the College of Early Childhood Educators' Code of Ethics and Standards of Practice, How Does Learning Happen? and our own Policies and Procedures. If you have any questions or concerns, please contact us and we will be happy to help you.

Thank you,
Karen Tabone, B.A.,H.Dip.Ed.,R.ECE
Director

Program Statement

Heritage Green Child Care Inc is dedicated to supporting children's learning, development, health and well-being through caring and responsive Early Childhood Educators, who focus on active learning, exploration, play and inquiry, and who see children and their families as competent and able, and as active participants in all aspects of the program.

A key feature of the Child Care and Early Years Act, 2014, is the focus on strengthening child care programs and ensuring high quality experiences for children. The CCEYA authorizes the Minister of Education to issue policy statements regarding programming and pedagogy for the purpose of guiding operators of child care and early year's programs. How does learning happen? Ontario's pedagogy for the Early Years (2014) is the document used by Heritage Green Child Care Inc. The document has a strong pedagogical focus, indicating that the pedagogy is not a prescriptive formula that lays out a specific curriculum or activities but instead challenges the status quo and explores how learning happens for children. How Does Learning Happen? is organized around four foundational conditions that are considered essential to optimal learning and healthy development for children:



Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.



Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.



Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.



Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

The four foundations apply regardless of the child’s age, ability, culture, language, geography, or setting. Unlike a structured curriculum, the conditions are high states of being that children naturally seek for themselves and should not be viewed as separate elements.

Goals:

Our goals and the approaches to achieve these goals, are observable and measurable.

- All staff will promote the health, safety, nutrition and well-being of each child by providing a clean and safe environment, nutrition based on the Canada’s Food Guide, access to drinking water throughout the day, limited transitions, eliminating any environmental issues that may cause undue stress to the child, unnecessary disruptions to play and reducing hazards that may cause injury. Educators will familiarize themselves with all information concerning any medical conditions, exceptionalities, allergies, food restrictions, medication requirements, and parental preferences in respect to diet, exercise and rest time. Housekeeping will ensure a clean and safe environment reducing known allergens and providing clean toys and equipment.
- All staff will support positive and responsive interactions among the children, parents, and child care providers. The Director, Supervisor and Board of Directors will support this through the hiring of qualified, responsive, and well trained Early Childhood Educators who support families in their role as primary caregivers, and understand the needs of each child as an individual. Staff will be involved in ongoing training so they are up to date on all new legislation and regulations, as well as new practices and approaches. Staff will greet each child and family in a warm and caring manner. Staff will build relationships with each child and their family through conversation and sharing of information. The needs of each child will be considered in the context of family composition, values, culture and language. Staff will facilitate peer interactions and help each child to build respectful relationships with their peers.

- All staff will encourage children to interact and communicate in a positive way, and support their ability to self-regulate; acknowledging that each child is competent, curious and rich in potential. Staff will support self-regulation in children (defined as the child's ability to gain control of bodily functions, manage powerful emotions and maintain focus and attention) Self-regulation in early development is influenced by a child's relationship with the important adults in that child's life, including the ECEs in the program. All staff will provide the experiences, support and encouragement that help young children learn to self-regulate, which is a crucial component of quality care. Staff will model appropriate behaviour and engage children in conversations in order to assist in their language development. All staff will offer opportunities to each child to problem solve and will facilitate where necessary to build strong peer to peer relationships.
- All staff will foster the children's exploration, play and inquiry by providing a variety of activities, and an environment rich in content, that encourages choices, and active play, supported by qualified, attentive and interactive Early Childhood Educators. Planning will be visible to all families as well as documentation, supporting that planning. Observations that inform planning will also be available to all families. Staff will make learning visible through transparent practices and engaging all children in daily activities.
- All Staff will provide child-initiated and adult supported experiences. The Early Childhood Educators will observe the children and use that information to plan and create a positive learning environment that is based on the interests of the child, and supported by all the adults in the child care environment, and be inclusive of all children, including children with individualized plans. Educators will be responsible for introducing new ideas, interests, facts, concepts, skills and experiences to widen the child's knowledge and life experiences. These will be evident in the classroom and documentation. The documentation will make each child's learning visible, will assist each child in reflecting on their experiences, and the value of their experiences, and promote dialogue between the child and their family.
- All Early Childhood Educators need to be reflective practitioners who learn about children through listening, observation, documentation, and discussion with others, families in particular, to understand children as unique individuals. They will observe and listen to learn how children make meaning through their experiences in the world around them, and use this to have meaningful interactions, and engage children on a daily basis.
- Each child will experience indoor, and two hours of outdoor play (weather permitting) daily, as well as a time to rest and sleep if needed, quiet and active times, always being mindful of each child's needs and parental direction. These activities will be indicated on the child's daily log or the classroom posting for preschoolers. Planning will be evident in the classroom and documentation will support that planning.
- Regular and ongoing communication with parents is an important component of the day. Communication may be in person, by phone, e-mail or through written and posted communication tools. Communication needs to come from all members of the organization, the Board of Directors, the Director, the Supervisor and all staff. Parents will be informed of their child's daily activities and each child's progress will be discussed with the family as necessary.

