



PARENT MANUAL

LB 1

911 Queen St. Unit 3
Kincardine, Ontario
(519)396-1230

LB 2

315 Durham Market St. North
Kincardine, Ontario
(519)396-1230

Created: June 2014
Revised: August 2015
Revised: October 2016
Revised: September 2017
Revised: October 2018

www.littlebeginnings.ca



TABLE OF CONTENTS

LITTLE BEGINNINGS DAYCARE & LEARNING CENTRE

ABOUT OUR CENTRE

STAFF/CHILDREN RATIO
DAYS/HOURS OF OPERATION

ENROLLMENT POLICIES

APPLICATION PROCEDURE FOR WAITING LIST
ADMISSION PROCEDURE
PAYMENT OPTIONS
NON-SUFFICIENT FUNDS/LATE PAYMENTS
SICK/CANCELLATION POLICY
VACATION
RECEIPTS
WITHDRAWAL POLICY
STAFF
SUPERVISION POLICY
EMERGENCY PROCEDURES
MEALS
DIAPERS POLICY
SUNSCREEN POLICY
EXTREME WEATHER CONDITIONS
FIELD TRIPS
SEPARATION ANXIETY
TOILET TRAINING
OUR DAILY PROGRAM
ATTENDANCE
ARRIVAL & DEPARTURE
DROP OFF/PICK UP
LATE POLICY
ILLNESS
MEDICATION POLICY
COLTHING & TOYS
BRITHDAYS & CELEBRATIONS
PARENT/GUARDIAN INVOLVEMENT
EMERGENCY MANAGEMENT POLICY & PROCEDURES
PARENT ISSUES & CONCERNS POLICY & PROCEDURES
APPENDICES:
 APPENDIX A – ANAPHYLAXIS POLICY
 APPENDIX B – SERIOUS OCCURRENCE POLICY
 APPENDIX C - BEHAVIOURAL POLICY
 APPENDIX D- OUTBREAK POLICY
PROGRAM STATEMENT



Little Beginnings Daycare & Learning Centres

Welcome to Little Beginnings Daycare & Learning Centre. Your family is in for a great experience and we thank you for letting us be part of your child's early years. The program reflects the fact that each child develops in an individual manner. Research has shown that the early years of a child's life is so important and positive experiences during these years reinforce the child's natural learning. Of course, the loving consistent care of parents is always the most important foundation for all learning.

Knowledge about child development is used to provide the guidelines for planning a safe and comfortable environment. The long-term objective is to provide an early education program that fosters good problem solving, and coping skills. Within this context, the aims of the program are to enhance the child's self-concept, to develop a sense of trust in others and to help develop a sense of autonomy and curiosity. Communication skills, ability to regulate and express emotion as well as to think and plan, are all recognized when planning our program. Cognitive skills, social skills and a child's physical development are also reflected in the curriculum.

As we continue to grow our centers to other locations we are excited to continually enhance and improve our programming here in Kincardine. We are still committed to continue to focus on the education and well being for each child that becomes part of the Little Beginnings family.

From my family to yours, "Welcome to Little Beginnings Daycare & Learning Centre", may your time with us be an enriching experience for your child and yourself.

Sincerely,

A handwritten signature in cursive script that reads "Kristy Garneau".

Kristy Garneau
Owner/Operator

ABOUT OUR CENTRE

Staff/Child Ratio between both locations

<i>Group</i>	<i>Age Range</i>	<i>Ratio (teacher: child)</i>	<i>Capacity</i>	<i>Daily Cost</i>
<i>Infant</i>	<i>6-18 months</i>	<i>1:3</i>	<i>12</i>	<i>\$53</i>
<i>Toddler</i>	<i>18mths-2.5 years</i>	<i>1:5</i>	<i>30</i>	<i>\$47</i>
<i>Preschool</i>	<i>2.5-6 years</i>	<i>1:8</i>	<i>24</i>	<i>\$43</i>
<i>Summer Camp Kindergarten Group</i>	<i>4-6 years</i>	<i>1:8</i>	<i>16</i>	<i>\$40</i>
<i>Before and After School Kindergarten Group</i>	<i>3.5-7 years</i>	<i>1:11</i>	<i>6</i>	<i>\$10.00 Before \$10.00 After</i>

*These ratios are based on the Child Care Early Years Act (CCEYA) and enable us to maintain high quality care for your children.

*We raise our fees annually to reflect changes in the operating costs of the program.

Days/Hours Operation

The Centre is open twelve months a year, 5 days a week.

Infants Program: Monday to Friday from 7:00 a.m. to 5:00 p.m.

Toddler & Preschool Program: Monday to Friday from 6:30 a.m. to 5:30 p.m.

Before School Program: Monday to Friday from 6:30 am – 8:30am

After School Program: Monday to Friday from 3:30 pm – 5:30pm

Before & After School Program Day Camps (PA Days, March Break) 6:30am -5:30pm

Kindergarten Summer Camp July and August from 7am to 5pm.

The Centre is also closed on the days between Christmas and New Year's.

Easter Monday is reserved for a staff development day and the centre will be closed that day.

The Centre will not be open the following days:

- New Year's Day
- Civic Holiday
- Family Day
- Labour Day
- Good Friday
- Thanksgiving Day



- Easter Monday
- Victoria Day
- Christmas / Boxing Day
- Canada Day

* Advance notice will be given for the days that we are closed. This will be posted in the main Lobby and on the children's activity calendars circulated monthly.

**Payment is still due for statutory days even if they fall on the days you are registered for.

** Please Note: We are unable to guarantee your child's placement if withdrawn for any part of the year.

Enrolling Your Child

Application Procedure for Waiting List

Parents/guardians are invited to make an appointment with the Supervisor who will explain the program and answer any questions, or you can fill out an application on our website to be contacted by our Supervisor. A scheduled tour of the Centre can be conducted so you can meet the staff, observe their interactions with the children and view the facilities and receive our registration package.

If you wish your child to be placed on the waiting list, a registration package must be completed along with completing the application on the OneList website (www.brucecountychildcare.ca). This information will be provided either over the phone or during your tour. **Parents are welcome to contact the Center to inquire on their child's status on our waitlist.**

Admission Procedure

Once a place for your child has been confirmed, you will be required to complete a registration package for your child, including a medical form with a record of immunization, and an emergency contact form and to submit a registration fee of \$70.00 (non-refundable). We also require a VOID cheque to set up monthly or bi-weekly withdrawals for daycare fees. Your family will be asked to come in for an hour visit in their classroom and complete a questionnaire about your child. We like to be experts on your child's needs and interest before they start daycare. Your child will be asked to participate in the daycare program for 2 half days to help ease transition to daycare.



Little Beginnings will accept new children when there are vacancies, on a first come, first serve basis, giving priority to siblings of children currently enrolled.

We strive to ensure:

- That a waiting list is maintained for each age group according to date on registration package.
- That we keep the waiting list current by contacting families on it every three months to see whether they are still interested in the program.
- That advocate for all children.
- That we offer a centre tour, and entrance transition to all families and children coming into the center.

Payment Options

Invoices will be sent out to all parents/guardians by the 20th of each month, parents/guardians will have until 25th of the month you will be able to make changes that will be reflected on the next month's payment. Any changes submitted after the 25th will not be adjusted until the following month.

Monthly: Automatic Withdrawal: Payment will be removed by the last business day of the month prior.

Bi-WEEKLY: Automatic Withdrawal: will be removed by the last business day of the month prior and the 15th of every month.

Fees: All fees must be received in advance for child care services.

Please NOTE: Summer Camp fees are due May 1st for July fees and June 1st for August fees. Post dated cheques strongly recommended. Direct withdrawal only available for daycare registered families.

Non-Sufficient Funds/ Late Fee Payments

A non-sufficient funds (NSF) cheque is one that is rejected by the payer's bank. The parent/guardians will be notified in writing if a NSF payment has been submitted.

Little Beginnings charges an administrative fee of \$50 for NSF payments. The fee is to be paid immediately, along with the month's fees that are outstanding.

