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## CENTRE BACKGROUND

Noah's Ark Childcare came into being by the staff of the Guelph Food Bank seeing a need in our community. The Centre is operated by its parent organization Spiritwind Christian Centre. This Centre operates under Christian morals and standards and will make Christian materials available for the children's use.

## PROGRAM STATEMENT

Under the Child Care and Early Years Act (CCEYA), Section 46 Noah's Ark Childcare (NAC) has a program statement that is consistent with the Minister's policy statement on programming and pedagogy. In this program statement NAC incorporates the views and goals for our children, parents, and staff outlined in "How Does Learning Happen". Our program statement is reviewed with all staff students and volunteers prior to employment, and staff will be notified after any modifications.

At NAC we believe that each child has the ability to be competent, capable, curious learners and reach their individual potential based on their needs and abilities. We are committed to supporting families and children to reach their potential through building relationships based on respect and providing an environment that supports positive and responsive interactions. These relationships begin within the centre between staff, students and volunteers and extends out to our relationships with the children, families and our community. When focusing on the individual needs of a child, staff will provide meaningful and positive learning opportunities encompassing competence, safe risk, exploration through play, and mastery.

Every person who enters into NAC should feel a sense of belonging, that their well-being is supported and enhanced while in the childcare program. The four foundations of belonging, engagement, well-being and expression are the rights of all children families and educators and provide a clear direction for our goals and expectations for our program.

### Health, Safety, Nutrition & Well-being

The health and safety of a child is of the utmost important and concern. Our goal is for all children to develop a sense of self, health and being that they are to carry with them through life. NAC recognizes the importance of development of children in their early years and the impact this has on their future.

We strive to provide children with a strong foundation by supporting these goals through a variety of approaches.

These will include:

- Providing two nutritious snacks, morning and afternoon and a healthy lunch containing foods from each of the four food groups. All menus are reviewed and approved by the Wellington Dufferin Guelph Public Health Unit, and are posted on our parent board. In promoting a positive eating environment, children are encouraged to try new foods and will learn independence through making appropriate and healthy food choices and serving themselves by handling utensils during meal times.
- Providing opportunities and new experiences for the children to engage in food preparation through baking activities.
- Ensuring that all staff are trained and are able to respond to health, safety and emergency situations. All staff are trained in Standard first aid and level C CPR. The children are supervised at all times and are allowed to practice safe risk in their play.
- Encouraging the children to learn through exploration play and inquiry. Staff will learn alongside the children as facilitators and co-learners allowing the environment to be a third teacher in the child's development. Staff will make adaptations and physical accommodations so all children may participate in active exploration and physical play.
- Providing an environment where children thrive when they engage in vigorous physical play in the outdoors. NAC has three outdoor play spaces that are shared amongst our programs and the children are scheduled to be outside each day for a minimum of two hours (weather permitting). During this time staff will engage the children and foster learning through gross motor activities, positive social interactions and group and individual play.
- Allowing children, the opportunity on inclement weather days to engage in indoor gross motor play. NAC has an indoor Gross Motor Room that is shared amongst our programs on a rotational basis.

- Supporting mental health wellness through encouraging children's development of self-regulation, resiliency and the ability to communicate their emotional needs.
- Completing daily health checks through communication with the families to understand the child's state of health when entering into the program and continually monitoring their health during their involvement in the program.
- Any indications of child abuse or injury are to be reported to the administration and will be investigated and recorded in accordance with the law.
- Ensuring that the outdoor/indoor environments are monitored for safety.
- Providing daily opportunities for sleep, rest or engagement in quiet activities depending on each individual child's needs and development.
- Providing a variety of indoor, outdoor, active, rest and quiet activities in all of our programs throughout the day.
- Ensuring that each child be immunized as recommended by the local Medical Officer of Health. Parents may request an exemption for immunization for their child. It is then the responsibility of the parents to complete an exemption form and abide by the exclusion regulations as defined by the local Medical Officer of Health. In the event that there is a communicable disease or outbreak at NAC, and a child has an exemption form from the local medical officer of health, this child will not be able to attend NAC until the communicable disease or outbreak is over. This centre has the right to refuse entry of a child if immunization is not complete or the appropriate forms are not completed as required.

#### Promoting Positive Interactions and Self-regulation

At NAC we believe that the positive relationships and consistency between parents, staff, and children is imperative to the child's sense of belonging and their success in life. NAC has an open-door policy where parents can play a roll in their child's daily interactions and development. At NAC it is our practice to support our staff through modeling, evaluations, monitoring, positive reinforcement, discussions, and training. When staff require support NAC's administration will explore all avenues to empower them to be successful in their day to day interactions with other staff members, children and families.

Positive engagement is part of the total relationship between the staff members, children, and families. Children need to experience a secure base before they feel safe and secure in their environment. This is established through warm, caring authentic relationships with their caregivers that lead to an increased self-esteem and positive self-concept. At NAC our aim is to help children gain positive experience throughout their day through positive communications and interactions.

NAC supports these goals through the implementation of a variety of approaches.

These will include:

- Welcoming and greeting children and families at arrival.
- Providing opportunities for the children to engage with and make decisions and contributions to their environment.
- Staff working in collaboration with each other and the families to teach and practice self-regulation skills and apply the tools to cope with stresses.
- Preparing children for change, staff will model effective coping behaviours so that children can learn their own sense of control.
- Recognizing and encouraging desirable behavior, providing positive examples and setting clear limits.
- Staff engaging with the children through observational and hands on play at the children's level and provide learning opportunities through new experiences and day to day happenings. Staff will record and document events throughout the day and communicate to families through both written and verbal communication.
- Honouring the children's ideas and contributions by responding to them in a respectful way and by focusing on using authentic language and body language in our interactions with them.
- Interacting with children on their level.
- Knowing when to be able to be an intentional observer in a play scenario and to support this leaning from a distance.
- Modeling resiliency and problem-solving skills with children in the program by helping them identify their feeling, others feelings and possible solutions.

- Encouraging children to develop problem solving skills, instead of having them take part in a prescribed solution (e.g. making a child say sorry)
- Learning who each individual child is to minimize stressful situations and help the children become self-aware.
- Actively listen and observe the children, giving them the time and space to express themselves. Each child will be empowered to make choices that will aid in their development and self-expression (e.g. choice their own art materials, choice of activities/play that they engage in).
- Providing the opportunity for children to participate in large or small group activities.