- Parents will be directed to resources outside of the centre if necessary and community partners such as early year's services, speech therapists, support services, occupational therapists, counsellors, etc., this will be an important part of the centres support to all children and their families. Individualized plans will be created for all children with special needs. These plans will be devised in collaboration with staff, parents and the necessary professionals. Three of our centres are located in schools, so relationships with principals, faculty and teachers are critical. We view the community as a valuable resource and our educators plan learning opportunities to engage the community in our programs. We seek out opportunity to share our knowledge and to learn from others in the community.
- The organization will provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice, to support continuous professional learning. Each staff member will have a membership to ASCY, will be offered time to attend workshops or seminars. Staff will meet as a team and as an organization monthly. Staff will share ideas, reflections and learning.
- All staff will build a climate of trust, honesty and respect in the workplace, working collaboratively in order to provide a safe, secure, healthy and inviting environment for all children and their families, building and maintaining healthy professional relationships that encourage growth and offering support and mentorship. Staff will be given the opportunity to mentor other staff and students. They will be given opportunities to visit other centres and build relationships. The Board of Directors, which consists of past and present parents, will be able to monitor and reflect on all practices. Important information will be provided to all families. The Supervisor along with the Board will review practices annually and report back to the all parents. The Supervisor will maintain contact with all families, keeping them informed of staff changes, important events and community resources.
- **Our Extended Day Programs: Before, After School Days, & Full Day PD Day/Camp Programs**
Our extended day program for 4-5 year olds and 6-12 years of age is in keeping with our vision, to provide children and families with a seamless day from child care to the school day. At this particular age, children are looking for challenges and opportunities to help plan their activities all while building self-esteem and discovering their talents through social, emotional, physical and cognitive play. Our overriding goal is to support children through this discovery and provide environments that are safe, fun, hands-on and play-based. The staff build on their relationships with each school and find opportunities to collaborate on mutual goals.

Program Statement Implementation Policy:

- All staff, students and volunteers will read the Program Statement and sign off in the Policy and Procedures Sign Off binder prior to employment or prior to interacting with children, and when the statement has been modified ,and on an annual basis.
- The Director or Supervisor will review all sign offs by staff, students and volunteers and sign the review sheet to indicate that the process has been completed. The Director must be confident that the staff, volunteer or student is fully aware, and understands the Program statement and its implementation.

- Each classroom will maintain a binder containing observations, plans and documentation to support their understanding of the program statement. Copies of the documentation, relevant to their child, will be shared with all parents or guardians of the children in the program.
- The Director or Supervisor will meet on a regular basis with each team to establish a clear understanding of the program statement, to support staff in their delivery of the Program Statement and to aid the staff in self-reflection, to be recorded, and added to the binder on a regular basis. The Director will view each staff as competent and able, and give them time to be heard and respected, and to reflect on their own performance and their contributions to the environment and the development of each child in their care. The Director or Supervisor will use all observations, interactions and conversations to monitor all staff.
- Staff will reflect on How Does Learning Happen, by working through the reflection exercises in the document, by reviewing their observations and engaging children in meaningful activities, by maintaining communication with parents and building trusting relationships with the families, by working with their co-workers to create a safe and healthy environment and by taking the time to engage in self-reflection in a regular basis.
- The above implementation policy will ensure that the program statement and the approaches will be observable and measurable.

Heritage Green Child Care wants to ensure that all children have a safe and positive experience that promotes their growth as a learner. To this end, the Director or designate will observe staff interactions with children ensuring that they align with our program statement and beliefs in adult-child interactions. The following practices are not supported by our facility:

1. corporal punishment of the child
2. 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
3. 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
4. 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
5. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding, inflicting any bodily harm on children including making children eat or drink against their will

In the event that the Director or Supervisor observes or is made aware of any practice that is not supported, they will address the issue with the staff member according to the strategies outlined in the Disciplinary Policy that is outlined in the Operations Manual.

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

We keep records pertaining to the implementation of, and staff adherence to, our Program Statement, for 3 years.

- **Note:** References and information in this living document are extracted from:
 1. “How Does Learning Happen?” Ontario’s Pedagogy for the Early Years; and
 2. Ministry of Education’s Extended Day Program.

History and Inception of Heritage Green Child Care

Heritage Green Child Care Inc. is a Non-Profit childcare centre, which commenced operation on November 10, 1993. We opened with only six children and three staff, but within one year, were filled to capacity. We acquired a Purchase of Service Agreement with The City of Hamilton, and began what was to become an excellent relationship with Early Childhood Integration Services. We have grown over the years to serve hundreds of families. Since 2003, we have also participated in Raising the Bar, an accreditation program for quality care. Due to the high need for quality and affordable before and after school care within our community, Heritage Green Child Care Inc. opened a second licensed site in September of 2006. To support the needs of the parents, Heritage Green School Age Program, offered before and after school care for children attending St. James School. However, this program closed on June 2017 and reopened on September 5, 2017, in St James the Apostle school. Heritage Green Mount Albion is our third site and opened on September 2, 2014. Heritage Green Tapleystown opened in September of 2015. Early dismissal, PD Days, March Break and Summer/Winter Camp Programs are also offered to the children enrolled in our programs, and children within our community.