After **ONE** non-sufficient funds notification, parents/guardian will be required to provide either cash or certified cheque for the monthly fees immediately and will be withdrawn from the direct withdrawal process and the option of paying bi-weekly. Full payment of



fees for each month will be required on the last business day of the previous month. Failure to provide payment will result in immediate termination of care.

Sick / Cancellations Policy

There are NO financial credits issued for illness. These are common occurrences which happen frequently in young children.

Vacation

Children registered in the centre for **full time care**, will receive two (2) weeks' vacation yearly, where daycare fees are not due. Children registered in **part time care** will receive one (1) week vacation yearly, where fees are not due.

Fees will be charged for vacation time used beyond these times. Please note must give 2 weeks' notice to use vacation days, and at the supervisor discretion vacation time can be used for extended illness (i.e. Chickenpox)

Receipts

Income tax receipts are issued at the end of each calendar year.

Withdrawal Policy

A minimum of two (2) weeks written notice to the Supervisor for the withdrawal of the child(ren) is required. All schedule days during this two-week period will be charged to your account.

Centre Withdrawal Procedure:

In the event that a child in the program is having difficulties and the Centre is not able to meet the needs of this child, a formal withdrawal process will be initiated. The following would be the basis for the commencing of this process:

1. The child is endangering the physical and/or emotional wellbeing of himself/herself and/or the physical and emotional well-being of the other children.
2. The child required an excessive amount of time, such that the other children registered in the program are in jeopardy or are receiving limited supervision.

All efforts will be made by the centre staff to communicate on a daily basis any concerns regarding your child's wellbeing.

Our priority is to facilitate the resolution of any difficult situations with the parent/guardian. If the situation remains unchanged a meeting will be scheduled



immediately between appropriate centre staff including the Supervisor and parents. The following will be discussed:

1. Seriousness of the incident
2. Its effect on the child and the program
3. The child's stage of development and maturity level
4. A review of the factual history as logged by the staff
5. Terms and conditions for continued care

Resources are available with the community to help the staff meet the needs of your child. It is the parent's responsibility with the assistance of the program supervisor to request this service.

Shall these terms and condition not be met by the parent/guardian the contract for service will be terminated immediately. Payment in full must be made on or before the last day of service.

Staffing

The staff of Little Beginnings Daycare & Learning Centre is hired based on their formal education and experience with young children. The majority of our staff has his/her Early Childhood Education (E.C.E) diploma that is a two-year course at a local community college. Our staff are registered members of the College of Early Childhood Educators. After receiving his/her diploma and additional experience, a staff may proceed to become certified in the field. Qualified Early Childhood Educators have the support of Assistant teachers. All staff must have knowledge of the Occupational Health and Safety Act, the CCEYA, the Public Health Act and ability to meet the specifications of these regulations and any other that applies to this work. All staff is required to possess a valid First Aid and C.P.R. certificate. All of LB Educators are familiar with "How does Learning Happen? Ontario's Pedagogy for the Early Years" and "Think, Feel, Act; Lessons from Research About Young children" booklet.

Before becoming employed with Little Beginnings Daycare & Learning Centre staff must complete a Vulnerable Sector Screening as well as sign off on all our policies and procedures.

Supervision Policy

Our doors are always open to volunteers who have a sincere and positive approach towards the children. We also welcome students in training from community colleges and high schools.

Students/volunteers are not permitted to be left alone with the children and are not to be counted in staffing ratios at any time. All students/volunteers will review all Little Beginnings Policies and prior to their start date, whenever any amendments are made, and annually, with a sign-off confirmation. All



staff/students/volunteers have an intensive orientation session with the Owner & Supervisor staff prior to starting work/placement at LB. All students/volunteers are informed of all children with allergies/sensitivities and anaphylaxis reactions and receive EPIPEN training prior to entering the classroom. Students/volunteers sign-off on both the policy and the training. Vulnerable Sector checks and immunization records must be carried or on file with all students/volunteers.

Emergency Procedures Centre Closures

Even with the best precautions, accidents can happen.

In case of emergency medical care, the Centre will call the parents/guardians immediately and transport the child to South Bruce Grey Health Centre. For this reason, it is imperative that we have on file:

- Up to date home/work/mobile telephone numbers.
- Names and telephone numbers of at least two other adults we can contact in an emergency.
- Child's health card number.
- Signed consent for emergency transportation and treatment card.

The Centre has a procedure regarding fire drills/lock down drills that must be followed in case of an emergency. These drills are conducted on a regular basis. In case of emergency, the children must vacate the Centres:
EVACUATION SITES:

LB 1: is located at the Knox Presbyterian Church, 904 Princes St. Kincardine, Phone: 519-396-2311

LB 2 : is located at the Victoria Park Lodge 731 Princes St. Kincardine (519) 396-3540.

In case of Emergencies, Centre staff will contact parents/guardians by phone after the children are moved to safety.

As per the snow day policy should Hwy 21, Hwy 9 or Bruce County Rd. 23 (B-Line) closes due to inclement weather or other emergency situations, the Centre will also be closed. Please listen to closure information on the radio, facebook or Himama. Every effort will be made to call the parents/guardians as soon as possible if the closure happens during the day. Calls will be made in order of usual arrival to the Centre.



In the event of any natural disaster (ie: severe weather warnings, power failure, flood) the centre is not able to operate and will remain closed until it is deemed safe. In these situations, fees will be reimbursed. Again, every effort will be made to contact parents/guardians as promptly as possible. Please check the message on centre answer machine for up-to-date information prior to heading to the centre.

Meals

NO PEANUT/NUTS OR NUT PRODUCTS ARE ALLOWED IN THE FACILITY.

Our Centre employs full time cooks that provides healthy and nutritious lunch and snacks daily in accordance to Canada's Food Guide. Morning snack is provided around 9:30am, lunch at 11:30 and afternoon snack at 3pm. Our four-week rotating seasonal Menus are posted in our Hallway, on our website and uploaded to your child's daily report via Hi Mama email.

The Supervisor should be made aware of any restrictions due to allergies, religion or health issues in writing and signed by the parent or legal guardian. Accommodations will be made to these restrictions to the best of our ability.

Breakfast Policy

Parents are responsible for supplying breakfast for their child/children before arriving. Children who are dropped off early (before 7:30) are permitted to bring a labelled breakfast snack.

Infant Meal Policy

Parents are responsible for providing food for their infant until they are on table food. Ensure all jars or boxed items are properly labelled with your child's name and date. Our Infant Classroom has its own refrigerator for infant food storage. Our daily menu accommodates all ages.

Diaper Policy

Parents are responsible for supplying the centre with diapers and wipes. Supplies are kept beside the change table will be created with your child's name on it. Notes will go home periodically to let you know if more diapers and wipes are needed.

Sunscreen Policy

All children enrolled in the program must come to school with sunscreen already applied. Please provide labelled sunscreen to be reapplied throughout the day as required.



Extreme Weather Conditions

The centre follows the guidelines set by the Grey Buce Health Unit pertaining to weather conditions. Daily programming will be revised if conditions do not allow outdoor activity.

Field Trips

Field trips are planned regularly for our older children. Our trips can vary from a walk around the neighborhood to taking public transportation.

When a parent's preference is for their child not to participate in a planned field trip the centre will do its best to put the child in another group. If this is not possible the parent will be asked to find alternate care.

On a scheduled field trip day, if you are going to be late, arrangements must be made to drop your child off at the location of the trip. Please notify us in advance.

Planned trips will be cancelled and rescheduled during extreme weather conditions.

Separation Anxiety

All children go through an adjustment period (especially the younger children) and this is perfectly normal. To make the adjustment period a gradual one for your child, we suggest children be introduced gradually over a few days. We suggest that, if it is your child's first experience in daycare, that their first 2 days only be four hours long.

On the first days at the Centre, you or someone on the Emergency Contact List available during the day for early pick up. We recommend you talk to your child before coming to the Centre to prepare them. As well, if you can pick up your child early for the first few days, your child will learn to understand you will return and become more comfortable.

Some teachers find it helpful when you leave a family picture so we can post it at the Centre, or leave something of yours for your child to hold during the day. All children adjust differently and it is common for you to observe changes in your child's behaviour. Some children may cry. Others still have toileting accidents, a change their sleep patterns and/or appetite. Other children jump right into the program and others will be more cautious and observe. Your child's teacher will be available to work with you to ensure your child's transition period is a positive experience.