Children use many kinds of behaviors to test the world. Some of these behaviors are unacceptable or unsafe for the child and others. When dealing with a child NAC encourages staff to reflect on RIRO. Our views about the behavior can affect how we think about the child, how we interact with the child, and understand the child's behavior. The understanding of behavior is what a child does; not who he/she is. This helps us separate the child from the behavior. By reframing the child's behaviour we can better understand what the child is trying to communicate. Staff can stay positive and connected to the children and endeavor to be more flexible and creative in our approaches to helping with behaviours.

We believe that a positive approach to behaviour guidance should be used to maintain respect and concern for the child's self-esteem, need for understanding and developmental level. We believe that positive redirection is necessary to guide children in their understanding of appropriate and inappropriate behaviors and provide them with tools to govern their own behaviour. Our Centre's techniques include the following:

- Setting reasonable limits (safety rules) that will ensure the safety, welfare and protection of others. These limits are clearly defined and consistently maintained for each child.
- Stepping into a situation to provide role modeling, guidance and redirection. This is to be done visually (through the use of picture symbols) or verbally (e.g., providing suggestions for play).
- Encouraging children to use their verbal skills rather than physical actions, thereby encouraging them to share their feelings with the staff and children or explaining why the actions or behaviours are inappropriate and by giving the children the age appropriate language and actions to use.
- Guiding the children to use verbal skills rather than physically acting out. Staff will achieve by role modeling appropriate words to use within individual situations.
- Encouraging the children to share their feelings with other children and staff.
- Using logical consequences that are relevant to the situation.
- Allowing a child choice in relation to their behaviour.
- As needed, a time away with staff may be used. This time is not intended to be a negative approach but a time removed from the situation to calm down, think and work out the problem with staff.
- Staff will be there to comfort children through gentle verbal interactions and provide cuddles during difficult times.
- Spanking and other forms of corporal punishment and time outs are NOT permitted for any situation.

Staff will set reasonable limits for the children that are age and developmentally appropriate, that anticipate difficulties and have a plan, provide learning opportunities and choice, provide measured risks and learning opportunities that are still within the child's ability to succeed. This is achievable through providing children with safety signals, such as: giving the children a heads up for unpleasant situations, preparing children for upcoming changes and transitions, giving clear reminders about expectations, have a clear understanding of cause and effect, and consequences that are logical and age appropriate. It is important that staff and parents both play an active role and follow through to encourage the children to interact and communicate in a positive manner and support their ability to self-regulate.

NAC has a zero-reject policy when dealing with a child with behavioural concerns. NAC will exhaust all resources and support services to support the child and work in collaboration with the family. NAC will have parent and staff meetings to develop a joint plan to support the child to foster their development and provide an inclusive environment.

#### Exploration, Play and Inquiry

NAC follows an emergent curriculum philosophy and understands that learning is a partnership between the child, the family and the Educator. It is a play based; child directed approach that focuses on the development of the whole child. Our overall goal is to ensure a comfortable environment where children learn in a meaningful and joyful way and where they feel a strong sense of belonging. The environment is

viewed as an additional teacher offering children inspiration and encouragement to explore the world around them. During play the children are encouraged to be in the moment while staff observe, engage and listen to the children, providing teachable moments.

Emergent curriculum is based on the Constructivist Theory which suggests that we build on, or construct our own knowledge based on what we already know. As well, it suggests that we learn best in situations that have meaning for us. We believe this to be true for both children and adults.

NAC supports exploration, play and inquiry through a variety of approaches. These will include:

- Listening to and observing the children to understand their questions and inquiries, using these as a guide for programming.
- Organizing the learning environment in an appealing, engaging and welcoming way.
- Providing nature-based items to help children explore the natural world.
- Modeling and encouraging respect for our physical environment and materials used in the programs.
- Providing a variety of learning experiences and materials for children to freely choose to play and express themselves through.
- Expanding the children's learning and understanding of their explorations through engaging in open-ended conversations and asking thought provoking questions. When staff are co-learners both the staff and the children take part in planning and investigating while exploring the child's questions, theories, curiosities. By providing new and curious experiences, the children have an active role in their play, inquiry and problem solving. Both children and staff will engage in play while enquiring about the activity or item(s) that they are learning about.
- Providing child-initiated and adult-supported experiences by the staff observing and having fruitful conversations throughout the day with the children. Staff will get down at the child's level, be hands on during play, be an active participant in exploration of their surroundings during the day.

#### Learning Environment and Experiences

Through emergent curriculum staff will provide meaningful learning opportunities. In planning for these experiences staff will rely on verbal communication, observation, presentation, and documentation to expand the children's knowledge, interests, and skills.

NAC provides learning environments and experiences that incorporate the following:

- Encouraging children to investigate, imagine, think, create, solve problems, and make meaning from their experiences.
- Open-ended materials are provided that the children can use in different ways. When the environment supports learning children's challenging behaviours are reduced and they respond in a more positive manner.
- Allowing the children to explore and create at their own pace and developmental level. Staff will plan for these learning opportunities and interests by using free webs, posting activities and curiosities with captions attached, and learning stories.
- Classroom goals are posted throughout the classroom which incorporate the developmental needs of all the children in the program. These goals are to be inclusive of all children, including children with individualized plans.
- Classrooms with children having individualized support plans will create the goals for their program that incorporate the goals outlined on the individualized support plan(s). This will be used as a method to focus on the child's developmental progress.

#### Daily Activities

At NAC we have long recognized the value of play in our programs. We take advantage of the opportunities play provides in our classrooms for observing children's development and learning. Through such observation's teachers can learn about children's social interactions, cognitive and language abilities, motor skills, and emotional development.

NAC provides daily activities that incorporate the following:

- Regular observations that provide teachers with the framework for, planning future play experiences, evaluating play materials, determining areas of strength for individual children,

planning curriculum for individual children, reporting to parents, and checking on a child's on-going progress.

- We strive to limit interruptions and transitions and provide opportunities for continuous play. Therefore, our day is fairly free-flow allowing for active play, meal times, rest and quiet time, and outdoor play.
- Our rest times in our infant program are free-flow allowing for the individual needs of the children. In our toddler and preschool programs, the rest time is for a period of up to two hours and if a child chooses or does not require rest they may engage in quiet activities off their cots.
- Our outdoor play environments are used as an extension of the indoor classroom. They are learning environments that encourage motor and social skills as well as help children refine existing cognitive structures and construct new ones. Used in this way, the outdoor play environment provides a basis for observational assessments in all areas of development.
- Children are scheduled to be outside for a minimum of two hours a day but are not limited to this amount of time.

### Engagement and Communication

At NAC we strive to create a warm and friendly environment that welcomes families into our programs. Effective communication helps families and staff share important information about children. This communication helps build relationships between families and staff through respectfully sharing information, observations, and through meaningful participation.