Governance:

The Child Care Centre and the School Age Program is governed by Board Members who control its’ operation under Regulations required by law set forth by the Consumer and Corporate Affairs Branch of the government as well as the Ministry of Education. Other agencies that govern our operation are the Regional Health Board and the Municipal Fire Department. These regulations as well as a Ministry approved Operations Manual and Board Members Manual is the framework used by the Board to operate the Centre. Under the Board Members are the Director, Supervisor and Assistant Supervisor as well as the remaining program staff and support staff. The Board is required by law to have a specific composition and specific positions to be filled. They must also have internal By-laws, which are used to govern it. These must be approved, and consist of responsibilities of members, parliamentary procedures and election procedures. There are currently four members on the Board who fill the positions of President, Vice President, Secretary, and Treasurer. There is also a requirement to have one third parent user

on content on the Board; we currently have four volunteers.

It is the responsibility of the Board to ensure regular planning is carried out, all legal requirements are met, fair personnel policies for the staff are established and maintained, financial viability of the Centre is followed, ensure that quality child care and education compliments parent's child rearing responsibilities, carry out annual board and program evaluations, make informed decisions and maintain an overview of the Centre's operation on behalf of the general membership.

The parents of the children enrolled in the Centre play a key role in its operation. They are responsible for the nomination and election of the Board and the evaluation of the Program and the Board.

Waitlist Policy:

There is no cost to a parent or guardian to put their child/ren on a waitlist for any site within our organization. The parent/guardian will be notified at that time, the length of the wait list and the availability of care. The parent/guardian may call the centre at any time to see enquire about their place on the waitlist and the possibility of care for their child/ren. If a spot becomes available, the Director/Supervisor will call the parent/guardian and inform them of the start date. The parent/guardian will then fill the application forms and return them to the centre along with the child's immunization record and a registration fee of \$200 in the form of cheque, cash or e-transfer. \$175 will be used as payment or partial payment for the first few days/weeks of the child's care. \$25 of the \$200 is an administration fee. The \$200 is non-refundable once the parent/guardian has signed all the forms pertaining to their child's enrolment, and has established start date. Extenuating circumstances maybe considered for a refund and will be at the discretion of the Director. Preference will be given to children who already have a sibling enrolled in one of our centres.

Registration:

A child cannot be admitted to the Centre without the completion of the appropriate forms. These include personal information about your child, health records, emergency and medical information, and any permission forms. When completing the registration package include the days of the week that your child will attend the centre. However, to allow for proper staffing, schedules of children must remain constant for each week. We are unable to accommodate a varying schedule of days that correlates to shift work etc. All forms should be given to the Supervisor prior to your child's first day. There is a non-refundable \$25.00 registration fee, payable to the centre upon receiving your child's application form. A play visit or visits before your child can be enrolled is mandatory.

Parent Agreement:

All parents are required to sign an agreement with Heritage Green Child Care Inc. prior to the child attending the Centre. The form is to protect both the parent and the Program's interests. For some new parents, there are many questions about the Centre that can only be answered once the child is enrolled. It is for this reason that HGCC offers a two week trial period. If families are unsure as to whether or not daycare is for them or will not fully meet their needs, they may pay only for two weeks instead of a full month's fees.

Immunization:

Your child must have been immunized to attend our program. For information on what immunizations are necessary, please contact your doctor or your local public health office (905 546 5250) If your child is not immunized, for either medical, conscience or religious beliefs, the Centre requires a completed affidavit, that has been notarized. In the event that your child is not immunized, and an outbreak of a vaccine preventable disease occurs, your child will be excluded from attending the program for the duration of the outbreak.

Fee payment Policy/ payment options

I agree to pay the \$200.00 non-refundable deposit payable to HGCC, which includes a one time \$25 registration fee plus \$175 that will be used towards my first month of fees. I understand that my spot is not secure until I submit my \$200 deposit. Child Care fees must be paid by the first of each month. Heritage Green Child Care uses preauthorized debit (PAD). The PAD agreement will be included in your registration package; this form must be returned signed with a void cheque or bank form attached. Payment will be taken automatically from your bank account on the 1st of the month or next business day. A monthly invoice will be sent via e-mail 10 days prior to the PAD. I understand there is a \$25 service fee for any returned PAD. After three returned PADS, only cash, certified cheque or money order will be accepted. Other arrangements concerning payments will be made with the Supervisor on an individual basis only.

I agree and understand that I am to pay full child care fees for any sick, absent days, statutory holidays, vacation or storm closures that fall on my child's scheduled days in. We cannot accommodate rotating schedules; your child's days must be the same every week.