There will also be changes for you as a parent/guardian during this time. When picking up or dropping your child to the Centre, it is always a great opportunity to talk to teachers about any special or unusual events at home that will affect the child's daily routine at the Centre.

Toilet Training

In the Toddler program, we work with you to help teach the children good toileting techniques and practices. We expect that all preschoolers that come to our Centre are toilet-trained or in a transition stage. We will meet with you if toileting goals have not been met to discuss other options. It is important that we have consistent parent/guardian cooperation throughout the process for us to work together to help them achieve their goals. Some signs your child is ready include:

- Dry “pull up” for extended periods of time (overnight or for over 4 hours)
- Communicates that they want “use the potty” or “needs to go”
- Hides in a corner showing they are aware of their need to go
- Asks for you change their wet or soiled training pants
- Wants to sit on the toilet.

Please speak to your child’s teacher to work out a strategy for a consistent routine to ensure the success of this critical stage in their development. We will create an environment that is reassuring and positive to children. A Toileting Contract will be created with parents/guardians to help guide everyone through the experience and provide additional support where necessary.

If your child is in the process of toilet training, we encourage parents/guardians to provide a knapsack with lots of changes of clothing (shirts, pants, underwear and socks) and shoes because accidents are common before five years of age. Our staff will inform parents/guardians when supplies are running low. Please replenish supplies before they run out. Our Centres has a small supply of extra clothes excluding underwear. In the event that your child does not have extra underwear and has a toileting accident, parents/guardians will be contacted to pick up their child. We may not be able to accept children that do not have the appropriate supplies. We ask that, in order to make certain our program starts on time, you take your child to the washroom upon arrival at the Centre.

All summer camp children are required to be fully potty trained to be registered.

Our Daily Program

Daily Routine:

Routine is important for young children and helps develop feelings of security and order.



Bedding is provided by the Centre. All bedding is washed every week. You can feel free to send your child with a favorite soft toy and pillow to help encourage resting. We will launder your child's sleep toys/blanket weekly.

In accordance with the Child Care and Early Years Act, the children spend 2 one-hour periods each day outside. In the winter, we will not go out if the temperature/wind chill factor is below -15 Celsius. Children will be inside before it gets dark. In the summer, we will not go out if there is a smog warning or heat alert exceeding 27 degrees Celsius. If we do go outdoors on these smoggy days, it will be for short periods after 4 pm. We will have plenty to drink, and will engage in small group activities in shaded areas, or water play activities. We will not engage in any heavy gross motor activities, and each child will be monitored while outdoors. Any child with any respiratory condition, will not go outside on such days.

All daily schedules will be posted in the main entrance at each location and outside of each classroom as the schedules are modified to accommodate the season changes.

Attendance

1. Parents whose child is absent or late MUST call the Centre to confirm this information. Please call our automated attendant at 519-396-1230 (School's main line) or LB 2 519-386-9033
2. On a scheduled field trip day, if you are going to be late arrangements must be made to drop your child off at the location of the trip. Please notify us in advance.

Arrival and Departure

Parents are responsible for bringing their child/children into the Centre. Make sure the staff is aware of changes in procedure, needs, and requirements of your child for that particular day. Make sure before you leave at night that staff are aware of your departure.

Children will be released to parents/ legal guardians or any other persons that the parent/ legal guardian has communicated a full name and that person provides identification to staff (who will write name in communication log), provide note in writing or by email.

*All visitors must sign in our "Visitors Log" located at the front entrance.

Drop Off/Pick Up

1. Note your child's program schedule. Please be aware of any seasonal changes.



2. An adult must accompany a child to the designated classroom.
3. Staff is responsible for signing your child in, make sure the staff is aware that your child has joined the group by making eye contact or vocal hello.

*Any days your child is scheduled to be at the center will be charged to your account.

Late Policy

Little Beginnings Daycare & Learning Centre closes at 5/5:30 p.m. If you have not made arrangements for your child to stay late. You will be charged a late fee. This fee will be charged to:

1. Any parent arriving after 5:00 (infant/) or 5:30 (Toddler/Preschool) p.m. will be given one (1) verbal warning.
2. Automatic charge of \$10.00 will be charged to your account after you have received your first verbal warning for any other infractions afterwards.
3. A parent will not be penalized if they have called the Centre and have a reasonable explanation; however, it will be documented. Recurrent calls will be documented, and a late fee will be charged.
4. Late payment of ten dollars (\$10.00) for the first fifteen minutes or part there of plus one dollar (\$1.00) for each minute after that. An example of this would be that if a parent arrives at 6:18 p.m. the parent would be charged \$10.00 plus \$3.00 for a total of \$13.00. This money is payable to the staff on duty at the time.
5. Late fee payment is charged per child.
6. Late fee payments are due at the end of week, payable to the Supervisor. A letter will be sent from management to parents who have not paid late fees after three days.

Illness

Illness can pass easily from child to child.

Please do not bring your child(ren) to the Centre if your child is unable to participate in regular activities due to fever (i.e. 100°F/38°C), diarrhea, vomiting, ear infection, eye infection, green runny nose, head lice, ring worm, or other contagious diseases, unexplained pains, rashes or itching.

If your child(ren) exhibits any of these symptoms during the day, you will be contacted and asked to pick up your child within one hour of being notified, or as soon as possible. If we cannot reach the primary contact, we will call the alternate caregiver on our emergency form.



If your child has an infectious or contagious disease (i.e. influenza, chicken pox, pink eye, impetigo, lice), please advise us of his/her condition so we may watch the rest of the group for symptoms, and when appropriate, advise all parents/guardians. A medical note must be brought back to the centre when the child returns to the centre in order to ensure they are free of any communicable infections.

Your child must be symptom/medication free for at least 24 hours before they can return to the centre. In assessing the wellness of a child and his/her ability to participate in the programmed activities, the decision of the Director must be regarded as final.

Please note that the Child Care and Early Years Act (CCEYA) requires that all children participate in outdoor play. No exception can be made for children returning after an illness.

Medication Policy

Only doctor prescribed medication will be administered to children by any program staff caring for that child. The medication must be in the original container and clearly labeled. Non-prescription medication can only be administered with a doctor/parent written consent. Parents/guardians are responsible for completing a medication authority form each incident the child is to receive the medication. All medications are locked in the appropriate medication boxes (refrigerated or non-refrigerated).

We are not allowed to administer any form of medicine on cuts or scrapes, and we do not remove splinters. Cuts are cleaned with soap and/or water and a bandage is applied, as per the Grey Bruce Health Unit guidelines.

If your child requires an EpiPen to be kept at the Centre, parents/guardians are responsible for advising the staff of the child's allergy conditions, fill in a child specific emergency procedure and must review the EpiPen Policy. All EpiPens are stored in designated individual pencil case attached to the classroom binder that the teachers in the child's class will have with them at all times. All emergency contact information, your child's specific emergency procedure form as well as instructions on how to use an EpiPen will also be in the child's fanny pack. All *Little Beginnings* staff have been fully trained on how to administer an EpiPen, should the situation arise.

Summer Camp kindergarten children must provide written permission from parent to carry their epi-pen in their backpacks during camp time.

Clothing and Toys

Please label all clothing and belongings that your child brings in to the centre.

Although parents/guardians may think that children can easily identify their clothing, this is not always the case. Every year we end up with stacks of extra clothing, which are not properly labeled. We will donate these items to a charity if they are not claimed by year's end.

Your child should have a complete change of clothing, appropriate to the weather, in his/her classroom or cubby.

Spring/Fall Splash pants, rain boots and raincoat
(Please do not send your child to the Centre with an umbrella)

Winter warm hat, 2 pairs of mittens, warm boots, and snow pants,
winter coat.
(Please do not send your child to Centre with scarves as they pose a choking hazard)

Summer sunhat, apply sunscreen in the morning/Centre applies
afternoon (if written consent is given).

Please no open toe shoes, or crocs they pose a safety hazard.

Please replace any soiled items sent home the next day. Weather permitting, time is spent outside every day.

Please make sure that your child has all appropriate clothing. Indoor shoes are to be non-slip.

