

CHILDREN ON THE HILL DAYCARE

PARENT MANUAL (2017-2018)

Everything you need to know about our policies and practices



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INTRODUCTION

For over thirty-four years, the Children on the Hill Daycare has been dedicated to supporting children's learning, development, health and well-being. This is embodied in our Early Childhood Educator's caring and responsive approach to learning. Our program focuses on active learning, exploration, play and inquiry. We see children and their families as competent, able and active participants in all aspects of our program.

Established in 1982, the Children on the Hill Daycare is incorporated under the Canada Corporations Act as a non-profit, bilingual organization. It is managed by a voluntary Board of Directors consisting of parents whose children are enrolled in the Daycare.

The Daycare is licensed by the Ministry of Education under the Child Care and Early Years Act. (CCEYA) our educators bring a wealth of experience in the field in addition to being certified in Early Childhood Education as well as registered members of the College of the Ontario College of Early Childhood Educators.

AGE OF ADMITTANCE

Toddler group: 18 months to 2 ½ years

Preschool group: 2 ½ to 5 years

HOURS OF OPERATION

September 1st - June 30th: 7:45am - 6:00pm (Monday to Friday)

July 1st to August 31st: 7:45am - 5:30pm (Monday to Friday)

FEES

Effective July 1st, 2017 to June 30th, 2018

Preschool Program: \$ 486.60 biweekly / three week deposit \$729.90 / daily \$48.66

Toddler Program: \$690.27 biweekly / three week deposit \$1035.45 / daily \$69.03

- Fees are generally set according to the fiscal year of the Daycare which is July to June and are based on the cost of operating the Daycare.
- No refunds can be given for absent days and vacations or emergency closures.
- When parent(s) accept the place offered for their child, a deposit (equivalent to fees for three weeks) is required. This deposit is applied against the last three weeks of Daycare services provided when the child is permanently withdrawn.
- **NOTE: We do not offer part time or short-term care services at this time.**

WAITING LIST

The Children on the Hill is committed to working with the City of Ottawa. Therefore, we require all potential parents to apply through The City of Ottawa Child Care Registry and Waitlist by adding “Children on the Hill” as one of their daycare choices.

Work site Daycare

As a work site Daycare, Children on the Hill spaces are filled by giving priority in the following order:

1. Children of employees working for either the House of Commons, the Senate, the Library of Parliament or the Office of the Conflict of Interest and Ethics Commissioner. Note: Please indicate your employer as “Parliament” on the Ottawa Registry and Waitlist application.
2. Siblings of the children presently attending the Daycare and or have left within months.
3. Members of the Press Gallery
4. All other children

Bilingual environment:

To preserve the truly bilingual environment, spaces are assigned with a view to maintaining an equal number of Anglophone and Francophone children.

Universal access:

The Daycare is committed to maintaining subsidized spaces to allow all children to benefit from a secure Daycare setting.

We are an inclusive Daycare working closely with the Children’s Integrated Services (CISS)

SUBSIDIES

The Children on the Hill Daycare has an agreement with the City of Ottawa which allows us to enrol children in subsidized spaces.

- The City of Ottawa determines the level of subsidy.

- Parents are required to set up a direct deposit with the city if they receive a partial subsidy to pay their partial fee.
- Each subsidized child is allowed by the City of Ottawa 36 days of holidays/absences each year.
- Subsidized parents are required to pay the Daycare for any additional vacation days at the Daycare's daily rate.

SIBLING POLICY

A sibling policy provides a means to prioritize a sibling entry into the Daycare, above other waiting list applicants, to achieve one or more of the following benefits:

- Enable siblings to attend the same Daycare facility together (“family-oriented”)
- Provide convenience for parents when more than one child is at the same facility – only one drop-off/pick-up
- Foster familiarity/continuity between staff and parent relations
- Provide siblings with a similar Daycare experience
- Make the Daycare an attractive option for growing families

Scope of sibling policy:

- The Children on the Hill Daycare will grant priority entry to siblings of children currently attending the Daycare or who have attended the Daycare within the previous six months, on a “first come, first served” basis.
- Entry of a sibling will be considered above all other children entry policies, when an appropriate space becomes available.
- The criteria regarding language and subsidized places will continue to be respected when determining space availability.
- It is at the discretion of the Director of the Daycare to prioritize entry when there are multiple applicants for a Daycare spot.

CRITERIA FOR ADMISSIONS:

The child will be accepted in the program when:

- Parent(s) accompanies their child for the integration period:
 - Toddlers = 5 days
 - Preschool= 3 days
- The child is of an appropriate age
- The program meets the child's needs
- The child can function within a group setting
- The parent(s) must fill out all required forms and comply with the Daycare's orientation procedures, rules and general policies.

- The Ministry of Education requires the Daycare to have each child's personal information up to date in our files at all times.
- Failure to provide us with this information will result in your child being sent home.

NOTE: Please, note in case of emergencies we require two contact numbers that our not residing in the same house.

- The child between the ages of two and a half to five years must be toilet trained (for entry into Preschool Group).
- The child can integrate with other children at the Daycare.

CONTRACT TERMS

- Once the child is enrolled in the Daycare, parents are required to undertake to use the Daycare services for a period of 365 days or 52 weeks.
- A late fee charge of \$25.00 will be applied to late payments
- Parents defaulting on regular payments, through failure to supply cheque, remittance of invalid cheque or in the case of direct deposit and insufficient funds in their account, may be required to produce a certified cheque or money order for the appropriate amount within two working days of notification. Failure to do so may result in termination of child's enrolment in the Daycare.
- Parent(s), who enrol their child in the toddler group, must accept to pay the fees for toddlers until a spot becomes available in the Preschool Group.
- Parents must sign all documentation required by the Corporation and the Ministry of Education Child Care and Early Years Act.

INTEGRATION: GRADUAL ENTRY PERIOD

To ease the entry into the program, a gradual entry procedure is followed (normally over the course of one week).

Toddlers

Day 1: Child visits with parent(s) from 9:30am – 11:00am

Day 2: Child arrives with parent(s) at 9:15am / Interview with director and teacher at 9:30am/child stays with his/her peers.