NAC supports engagement and communication through a variety of approaches.

These will include:

- Regular verbal communication daily with families at arrival and departure times.
- Communicating the children's learning and development with families through written daily sheets, learning stories, posted artwork and photos with captions, and free webs.
- Encouraging families to share their perspective on their child's learning through verbal communication.
- Displaying family's information and photographs throughout their classrooms.

All of these methods are used on an ongoing basis and through open communication and we welcome parents' feedback and input. We want families to feel as though NAC is an extension of your family and want parents to be an active participant in their child's learning.

### Our Use of Documentation

NAC uses a variety of documentation methods to share the children's learning and development, support communication with families, reflect on our program, environments and experiences, review our interactions and planning approaches, and support and monitor the implementation of our program statement.

NAC implements the following methods for documentation:

- Staff will use curriculum webs to document daily happenings in the programs; as well as, free webs throughout the classrooms to develop areas of interest and document further programming possibilities.
- Staff will post activities, artwork and curiosities with captions attached.
- Staff will write learning stories that draws attention to the children's thoughts and contributions, shares our professional knowledge, and includes representation of the children's, and educators' perspectives. These pieces of documentation share a broader picture of what is happening in the children's learning environment.
- Classrooms will reflect on previous documentation, group activities and experiences through pedagogical documentation. This documentation will be posted in the classroom to encourage reflection and possibilities for further learning.

### Our Community

We recognize that opportunities to engage with people, places, and our environment help all of us build a strong connection to each other and the world around us. At NAC we encourage staff to have the children learn and explore through educational visits in our community, bringing in outside resources for children to learn about, and engage with

others in our community. Some organizations and community groups NAC engages with are CMHA, WDGHU, MEDU.

### Professional Learning

At NAC we require staff to have continuous professional development which offers our staff ongoing opportunities to explore new ideas and think together. Through professional development and training staff find new ways to connect with the children, providing them with meaningful learning opportunities. Through professional development staff also stay current in their knowledge and methods of teaching. Staff will participate in professional learning opportunities within the community as well as participate in in-house training to meet the requirements of NAC and the CECE (CPL). Staff are encouraged to look at their goals for learning and seek out opportunities which will increase their knowledge and skills.

### Monitoring of Program Statement

This program statement is a guideline for the operation of the centre and how NAC will conduct learning and experiences through "How Does Learning Happen". Monitoring of this program statement is to be done to make sure that the process and practices are in line with NAC's policies and to ensure that they are being implemented. This is a working document that will evolve as the approaches for practice are reviewed. Changes within NAC and the implementation of practices will be done through monitoring by all staff at NAC.

The administration and the staff will fulfill the role of ensuring that the above statement is put into practice on a daily basis. Administration will monitor through written performance observations, written periodic evaluations, and daily visual observations of the staff and program. Communication and relationships between all parties will be maintained in a positive manner through open dialog and meetings as required, documentation of these discussions will be made and will be kept on file.

Staff will monitor by ensuring that the processes and guidelines set out in this program statement are being followed and abided by. Staff will have internal team discussion to evaluate their implementation of curriculum, the method being used to carry out daily experiences, and document daily happenings in their daily journal. Where staff see a need for change, adjustment or have a concern about any issue, staff are to have dialog with administration in order for a solution or change to be implemented.

Other avenues to monitor NAC's administration and staff are by doing parent surveys, working in collaboration with our Inclusion support service team and community partners by taking direction and suggestions to better the services and programs offered through NAC.

## **CURRICULUM BASE AND GOALS**

Our goal at Noah's Ark Childcare is to provide a program that is designed to meet the needs of all children at each stage of their own development. NAC operates emergent based curriculum that is designed to let the children understand, explore and grow in their cognitive and social development, creating a fun and interactive environment. The foundation of the program is based in accordance with the "How Does Learning Happen" document.

The curriculum is child driven; the teachers are to discuss a topic based on the children's interests and explore new and related topics. Teachers will be asked to design the curriculum based on observations made in the classroom of interests and new ideas needing to be taught/explored, discussions with the staff and children, and information that is provided by the centre. Staff are to work as a collective to develop a tailored program for the individual children within their room, meeting all of the developmental and cognitive needs of the children.

Emergent planning uses the immediate daily needs of the children as a base for developing the curriculum topics that are explored. The main curriculum topics and activities that are presented must be recorded on the main web sheet provided. The date on the main web is to be the start date and once the topic is over then the end date is to be recorded. When there are specific daily happenings recorded on the main web the happening is to be written follow by the specific date it took place. Staff are also to post other free webs and documentation of other experiences explored in the program. The date that this free web is created is to be written on the web too. The focus must be on the children's interests, knowledge, inquiries, and needs. Staff are to work together to discuss and present topics ideas and work as a

collective to implement the programming. The covered programming time on each staff's schedule is for a staff to do extra duties outside of the room and/or switch up the toys in the room.

Staff are to develop and print in a learning story once a month for each child that focuses on an activity / learning experience that they have participated in. Some of the learning stories are to be posted in a prominent location where parents and children can easily view the story. The other learning stories are to be placed in the individual child's portfolio for review. Learning stories tell the **story** (observation), **what it means** (what has been learned), and **opportunities and possibilities** (what can be done to further learning and education). Stories should be accompanied with artwork, photos or other documentation to support the story.

Other documentation that is to be posted includes but is not limited to: captions that tell the story of the event, experience, artwork, or learning opportunities provided. These records are to be displayed throughout the classroom to document and tell a story about how the event or happening took place and the progression of the experiences from start to finish.

#### CURRICULUM GOALS

- |   |   |
|---|---|
| 1. Enhance matching skills                | 2. Promote problem solving skills             |
| 3. Facilitate number recognition          | 4. Develop counting skills                    |
| 5. Enhance classification skills          | 6. Increase shape recognition                 |
| 7. Develop measurement skills             | 8. Develop simple addition/subtraction skills |
| 9. Teach skills in estimation guessing    | 10. Enhance eye-hand co-ordination            |
| 11. Increase large & small muscle control | 12. Increase language development             |

### **ITEMS THAT ARE NOT TAUGHT**

Noah's Ark Childcare is a Christian based childcare. Materials will be available to be used with Christian content for themes, music, and decorations. Proselytising about any religion will not be permitted. (Proselytising – To actively try to make a convert to a particular religion or belief)

\*\*All materials used at Noah's Ark Childcare must be approved by the administrator prior to use in the centre.