Winter closures due to weather will be announced on local AM & FM stations, please listen to 102.9 K-LITE FM and Y95. You may also call the Centre and listen to the voice mail, which will notify you of any closures. If the school board closes due to bad weather, **the program will not open**. If the school closes during the day due to inclement weather, the after school program will NOT open, you will be required to pick your child up from school.

Fees are also applicable for statutory holidays. These include: New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving Day, Christmas Day, and Boxing Day. Heritage Green Child Care centres close at 1:00 pm on Christmas Eve and New Year's Eve.

If payment is not received, your service may be suspended. An official income tax receipt will be issued to you in **January**.

Illness:

When your child is ill and will not be attending the program, please inform the Centre as soon as possible. This can be done via e-mail or phone call. Again, you will still be required to pay your regular fees if your child does not attend.

A child with diarrhea, a fever of 100.4 degrees or more, or with unknown marks or rashes will not be admitted to the program. A teacher has the right to refuse a child due to illness at their discretion. Children with pink eye (conjunctivitis) will also be sent home but can return once they have received eye drops for 24 hours.

Medication:

All medications given to your child must be accompanied by a Medication Record, please ask the Supervisor for this form. Staff cannot administer medication unless it **is prescribed by a doctor** and must be in the original container with the child's name, time, dosage, name of medication and doctor clearly labeled.

Below is the centre's Medication Policy:

Administering Medication:

The Centre will administer non-prescription medication to a child only if approved by a doctor and prescription medication to a child only if a doctor prescribes it. **Only** the Supervisor, Assistant Supervisor or designate in the absence of both the Supervisor and Assistant Supervisor will administer the medication. Medications that are administered on a regular basis such as inhalers may be given by the full time staff in the classroom. Appropriate forms, must be filled in and signed and kept on file both in the child's file and the child's classroom. This must be approved by the Supervisor

All medications must be in its original container with the child's name, dosage and name of the medication and the doctor's name. Medication in a sibling or parents name will not be administered

No over the counter medications such as Tylenol, Advil, Motrin or Cough medication will be administered by any staff unless accompanied by written recommendation by the child's doctor, and a signed parent/guardian consent form. This also applies to all homeopathic medication

Procedures of administering medication:

- 1) Written permission must be given by the parent/guardian of the child by filling out a "Medication Record" located outside the office
- 2) The "Medication Record" must be maintained for each child on a daily basis while administering the medication
- 3) On the "Medication Record", the parent will include such details as time, dosage, side effects, storage and any special instructions. Staff must check that the parent's written instructions match any instructions printed on the original container and that the medication is NOT expired.
- 4) The Supervisor or designate will sign the "Medication Record" each time the medication is dispensed. Completed medication forms will remain in the child's file for three years
- 5) The medication will remain in its original container, clearly labelled with the child's name, purchase date, name of medication, dosage and instructions for storage and administration
- 6) All medication must be stored as directed and in a locked container. Any medication that has to be refrigerated will be stored in the fridge in a locked container. Non-prescription medication will be stored in the Supervisor's office in a locked container
- 7) Side effects should be watched for after giving the child medication. If a child becomes ill, notify the Supervisor
- 8) Please make sure all medication goes home with the parents at the end of the day with the exceptions of onsite inhalers or Epi-pens

- 9) Staff are to give completed medication forms to the Supervisor or designate immediately. Staff are also responsible for taking note of the medication schedule and reminding the Supervisor/designate of the scheduled times for administering the medication
- 10) All medication must be inaccessible to children
- 11) Leftover medication must be returned to the parent or guardian
- 12) All medication must be dispensed in a well-lit area

Anaphylactic Policy

Anaphylaxis is a serious allergic reaction and can be life threatening. The allergy may be related to food, insect stings, medicine, latex, exercise etc. The anaphylaxis policy is intended to help support the needs of a child with a severe allergy and provide information on anaphylaxis.

Parents

1. The parent will inform the centre of any anaphylactic allergies upon enrollment.
2. The parent will complete the Anaphylaxis Medical Plan which outlines the procedures to be followed in the event the child has an anaphylactic reaction. This should include how to recognize the signs and symptoms of anaphylaxis and how to administer medication.
3. The parent will sign a statement agreeing to the method of training provided to staff.
4. The parent will provide a minimum of two Epi-pens. If the child is registered in the School Age Program, indicate the location of the second Epi-pen on the Medical Plan as it may be located in the school office.

Staff/Students/Volunteers

1. Staff/students/volunteers will be made aware of any children in the centre at risk for anaphylaxis.
2. Staff/students/volunteers will review the centre's Anaphylactic Policy and any Anaphylaxis Emergency Action Plans prior to employment/placement and annually from then on. Under Sabrina's Law no one can opt out of this.
3. Reviews will be documented with a signature and date.
4. Staff will be trained annually on the administration of an Epi-pen
5. Staff training will be documented with a signature and date.