Day 3: The child stays without parent(s) and stays for lunch until 12:00pm

Day 4: The child stays without parent(s) and stays for nap until 2:45pm

Day 5: The child stays the whole day (if can cope) until 4:30pm

Preschool

Day 1: Arrives at 9:15 am with parent(s) interview with director and teacher while the child stays with his/her peers until 11:30am

Day 2: The child stays for lunch and leaves at 12:30pm

Day 3: The child stays for naptime and leaves at 2:45pm

Day 4: The child may stay all day (if all is well) and leaves at 4:30pm

****A parent must be available at all times during the first week of the child's integration so that their child may be picked-up earlier if needed.***

Every child is an individual and will each experience Daycare in their own unique way. A little time invested at this stage will make your child's introduction to the Daycare a more enjoyable experience. It will also allow the parent(s) to become familiar with the teachers and the Daycare's routine.

Integration evaluation:

The supervisor and teachers will observe the child during the integration period. In some cases, Daycare may not be suitable for a child or the child cannot integrate with the others adequately. The situation will be thoroughly discussed with the parents and suggestions will be given to address problems.

- Supervisor will set up a meeting with parent(s) and the child's teacher
- Plans will be developed within a reasonable time frame
- It may be necessary to hold more than one (1) meeting to assess the child's progress
- Parents must be willing to seek and accept resources and follow the best practice action plan to meet the needs of the child development and well-being
- The Daycare works with the Andrew Fleck Child Integrations Support Services to integrate children into our Daycare in a positive and productive way.
- In the rare case that a child would need to be withdrawn, a minimum of 2 weeks written notice will be given to the parents
- Every effort will be made to help parent(s) find the appropriate support for their child.

ATTENDANCE

Observance of the opening and closing times is essential.

- The child must arrive and the leave at regular hours. When this is not possible, the Director or the teacher responsible for the child must be notified of his or her time of arrival and departure.
- Regular attendance of your child is expected as it generally promotes better adjustment to a program.

- A child's consistent late arrival may hinder his/her ability to adapt socially and emotionally in the program.
- Arriving prior to 9:15 am enables the children to take full advantage of the educational program and benefit from learning to adapt to the daily routine.
- If your child is unable to attend the Daycare due to illness or vacation, please notify the Daycare in the morning as early as possible.

LATE PICK-UP FEES

- The charges for late pick-up are \$20.00 for the first ten minutes, and an additional \$10.00 will be charged for each ten minutes beyond the initial ten minutes.
- The parent is required to provide the teacher with transportation home if needed.
- Consistent and/or repeated late pick-ups may result in termination of enrolment.

DROP-OFF PROCEDURES

A consistent morning drop off routine is an integral part a successful day for your child.

- **Step 1:** Accompany your child to his/her cubby to drop off items.
 - The outside door (Northwest corner) of the Confederation Building must be used at all times. It is strictly forbidden to go through the library.
 - Please ensure that your child has all the necessary clothing needed for the day including, outdoor clothing at all times. Please, note outdoor activities start as early as 9:15. **You are required to drop off any missing items by that time.** For your convenience, a list of seasonal items required is posted on your child's cubby.
- **Step 2:** Accompany your child to the washroom to use the toilet (if potty-training or trained) and make sure that their child washes their hands using the hand washing sequence recommended by the Department of Health.
- **Step 3:** Accompany your child to the teacher(s) on duty to ensure they know your child is present. At this time, please advise the teacher of any special concerns or necessary information that will ensure your child's wellbeing.
- **IMPORTANT:**
- The attendance sheet must be filled mornings and evenings.
- Children must never be left alone inside the Daycare, outside the Daycare or/in the car.

NOTE: If someone else must come to pick up your child, please notify the Daycare of the change as soon possible. This practice helps avoid any confusion among the parents, children and the employees.

PARKING

- Cars are permitted to park in front of the Daycare at the designated area for **15 minutes only** and this is to be used only for drop-off or pick-up.
- Security will know you are a parent(s) dropping off or picking up your child at the Daycare if you leave your four-way flashing lights on.

N.B. Never leave your child unattended in a vehicle.

EMERGENCY CLOSURES

- It may be necessary to close the Daycare for emergencies such as snowstorms, power failures, etc.
- The Daycare does not reimburse fees for the days it must remain closed.

HOLIDAYS

The Daycare will be closed on the following days:

New Year's Day

Family Day

P.D. Day in March

Good Friday

Easter Monday

Victoria Day

Canada Day

Civic Holiday

Labour Day

P.D. Day August or September

Thanksgiving Day

Remembrance Day

Christmas Eve

Christmas Day

Boxing Day

New Year's Eve

NOTE: The Daycare is usually closed between Christmas and the New Year. The exact dates of the closure will be provided at least one month in advance.

EXAMPLE SCHEDULE FOR PRESCHOOLERS

This schedule may be modified to best suit the needs of the group

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07:45 – 08:30	Arrival and play based centers
08:30 – 09:10	Snack
08:30 – 10:00	Play based centers
9:55 – 10:00	Tidy up time
10:00 – 10:15	Circle time/Bathroom routine
10:00- 10:30	Dressing routine
10:30 – 11:30	Outdoor play
11:30- 11:45	Undressing routine / washing hands
11:45 – 12:30	Meal time
12:30- 12:45	Bathroom routine / Look at books
12:45 – 2:45	Rest period
2:45 – 3:00	Bathroom routine
3:00 – 3:45	Snack time and play based centers
3:45 – 4:00	Dressing routine
4:00 - 5:15	Outdoor play
5:15 – 6:00	Bathroom routine, story time and free play
6:00	Departure – Daycare closes

EXAMPLE SCHEDULE FOR TODDLERS

This schedule may be modified to best suit the needs of the group

07:45 – 08:30	Arrival / play based centers
08:30 – 09:15	Snack Time
08:45 – 09:15	Bathroom routine / Diaper change
09:15 – 10:00	Play-based centers
10:10 – 11:15	Dressing Routine / Outside play
11:15 – 11:30	Undressing Routine / Prepare for lunch
11:30 – 12:10	Meal time
12:10 – 12:45	Bathroom routine/ Diaper change/Getting ready for nap
12:30 – 2:45	Rest period
2:45 – 3:00	Wake up time / Bathroom Routine / Diaper Change
3:00 – 4:00	Snack Time and Play based centres
4:00 – 5:15	Outdoor play
5:15 – 6:00	Bathroom routine /diaper check/story time /Play based centres
Indoor/outdoor	
6:00	Departure – Daycare closes

The programs provide a minimum of 2 hours of outdoor play activities each day, weather permitting. Parents must provide suitable and extra clothing for active play and varying weather conditions. Additional changes of clothing are needed in case of soiling or wetting. We are not responsible for lost clothing therefore labeling clothing is very helpful.