#### **ITEMS NOT TO BE TAUGHT**

##### **Events and Special Days**

1. St. Valentines Day
2. St. Patrick's Day – Leprechauns or Fairies
3. Easter – Easter Bunny
4. May Day – worship of nature
5. Halloween – no ghosts, goblins, witches, occult or anything to do with Halloween
6. Christmas – No Santa Claus

##### **Other Items**

1. Nothing violent such as guns, Power Rangers or like programs/No themes that promote violence
2. Nothing mythical, magical or Occult – No fairytales with witches, fairies or magical themes (example No Harry Potter, Teletubbies)
3. Nothing rude, perverse or grotesque such as Simpsons or like themes/programs.
4. Nothing to be taught about evolution of man/animals.
5. Nothing to be taught about alternative sexual preferences.
6. No religious teaching unless approved by the administrator.
7. No cultural teachings that deal with religious items (e.g. Native crafts that have a spiritual meaning example dream catchers, totem poles)

### **CONFIDENTIALITY**

Information collected from parents is for use by program staff only to aid in the provision of appropriate, quality childcare. Information given is kept in confidence.



## **RATIOS**

Under the rules for Childcare Programs, the Ministry of Education sets out specific child-to-adult ratios to allow adequate supervision. All staff are educated in these ratios as they are an essential part of our day. (Our Centre runs programs for the ages of 3 months to 5 years 11 months.)

They are as follows:

Infants: 3 months – 17 months require 1 adult for 3 infants

Toddlers: 18 months - 30 months require 1 adult for 5 toddlers

Preschoolers: 2 ½ years to 5 years 11 months require 1 adult for 8 preschoolers

## **STAFF**

Staff members trained as Registered Early Childhood Educators and assistants are knowledgeable and skilled with regard to children and their development. Their role is to provide a nurturing environment that fosters discovery and exploration and offers learning opportunities that will facilitate development for your child's total growth. Vulnerable Sector Criminal Reference Checks have been completed on staff and volunteers working at the Centre.

## **VOLUNTEERS/STUDENTS**

Co-op students will be an active part of our program. Students will be supervised by staff, and will provide extra hands and help from caring individuals. Our Centre also utilizes volunteers who are carefully screened and interviewed by the Supervisor / Assistant Supervisor. Volunteers participate on a regular basis and are a valuable part of your child's program. Vulnerable Sector Criminal Reference Checks are required as a prerequisite for involvement in any program.

The Childcare Supervision Policy for Volunteers and Students falls under the requirements of the CCEYA. The regulation states that every operator shall ensure that every child who is in attendance in a day nursery or in a private-home day care location is supervised by an adult. The definition of an adult under the CCEYA is an employed staff who is 18 years of age or older.

Volunteers and students are a great asset to the centre and provide the children with new experiences and the ability to learn about other individuals within our community. Volunteers and students at NAC may assist with all the duties of a staff within the centre and are not permitted to do the following:

- be alone at any time with children or have unsupervised access to the children
- be counted as ratio
- fill out medication forms and administer medication
- administer an Epi-Pen
- fill out injury reports or take sole responsibility for an injured child
- conduct diaper or washroom routine without another staff present in the washroom
- report daily happenings to parents about their child's day
- playground inspections of offsite locations

## **SUPPORT SERVICES**

NAC has an Inclusion Support Service Team that works with the children and the staff in the Centre. This team consists of a Resource Consultant, Occupational Therapist, Speech and Language Pathologist, Physical Therapist, Social Development Consultant. It is policy of NAC to have only one member of the Inclusion Support Service Team in a classroom at a time; however, on occasion more than one member needs to be present in a room at the same time for the specific needs of a child or the centre. This minimizes disruptions to the children in the program. Members of the Inclusion Support Service Team may need to complete assessments on individual children. These assessments may need to take place in a one on one setting away from any disruptions. In these circumstances the member of the Inclusion Support Service Team must notify the supervisor and the staff. The supervisor will provide a time and a suitable space for the purpose of the assessment. Once space is provided the member of the Inclusion Support Service Team will take the individual child to the specified location for the assessment. Once complete, they will immediately return back to the program and report to the child's teacher.

## **PARENT INVOLVEMENT**

Parents are always welcome in the Centre and are free to make appointments with their child's teacher to discuss any areas of concern or interest. Parents are the most important adults in their child's life and we encourage participation in our program. Parents and childcare providers are to work together for their child's best interest. Regular parent/teacher interviews will be scheduled.

The Childcare has an open-door policy. You are welcome to volunteer or visit in the Centre, with prior arrangements made with your child's teacher. Parents must have a Vulnerable Sector Criminal Reference Check done prior to volunteering, have current immunization (TD & MMR) and have signed off on the appropriate NAC polices. Do you have any special talents, occupations, pets, hobbies, experiences? Please share them with us.

## **PARENT INFORMATION**

The parent information bulletin board is located by the front door and Childcare office. Centre News, Newsletter, and Information will be posted on these boards. Other brochures and information is located in main hall. If there are other topics or information that you require, please ask your child's teacher or the office as we have more information on file, and that information will be provided to you. Classroom schedules, programming, field trips, menus, menu substitutions or other information with regard to your child and the Childcare Centre will be posted near the entrance to your child's classroom. This is a great way to keep informed about your child's daily activities.

## **PARENT SURVEYS**

NAC conducts parent surveys periodically throughout the year in order to get feedback on the progress of the NAC team. If parents have concerns please do not wait until the surveys are conducted. Come and speak to one of the administrative team members immediately. If parents are unable to location one of the administrative team members, please ask one of the staff to locate them for you or leave a message. We have an open door policy in the office and value your feedback.

## **PARENT COMPLAINT and FEEDBACK**

Date Policy and Procedures Established: Aug 21, 2017

Date Policy and Procedures Updated: March 5, 2018

### **Purpose**

The purpose of this policy is to provide a transparent process for parents/guardians, Noah's Ark Childcare and staff to use when parents/guardians bring forward issues/concerns.

### **Policy**

#### **General**

Parents/guardians are encouraged to take an active role in Noah's Ark Childcare 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, 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 Noah's Ark Childcare and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within three 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

Noah's Ark Childcare 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 Administration team.

### 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.

Family and Children's Services of Guelph and Wellington County  
275 Eramosa Road, Box 1088, Guelph, ON N1H 6N3  
Bus: 519-824-2410 | Toll free: 800-265-8300 | Fax: 519-763-9628

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 further information please refer to Noah's Ark Childcare "Duty to Report – Child Abuse Policy".