Please provide a blanket and pillow for rest time. Please provide no other toys unless requested by staff. Please note that staff are not responsible for lost articles that are not labeled properly.

Birthdays and other Celebrations

We would like to celebrate your child(ren)'s birthday at the centre. Due to allergies, outside food is not allowed into the Centre. We will provide a special treat that follows our guidelines for each birthday celebration in our centre throughout the calendar year.

Although the Centre is non-denominational, we do celebrate major Christian holidays like Easter and Christmas through non-religious programming.

We welcome the opportunity to learn about and join in other cultural and religious festivals. If you would like to share a special festival with us, talk to the Supervisor or your child's teacher. We can assist you in planning an activity for your child's class.

Parental/Guardian Involvement

Communication between parents and staff is essential for the program to run smoothly. Parents may be asked to assist with special projects, such as fundraising events, attend parent/teacher meetings and contribute talents and skills to the Centre. Parent participation is not compulsory, but is encouraged. Interested parents are invited to contact the Supervisor or Owner.

There are ways to get involved with the Centre. Field trips, demonstrating a skill or hobby, storytelling, are all fun ways to participate in the program and strengthen the relationship between the staff, parents/guardians and children. Please be advised, that all parents who wish to volunteer at the centre require a clear vulnerable sector screen. A VSC letter will be provided by Little Beginnings.

Parental/Guardian Responsibilities

- Respect the leadership of the teachers and all members of the Centre's community.
- Timely pick up and drop offs.
- Engage the staff in discussions of your child(ren)'s care without interfering with staff responsibilities on the program.
- Submit payment, as per the aforementioned payment schedule.
- Provide the necessary medical information.
- Ensure that your child(ren) has/have season-appropriate clothing.
- Treat all members of the Centre's community with courtesy and respect.

Emergency Management Policy and Procedures

Little Beginnings Daycare Staff or Supervisor will ensure that families are contacted right away regarding any emergency involving their child by telephoning mother and father as well as sending an email should the parents not be reached. In the case of an injury, parents will be given a copy of the signed injury report form for their records.

Purpose

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.



Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

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).

Meeting Place: the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

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

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery.

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.



For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at:

LB 1 – Located at the Cedar Bushes near parking lot.

LB 2 – Victoria Park Gazebo

If it is deemed 'unsafe to return' to the child care centre, the **evacuation site** to proceed to is located at:

LB 1 : Knox Presbyterian Church Manse 345 Durham St, Kincardine, ON N2Z 1Y6

LB 2 : Victoria Park Lodge 731 Princes St. Kincardine ON N2Z 2A2

For 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 happen that are not described in this document, The Supervisor or Assistant Supervisor will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

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 the Supervisor in the daily written record.

Additional Policy Statements

All Staff will travel with attendance binder that will be kept up to date with current family contact information.

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm; • gather all children and move them away from doors and windows; • take children's attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. 4) If possible, staff inside the program room(s) should also: <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. 5) Supervisor or Assistant Supervisor will immediately: <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.</p>	<p>6) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.</p> <p>7) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location.</p> <p>8) Staff inside the child care centre must:</p> <ul style="list-style-type: none"> • remain calm; • gather all children and move them away from doors and windows; • take children’s attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. <p>9) If possible, staff inside the program room(s) should also:</p> <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. <p>10) Supervisor or Assistant Supervisor will immediately:</p> <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>
<p>Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<p>1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</p> <p>2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</p> <p>3) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. <p>4) Supervisor or Assistant Supervisor must immediately:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>

<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1) The staff member who becomes aware of the threat or Supervisor or Assistant Supervisor must:</p> <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children's attendance to confirm all children are accounted for. <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>
<p>Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre's fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children, the attendance record, children's emergency contact information any emergency medication; • exit the building with the children using the nearest safe exit, bringing children's outdoor clothing (if possible) according to weather conditions; • escort children to the meeting place; and • take children's attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions. <p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>4) Designated staff will:</p> <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>

<p>Disaster – External Environmental Threat An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) Supervisor or Assistant Supervisor must:</p> <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy.</p>
<p>Natural Disaster: Tornado / Tornado Warning</p>	<p>1) <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i></p> <p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) <i>Staff must immediately:</i></p> <ul style="list-style-type: none"> • remain calm; • <i>gather all children;</i> • <i>go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</i> • take children’s attendance to confirm all children are accounted for; • <i>remain and keep children away from windows, doors and exterior walls;</i> • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.
<p>Natural Disaster: Major Earthquake</p>	<p>1) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures; • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter;

	<ul style="list-style-type: none"> • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. <p>2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.</p> <p>3) Once the shaking stops, staff must:</p> <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. <p>4) If possible, prior to exiting the building, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>5) Individuals who have exited the building must gather at the meeting place and wait for further instructions.</p> <p>6) Designated staff will:</p> <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child's individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.</p>
--	---

Phase 2: Next Steps During the Emergency

1. Where emergency services personnel are not already aware of the situation, or Supervisor or Assistant Supervisor must notify emergency services personnel (911) of the emergency as soon as possible.
2. Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
3. If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:

Local Police Department: 519-396-3341

Ambulance: 911

Local Fire Services: 911 or 519-396-2141

Site Supervisor: Julie Lafond

Licensee Contact(s): Kristy Garneau 519-386-1230 cell or office 226-396-6512

Child Care Centre Site Designate: Jennifer Lockie

Kincardine General Hospital 519-936-3331

TAXI 519-396-3411

Ministry of Education: 519-376-1951 x 274

Poison Control- 1-800-265-3197

1. Where any staff, students and/or volunteers are not on site, Supervisor or Assistant Supervisor must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
2. Staff on site or Supervisor or Assistant Supervisor must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.

3. Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
4. In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

Procedures to Follow When “All-Clear” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre. 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre. 3) Staff must: <ul style="list-style-type: none"> • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. 4) or Supervisor or Assistant Supervisor will determine if operations will resume and communicate this decision to staff.
Communication with parents/ guardians	<ol style="list-style-type: none"> 1) As soon as possible, or Supervisor or Assistant Supervisor must notify parents/guardians of the emergency situation and that the all-clear has been given. 2) Where disasters have occurred that did not require evacuation of the child care centre, Supervisor must provide a notice of the incident to parents/guardians by Supervisor. 3) If normal operations do not resume the same day that an emergency situation has taken place, Supervisor must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

Procedures to Follow When “Unsafe to Return” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) or Supervisor or Assistant Supervisor will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
Communication with parents/guardians	<ol style="list-style-type: none"> 1) Upon arrival at the emergency evacuation site, or Supervisor or Assistant Supervisor will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, or Supervisor or Assistant Supervisor will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

Additional Procedures for Next Steps During an Emergency

Accidents will be recorded and documented by using our Injury Report forms and having Parents sign them and receive a photocopy of the incident. Our cook will be responsible for providing drinking water and non-perishable snacks during the case of an emergency.

Phase 3: Recovery (After an Emergency Situation has Ended)

Procedures for Resuming Normal Operations	The Supervisor will reassure Staff, children and families that the emergency situation has ended. A Facebook and Hi mama message will be sent out to all families letting them know that our program will resume normal operations.
--	---

Procedures for Providing Support to Children and Staff who Experience Distress	Staff will create a small story book regarding the incident and will reassure the children with positive pictures and text that the situation has been resolved and is over
Procedures for Debriefing Staff, Children and Parents/ Guardians	Supervisor or Assistant Supervisor must debrief staff, children and parents/guardians after the emergency. The Supervisor will stay at the Center extended hours to be available to families for further conversations and inquiry.

Regulatory Requirements: Ontario Regulation 137/15

Emergency management

68.1 (1) In this section,

“emergency” at a child care centre means an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the child care centre. O. Reg. 126/16, s. 42.