During the months of July and August (if weather permits) the activities are executed outside. Therefore, the children go out at 9:30am until 11:30am. Once a week we have a Water Day and we invite the children to wear their bathing suit.

ITEMS TO BRING

- 4 face cloths (donate to Daycare)
- A wet bag for wet or soiled clothes
- Extra clothing and a plastic bin (to put the clothes in)
- Water bottle with your child's name clearly visible
- 4 family pictures for room, one immediate family photo for the cubby area
- Blanket and a favorite sleep toy
- Pacifier (soother) if required for nap time only (toddlers only)
- Diapers, wet wipes and appropriate cream (toddlers only)
- Training underwear if the child is being toilet trained
- Rain boots / winter boots
- Splash pants / winter snow pants
- Light coat / winter coat
- Summer hat / winter hat (mitts and scarf)
- Two pairs of Sneakers / sandals
- We do not require children to have separate indoor and outdoor shoes but we do require two pairs of shoes in the children's cubby at all times.

NOTE: Please leave in your child's extra clothes bin at all times AND label your child's clothing. We are not responsible for lost items.

FIELD TRIPS

Field trips are a regular feature of our programs. They are scheduled throughout the year to special places of interest respecting the age and the capacity of the different groups.

There are two types of field trips:

1. The first type is local. (within walking distance of the Daycare)
 - a. For this type of outing, parents will sign a general permission form at registration time which will cover all informal trips.

2. The second type of field trip is a formal trip which involves transportation services, such as a school bus.
 - a. The preschool ratio for these excursions is one adult to four children and for the Toddler group the ratio is one adult to two children.
 - b. A consent form will have to be signed for each trip.
 - c. Parents choosing not to have their child participate will be required to make their own alternative care arrangements.

CHRISTMAS AND SPRING PARTIES

The Children on the Hill traditionally hosts a Christmas Party in December and a Garden Party in June. **If your child is to attend, it is mandatory that the parents accompany their child.**

- The parties usually begin between 3:00 and 3:15 pm
- The exact dates of these parties will be provided at least one month in advance.

MEALS

- A full hot lunch, as well as morning and afternoon snacks is provided.
- All food is prepared by the House of Commons' Cafeteria and menus are posted and sent to parents weekly.
- Our food is chosen based on its nutritional value with the food preferences of toddler and preschool children in mind.
- The Daycare must be informed of any dietary restrictions such as a food allergy or intolerance. Parents are responsible for bringing substitute food for their child. The food containers must be clearly labelled with the child's name on it with a copy of the Daycare's menu indicating what food items the child can/cannot eat that day, and what substitute is being provided.
- **NOTE: A signed letter from the parents explaining the dietary restrictions will be required and will be kept in your child's file.**

REST PERIOD

To meet the license requirements, all children will have time for rest and relaxation.

- A favorite blanket and a soft toy will serve as comfort and reassurance to a child during rest period.
- Children who do not require a two-hour rest period will be given the opportunity to engage in quiet play after at least one hour of rest.

- Children will not be prevented from falling asleep or woken up during the two-hour period.

TOYS FROM HOME

- Toys from home frequently cause conflict and are at risk of being broken or lost so we ask that they remain at home except for books and cds which the children can share during free play or circle time.
- Only the preschoolers will be permitted to bring a toy from home one day a week during regular programming. Please see your child's program for the scheduled Show and Tell day.

NOTE: There will not be any Show and Tell days in the summer months.

BEHAVIOUR MANAGEMENT

- When a child's behavior prevents him/her from functioning appropriately in our group settings a parent will be notified to pick up their child.
- All behaviors will be dealt with in a positive manner by our teachers and at a level that is appropriate to their actions and age of development.
- This is done to promote self-discipline, ensure health and safety and to respect the rights of others.
- Methods and techniques for appropriate behavior management are discussed at regular staff meetings and all our teachers are required to review and sign the Children on the Hill program statement.
- For more information on our approach to Behaviour Management, please see our Program Statement.

BIRTHDAY CELEBRATION

- Because of severe nut allergies, we ask parents not to bring any cakes to the Daycare.
- For many years now, we have asked parent(s) to donate a book (used or new) on your child's birthday. The books are always available for the children in the book corner.
- After nap time, a musical circle with all the friends will be in his/her honor where he/she can choose his/her favorite songs.
- A small goody bag with a balloon will be presented to the birthday boy/girl in the preschool program and a balloon only in the Toddler program.

LANGUAGE POLICY

- We are proud to provide a program that is bilingual and implemented in both official languages, English and French.
- We respect the child's mother tongue at all times.
- Half of the spaces in the preschool and toddler groups shall be reserved for English-speaking children and half for French-speaking children.
- The capacity of children to function satisfactorily in either language shall be determined by the Director of the Daycare, based on such criteria as language spoken in the child's home and ability demonstrated at the Daycare.
- The Director shall have the responsibility to ensure that children are placed in the linguistic context which will best allow the child to be fully integrated and involved in the activities of his or her group.
- Children not demonstrating the capacity for the language of the group, in which they have been placed, may be withdrawn from the Daycare.
- We do not offer an immersion program.

HEALTH AND SAFETY RELATED POLICIES AND PRACTICES

SERIOUS OCCURRENCE POLICY

Examples of serious occurrences may include:

- The death of a child who received care at a child care centre, whether it occurs on or off the premises,
- Abuse, neglect or an allegation of abuse or neglect of a child while receiving care at a child care centre
- A life-threatening injury to or a life-threatening illness of a child who receives care at a child care centre.
- An incident where a child who is receiving care at a child care centre goes missing or is temporarily unsupervised or
- An unplanned disruption of the normal operations of a child care centre that poses a risk to the health, safety or well-being of children receiving care at the child care centre.