The Anaphylaxis Emergency Action Plan

1. The Anaphylaxis Emergency Action Plan will be posted throughout the centre. Eg. The office, classrooms, kitchen. In the School Age Program, a copy will be posted in each classroom that the child may be in as well as a copy kept in the program's binder and emergency bag.
2. A copy of the Anaphylaxis Emergency Action Plan will be kept with the Epi-pen.
3. The Anaphylaxis Emergency Action Plan will include the location of the emergency medicine and the expiry date of any medication.

Emergency Medications

1. Epi-pens and any other medication that is part of the child's Anaphylaxis Emergency Action Plan, will be kept in the office, unlocked and easily accessible to staff. Children attending the School Age Program are required to wear their Epi-pens at all times in a pouch around their waist.
2. If a child is at risk of anaphylaxis due to an insect sting, one Epi-pen will be kept in the office. The other Epi-pen and other medication that is part of the child's Anaphylaxis

Emergency Action Plan will be kept in a pouch in the child's classroom. The pouch will be taken outside onto the playground during outdoor time. The pouch will be kept in the shade.

Diagnosis of Anaphylaxis

At least 1 symptom:

***THROAT** - itching, tightness/closure, hoarseness

***LUNG** - shortness of breath, cough, wheeze

***HEART** – weak pulse, dizziness, feeling of passing out

*If these symptoms present alone this is sufficient for an anaphylaxis diagnosis
AND/OR

2 of 4 symptoms

MOUTH – itching, swelling of lips and/or tongue

SKIN – itching, hives, redness, swelling

GUT – vomiting, diarrhea, cramps

NASAL – sudden intense sneezing/congestion

***** DO NOT HESITATE TO GIVE EPI-PEN *****

Reduce the Risk of Anaphylaxis

1. Parents are not to bring outside food/drink (aside from water) into the classroom. Parents are not to bring food items to celebrate holidays such as Halloween, Easter, and Valentine's Day etc. Non-food items are welcome.
2. If parents are providing a food substitute due to dietary restrictions (e.g. Celiac Disease) it must be peanut and tree nut free
3. Any food substitutions must be labeled with the child's name.
4. Staff/Students/Volunteers will be aware of the food they are consuming on their lunch or break and take necessary precautions to prevent cross contamination. E.g. Handwashing, avoid eating in the classroom.
5. Staff will use latex free gloves.

Administering Epi-pen

1. Hold firmly with the orange tip pointing downward. Remove blue safety cap by pulling straight up. Do not bend or twist.
2. Swing and push orange tip firmly into mid-outer thigh until you hear a "click". Hold on thigh for several seconds.
3. When Epi-pen is removed the orange needle cover automatically extends to cover the injection needle, ensuring the needle is never exposed.

Epi-pen Storage

- always store in carrier tube
- keep at room temperature, do not refrigerate
- Epi-pen can be exposed to temperature between 15 C to 30 C
- protect from light
- do not store in a vehicle. Occasionally check the solution through the viewing window, make sure it is not brown, discoloured or cloudy
- do not expose to direct sunlight
- do not store in a vehicle
- do not drop
- keep in outer case

- Occasionally inspect the solution through the viewing window, the solution should be clear. Replace if discoloured or contains particles.

All children that bring food or drinks to the child care site due to allergies or dietary restrictions must ensure that the items are peanut/tree nut free and are labelled with the child's name on it. Food and drinks brought from home will not be shared with other children and are only to be provided at the discretion of the child care supervisor.

All school age children are required to bring a bagged lunch for full day programs. A child's lunch should be in a lunch bag that has their name on it, and all food should be held at the correct temperature by ice packs or kept in a thermos to keep it hot. Children may not share their food with others in case of allergies or dietary restrictions. All HGCC centres are peanut/nut free zones. It is important to respect this policy in order to keep all children safe.

Service Termination:

If circumstances change and you plan on altering your child's schedule to fewer days or withdrawing your child from the centre, please note that we require **WRITTEN NOTICE** two weeks in advance of the withdrawal date. Fees must be paid up to and including your child's last day, prior to withdrawal. Payment in lieu of notice will apply in the event that withdrawal notice is given within less than two weeks of the child's final date of attendance. This payment shall be equal to two weeks of fees regardless of attendance. For example if only one week notice is received, fee payment for two weeks will be applied to the account. (the week attended plus the additional week) Parents would have the option of continuing to attend for the final week as well.

Hours of Operation:

The Program opens at 7.00 am and closes promptly at 6.00pm.

Late Fees:

Late fee charges will apply after 6.00pm. The fee of \$15.00 for the first 15 minutes or part thereof (per child) past 6.00pm, and \$1.00 per minute following 6pm will be paid directly to the staff member to compensate for their overtime. Calling ahead to say that you will be arriving late, would be appreciated but it does not excuse you from paying the late fee. The Centre closes promptly at 6.00pm, please ensure that your child is picked up before this time.

General Program Information:

Ratios of staff to children:

Toddler: 1 to 5

Preschool: 1 to 8

Kindergarten: 1 to 13

School age: 1 to 15

Drop off and Pick up

We must insist that you bring your child into the room and personally greet a staff member so that they are aware your child has arrived. The same applies for the evening. Please say goodnight so that we can mark your child off on the attendance and tell you about your child's

day.