For more information, visit

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

### **Parent Complaint and Feedback Procedures**

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Noah's Ark Childcare responding to issue/concern:
<b>Program Room-Related</b> E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or the Administration team.	<ul style="list-style-type: none"> <li>- Address the issue/concern at the time it is raised</li> </ul> or <ul style="list-style-type: none"> <li>- arrange for a meeting with the parent/guardian within business days.</li> </ul> Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> <li>- the date and time the issue/concern was received;</li> <li>- the name of the person who received the issue/concern;</li> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul> 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 three business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
<b>General, Centre or Operations Related</b> E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to the Administration team.	
<b>Staff, Parent/ Guardian, Supervisor, and/or Noah's Ark related</b>	Raise the issue or concern to - the individual directly or - the Administration team. All issues or concerns about the conduct of staff, parents/guardians, 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.	
<b>Student / Volunteer Related</b>	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the Administration team. 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.	

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 administration team, and if no resolution is reached then the Board of Directors.

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

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

**Contacts:**

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

Wellington Dufferin Guelph Public Health: 5519-822-2715

Police Department: 519-824-1212

Ministry of the Environment; (phone) 416-325-4000, (toll free) 1-800-565-4923

Ministry of Labour: (toll free) 1-877-202-0008

Fire Department: 519-824-3232

College of Early Childhood Educators: (phone) 416-961-8558, (toll free) 1-888-961-8558 or [info@college-ece.ca](mailto:info@college-ece.ca)

Ontario College of Teachers: (Phone) 416-961-8800, (toll free) 1-888-534-2222 or [info@oct.ca](mailto:info@oct.ca)

## **FUNDRAISING**

Fundraising is an essential source of income for our organization. It is through fundraising that we will equip our Centre and provide the funds for programs. We invite parents to become actively involved in fundraising. If parents have any ideas, or can provide donations for activities or some of their time, it will be greatly appreciated. Please have parents speak with the Administration team if they are interested in participating with fundraising.

## **DONATIONS**

Donations are greatly appreciated. If you should have any second-hand toys or "fantastic junk" items (eg, plastic egg cartons, magazines, etc) that you would like to donate to our program, a collection box will be available to turn these items in.

## **HOURS**

The Childcare is a year-round care facility, open Monday – Friday. The hours of operation are 10 ½ hours per day (7am – 5:30pm). Your child may not be at the Childcare for more than 10 hours per day. Upon registration, indicate on your Parent Contract the hours of care your child will require. You will need to abide closely to the hours you requested as our staff coverage is based on the information you provide. We must have 24 hours notice if your child requires different hours of care. Please confirm this with the Supervisor so the needed ratios for coverage can be in place. Sometimes we may be unable to accommodate your request due to staffing.

## **CHILDCARE CLOSURES**

The Childcare will be closed on the following recognized holidays:

New Years Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, August Civic Holiday, Labour Day, Thanksgiving Monday, Christmas Day, and Boxing Day.

Parents of children whose regularly scheduled day falls on one of the above holidays will be charged for that day. If a statutory holiday falls on a weekend, NAC will assign a weekday that the centre will be closed for in lieu of the holiday. Parents will be required to pay for the day that NAC has assigned in lieu of the holiday, if it falls on your scheduled day of attendance. You are required to pay full fees for all care scheduled, regardless of days missed due to inclement weather, statutory holidays, school breaks, vacation time, or illnesses.

For closure on inclement weather days NAC will inform Magic FM and CJOY. Please tune into these stations or read their list of closures for centre closure on their website.

## WAITING LIST

Noah's Ark Childcare has a waiting list for families to place their basic registration information on at no cost when there is no space available in our programs. When a space becomes available families will be notified by NAC's administration in order of date that they went on the list, and also by the month that they are looking for care. Families will be asked to call back to let us know if they are interested. If a family takes the space available they will then be asked to pay the admission and holding fees.

While a family is on the waiting list they may call at any time to ascertain their location on the list. In order to maintain the privacy and confidentiality of the families on the list, the list is located in the office and only administration staff has access to the file. If a family calls and one of the administration staff is unable to take the call, a message will be taken and their call returned.

## ENROLMENT

An application for enrolment must be filled out by the parent for the placement for their child. A non-refundable administration and enrolment fee of \$30.00 is required with the submission of your child's application.

## ADMISSION POLICY

There is a \$200.00 holding fee, which is payable once parents have been contacted to reserve the space for their child. This holding fee will be deducted from the parent's last fee once one month's written notification of withdrawal is given once the child has attended the centre. If a parent withdraws their child prior to their child attending the centre and gives two months written notice, their \$200 holding fee will be reimbursed. If less than two months notice is given, the holding fee will be forfeited. A registration package will be given to parents to complete and is to be returned at a registration interview. At this time, the administration will arrange for a registration interview. This interview will familiarize the parent with the Centre, answer questions and go over the completed registration forms. An orientation visit for the parent is needed to familiarize the parent and their child with the Centre (parent and child to participate in the Centre's program during Orientation visit). This will be arranged after the registration interview.

The following items must be filled out in full and returned:

\*Parent Contract

\*Registration Form

\*Consent page

(medical consent, sunscreen consent, local consent, and publicity consent.)

\*Developmental History

\*Infant Developmental History

\*Keyless Entry Policy & Form

\*Immunization Data Form or Immunization waiver (to be completed and returned with 2 copies of the immunization record.)

## ADMISSION REQUIREMENTS

### Infant program:

- Infant must be at least 3 months of age
- Infant must be able to take a bottle

### Toddler program:

- Child should be a minimum of 18 months of age and/or display readiness for the toddler program
- Child should demonstrate an attempt to be independent (eg, self-help skill, language, etc)

### Preschool program:

- Child should be a minimum of 30 months of age and/or display readiness for the preschool program

## REGISTRATION

Parent must complete and sign the necessary registration forms required by the Centre. The Centre requires these forms for its administration, to meet the requirements of the CCEYA and to ensure the health and safety of your child.

Note: **Two current photographs** of your child must be provided with the registration package for the Centre's use.

## TRANSITION

Helping children to adjust to being separated from their normal environment and the adults who are important to them can be difficult. It may be just as difficult for the parents who may be leaving their child. The staff are empathetic to these feelings and will help with the transition.