(2) Subject to subsection (3), every licensee shall ensure that each child care centre it operates has written policies and procedures regarding the management of emergencies that,

- (a) set out the roles and responsibilities of staff in case of an emergency;
- (b) require that additional support, including consideration of special medical needs, be provided in respect of any child or adult who needs it in case of an emergency;
- (c) identify the location of a safe and appropriate off-site meeting place, in case of evacuation;
- (d) set out the procedures that will be followed to ensure children’s safety and maintain appropriate levels of supervision;
- (e) set out requirements regarding communications with parents;
- (f) set out requirements regarding contacting appropriate local emergency response agencies; and
- (g) address recovery from an emergency, including,
 - (i) requiring that staff, children and parents be debriefed after the emergency,
 - (ii) setting out how to resume normal operations of the child care centre, and
 - (iii) setting out how to support children and staff who may have experienced distress during the emergency. O. Reg. 126/16, s. 42.

(3) Despite subsection (2), a licensee is not required to have emergency management policies and procedures described in that subsection if,

- (a) the child care centre is located in a school, the licensee uses or adopts the school’s emergency management policies and procedures and those policies and procedures address the same matters as described in subsection (2); or
- (b) the licensee is otherwise required to have a plan that addresses the same matters as described in subsection (2). O. Reg. 126/16, s. 42.

Intent

The intent of this provision is to require licensees to have policies and procedures that protect the health and safety of children and staff in the event of an emergency.

The provision requires that staff roles and responsibilities be clearly outlined in the event of an emergency.

Disclaimer: This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry’s authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.



It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

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).

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 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 all staff and will be addressed by the Supervisor. 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 24 hours or a maximum of 2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.



Confidentiality

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

Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#) (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

For more information, visit

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

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:
Program Room-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the classroom staff directly or <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 or <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 24 hours or maximum 2 business days. Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> - the date and time the issue/concern was received;
General, Centre- or Operations-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - 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.
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the individual directly or <ul style="list-style-type: none"> - the supervisor or licensee. <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 supervisor as soon as parents/guardians become aware of the situation.</p>	Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.
Student- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or <ul style="list-style-type: none"> - the supervisor and/or licensee. <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>	Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

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 Supervisor or Licensee

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

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

Contacts:

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Supervisor Julie Lafond 519-396-1230

Licensee Kristy Garneau 226-396-6512

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- (c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

- (a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

Disclaimer: This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates.



Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

The owner at Little Beginnings Daycare & Learning Centres reserves the right to modify, change and/or update any of the centre's policies at any time. All families will be given notice of the changes in a timely manner.

Appendices

Appendix A -Anaphylaxis Policy

Little Beginnings Daycare & Learning Centres is committed to the safety and wellbeing of children enrolled in our program who are at risk of anaphylaxis.

We are committed to providing:

- an environment where the risk of exposure to anaphylactic causative agents are reduced.
- a communication plan for parents, staff, students and volunteers including information on life-threatening allergies including anaphylactic
- an individual plan for each child with an anaphylactic allergy that includes emergency procedures in respect of the child
- training for staff provided by the parent on the procedures to be followed in the event of a child having an anaphylactic reaction, how to recognize the signs and symptoms of anaphylaxis and how to administer the medication

Appendix B - Serious Occurrence Policy

The safety and well-being of our children is the highest priority. We 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. A serious occurrence could include serious injury, fire/other on-site disaster, or a complaint about service standards. Currently all agencies are required to report serious occurrences to the Ministry of Education for the Barrie Region, whom are responsible for licensing. Little Beginnings is required to post information about all serious occurrences. The posting will provide parents with information about the incident and outline follow-up actions taken and the outcomes. Please note the privacy of all individuals involved will be protected. Long-term actions taken by the operator will also be included to prevent similar incidents in the future. The posting of the "Serious Occurrence Notification Form"/"SONF", provides greater transparency for parents and supports the safety and well-being of children.

Appendix C – Positive Behaviour Reinforcement Policy

Testing is a natural part of a child's life. Children test their environment; they test their peers and teachers in an attempt to discover the limitations set by each. A child's curiosity will often cause her/him to push the set limitations. When this type of testing occurs, the teacher will attempt to redirect the child's action.

This positive behaviour reinforcement technique may diffuse any inappropriate actions. However, there may be times when a child needs to be removed from the situation and be given a cool down period. This time is intended to allow the child to relax and think through her/his actions. When the child feels ready, the teacher will return and together

they will discuss the situation and try to identify ways to avoid a similar incident from occurring in the future.

Preferred Practices

Employees are expected to use the following behaviour management practices when necessary:

- Channeling the child's energy to another area (diversion).
- Ignoring inappropriate behaviour (where appropriate).
- Giving positive verbal reminders about inappropriate behaviour.
- Redirecting to a closely supervised activity.
- Giving positive reinforcement of desired behaviour – both verbal and non-verbal.
- Reinforce appropriate behavior with positive feedback to foster a positive self-esteem.

A discussion and explanation will follow all disciplinary methods where appropriate.

Note: If time out is used, it should be used only for children over two years of age. The maximum time-out period should be no more than one minute for each year of age up to a maximum of five minutes.

LB Educators are expected to follow the positive reinforcement behavior guidelines:

1. Giving positive reinforcement for desirable behaviour both verbal and non-verbal.
2. Diversion- channel the child's energy and focus to another area or to accomplishing something productive.
3. Ignoring- negative behavior is often increased with attention therefore when appropriate and the child is safe, stepping away may help to reduce repetition or prolonging of that behavior.
4. Positive verbal reminders about appropriate behavior or possible outcomes of that behavior.
5. Redirecting to a closely supervised activity or to a quiet space or table top activity.

PROHIBITED PRACTICES

Little Beginnings Daycare and Learning Centre will NOT permit, with respect to a child receiving child care at a child care centre it operates or at a premises 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.

Contravention of Policies and Procedures

Everyone – employees and parents – is expected to comply with Little Beginnings stated policies and procedures and the requirements of the Day Nurseries Act.

Failure to comply could result in the following:

For employees:

- A verbal warning.
- A written warning.
- Dismissal.

For others, including parents:

- A verbal warning.
- Other action as deemed appropriate by Little Beginnings Owner's, including, but not limited to, the person not being permitted on the premises.

Disciplinary measures for employees normally follow a three-step process. An exception is made for certain kinds of conduct whose seriousness justifies omitting one or more of the steps. When determining which disciplinary measure(s) will be taken, the owner, will take the following criteria into account:

- The seriousness of the offence.
- The actual or potential risk or harm to the child. The past and recent performance of the employee.
- The frequency of occurrence.
- Previous disciplinary action taken.

When action is necessary, it will be taken immediately by the owner in the case of employees, parents and others.

Monitoring Behaviour Management Practices

The following monitoring helps ensure that only preferred behaviour management practices are used: A comprehensive discussion of the behaviour management philosophy of each employee will take

- Place during the hiring process to ensure compatibility with the philosophy of the Little Beginnings Daycare & Learning Centres and the requirements of the Day Nurseries Act.

Employees will be made aware of the policies and procedures of Little Beginnings Daycare through the review and sign-off procedures outlined below and through in-service training sessions and meetings, which include discussions of any unusual disciplinary problems.

- Each employee is observed at least four times a year and has a performance appraisal conducted on them.

All complaints regarding behaviour management practices made by anyone, including parents, children, and employees will be investigated and acted upon by the supervisor and, if necessary, the owner/operator. Serious occurrence procedures will be followed when required.

Behaviour Management Log

A log (or record) of the monitoring of behaviour management practices will be kept. This log will include factual statements only and will be kept in a secure location for reasons of confidentiality. At a minimum, it will include:

- The dates of review of the behaviour management policy and the people involved in the review.
- Summaries of concerns regarding a child's behaviour, including meetings to discuss concerns, strategies agreed upon, discussions with a child's parent(s), etc.
- Dates of observation of behaviour management practices by the supervisor or owner/operator where applicable.
- Dates of complaints regarding behaviour management practices and a note indicating where the details regarding the incident and the action taken can be found (e.g., Personnel file).
- Dates of observation of the use by anyone on the premises of prohibited behaviour management practices, with a note indicating where the details regarding the incident and the action taken can be found.
- Workshops, courses, in-service training, etc. participated in by employees, provided to parents, etc.

Review and Sign-Off

The behaviour management policies and procedures will be reviewed prior to working with children for the first time and at least annually thereafter with each employee. After reviewing the policies and procedures, each person will sign and date that they have read them and agree to follow them.