Pick Up:

Please make sure that if you cannot pick up your child, you inform your child's teacher who will be picking them up by phone or in person. **Please do not e-mail.** Please make sure:

- The person is familiar to your child
- Is on the authorized list to pick up your child
- Has and is willing to show a picture I.D.
- Is over the age of 16.

An intoxicated person (yourself included) will be denied access to pick up any child for safety reasons. Please make sure that the person designated to pick up your child has an appropriate car seat for your child

Nutrition:

Lunch and snacks, following recommendations from Canada's Food Guide will be provided. Menu plans are posted in the classroom. Any changes made to the lunch or snack schedule will also be noted accordingly. All HGCC sites are nut free.

Food allergies will be posted in the child's room. Plans will be in place for any children with food allergies. All precautions will be made to protect children with food allergies.

Parking:

Main Site: Right side of the building only. No parking in front of the child care doors. Please do not idle the car or leave any children in the car unattended at any time.

Mount Albion: please Park in the parking lot closest to the Kindergarten door

St. James Site: please park in the parking lot in front of the Parent and Family Literacy Centre (near the Kindergarten playground)

Tapleystown: Please park in the parking lot closest to the old school house, to the left of the main entrance.

Children's Personal Belongings:

Please ensure any items are labeled with your child's name. Heritage Green Child Care Inc is not responsible for any lost or damaged items.

Role of Parents in the Program:

We would like all parents to feel free to stay, visit and observe the program. In doing this we improve communication between parents and teachers.

Parent Issues and Concerns Policy and Procedures

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Staff: Individual employed by the licensee (e.g. program room staff).

Heritage Green Child Care Inc

Policy

General

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child/children 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 Heritage Green Child Care Inc 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 one to two 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/childrensaidd/reportingabuse/index.aspx>

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>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - Arrange for a meeting with the parent/guardian within one to two business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - 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. <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 2 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	
<p>Staff-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, 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>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the supervisor and/or licensee. <p>-</p> <p>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 Board of 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.

<p>Contacts: Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca or Director at 905 573 3822</p>
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Emergency Management Policy:

Heritage Green Child Care Inc has a emergency management policy. This policy covers but is not limited to, the following emergencies:

Fire, gas leak, utility failure, criminal activity, lock down, winter storm, imminent storm, first aid incident, child abuse, missing child, and serious violent activity in the vicinity of the school.

In the event that one of the above occurs, all parents/guardians will be notified by phone or e-mail.

In the event that the children are evacuated off site, Mount Albion and St James children will be taken to Heritage Green Child Care at 360 Isaac Brock Drive (905 573 3822) and Tapleystown children will be taken to the Tapleystown United Church at 413 Mud Street (905 662 2677). Children at the child care centre will be evacuated to the Heritage Green Nursing home or the Seventh Day Adventist Church. Check the voicemail of the child care centre for a contact phone number. This will be given out once the children are settled into the evacuation site.

Monitoring of Prohibited Practices and Disciplinary Action:

The following are prohibited practices at Heritage Green Child Care Inc and may result in immediate termination of employment:

No staff shall:

- corporal punishment of the child
- physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent
- locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision,

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unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures

- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
- inflicting any bodily harm on children including making children eat or drink against their will

Procedures and practices for facilitation of self-regulation and child guidance:

- All children will be guided in a positive manner that is appropriate to their age and developmental level
- Staff will model or demonstrate proper procedure, or behaviour, with a direct explanation
- Staff will use clear language, supportive voices and encouragement
- Staff will use positive verbal guidance, which is non accusatory and respectful; labelling, and validating a child's feelings, and clarifying the rules and responsibilities.
- Staff will actively listen to all children and respond in a sensitive manner.
- Staff will state rules and requests in a positive tone
- Staff will reinforce appropriate behaviour, using social reinforcement such as a smile, or a hug, an activity reinforcement, such as engaging in a desired activity, effective praise, that is selective, specific and positive and/or asking the child to engage in self-reflection, assisting them to recognize their own accomplishments
- Staff will ignore **non** disruptive inappropriate behaviour
- Staff will offer choices, this gives children some control over their own behaviour, it shows respect for them as individuals and encourages independence
- Staff will redirect the child by offering a purposeful alternative or giving them a choice of activities
- Staff **will facilitate problem solving** to help the child resolve conflicts
- Staff will use logical consequences that make an obvious connection between the child's behaviour and the action that follows.
- Staff will demonstrate awareness of each child's abilities and difficulties e.g. lagging skills

Redirection is the method of solving difficult situations. A staff member will aid the child in leaving the problem area and will be given guidance to find a new area of interest. The child may be given a choice of activities. If this method does not work then the child will be instructed to sit out for a time of reflection. **THIS IS NOT A TIME OUT.** The child will sit with a staff member while the child is given time to think about their actions. When the child appears to be clam and ready to return to the activities of the room, the staff member will assist them in returning to the activity or finding a new one.