## KEYLESS ENTRY

Noah's Ark Childcare (NAC) has a keyless entry system that operates with a swipe fob entry. This system is in place to help ensure the safety and protection of all Staff, Parents and Children. This system is installed at the gate to the parking lot and the front and rear entrance to the upper floor at NAC. All parents and staff are required to have a fob that will be registered to their name for entrance to NAC. All parents and staff are to pay a \$20.00 fee for each fob issued. This fee will be reimbursed to individuals who turn in their fob when leaving the centre. Parents have three months from their end date at the centre to have their fobs returned to the office or they forfeit the fee. If a fob has been lost or broken individuals will forfeit the original fee and will be asked to give an additional \$20.00 fee for another fob to be issued.

## FEES

Fees are payable in advance, on the 1st day of each month (unless otherwise agreed upon at registration). Payments by cash, cheque, or e-transfer are acceptable. Post-dated cheques are welcomed. Receipts for income tax purposes will be issued at the end of the year.

When your child is away from the Childcare, payment is still required in order to maintain your child's spot. You are required to pay full fees for all care scheduled, regardless of days missed due to inclement weather, sick days, statutory holidays, holidays, school breaks or vacation time.

Failure to comply with this fee payment will result in the following procedure:

Week #1- Hand-delivered reminder letter & \$10.00 added to account.

Week #2- Verbal notice, hand-delivered letter & additional \$10.00 added to account.

Week #3- Your child will not be allowed to attend the Centre. Payment or arrangements for payment must be made, otherwise a registered letter will be sent demanding payment. If payment is not made within 14 days, account will be sent to a collections agency.

## LATE FEES

Noah's Ark Childcare **closes at 5:30pm Sharp**. After 5:30 (by the Childcare clock) there is a **late fee of \$5.00 for every 5 minutes**. If you are late, the staff will have you sign a form stating the amount payable for late charges.

We do not want late fee charges. Please make arrangements for your child to be picked up on time. Along with the request for late fee payment, parents will receive three warnings. The first warning will be verbal; the next two warnings will be in writing. A fourth lateness may necessitate withdrawal of your child from the program.

In the event you cannot make it to the Centre or cannot arrange for someone else to pick up your child, or the emergency contact person cannot be reached, the Childcare staff will contact the police and Children's Aid at 7pm.

In the event that you do not pick up your sick child after two hours of notification, there will be a late fee of \$5.00 for every 1/2 hour. If you are late, the staff will have you sign a form stating the amount payable for late charges.

## WITHDRAWAL

If it is necessary to withdraw your child, alter or remove days of attendance, we must receive one month's written notice, or be compensated with one month's payment in lieu of notice. Re-application for enrolment will be looked upon as a new application and your child's name will be put back onto the waiting list.

## VACATION

We request parents to notify the Supervisor/Assistant Supervisor, in writing, of any vacation or other plans which might affect a child's attendance. It is not possible to grant financial credits for lost days due to absence or vacation. Payment is needed to hold your child's spot while away.

## **ARRIVAL AND DEPARTURE PROCEDURES**

Children must be accompanied to and from the Centre by a parent or other adult. Parents are responsible for making transportation arrangements for their own children. We recommend that parents establish set hours to drop off and pick up your child each day. Children need routine for security. Please bring your child at a regular time in order that proper supervision and care can be given. When you know your child is going to be absent, please notify us in advance or in the morning before 8:45 am by phone.

Parents are expected to walk their child into the Centre, assist them with the removal of their outerwear and bring them into their designated room. **DO NOT SEND YOUR CHILD INTO THE CENTRE OR ANY ROOM ALONE!** Staff are unable to care for children they do not know are there.

The front parking area of the Centre is a drop-off and pick-up zone only. It is not intended for extended parking. You are asked not to leave your children unattended in parked vehicles. Upon your arrival at the Centre, the program staff member present relinquishes the care of your child to your responsibility. Please be aware therefore, of the dangers of allowing your child to wander alone in the Centre or play in the front parking area without your supervision. For the safety of your child and others, we would also request that vehicles not be left running during your drop off or pick up times.

According to the law, both parents have equal access to the child and to any information about their child. Staff can deny access to a parent only where there is a written separation agreement or a legal custody order. A copy of this is required by the Centre for your child's file.

## **AUTHORIZATION TO PICK UP YOUR CHILD**

Under no circumstances will your child be released to anyone not known to staff without written authority from parents or guardians. A signed consent form listing authorized persons will be kept on file with pictures of these people that you have provided. If an unauthorized person is to pick up your child, please complete an "Authorization Form" when you come in the morning. Identification will be required of anyone whom the staff does not recognize. In the case of an emergency, if none of the authorized people are available, you must contact the Centre and provide the teachers with the person's name, date of birth, and description. This person must provide picture identification with their date of birth on it (ie, passport, driver's license, picture health card) to verify the information you have given.

## **SUSPECTED USE OF ALCOHOL/DRUGS**

Noah's Ark Childcare staff have the right to refuse to allow a parent to pick up a child if they feel the well-being or the safety of the child is at risk. If the person picking up the child is impaired, the staff must follow these steps.

1. Verify suspicion that the individual is impaired.
2. Make a non-confrontational statement to the individual about his/her condition and their concern for the child. Discuss alternative measures for pick up of the child.
3. Contact alternate person to pick-up the child or ask the individual if they will take a taxi at their own expense.
4. If the adult tries to leave or leaves with the child, the staff will not try to stop them if the individual does not agree.
5. Police will be contacted if individual is insistent on taking the child in a vehicle.

\*\*\* If a charge or arrest is made, the staff may be required to testify. The staff dealing with the situation is to make a written report of the incident. In the case of an accident, the Childcare will not be responsible

## HEALTH AND SAFETY POLICY

The CCEYA stipulates that prior to admission; each child must be immunized as recommended by the local Medical Officer of Health. Parents may request an exemption from immunization for their child. It is then the responsibility of the parent to complete an exemption form and abide by the exclusion regulations as defined by the local Medical Officer of Health. In the event that there is a communicable disease or outbreak at NAC and a child has a exemption form from the local Medical Officer of Health, this child will not be able to attend NAC until the communicable disease or outbreak is over. The Centre has the right to refuse entry of a child if immunization is not complete or appropriate forms are not completed as required.

The health and safety of a child is of the utmost importance and concern. Daily health and general appearance checks are to be given upon the child's arrival. Any indications of child abuse or injury are to be reported to the Supervisor/Administrative Director, and will be investigated and reported in accordance with the law.

The children are to be closely supervised at all times. However, accidents do happen. Staff are to be qualified in both Standard first aid and CPR level C and will be able to assist a child in case of any injury. It is imperative that staff are able to reach a parent during the day in the case of injury or illness. Therefore, parents are to provide us with updated contact numbers. In all cases of injury, an Accident Report Form is to be completed by a staff member, and parents are asked to review and sign the report upon arrival at the Centre.