Licensed child care centres and private-home Daycare agencies are already required to report serious occurrences to the Ministry of Education, which is responsible for child care licensing.

This new policy requires child care operators to post information in their facilities so that parents also have access to it. 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 the license requirements or that children are at risk in the child care program.

HEALTH REGULATIONS

- You will be asked to provide a copy of your child's up to date immunization records.
- The Director and teachers of the Daycare apply the regulations governing a child's health enacted under the Child Care and Early Years Act, which states that a child who is ill must be separated from the other children and a parent called to take the child home.
- These regulations apply to all the children without exception for the safety of the sick child and the other children at the Daycare.

Pursuant to these regulations, the parent will be contacted and asked to pick up their child from the Daycare when the child:

- Has a fever which lasts for more than thirty (30) minutes
- Is vomiting or has excessive diarrhea
- Is suspected to have chicken pox, measles, mumps, strep throat, tuberculosis, whooping cough
- Cannot keep up with the activities and routine of the day
Unidentified rashes: after a rash has been diagnosed by a doctor, a note from a doctor is required stating that the child is not contagious.
- Has lice or nits (see policy on lice)
- Is experiencing other physical symptoms which, in the Director's opinion requires exclusion and observation by a medical doctor
- Children may return to the Daycare 24hrs after the last episode of fever and/or vomiting and/or diarrhea.
- The exclusion period will be extended to 48 hours when we have three (3) or more cases of illness (child and/or staff) in a four (4) day period in one room **or** more than two rooms/programs are experiencing a case of infectious gastroenteritis within 48 hours
- Medication can only be administered by a teacher if the medication is prescribed by the physician and the medication is in its original and labeled container with instruction for administration and storage. Parents will also be asked to sign a written authorization sheet for the teachers. All medication will be kept in a locked container.

TYLENOL, ADVIL AND BENADRYL POLICY

In case of sudden high fever and/or strong sudden reaction to food or insect sting we ask parents to provide a bottle of Tylenol, Advil or Benadryl with the Child's name and parent signature on the bottle for a permanent staff member to administer it to the child.

FEBRILE SEIZURE POLICY

For children who have had a febrile (fever-induced) seizure, we ask the parent to leave ibuprofen with the child's name and the parent signature on the bottle so that a permanent staff may administer the medication to prevent a febrile seizure caused by a sudden fever. This will give the Daycare time to contact the parent and then wait for the parent to come and pick their child. A signed action plan to prevent and to follow in the case of a febrile seizure must also be submitted to the Daycare by the parent or guardian.

SUNSCREEN POLICY

When the nice weather is here, it is time to make sure that the children are well protected with sunscreen lotion at all times.

- **It is the parent's (guardian's) responsibility to apply sunscreen on their child before coming to the Daycare in the morning.**
- If you need to apply your child's sunscreen at the Daycare we suggest you keep a bottle for your own use in your child's cubby.
- In compliance with the Ministry of Education, Child Care and Early Years Act, teachers are responsible to apply sunscreen on all the children in the afternoon before going outside (Note: The Daycare fees only include the afternoon application).

*If your child experiences allergic reactions to Ombrelle FPS 60 Hypoallergenic (perfume and colour free) you may write a letter advising the Daycare the allergy and the name of the lotion you will be providing. Please ensure it is clearly marked with your child's name.

*If you do not want the Daycare to apply sunscreen on your child, the daycare requires a written letter or email stating your preference and a brief explanation of your request.

INJURIES

- Parents will be notified immediately when a child experiences serious injury (head or facial injuries, severe sprains, lacerations, etc).
- Accident reports will be written by the teacher who witnessed the incident and provided first aid to the injured child. The parents will be required to sign the accident report and

will be given a copy for their records at home. A copy of the accident report will also be placed in the child's Daycare file. A copy of outdoor accident reports will also be placed in the Playground report binder.

NOTE: All our Early Childhood Educators have training in First Aid and CPR.

POLICY ON HEAD LICE AND NITS

- If we find head lice and/or nits on your child's head, you will be called to come and pick him or her up immediately.
- Information will be given to you about treatment of your child and family members.
- Your child will not be permitted to return to the Daycare until he or she is free of lice and nits.

ANAPHYLACTIC POLICY

- No outside food is permitted at the Daycare during the regular schedule and routine, including birthdays (unless otherwise approved by the Director and all required documents have been submitted).
- Exceptions include special events at the Daycare which are normally are "pot luck" and only nut free products are permitted on the premises.
- Parents are responsible for ensuring that their children arrive at the Daycare without any nut products on their person (teeth, hair, clothing)
- Parents not responding to the policy will be given two warnings/reminders about the policy. A third warning will result in a meeting with the Board and you may be asked to leave the Daycare.

EpiPen:

- Parents are responsible for providing an EpiPen, as well as tracking its expiry date and replacing it if necessary.
- The parent must devise an individual plan and complete the Anaphylactic Alert form (with help from the child's physician if needed). The form will be posted on the wall in the children's main rooms and the kitchen.

SECURITY RELATED POLICIES AND PRACTICES

The Parliamentary Protective Services ensure the safety of the Daycare staff and the children in all emergency situations and/or perceived threat.

1) Fire and Emergency Orders

In case of fire, smoke, explosion or strong smell of gas, the Daycare employee will:

1. Operate the nearest fire pull station
2. Provide any additional details via the emergency numbers to the PPS-OCC
3. Evacuate and await further instructions for the PPS

- 2) In case of a security concern outside the Day Care building in the area of the day care play area, the Daycare employee must:
 1. Contact the Parliamentary Protective Services using one of three methods of communication: **Portable radio, duress alarms and by telephone at 613-992-7000.**
 2. Staff must remain calm and follow further instructions from the PPS-OCC. The Parliamentary Protective Service communication services will dispatch a PPS member to assist in the area. At the same time the PPS-OCC will ensure that all required services are advised. N.B. RCMP officers patrol Parliament Hill and park outside the Daycare yard to ensure the safety of the Daycare children and staff.

Any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

- If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.
- All emergency situations will be documented in detail by a permanent by the Director or the Acting Director in the daily written record.