Child Self-Regulation and Facilitation Policy:

The Staff at Heritage Green Child Care recognize the connection between emotional well-being and social and cognitive development in all children and they are committed to fostering each child's autonomy and independence, and by helping every child develop the ability to self-regulate.

We do not use time out or any other form of discipline; instead we teach children how to manage their own behaviour through the methods mentioned below:

Self-regulation requires a child to develop the ability to manage his emotions and control bodily functions as well as maintain focus and attention (Gillespie & Seibel, 2006). Children develop at different rates in all of the developmental domains and this is true for self-regulation also. Since self-regulation is a complex process that allows children to control their attention, thoughts, emotions and behaviors, it warrants intentional planning on the part of the teacher (Bodrova & Leong, 2007).

Self-regulation is not a skill that develops in isolation. Physical behaviors are the first behaviors children are able to self-regulate, such as thumb sucking in infancy. Toddler behaviors might include intentional coordination of walking and reaching to obtain a wanted toy. Emotional behaviors, such as spontaneous sharing of a toy with a peer, come later. Emotional self-regulation includes children gradually learning how to manage their emotions, which leads to children interacting with their peers and adults more effectively when they are upset, frustrated or embarrassed (Kolestelnik, Whirren, Soderman & Gregory, 2009). Behavioral self-regulation includes the ability to inhibit one's actions and remembering and following rules (Blair, 2009). This form of self-regulation takes practice and repeated learning opportunities before children demonstrate self-regulation over their behavior. The most complex, and last to develop, form of self-regulation is cognitive self-regulation. Cognitive self-regulation appears in four year olds as they develop their ability to plan (e.g., what they are going to do in learning centers) and utilize proper responses (e.g., listening when a story is read).

Children develop and learn different strategies based on different emotions. Individual differences, including temperament, and the ability to control reactions are important in understanding self-regulation.

Why is the ability to self-regulate important?

The critical window for self-regulation takes place from birth to age five when children develop the foundational skills for self-regulation. During this time, adults are helping children to build the necessary skills that are critical to regulate thinking and behavior demonstrates empathy to peers. As Riley, San Juan, Klinkner & Ramminger (2008) point out in *Social and Emotional Development; Connecting Science and Practice in Early Childhood Settings*, "The ability to inhibit one's own actions does not come naturally to children; they must learn it" (p. 66).

How do children learn to self-regulate?

Self-Regulation in the body:

Self-regulation helps us manage the combination of energy and tension we feel in our bodies. Children have some skills to deal with stress and challenges but sometimes the effort to

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manage their feelings is exhausting and they cannot cope. The Educator can support children in the following way:

- Helping children slow down and get their energy level into the right state for a situation by giving lots of one on one time, physical contact such as hugs or holding their hand, offering fidget toys or activities to keep their hands busy, teaching relaxation or encouraging physical activity.
- Helping children get energized when they feel listless or bored by engaging them in physical activity, outdoor play time, and games, and by motivation by the adult, through a show of increased energy.
- Helping children identify their own energy level and what they can do to feel better.
- Meeting the child's basic needs, and understanding how they feel in their bodies
- Building a positive and caring relationship with each child, will teach children how to care for themselves.

Self-Regulation and Emotions:

Emotional self-regulation means being able to understand and manage emotions, a child must be able to manage their fears and anxieties and control their feelings when necessary. The Educator can assist the child in the following ways:

- Comfort and support children when they are upset
- Share in their joy when they are happy
- Teach children to talk about their feelings, it helps children develop awareness of emotions
- Be a good role model when managing your own emotions, let children see you control your feelings
- Focus on how a child feels physically when upset, sometime a hug or helping them take deep breathes, assists the child in managing their emotions. Remember that by getting to know the child the adult will be able to find out what works for each child, for some children it may be leaving the room, helping with a task, having a drink of water and or sitting in a quiet place

Self-Regulation of Thinking:

Self-Regulation also involves developing thinking and learning skills, like memory, reasoning and problem solving. Good thinking skills enable children to make good decisions about their behavior and interact with other children. How can we help children develop these skills?

- Reduce noise and distractions in the classroom
- Remove excess art work and posters on the walls
- Create more natural light in the classroom, turn off fluorescent lights when possible, use smaller sources of light, like table lamp, or natural sunlight
- Reduce strong smells such as cleaning products, food smells, perfume etc
- Talk to the child about topics they are interested in and extend the conversation, to capture their interest
- Read to the child and talk about the book, allow them time to recall the story and add to it through discussion, support their ideas and value their input

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- Develop planning and problem solving skills by playing card and board game, puzzles, following directions, making models from instructions, helping an adult to fix or make something, games that involve following steps
- Define age-appropriate limits to help a child know what is expected of him/her.

A child's ability to use their thinking skills is greatly affected by how they feel, both emotionally and physically.