The staff have the right to refuse entry of a child who is ill and unable to participate in the program. In the event a child becomes ill while at the Centre, he/she will be isolated from the other children and the parent will be notified to come and get their child. A Record of Illness Form is to be completed by a staff member and reviewed with the parent upon arrival. We strongly recommend that parents prepare and arrange for emergency back-up child care arrangements in anticipation of these situations. A doctor's note must be provided for readmission if a child has been absent two weeks due to illness or due to hospitalization for a period of one week or longer. The Centre also reserves the discretionary right to require a doctor's note in any other situation whereby there is a concern for the health of the other children and/or staff.

In the event that a parent does not pick up their sick child after two hours of notification, there will be a late fee of \$5.00 for every 1/2 hour. If a parent is late, the staff will have the parent sign a form stating the amount payable for late charges.

### **A CHILD SHOULD BE KEPT AT HOME IF:**

- Child has had a fever in the last 24 hours.
- Child has a heavy nasal discharge, unless due to an allergy.
- Child has a constant cough, unless due to an allergy.
- Child is fussy, cranky, and in general is not acting normally.
- Child has diarrhea, or has had the last bout within 24 hours.
- Child is very tired or has symptoms of a possible communicable disease. If your child has a communicable disease, we would ask that you notify the Centre. Children who are ill and might pass the illness on to other children are required by law to be removed from the program until they are no longer contagious. The program staff must be notified immediately if the child has been hospitalized for at least 24 hours while enrolled in the program.
- **DIARRHEA:** If a child has two cases of diarrhea within a day the parent will be contacted to pickup their child.
- **VOMITING:** If a child throws up twice within a day the parent will be contacted to pickup their child.
- **FEVER:** If a child has a temperature of more than 38C/100F that persists for 30 minutes or more, the parent will be contacted to pickup their child.

Note: If a child has allergies of any kind, staff are to be advised. All allergies must be documented on the appropriate forms.

- Licensing requires that all children go outside, weather permitting, for at least two hours a day. If a child is too ill to go outside, then that child is too sick to be at the Centre.
- We adhere to recommendations given by the Board of Health.



## OUTBREAK MANAGEMENT

The Health Manual distributed by Wellington Dufferin Guelph Public Health Unit (WDGPH) stipulates that an outbreak exists when there is an increase in the number of children or staff who have similar symptoms. It is the legislated responsibility of Noah's Ark Childcare to report the presence, or suspected presence of an outbreak to WDGPH if:

- A child is suspected of having a reportable disease.
- There is an increase in the number of children and/or staff with similar symptoms.
- Three or more in the same group of children have similar symptoms (ie. Diarrhea, fever, vomiting)

Once reported, the role of the childcare centre is:

- Follow all Health Unit recommendations and requirements;
- Assist the Public Health Inspector in collecting samples and information about staff and children;
- Immediately report changes or update information about the outbreak to the Public Health Line.
- Communicate information from the Health Unit to the families of children attending the centre;
- Send deal with inquiries from the public.

In the case of an outbreak it is the policy of Noah's Ark Childcare to follow the recommendations of the Health Unit. Children that exhibit symptoms during an outbreak must be sent home after two bouts of diarrhea or vomiting and remain home for a period of 48 hours symptom free.

## PARENTS AND CHILDREN PANDEMIC POLICY

An **influenza pandemic** is an epidemic of an influenza virus that spreads on a worldwide scale and infects a large proportion of the human population. Influenza pandemics occur when a new strain of the influenza virus is transmitted to humans from another animal species. Under advisement from the World Health Organization NAC is to create a pandemic policy and plan.

In the event that there is a pandemic outbreak at NAC parents and staff will be informed through any of the following: newsletter, postings and by phone if the centre is unable to provide care for your child. A pandemic plan may also be used in place of an emergency plan depending on the severity of the emergency.

In the event that the centre is closed due to any situation that prevents the opening of the childcare (pandemic, blackout, fire, etc) parents will be notified by phone. If staffs are ill during the pandemic and numbers within the centre of staff and children are decreasing classrooms will be combined to provide this service. In the event that the centre is unable to meet ratios due to ill staff during a pandemic the centre will begin to call families about shutting down particular programs. If there is not enough staff to manage any of the programs in the worst case scenario the centre will be closed until proper staffing is available.

During outbreaks it is the policy of NAC to follow the directive set out by the Minister of Health. Please refer to our outbreak policy for further information. Please note that each outbreak or pandemic may have different outcomes and directives from the Health Unit.

### ***Quarantine of children during a pandemic***

Influenza is a highly contagious and common respiratory illness caused by a virus. The vast majority of influenza is transmitted from person to person by droplet spread, e.g. sneezing, coughing or by direct contact, e.g. shaking hands. The period of communicability is believed to be from 24 hours before and up to 3 to 5 days after symptoms develop. Children and some adults may be infectious for 7 or more days after the onset of symptoms. The incubation period is 1 to 3 days for an adult and is 1 to 7 days for a child. Symptoms include the following:

- Sudden onset of fever, headache, chills, muscle aches, physical exhaustion and a hoarse dry cough, sore throat, and worsening cough,
- Children may also feel sick to their stomach, vomit or have diarrhea,
- Elderly and immune compromised people may not develop a fever,
- Most people recover in 7 to 10 days from the onset of symptoms.

## PARENTS AND CHILDREN PANDEMIC POLICY Con't

In order for the centre to send your child home based on the pandemic policy they must have three symptoms of the pandemic. There must be a cough, fever and one other symptom present. In the event that a child is exhibiting these symptoms and the child needs to be quarantined the child will be taken to the office. Staff staying with the child once quarantined must wear a mask and wash hands to reduce the risk of being infected during the pandemic.

### ***Length of time children are to be away from the centre during a pandemic***

- When symptoms onset at the centre children will be quarantined within the office and the parent or emergency contact will be notified for immediate pickup.
- Children are to be off for 7 days from the onset of the symptoms.
- If a parent feels that the illness is not caused by the pandemic the child may return to the child care with a doctors note. If no note is provided and the symptoms line up with that of the pandemic your child must be off for 7 days.

### ***Infection Control Methods***

Staff, volunteers, parents, children, and community agencies are to wash their hands (hand sanitizer in the absence of water), sneeze / cough into their elbow, and sanitize their hands with hand sanitizer (min. 60% alcohol) upon entry into the childcare. If there is a situation where a child is infected and becomes quarantined the staff handling the child are to wear protective equipment and once the child leaves the environment they have been in the staff must disinfect the area immediately.