If it is declared by the PPS that is unsafe to return to the daycare:

1. Assisted by a PPS member, the employees must guide the children to the evacuation site. Once everyone has arrived at the evacuation site, the Director/Acting Director and the Assistant to the Director will notify the parents/guardians of the emergency, the evacuation location and where to pick up their child (dren) through the Story park app and or email and by telephone.
2. Where possible, the Director or the Assistant to the Director will update the Daycare's voicemail box and post a note on the Daycare door to inform parents/guardians that the daycare has been evacuated, and include the details of the evacuation site location and contact information in the message.

If it is deemed safe to return to the daycare by the PPS:

Upon receipt of the "All Clear" notice in the Confederation Building, a PPS Supervisor will advise the Director or Acting Director to initiate the children's re-entry into the Confederation Building. A PPS member will meet the Daycare staff & children at the Daycare entrance to insure a safe & controlled re-entry. The parents/Guardians will be notified by the Director/Acting Director through StoryPark or/by email to inform them that the all clear was given by the authorities to reenter the Daycare and resume normal activities.

After any emergency affecting the safety of the children or/and the Daycare employees, the Director or Acting Director must:

1. Debrief communications to the parents or guardians and the staff and will be done through the computer application "Story Park" and by email, if the parents have not yet signed up for the application on line.
2. Report the Serious Occurrence within 24 hours to the Ministry of Education through the licensing portal or by telephone if unable to access the site.

N.B:

- Regular evacuation drills will be practiced monthly by the permanent staff in charge of planning executing and recording the drills in addition to the Daycare drills executed by the House of Commons.
- The Daycare has storage in the Justice Building with all emergency supplies necessary for an evacuation. Ex: extra clothes, diaper if required.

STUDENTS AND VOLUNTEERS POLICY

- In accordance with the guidelines set by the Children on the Hill Students and Volunteer's Policy, students and volunteers are never permitted to be alone with the children and must always be accompanied and supervised by a permanent staff member.

CRIMINAL REFERENCE CHECK POLICY

- The Daycare has strict measures in place to ensure the safety of the children and staff (as well as anyone inside the Daycare) at all times. Access cards are required to enter the Daycare and will only be issued to the parents once a criminal reference check has been completed by the House of Commons.
- A criminal reference check is also required for any volunteers and supply teachers as well as employees.
- As of April 4, 2016, the House of Commons security screening process will include digital fingerprinting. All new House Administration employees and contractors will be required to have digital fingerprints taken before being granted an access card to buildings in the Parliamentary Precinct and access to sensitive information.

VULNERABLE SECTOR CHECK POLICY

- All employees, students and volunteers must have their vulnerable sector check completed before starting their work with the children at the Daycare and must renew the vulnerable check every five years.
- The employees, volunteers must sign an offense declaration in every calendar year except a year in which a vulnerable check is obtained for all persons continuing employment at the Daycare.
- The declaration must be signed 15 days of the anniversary date of the previous declaration or vulnerable check.
- The offense declarations must be kept on file to ensure confidentiality.

NOTE: if the vulnerable check is not obtained prior to the employees commencing work with the children, the employee in question will not be permitted to be alone in a room with the children.

RESPONSIBILITY WITH RESPECT TO THE CORPORATION

- Parents whose children attend the Daycare automatically become voting members of the Corporation and must accept the concomitant obligations.
- Our Annual General Board meeting is held in the month of October as well as information sessions presented by the teachers to parents. This is a very important meeting and is an essential component to the well-being of our organization. We strongly encourage all our parents to attend.

WITHDRAWAL POLICY

The child is no longer eligible for the program/may be withdrawn when:

- The child is beyond program age
- The parent(s) have reason to terminate and have given 3 weeks written notice or payment for a 3 week period in lieu of notice
- The program does not meet needs of the child
- The parent(s) do not respect the policies of the program and/or do not hand in the required Daycare documents.

GUIDELINES ON PHOTOS AND VIDEOS

- To respect the privacy concerns of all Daycare families, we ask that no photos or videos of children from the Daycare be posted online, unless written permission is received from the parents of each child photographed.
- We want to ensure that no photograph or video images of a child (other than your own), taken at the Daycare or during Daycare activities, are circulating on the Internet or on any social media (including personal accounts) without the express written permission of the parents.

N.B. We ask that you also obtain the permission of Daycare employees if you intend to post an image that includes them.

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURES

Name of Child Care Centre: Children on the Hill

Date Policy and Procedures Established: 2017/09/29

Date Policy and Procedures Updated: 2017/09/29

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: As the licensee the Board of Director's is responsible for the operation and management of the Children on the Hill.

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

Director: The Director is the supervisor of the program.

General

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

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

Children on the Hill maintain high standards for positive interaction, communication and role-modelling 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](http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx) (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/childrensaidthereportingabuse/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 program staff directly <p>or</p> <ul style="list-style-type: none"> - the Director or the Acting Director 	<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 three 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;

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>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 Director or the Acting Director 	<ul style="list-style-type: none"> - 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>Staff, Director</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual(s) directly or the Director or the Acting Director <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child’s health, safety and well-being at risk should be reported to the Director or the Acting Director as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 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>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 Director or the Acting Director <p>All issues or concerns about the conduct of and/or volunteers that puts a child’s health, safety and well-being at risk should be reported to the Director or the</p>	

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:
	Acting Director as soon as the parents/guardians become aware of the situation.	

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 President of 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.

<p>Contacts:</p> <p>License Adviser from the Ministry of Education:</p> <p>Julie Brazeau: 613-787-5274 or JulieBrazeau@Ontario.ca Child care and Early Years division</p> <p>Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca</p> <p>Director: Karen Barban 613-992-2879 coth-edlc@parl.gc.ca</p> <p>Acting Director: Natalie Taggart (same as above)</p> <p>President of the Board of Directors: Marie-Claude Choinière childrenonthehillboard@gmail.com</p> <p>Children’s aide society: 613-747-7800</p> <p>Public health: 613-580-6744</p> <p>Ministry of Labour: (613) 228-8050</p> <p>Parliamentary Protective Services: 613-992-7000 (emergencies only)</p> <p>For general inquiries: 613-995-4300</p>

COTH PROGRAM STATEMENT - 2018

INTRODUCTION

The Children on the Hill Daycare is dedicated to supporting children’s learning, development, health and well-being. This is embodied in our Early Childhood Educator’s caring and responsive approach to learning. Our program focuses on active learning, exploration, play and inquiry. We see children and their families as competent, able and active participants in all aspects of our program.