Social Self-Regulation

Social self-regulation is about being able to adapt our behaviour and thinking to match social situations. The Educator can support the child in the following way:

- Teach children to understand and respond to non-verbal cues like tone of voice, facial expression and body language
- Teaching children to take turns in conversation
- Help them to understand how emotions affect other's behaviour
- Help children build empathy
- Educators can model appropriate responses by participating in conversations with children and facilitating peer-to-peer support when conflict arises
- Educators can provide hints and prompts to assist children in self-regulation. This support may take the form of answering a question, assisting them in completing an activity, or providing words for a child's action. The adult may model self-talk to demonstrate the use of "talking things out" to help make a decision. Suggesting a child observe a peer when that child has managed their strong emotions in a positive way is another example of modeling.

Child Care Supervision Policy for Students and Volunteers

Heritage Green Child Care Inc. stands firmly on the vision that all children enrolled in the centre will be effectively supervised at all times. It is the operators' responsibility in accordance with Day Nursery Act Regulations that every child who is in attendance in a day care location is supervised by an adult at all times (DNA Regulation 262).

Under no circumstances will direct unsupervised access be granted to anyone under the age of 18 years and who is not an employee of Heritage Green Child Care Inc. Volunteers, Co-Op Students and Placement Students are not to be counted in staffing ratios.

The intent of this policy is to ensure the following: to help support the safety and well-being of all children in the centre, and to provide direction to staff in regards to the supervision of Volunteers, Co-Op Students and Placement Students.

Vulnerable Sector Check Policy

Policy:

A Vulnerable Sector Check must be completed for all full time, part time staff, and volunteers working with the children (over the age of 18) and students prior to placement at Heritage Green Child Care Inc. If a person over the age of 18 cannot obtain a Vulnerable Sector Check, they will be required to obtain a Criminal Reference check. Findings of Guilt under the Youth Criminal Justice Act within the applicable disclosure period may appear on a Vulnerable Sector Check or Criminal Reference Check.

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Procedure:

All staff, volunteers and students are required to obtain a Vulnerable Person Criminal background check prior to their placement at Heritage Green Child Care Inc. The successful applicant, student or volunteer is responsible for all costs involved with the check. A Vulnerable Sector Check can be obtained from the central police station on King William Street in Hamilton, or on line, and can take up to 30 days.

A positive Vulnerable Sector Check does not necessarily preclude hiring of the potential candidate. A decision will be made after the agency has looked at the nature of the offence(s), including the circumstances surrounding the charges and convictions, and the specific duties of the potential employee or volunteer. Other considerations could include references from past employers and rehabilitative and other efforts subsequently made by the candidate.

If a Vulnerable Sector Check cannot be completed prior to hiring, a conditional offer will be in place until the reference is received. At that time, the offer can be rescinded should the agency consider it appropriate. The candidate will not be left alone at any time with a child, until the Vulnerable Sector Check has been received.

The use of information obtained through the Canadian Police Information Computer system regarding outstanding criminal code charges and criminal code convictions for which a pardon has not been granted does not contravene the Ontario Human Rights Code.

A copy (a copy of the VSC will be signed by the Director after viewing the original) or the original VSC will be kept on file, and renewed every five years. Every year after the initial VSC an Offence Declaration will be signed by an employee or volunteer and kept on file. All Board members will be required to obtain a Criminal Reference Check at the start of their term on the Board and sign an Offence Declaration annually, until the fifth year, when they would require a new Criminal Reference Check.

Each individual check is kept in the personnel file of the staff or volunteer that it belongs to, and all personnel files are kept in a locked filing cabinet in the Director's office or in locked filing cabinet onsite at the school age programs.

Posting of Serious Occurrences

The safety and well-being of our children in licensed child care programs is the highest priority. Operators of licensed child care centres and private-home day care agencies work diligently to provide a safe, creative and nurturing environment for each child. In spite of all the best precautions, serious occurrences can sometimes take place.

The Ontario government has introduced a new policy that requires licensed child care centres and private-home day care agencies to post information about serious occurrences that happen at a centre or a home location effective November 1, 2011. To support increased transparency and access to information, a "Serious Occurrence Notification Form" must be posted at the centre or home location in a visible area for 10 days.

A serious occurrence includes:

1. The death of a child who receives child care at a licensed home premises or child care centre
2. Abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a home premises or child care centre
3. A life threatening injury to or a life threatening illness of a child who receives child care at a home premises or child care centre
4. An incident where a child who is receiving child care at a home premises or child care centre goes missing or is temporarily unsupervised. This is also includes being found or still missing.

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5. An unplanned disruption of the normal operations of a home child care premises or child care centre that poses a risk to the health, safety or well-being of children receiving care at a home child care premises or child care centre, e.g Fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown, emergency relocation or temporary close.

This posting will give parents 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.

We hope that this handbook outlines our policies and procedures for you. It is important to the staff of our Centre that you are clear on the information printed so that you and your child get the most out of this Child Care experience. Please note that any exception to the proceeding policies and procedures must be obtained by the Board of Directors.

Please be sure to read this handbook and sign all consent forms. Remember, if you have any questions feel free to ask the staff.

Welcome to our Centre.