The Owner/Operator will review the behaviour management policy annually to ensure that it remains appropriate and up to date. A record of the date of review will be kept in the behaviour management log.

Record Retention

All records related to the review and sign-off of behaviour management policies as well as the monitoring of behaviour management practices will be kept on file at Little Beginnings Daycare & Learning Centres for at least three years after the last entry.

Appendix C – Outbreak Policy

If there are only a couple of cases, a centre may be put into a suspect outbreak. The suspect outbreak status will still require all control measures to be put in place (e.g. exclusions, signage, cleaning and disinfecting, etc.). See Fact Sheet. An outbreak number may be given as it will help organize specimen testing. If there is an increase in illness, while in a suspect status, contact Public Health immediately (i.e., do not wait until the next business day). If an outbreak is declared, further recommendations could be given.

Child Care Centre's Role:

All child care centres have a duty to report to Public Health when they suspect that an outbreak exists (e.g., there is an increase in illness above what is normal). If an outbreak is suspected, notify Public Health as soon as possible. It is the responsibility of the centre to:

- Follow all Public Health recommendations and requirements.
- Notify all parents, guardians, and staff of the outbreak. Remind staff and parents to report symptoms.
- Post a notification at the entrance.
- Exclude ill children and staff for the appropriate amount of time.
- Provide necessary information to Public Health pertaining to children and staff.
- Report changes or new information about the outbreak to Public Health by providing daily line lists (e.g. new and resolved cases).
- Communicate necessary information to involved parties (e.g. parents and guardians, Ministry of Education, etc.).

Parents' and Guardians' Role:

Parents and guardians play an important role in outbreak management. Parents and guardians should:

Ensure children receive all recommended immunizations.

- Practice proper hand hygiene and cough etiquette with children.
- Keep children home when ill.
- Report specific symptoms to the centre (e.g. vomiting instead of tummy ache).
- Notify the centre of any diagnosis of public health significance (Communicable) made by a health care provider.
- Follow the recommendations made by the centre during an outbreak.

Declaring an Outbreak Over

Declaring an outbreak over is a decision that is made in conjunction with Public Health.

PROGRAM STATEMENT

Little Beginnings Daycare & Learning Centres (LB) provides a warm loving environment that promotes the health and well-being of infants, toddlers, preschool and school age children. We strive to follow the “How Does Learning Happen? Ontario’s Pedagogy for the Early Years and abide by the regulations set out by the Child Care Early Years Act (CCEYA). We admire and adhere to the Ministers Policy Statement on programming and pedagogy under subsection 55 (3) of the Act. Our Program statement will be reviewed and adjusted annually to reflect the best possible practice.

Little Beginnings Daycare and Learning Center;

- offers an enriched environment, in which the child can grow focusing on their social, emotional, physical and cognitive development. We achieve this by recognizing and implementing the four important foundations of learning; belonging, engagement, expression and well-being into our program.
- acknowledges the importance of establishing a trusting relationship that supports positive interactions with the child and its influence on the progression of learning and development.
- recognizes the child to be competent and capable and possessing the ability to reach his or her fullest potential.
- fosters learning through play by extending discovery through questions and inquiry to promote thought and curiosity.
- provides programs that are child directed and educator supported through the careful observation of play and environmental design.
- recognizes the child’s need for play, rest, quiet time and allows this within our daily flexible schedules.
- allows time for the child to become truly engaged in an activity or learning process.
- values the child’s interest and supports their passion
- listens and supports the child desires and inquiries by showing kindness, patience and acceptance.
- promotes physical literacy and health of the young child through providing a minimum of 2 hours of outdoor/gross motor play and proper nutrition following Canada Healthy Food Guide and continuously reviewing our menu options with the Nutrition screen.

(www.nutritionscreen.ca)

- thrives to be an extension of the family, bridging the gap between the daycare and the home, working towards the same goals and objective of child development by inviting parent involvement and perspective.
- communicates learning with children, their families, and the community through pedagogical documentation, electronic reporting and visual boards.
- reaches to our community to support us in the learning and development of the child, the family and our Educators by communicating our experiences on our Facebook page, website and Hi mama database.
- Educators are encouraged to continue professional development and share learning with their peers during staff meetings and involvement to be extended into their classrooms.
- Self-evaluations are provided to Educators semiannually to help assess their role and level of progress in reaching their goals.
- Educators are given a 3-month probationary employment period in which they are evaluated on the quality of programs produced and ability to establish positive relationships with children, families and their peers.
- evaluates its Educators semiyearly and annually to document and review individual and Center based goals and progress as well as ensure that Educators adhere to our Program Statement and Pedagogy.
- reviews the Program Statement yearly to ensure its quality and assess the effectiveness of its approach in all areas mentioned above. The Program Statement will be read and understood prior to employment and involvement with LB.
- The Licensee, Kristy Garneau, will ensure that the approaches set out in the Program Statement are being implemented in the operation of its program at LB on a continual basis. All concerns and questions will be documented and reviewed semiannually to analyze the impact of our strategies and their impact on our programs and values. LB acknowledges that a Program Statement is a live document and continues to provide a high-quality early learning environment as it recognizes the direct influence on long-term positive outcomes for young children. All concerns and questions will be documented and reviewed semiannually to analyze the impact of our strategies and their impact on our programs and values.

Our educators thrive to establish a relationship with every child in their care. Little Beginnings Daycare believes that learning begins with the relationship and the knowledge of pedagogy (How does learning happen?). When a child feels at ease within their environment and secure with an adult only then does the child begin to explore freely and blossom in their understanding of the world. To further the understanding of the child, an inside view of the child's home life is an important aspect in which we consider during our interactions. Being respectful and sensitive to the child's home environment and established relationships with its parents or guardians begins with awareness. Educators respect the diverse social, cultural and linguistic perspectives of all our families. Parents or guardians are asked to complete a questionnaire about their child within our 'welcome package' prior to their child starting in our care. The questionnaire is then read by all Educators and kept in our classroom binders as a reference. The questionnaires focus on understanding and recognizing the child's individual needs and interests. The questionnaire aids educators in forming those initial conversations with the family and child. It becomes the starting point in which the relationship develops. Educators recognize that the relationship is established with a progression of positive interactions and conversations that evolve over time. Furthermore, Educators strive to make a good first impression with all families. Educators follow of the LB "Greeting New Families Policy" which states that all Employees must welcome new families by introducing themselves, making a connection with the child(ren) and starting a positive relationship with the family by demonstrating an interest in knowing more about the child(ren).

Our objective is to provide an early education program that fosters good problem solving and coping skills. We recognize the child's need to learn self-regulation. Self-regulation is measured by how effectively a child copes with stress and recovers. Children need an outlet to release the adrenaline energy of their stress. Some children have a reduced ability to regain the balance between feeling stress and feeling calm. This often can lead to impulsivity. As Educators it becomes our responsibility to recognize each child's individual stressors and provide them with the proper and necessary resources to reduce their stress. In turn, we aim to develop resilience in the child. We encourage children to gain resilience by recognizing the individual tools needed for them to be successful. Some children require personal space to feel at ease in times of upset. Our classrooms lend themselves to having a cozy corner adorned with soft furnishing, blankets or pillows for comfort. Other children desire physical affection when upset. Educators will hug, sit with and hold children to help ease their stress. Calm soothing words will be said to reduce fear or displeasure. Educators adjust their daily schedules to reduce the stress of the child by recognizing the

transitional stressors that may occur throughout the day. LB recognize the importance of engagement and allow the child to become fully engrossed in an activity reducing the traditional stress of specific transitional times. LB supports its Educators to achieve the goal to develop programs and practices to support learning and foster a loving trusting relationship with the child. We accomplish this by reflecting on a shared understanding and work towards a greater consistency between our curriculum and pedagogy. Educators have to opportunities to collaborate in their learning and share together on observations and suggestions to reduce child stress at every monthly staff meeting. The Supervisor recognizes times of distress and supports the Educators by acting as a teacher in the classroom, lending a hand to ease the stress of the child and help calm the environment.