PROGRAM STATEMENT OVERVIEW

The following document is our Program Statement which is consistent with the Minister of Education’s policy statement. www.edu.gov.on.ca/eng The Minister’s policy statement names [How Does Learning Happen? Ontario’s Pedagogy for the Early Years](#) as the document to be used for the purpose of guiding programming and pedagogy in licensed child care programs.

How Does Learning Happen? Ontario’s Pedagogy for the Early Years is a professional learning resource guide about learning through relationships for those working with young children and families. It is intended to support pedagogy and curriculum/program development in early years programs. Pedagogy is “the understanding of how learning takes place and the philosophy and practice that support that understanding of learning”. Curriculum (the content of learning) and pedagogy (how learning happens) in early years settings are shaped by views about children, the role of educators and families, and relationships among them. This pedagogical document, *How Does Learning Happen?* helps educators focus on these interrelationships in the context of early years environments.

How Does Learning Happen? is organized around four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement, and Expression. They are aligned with the Kindergarten program and are conditions that children naturally seek for themselves. These four foundations serve as guiding principles for our program statement and goals are grouped accordingly throughout for ease of reference.

FOUNDATIONS	GOALS FOR CHILDREN	MAIN PROGRAM GOALS
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world.	Our program will cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
Well-Being	Every child is developing a sense of self, health, and well-being.	Our program will nurture children’s healthy development and support their growing sense of self.

Engagement	Every child is an active and engaged learner who explores the world with body, mind, and senses.	Our program will provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.
Expression	Every child is a capable communicator who expresses himself or herself in many ways.	Our program will foster communication and expression in all forms.

The four foundations are applicable regardless of age, ability, culture, language, geography, or setting. They can be thought of as a way of being—a vision for all children’s future potential and a view of what they should experience each and every day.

OUR GOALS AND HOW WE MEET THEM

Building on four our main program goals listed in the table above, the following table outlines our specific goals, organized by the four guiding foundations (Belonging, Well-Being, Engagement, and Expression) and, offers some practical examples of how we meet them. **Please note that this list is not exhaustive but rather offers a strong sampling from a variety of areas in our program.**

FOUNDATION	SPECIFIC GOALS	HOW WE MEET THESE GOALS
Belonging	We will be attuned to the physical and emotional states of each child and respond in a warm and sensitive manner	The physical and emotional wellbeing of each child is assessed through observation and begins with a discussion with the parent/guardian at morning drop-off and continues throughout the day to ensure we are providing quality care.
	We will connect with each child and recognizing and valuing his or her unique spirit, individuality, and presence	Every morning the children are warmly greeted and the employees will take the time to focus on each child individually throughout the day in a genuine and positive manner.
	We will plan for ways to support smooth transitions:	Smooth transitions are supported through communication between the

	<ul style="list-style-type: none"> • between the home and the early years setting • in daily routines • across early years settings 	<p>daycare and the parents. Example: tips for easier drop-off.</p> <p>Children are reassured and provided with the care the comfort they need. We also keep the families informed of special days, curriculum changes, or anything that the children may need to ensure the children and families are comfortable and well prepared for the day ahead.</p> <p>Program: Play centres are set up modeling the “How does learning happen” philosophy and guided by the ELECT curriculum (“Early learning for every child today”)</p>
	<p>We will support relationships between children as they initiate, respond, collaborate, celebrate, and demonstrate care for others</p>	<p>We promote positive relationships between the children by applying best practices from the positive approach program. This program coaches educators to give children the tools to tell others what they want, to listen to others’ needs as well as learn to read non-verbal cues. Positive behaviour is modeled by the staff. and attention is given only to the positive interactions between the children.</p>
	<p>We will develop policies, practices, and environments that respect and support inclusion, meaningful participation, and a sense of belonging for all children</p>	<p>We focus on the child’s achievements to promote a sense of self and belonging. Ex: “You are sitting in your cubby” and not “I am so proud”. This way, the focus is placed on the child and not the teacher.</p> <p>We foster an inclusive environment and we</p>

		offer individualized support plans and inclusive programming with help from the “Child Care Integration Support Services” at Andrew Fleck.
	We will find ways to intentionally integrate the unique perspectives and gifts of parents, caregivers, and extended family throughout all elements of the program in a meaningful and authentic way	Parents and caregivers are encouraged to attend and participate in our AGM and teacher meetings as well as engaging with their child in the daycare setting through annual social events. We also invite the parents to share photos from home which are displayed both in their cubby and the play area.
	We will establish and maintain positive reciprocal relationships with community partners to support meaningful participation	The daycare is part of the House of Commons’ community. We are regular visitors to the Hill greeting all the RCMP officers, security guards, cleaning and kitchen staff with smiles and waves. Once or twice a year we visit the Parliament library for a special story time and activity. In the summer months, we have the privilege of watching the ceremonial guards march and listening to the regimental band. At Christmas, the children make cards and personally deliver them to the different services on the Hill that support our daycare.
	We will create opportunities throughout daily experiences that enable children to explore, wonder about, care for, and make connections to the natural environment	During our daily walks to the playground and the surrounding areas, we encourage the children to explore nature. We believe in letting children explore and take chances while harnessing

		teachable moments.
	We will give visibility to the many relationships that children form with adults, other children, the community, and the natural world through various forms of documentation	Photographs of the children demonstrating friendships, family photos and photos of the children interacting with their teachers and our special guests from the community are depicting in different areas in the room.
	We will invite community members to contribute to and participate in the program and providing opportunities for children to participate and make meaningful contributions to the community on an ongoing basis	We invite members of the community to participate in our programming such as RCMP officers, Ottawa Public Librarian, our dance teacher, and an animal expert from the local Zoo Crew or Little Ray’s Reptile Zoo. We encourage the children and their families to give to the food bank by asking them to bring non-perishable food items.
Well-Being	We will provide healthy meals and snacks and establish positive eating environments that are responsive to children’s cues of hunger and fullness	We follow the recommendations and standards from the Canada’s Food Guide. Therefore, we offer 2 food groups for our morning and afternoon snacks and 4 food groups for our daily hot lunch. The lunch and snack times are scheduled at regular intervals throughout the day.
	We will incorporate opportunities and time to practise self-help and self-care skills based on each child’s capabilities throughout daily routines and activities	Skills are taught through maintaining a consistent daily routine. The teaching team challenges children by setting up achievable goals to build on their personal success. Expectations for the children based on the children’s age level are reflected on and clearly written in an action plan that will be reviewed