LB recognizes the child's need for play, rest, quiet time and allows this within our daily flexible schedules. Daily the children are provided with opportunities to explore the various centers and materials freely. Educators set up the environment to act as the third teacher. They achieve this by providing activities and materials that are open-ended to invite the children to play. Loose parts encourage the child's natural curiosity and sense of wonder. Providing the child with non-traditional toys challenges them to expand their imagination and deepen their understanding of their world. Educators observe the children at play to recognize the opportunities to promote thinking through extending play by adding new materials or challenging the children to think differently. LB recognizes that the child is competent and capable. We believe the child possesses the ability to reach his or her fullest potential. We encourage this process by providing open-ended materials that spark a child's curiosity to learn and evolve. LB foster learning through play by extending discovery through questions and inquiry to promote thought and curiosity. Our Educators are trained to recognize learning opportunities during play, to know when to expand on the process or stand back and watch it evolve. Children are given opportunities to explore materials that support creativity, problem solving, language acquisition and mathematical structures. It is the Educators responsibility to plan and create environments that become the third teacher. At LB, we strive to optimize learning in every possible way.

A group activity time is provided where the children are invited to sit together to sing songs, read stories and extend their learning and focus. Children are never made to conform during this activity but instead have the flexibility to participate. Our educators recognize that all children learn differently and respect the needs of all children by providing them the flexibility to sit with, sit away

and observe, or simply listen from afar during circle time activities and other planned group time. Throughout the day, the Educators make a continuous effort to value every child's interest and passion. This is easily recognized by the Educator's ability to set up the classroom environment with various materials of interest as well as record observations and conversations. The Educator listen and support the child's desires and inquiries. The Educators observations are recorded weekly on the Emergent Program Plan posted outside each classroom. Educators are resourceful and rich with experience and knowledge about child development and implement their learning into the weekly planning sheet and Emergent Curriculum Program Plan sheet. Observations are shared with classroom partners, the Supervisor and families to help extend the child's interest and make learning more meaningful.

LB promotes physical literacy and health of the young child through providing indoor and outdoor physical play and healthy food. The children are invited to get moving through song and dance (Zumbatomic), strength and balance activities, and mini yoga. We hope to instill a physical confidence in our children. Our educators take advantage of the weather by encouraging indoor gross motor activities on rainy, very cold and very hot days when the children are unable to visit the playground. LB recognizes the relationship between health and well-being. The awareness of health and well-being is co-dependent on healthy child development. Children are given many resources to challenge their bodies, strength and endurance. Proper nutrition is provided daily with our seasonal rotating four week menu. We follow Canada's Healthy Food Guide and continuously review our menu options with the Nutrition Screen. The children at LB are provided with a variety of quality food snacks and meals daily prepared by a certified full-time cook. Our cooks provide a variety of Canadian and international cuisine, alternatives for gluten or dairy free allergies and adjust the menu to accommodate all sensitivities. Our new "LB BITES" program shares LB kitchen recipes with families monthly to help promote healthy eating at home (we need to add the lunch program that we created for the school age kids)

Children are asked questions on how to best solve the situation, how to take it to the next level and explain the possible outcomes. When a child is asked, they naturally become part of the solution and resolution and feel a sense of importance. Team skill building is also encouraged. Providing a group of children with the opportunity to problem solve together motivates and celebrates collaborative thinking and teamwork. We embrace the passion for learning and independent thought. We hope to instill this in our young children. No idea or perspective is overlooked. Every

child has a voice and is heard. We strongly feel this aids the child in feeling social competence with gaining the confidence to work with others and ability to vocalize their thoughts and feelings. We recognize that every child comes from a different emotional place and hope to offer a sense of trust and belonging. We strongly feel that every child should feel a sense of belonging in our Center. We encourage a sense of belonging by providing each child with their own cubby space for their personal possessions and label it with their name and picture. Pictures of the child can also be found in many areas of our Center. A personal picture slideshow is created for each child and follows the child as they grow at our center capturing snapshots of their development throughout the months or years. This personal slideshow will hopefully end up as a lovely memory keepsake to send to parents before the child moves off to kindergarten. Monthly our bulletin boards showcase our ELECT documentation and pedagogy, capturing snapshots of learning of the children in each classroom. It is important to LB that pedagogical documentation is valued, discussed and made visible to parents and families. Pedagogical documentation is our way of sharing the learning that is happening and making the connections and interpretations of child's play. Our educators have the ability to recognize learning and make the understanding visible.

We acknowledge that the child is competent, curious and has the ability to reach his or her own potential. In turn programs are created that can build on the strength and abilities of the child. Giving the child the opportunity to try new things becomes a skill building process and self-confidence builder. Recognizing the process in which this takes time. Loving the process without having a destination becoming the focus. This approach is noticeable in our art center. Children are provided with many different materials to create art. They have the vast world of their imagination at their fingertips. Art is an open-ended activity, meaning children are not told when to start or stop their art. Creative materials are always accessible throughout the day. The child is given choices on materials and length of time. Should he or she feel creative that day and want to spend an hour or just a few minutes exploring art is their choice alone. We strongly feel that the child gains a sense of pride and accomplishment in their product when given the freedom of expression. Amazing things are produced in our art areas weekly and showcased in our hallway bulletin boards to share with parents. We make every effort to make our Center an extension of the home and hope to make our children feel a sense of acceptance.

Communication skills, ability to regulate and express emotion as well as to think and plan, are all recognized when planning our program. Cognitive skills, social skills and a child's physical development are also reflected in our curriculum and pedagogy. We strongly believe that quality is

a journey and not a destination. We take pride and consideration when planning our programs ensuring that the child's growth and progress is respected. Our program embraces the child's individualism and interest. A natural respect for the child is fostered through our programs by allowing the focus to be child directed and educator supported. Our educators are experts at observation as they sharpen their observation skills daily. Educators sit back and watch the interactions between the children, analyze the process and make the decision to become a part of the play or stay neutral. If an educator decides to contribute to the learning, she or he will start by asking questions that may spark curiosity or extend play by adding new elements or dimensions to the learning occurring. All educators use redirection tactics to manage negative or undesirable behaviour. Children are encouraged verbally, with gentle physical touch, with cues or attention to distract or prohibit the negative behavior from persisting. Our educators observe the children at play to acknowledge any triggers that may encourage negative behaviours and adjusts or changes the activity or schedule accordingly. Children are praised for positive and desirable behaviors.

Parent involvement in our program is important to us. We see the family as an extension of our learning. We strive to be an extension of the family working towards similar goals and objectives in the development of the child. Our bulletin boards become a visual communication for our families. Educators make a wonderful effort to share a part of their learning with parents by posting art, snapshots of an activity or child engaged in play. Educators post a monthly ELECT document. The monthly ELECT document showcases a child's pedagogical learning, a sequence of pictures capturing a process of learning to demonstrate to parents the ongoing process of development. The ELECT document makes thinking and learning visual for families to see and make the connection between the activity and the skill acquired. Parents are invited to participate in their child's learning to help bridge the home to daycare. We see the family as an extension of ourselves. LB thrives to build a connectedness with the children, parents and families. To help strengthen our programs, we invite the parents or guardians to take an interest in what is happening in our classrooms and express their perspectives on learning. Monthly newsletters are provided informing families of the events occurring in the daycare. We invite feedback from parents and encourage an open dialogue. We offer office hours to have one on one discussions with our families and also encourage families to fill out a comment sheet located outside the office should any families prefer to remain anonymous. All concerns are dealt with in a timely fashion and we hope to find resolution to all concerns and inquiries. LB respects all families prejudice of background and economic status. Furthermore, we embrace the diversity of our families and celebrate our differences as wonderful

learning opportunities for our children and Educators. We recognize the parents as a wonderful asset in providing a more in depth understanding of why things happen with their child and become an extension of learning. Parents or guardians are valuable contributors in their child's learning as they are the experts on their children. It is important to us to make all caregiver perspectives feel valued. An office diary is kept to record any concerns or questions brought forth by primary caregivers to review semiannually and reevaluate our progress in establishing that positive report with our families.

Community involvement is also an important part of our program. We invite the local Fire Department to visit our Center yearly to talk about fire safety and allow the children to see the fire truck up close and see them in uniform. We feel it is important to provide a sense of reality to the children in order to prevent fear or apprehension in an emergency situation. We partner with our local library and Early ON Child & Family Care to collaborate on findings and child development.