		<p>every year and posted on the wall to ensure that all staff members and families are aware of the expectation set up and to ensure all the employees follow the same plan.</p>
	<p>We will provide regular daily opportunities (responsive to individual capabilities) for children to be physically active and explore the world around them with their bodies, minds, and senses</p>	<p>All our play centres include opportunities for the children to explore the world around them in a variety of ways. Example: balls, play structure, sensory bins, art, role play, felt board on the wall with pictures depicting different cultures etc.</p>
	<p>We will limit activities where children are sedentary for an extended period of time</p>	<p>We provide outdoor play for at least one hour in the morning and one hour in the afternoon (weather permitting). In inclement weather, the teachers plan indoor activities that promote physical fitness. Example: Using our long hallway the children are encouraged to participate in a variety of physical activities such as running, hopping etc. in order to keep their activity level up for ten minutes to optimize their health and fitness.</p>
	<p>We will create safe and stimulating outdoor spaces for intentional active play that is individualized and adapted as needed to support children’s varied abilities, offering challenges that are within each child’s ability to master</p>	<p>We encourage children to explore new challenges using their natural curiosity and thirst for learning. We teach children how to play and take risks within a safe environment. Example: Rocks can be touched, painted, lined up etc. If a child throws a rock, the teacher will demonstrate how to play in a safe way. Redirection will be</p>

		used if the child is not yet ready to comprehend this concept.
	We will facilitate children’s efforts to take reasonable risks, test their limits, and gain increasing competence and a sense of mastery through active play and social interactions	
	We will recognize and support children’s development and varied self-regulation abilities in all domains (biological, emotional, communicative, cognitive, social)	Ongoing observations and documentation help us understand and track the child’s level of development.
	We will design environments that are attuned to children’s varied sensitivities, arousal states, and need for maintaining a calm, focused, and alert state	The art/cognitive, including our listening centre area offer a “quiet zone” for children to allow them to maintain a sense of calm and focus. We also provide a special area where a child can go sit alone if they choose. This helps children self-regulate. Ex. We use our red chair in the gross motor room with a bag of special toys for children if they wish to be alone or if they need to calm down.
	We will reach out to all families, including those who may be experiencing stressful and challenging circumstances, and help them to make connections to formal supports (e.g., community agencies) and informal supports (e.g., connections with other families and/or their own support networks)	The teacher will meet with the parents/guardian twice a year to discuss their children’s progress. If required, a special meeting to address specific concerns will be set up with the teacher and Director. The experienced teaching team are aware of when it is necessary to request professional support. This will always be done in collaboration with the family of the child. A few of the community agencies we refer the parents to are First Words

		and the “Centre psychosocial «and the “Parent resource centre”. (PRC)
	We will participate in professional learning and connect with community partners to ensure the program fosters social and emotional well-being and resilience for children and families	We work very closely with resource centres such as Andrew Fleck CISS and the Parent Resource Centre.
Engagement	We will design indoor and outdoor environments and experiences that spark curiosity, invite investigation, and provide challenges that are responsive to individual capabilities to help children extend the boundaries of their learning	The teachers set up the indoor and outdoor environments with play centres based on the interests of the child. An invitation to play is set up for the children and they are encouraged to explore and create. The teachers remain engaged in the play and take note of the children’s interests in order to promote further learning.
	We will connect with families and communities and inviting their participation to ensure that environments and experiences reflect and are relevant to children’s everyday lives	We ask parents to provide a collage of pictures that demonstrate the variety of cultures, home environments and experiences (pets, grandparents, special trips, siblings, etc.). These collages are posted in the main play area and are a lovely reminder for the children throughout the day. They are often a fun source of discussion.
	We will provide a wide variety of interesting objects and open-ended materials for children to explore with their senses, manipulate, and investigate	The play equipment is offered based on the interests of the child. The centres are set up in a way that invites the child to take initiative, to be creative and to take ownership of their learning. Every room has age appropriate materials and equipment based on the

		learning needs of the child. The list of materials and equipment is posted on the wall. The teachers write what the current focus for the play centre is on the white board.
	We will plan daily routines (the flow of the day) with limited interruptions and transitions to maintain a sense of calm and simplicity for toddlers and provide ample opportunities through large blocks of time for older children to engage in sustained, complex play and inquiry	The children are free to explore the centres in both rooms. The program schedule and routines are flexible. The teachers follow the needs of the child. On the pre-school side, the children are taught to take the card with their name and symbol and place it into the pocket that indicates where they want to play. If the pockets for that room are full, the children can place their name in a pocket that indicates that they are waiting for a spot in that room which promotes self-regulation.
	We will participate with children as a co-investigator, co-learner, and co-planner rather than as director or “keeper of knowledge” and “keeper of the plans” in a way that is separate and apart from the children	We encourage the children’s play by questioning and modeling creative thinking and by providing the equipment needed to help the children to expand learning through their play.
	We will continuously question and test our own theories and strategies and seeking new ideas to facilitate children’s exploration and understanding of the world around them in meaningful ways	During our weekly staff meeting we review the program, the play centres and the teacher’s pedagogical observations and reflect on what is going well and what we can improve on.
	We will work with families and community partners to ensure that environments and experiences provide equal learning experiences for all children by making flexible program adaptations and providing special equipment and/or adaptive devices (as	We recognize that each child has individual needs. Consequently, we adapt our learning experiences in order to meet the children’s requirements. We provide visual aids and sensory stimuli

	recommended by a regulated health professional)	as well as adapting our verbal interactions to accommodate different learning styles.
	We will ensure that the spaces and experiences provided promote play and inquiry that will help children discover and develop an increasing awareness and understanding of key concepts, including those associated with literacy and numeracy development	Invitations to play include pictures and words to help the children discover and develop their awareness and understanding of key concepts. Example: hygiene routines.
	We will document and make children’s thinking, learning, and competence visible to children, families, and others	The teachers base their pedagogical observations on the ELECT Ontario curriculum. They will document how learning is happening at the daycare by taking three group photos (one in each of the main play areas) demonstrating art, gross motor and role playing of the children at play. They will be sent directly to the parents/guardian on a regular basis through “Let’s Share”. This is an app that alerts the parents that their teacher is sending them an update with a picture of what their child is doing and learning.
Expression	We will be attuned and responding to children’s varied cues and communications	The employees are engaged in the children’s play therefore they are able to be engaged and responsive to the children needs.
	We will engage in authentic, reciprocal communication with children, where children participate as both initiators and equal partners	Children are encouraged to express their interests on a daily basis. The teachers observe and promote the children’s interests through asking questions that expand their play.
	We will facilitate successful communication between children by helping children listen to	We model the words for the children in order to teach

	and express themselves to one another	children how to effectively communicate. (We do not just tell the child to use his words we teach them what words to use.)
	We will document children’s communication to help them revisit thoughts and ideas expressed in order to extend their understanding	The teachers record the children’s verbal and nonverbal communication to later use these samples as a tool for further language development.
	We will provide time, space, and materials to encourage expression through creative materials that reflect children’s capabilities as well as their social and cultural background	The art corner is always open and the children are free to explore and take out the materials they would like use for their creations. Preschool children are encouraged to take out the tablecloth and set up the art table to promote a sense of self and belonging.
	We will engage and cultivating children’s connections with stories and books in a variety of contexts (e.g., by sharing books and telling stories with individuals, small groups, and large groups), and for a variety of purposes (e.g., to foster close relationships, explore and play with language structures, recount past events, research ideas, spark conversations, and connect with cultural traditions)	We foster a love of books in a variety of ways. Our book corner is a cozy environment with familiar and new books in both English and French. We also have a listening corner with a new story on CD every week.
	We will weave language and literacy-related activities and materials into all daily experiences, routines, and physical spaces	We incorporate pictures and words to promote early literacy in all of our centers. As well as other opportunities for languages and literacy-related activities such as following recipes, menus etc. Music and singing is emphasized throughout the day to promote language and a sense of belonging.
	We will work with families and community	If a child is neither English nor

	<p>members to find ways to support and enrich the transmission of language and culture</p>	<p>French speaking we ask the parent or guardian to supply the daycare with a list of common words and their phonetic pronunciation in their first language in order to facilitate the child's integration into our program. We also encourage parents to share their culture with us to further increase our awareness of different languages and cultures.</p>
	<p>We will be aware of the many "languages" children use to communicate and provide individualized support so children of all abilities can express themselves and be heard</p>	<p>Communication skills will be taught through modeling, visual aids and repetition. Our language policy states that the daycare must respect the child's first language. We are a bilingual daycare therefore we have a waiting list for French speaking children and English speaking children. Upon admission, the children are placed in their respective languages. We also ensure an inclusive learning environment. Many of the teachers are trained in sign language which facilitates communication.</p>
	<p>We will reflect continuously on and seek to improve our own communication strategies and techniques for facilitating responsive, authentic conversations with children and families</p>	<p>We review and reflect on our communication strategies on a weekly basis during our staff meetings.</p>

CONCLUSION

The Children on the Hill Daycare wants to ensure that your 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 values in adult-child interactions. Prevention strategies for guiding children's behaviour:

- Clear and precise rules and instructions are given to the children and reviewed regularly; the teaching team ensures that the children have heard and understood the message

given; the teaching team focuses on the teachable moments rather than on the behaviour in itself.

- The teaching team will support skill development, decrease challenging behaviour and help a child calm down, by using proximity support. Moving close to the children's play and avoid giving instructions from across the room or yard.
- Set children up for success with subtle prompting, reminders and modeling appropriate behaviour; telling children what to do not what not to do, offer appropriate choices, decreasing number of demands and using positive reinforcement.
- Focus is placed on reinforcing appropriate and desired behaviours, instead of inappropriate behaviours. Communication skills are reinforced by modeling positive methods of expression Ex: Tell your friend /teacher what you want
- Children's emotions are acknowledged and validated. Children are reassured and provided with the comfort they need
- Children are guided in learning how to self-regulate their emotion safely. Example: given time to calm down, telling the child first to calm down and then they can go play (used if child is very agitated and upset)
- Remain calm and neutral when undesired behaviours occur clearly state the rules and expectations to the child. Example: Teaching the child what an object is for or to listen to what their friend wants. Two attempts at teaching, given at the level of development of the child in question and then if the child is not ready removal of the object and privilege until the child is ready is recommended.
- Time outs, constant negative language and interactions (telling children what not to do and using the word NO a lot)
- Yelling across the room to the children (unless absolutely necessary) Use challenging behaviours as a teachable moment for the children.

PROHIBITED PRACTICES (ONTARIO REGULATION 137/15) SECTION 48

48 No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premise where it oversees the provision of child care,

(a) corporal punishment of the child;

(b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

(c) locking the exits of the 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; or
- (f) 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 monitoring of our Program Statement for 3 years.

References and information in this living document are from: How Does Learning Happen? - Ontario's Pedagogy for the Early Years

SUMMARY: HIGHLIGHTS OF DAYCARE POLICIES AND PROCEDURES

- Ensure that we always have current emergency contact names and telephone numbers
- Advise staff of any allergies or medical conditions
- Contact the Daycare each day if your child is absent due to illness or in advance of a vacation
- Ensure that your child has an extra set of clothing in this/her cubby
- Provide your child with appropriate outdoor clothing at all times
- Refrain from bringing toys from home to the Daycare
- Ensure that all policies and procedures as outlined in the Parent Manual are adhered to at all times.
- Keep immunization forms up to date

PLEASE COMPLETE AND SIGN WITH THE DIRECTOR OF THE DAYCARE

I have read and accept the policies and regulations outlined in the Children on the Hill Parent Manual and the Program statement.

I have completed and submitted to the Daycare the appropriate forms related to:

- Guidelines on photos and video
- Emergency medication and Febrile seizures
- House of Commons employment screening form
- Completed registration form
- A copy of my child's immunization record
- Permission form for local outings

Parent's name: _____

Signature: _____

Date: _____

Director: _____

Date: _____