Our Infant program visits our local retirement home for story time many times throughout the year. This not only provides great enjoyment from our local retirees but it also commands a respect for the elderly.

Our Educators are encouraged to attend workshops and continue professional development. Educators are then given the opportunity to share their learning during staff meetings and implement learning within their classrooms. The Ministry of Education provides ongoing opportunities for educators to engage in critical reflection and discussion about pedagogy and practice through providing various workshops and supporting professional growth. All LB employees complete the CCEYA Standardize Test and the required CPL (Continuous Professional Learning) modules of learning yearly. It is important to us to be knowledgeable on all current research and discoveries regarding child development and wellbeing. We believe all our Educators are knowledgeable and caring professionals capable of self-evaluation of their reflective and resourceful practices. Every Educator is a valued contributor and is deserving of the opportunity to share and contribute learning in a meaningful way. Self-Evaluation sheets are provided to Educators semi-annually to help assess their role and level of progress in reaching their goals. All new Educators are given a three-month probationary employment period in which they are evaluated on the quality of programs produced and ability to establish positive relationships with children, families and their peers. The Supervisor/Director evaluates its Educators yearly to document and review individual and Center based goals and progress. The Program Statement is



reviewed yearly by the Licensee, Supervisor/Director and all Educators to ensure the quality and sustainability of the curriculum and pedagogy to assess the effectiveness of its approach in all areas mentioned above.

LB's Program Statement will undergo the following critical reflection questions:

1. Do Educators prepare the environment to foster the learning and development of children in their care?
2. Do Educators build their programs on the interest of the child by asking questions, observing play and promoting thought, reflection and curiosity?
3. Do Educators reach out to involve families, peers, and the community to the building of programs and support child development?
4. Does the Supervisor support the environments and its Educators in their advancement of adapting to new families and children into their programs?
5. Does the Center promote the wellness, safety and health of its children, families, peers and community?
6. Does LB recognize the importance seeing the child as competent, capable of complex thought, curious and rich in potential?
7. Does the programs produced by the Educators at LB focus on ensuring the quality of the four foundations of development such as belonging, well-being, engagement and acceptance regardless of age, ability, culture, language, geography or setting?

The Program Statement will be read and understood prior to employment and involvement with LB. The Program Statement is to be read and signed of understanding prior to employment and yearly thereafter to reflect any restructuring.



CONTRACT FOR SERVICES

The conditions of this contract are designed to protect both the parents and the Child Care Centre. In effect, this Agreement guarantees your financial support of the enrollment space, which the Centre will provide for your child.

AGREEMENT

In consideration of the Little Beginnings Daycare & Learning Centres providing care and supervision to my/our child, I/We agree:

1. That I/We have read and understood the program and administrative policies as described in the "Parent Hand Book".
2. That I/We will abide by the policies as approved by the Owner.
3. That I/We will give two weeks of written notice or will pay two weeks of fees in lieu of notice prior to withdrawing my/our child from the program.
4. This agreement may be terminated by mutual consent with two weeks of written notice by either party.
5. I/We have a clear understanding and agree to comply with the terms and conditions of the fee for my/our child's care received.

Dated in Kincardine, Ontario, This _____ day of _____, 20__

Name of Child _____

Signature of 1st Parent: _____

Signature of 2nd Parent: _____

Late Policy

Little Beginnings Daycare & Learning Centre closes at 5/5:30 p.m. If you have not made arrangements for your child to stay late, you will be charged a late fee. This fee will be charged to:

1. Any parent arriving after 5:00 (infant/) or 5:30 (Toddler/Preschool) p.m. will be given one (1) verbal warning.
2. Automatic charge of \$10.00 will be charged to your account after you have received your first verbal warning for any other infractions afterwards.
3. A parent will not be penalized if they have called the Centre and have a reasonable explanation; however, it will be documented. Recurrent calls will be documented and a late fee will be charged.
4. Late payment of ten dollars (\$10.00) for the first fifteen minutes or part there of plus one dollar (\$1.00) for each minute after that. An example of this would be that if a parent arrives at 6:18 p.m. the parent would be charged \$10.00 plus \$3.00 for a total of \$13.00. This money is payable to the staff on duty at the time.
5. Late fee payment is charged per child.

Late fee payments are due at the end of week, payable to the Supervisor. A letter will be sent from management to parents who have not paid late fees after three days.

In the event of inclement weather, such as a snowstorm, *Little Beginnings* reserves the right to charge our families a late fee. This is determined in the following manner:

- If a snowstorm has been “called for” and the weather is progressively deteriorating throughout the day, it is our expectation that you allow yourself plenty of travel time to make it to the centre to pick up your child before the centre closes.

As a parent, I have read and fully understand the centre’s Late Fee Policy, and will comply with its content.

Date _____

Child’s Name _____

Parent Signature _____

Supervisor’s Signature _____

Authority and Release Form

At *Little Beginnings*, we strive each day to maintain the safety and well-being of all children in our care.

All families are asked to list alternate emergency contacts that we are able to contact in the event that you cannot be reached. This form also authorizes the emergency contact to pick up your child from the Centre.

We require a phone call the day your child will be picked up by someone other than yourself.

Photo Identification is required the first time the individual picks up the child from the centre, and may be required on subsequent pick-ups.

Any person or persons picking up a child from the centre must be at least sixteen years of age, before a child is released in to their care.

As part of our commitment, we ask all families to complete and return this form to the Childcare office, so that we are able to access it as needed.

Date _____

Child's Name _____

Parent Signature _____

Supervisor's Signature _____

Authorized Emergency Pick Up Contact Name & Phone Number:



Photo Release Form

Little Beginnings strives to maintain the privacy and confidentiality of each of its clients.

In order to enhance to quality of the childcare setting, and to help enhance each child's self-esteem, we often take digital photographs of each of the children engaged in every day activities. We also take photos of the children for our classroom displays, and for their personal spaces or cubbies.

We would ask that each parent read, and sign the form below, authorizing the *Little Beginnings Daycare & learning Centres* staff to take a photo of your child(ren) for our Childcare Centre purposes only. The photos will not be replicated, traded or used for any other purpose that those stated above.

I hereby give *Little Beginnings Daycare & Learning Centres* permission to take photos of my child engaged in any childcare related event (concerts, parent events, room activities), and for centre adornment purposes ONLY.

Date _____

Child's Name _____

Parent Signature _____

Supervisor's Signature _____

Neighborhood Nature Walk Release Form

Little Beginnings plans occasional of Neighborhood Nature Walks to expand on, and enhance our regular curriculum.

Walk Procedures

- All forms must be signed by a parent before leaving the site.
- Attendance list must be taken with the group and a copy of the attendance list must be left at the centre. Staff will check attendance at regular intervals and before and after each transition etc.
- First aid kit & classroom emergency knap sacks and emergency information must be taken on the trip.
- Review rules and expectations with the children before the trip.
- One staff at the front of the group and one at the rear, mixing additional adults in the middle.

The centre supervisor will ensure that all child contact information is kept up to date at all times. It is up to the individual room staff to ensure that their classroom emergency knap sacks are complete. A copy of this policy must be included in each classroom knapsack, along with a copy of all *Little Beginnings* emergency contact phone numbers.

I hereby give *Little Beginnings Daycare & Learning Centres* permission to take my child on local neighborhood Nature walks.

Date _____

Child's Name _____

Parent Signature _____

Supervisor's Signature _____



Sun Safe Permission Form, Skin Care/Teething Care Permission

I, _____ parent of _____ give the staff at Little Beginnings Daycare & Learning Centres permission to apply noted product to my child when necessary.

Please note for sunscreen, parents are to apply to their child each morning before they are dropped off at the centre if they are arriving after 8:30am.

Date _____

Child's Name _____

Parent Signature _____

Supervisor's Signature _____

I, _____ parent of _____ give the staff at Little Beginnings Daycare & Learning Centres permission to apply any creams / powders we provide to my child as needed. This includes provision of any diaper cream, teething gel, facial cream, antiseptic, chap stick. Any product provided must be clearly be labeled with the child's name. Only product provided by the family will be applied.