### **Differences Between seasonal influenza and pandemic influenza:**

Seasonal Flu	Pandemic Flu
Occurs every year	Occurs every 30 to 40 years
Occurs during the winter	Occurs at any time of the year
For most people, it is an unpleasant but not life threatening infection	Some people will not recover even with medical treatments.
Most people recover within one to two weeks without requiring medical treatment	Due to the higher severity of illness, there is a greater risk of death
The very young, the very old and people with chronic illness are most at risk of serious illness	People of every age may be at risk of serious illness
Vaccine is available in advance	Vaccine will not be available in advance
Annual vaccination is recommended for those at risk of serious illness	The whole population will be vaccinated when vaccine becomes available
Antiviral drugs are available to treat those at special risk	Antiviral drugs are likely to be in limited supply and will be used to best effect according to how the disease develops

### **Understand the difference between influenza (flu), cold, and gastroenteritis (gastro).**

Symptoms/Description	Flu	Common Cold	Gastro
Fever	Usually high *	Sometimes	Rare
Chills, aches, pains	Frequent	Slight	Common
Loss of appetite	Sometimes	Sometimes	Common
Cough	Usual	Sometimes	Rare
Sore Throat	Sometimes	Sometimes	Rare
Sniffles or sneezes	Sometimes	Sometimes	Rare
Involves whole body	Often	Never	Stomach/Bowel only
Symptoms appear quickly	Always	More Gradual	Fairly quickly
Extreme tiredness	Common	Rare	Sometimes
Complications	Pneumonia, can be life threatening	Sinus infection Ear infection	Dehydration

\* For children under age five, flu can be a severe illness. Most children with flu have fever. Almost half — especially under age three — will have nausea, vomiting, diarrhea and abdominal pain.

## HEALTH AND DIET

Noah's Ark Childcare offers two nutritious snacks, morning and afternoon, and a healthy lunch containing foods from each of the four food groups. All menus will be posted. Please notify staff of any conflict in the menu due to allergies. When an allergy arises it is the responsibility of the parents to provide an alternative food. If no alternative is provided our Centre will give your child the other foods off of the menu that are not in conflict with your child's allergies. We ask that you do not bring in food from home other than substitute foods, as there are children with allergies within the Centre. When alternative foods are brought into the centre we would ask that you date and record your child's name on it. Any foods that a parent may provide and are not consumed during the day must be taken home. If these foods are left overnight at our centre and are not in a commercially sealed container our staff must dispose of the leftovers (guideline from the Ministry of Health).

Noah's Ark Childcare provides food for infants that are eating table food in accordance with our rotational menu. It is the parent's responsibility to provide baby formula and other baby foods for infants. All bottles and containers must be clearly marked with the child's first and last name and dated with the date of use on it. All food provided by the parents must meet the standards as set out in the Canadian Food Guide. We encourage a healthy attitude towards food by not using food as a bribe, never forcing a child to eat, encouraging children to try new foods, and never denying food to a child as a punishment.

## TOILET TRAINING

It is less confusing for the child if expectations at the Childcare Centre and at home are similar. Staff will discuss with you the best way we can work together to carry out the training.

## SANITARY PRACTICES

To ensure a healthy environment, we adhere to the following basics of infection control:

- Keeping premises, equipment and material as clean as possible by utilizing a strict disinfecting schedule.
- Ensuring that children and staff are appropriately immunized.
- Practicing consistent handwashing techniques for children and staff.
- Separating ill children from their peers and re-admitting only when recovery from the infection is complete.

## LAUNDRY

Blankets, sheets, facecloths, and towels are provided by the Centre and are laundered regularly.

**Note:** If you know that your child has had reactions to soap products in the past, or has had any reaction at the Centre, please notify staff.

## SUNSCREEN

With the increasing depletion of the ozone layer, it is important to protect the children from harmful effects of UV exposure. Outdoor time will be scheduled so that your children get the least amount of sun exposure during the peak times of the morning and afternoons.

To avoid the risk of allergic reactions each child will need to provide their own bottle of sunscreen. Sunscreen will be applied before the morning and afternoon outdoor times. Upon registration a sunscreen form is to be filled out to give the Centre approval to apply sunscreen to your child. We would request that parents provide a lotion based sunscreen and not a spray style sunscreen. At NAC we apply sunscreen inside prior to outdoor times, the none use of spray sunscreen is due to it being an aerosol and inhalant.

**Note: The Centre will not apply any sunscreen that is past date.**

## DIAPERS

Parents are required to supply their child's diapers, pull-ups, creams, wipes, and a fold out change pad. These items are to be left at the Centre. Please ensure they are labeled.

## MEDICATION

Noah's Ark Childcare follows the policies on the dispensing of medication as established by the CCEYA. These procedures are written to protect the staff and ensure appropriate medication administration to the children. All staff and parents must adhere to these requirements.

1. A Medication Administration & Authorization Form must be fully completed by the parent to give consent prior to the medication being administered.
2. A designated RECE staff within each program will be in charge of administering medication.
3. Medication must be handed directly to a staff member by a parent. All staff are responsible for the proper storage of the medication.
4. All medication must be in its original container.
5. All medicine must be labelled with:
  1. Child's Name
  2. Dosage of medication
  3. Name of medication
  4. Date of purchase / proof of purchase
  5. Instructions for storage and administration (Lock box / Fridge).

Non-prescription medications may be given to a child upon the parent's request and a Medication Administration & Authorization Form must be completely filled out by the parents. Examples of some medications that may be given are: Oragel, Tempra, Tylenol for a fever, cough syrup, etc. Non-prescription medications must have a receipt provided for proof of purchase.

6. No medicine will be given if it has been prescribed to another family member. It must have your child's name on it. No out-of-date medicine will be given.
7. Medicine will be stored in a locked container inaccessible to children at all times and stored in accordance with the instructions for storage on the label.

## CLOTHING

Upon registration, your child will be assigned a cubby area for storage purposes. We would ask that it is the parent's responsibility to maintain the tidiness and cleanliness of this area for your child.

Children should be dressed for active play. Your child will be exposed to art material, paint, crayons, etc. Please provide simple play clothes that are washable and free of complicated fasteners. As the children are encouraged to dress and undress themselves, clothing that is easy to remove is appreciated. Each Preschooler should have a complete change of clothes. Each Toddler and Infant should have several changes of clothing. These clothes are to be in a labeled bag in his/her cubby. All clothing should be labeled. The Childcare does not take responsibility for lost or stolen articles. Footwear must be worn at all times. We ask that you provide a pair of indoor shoes as well as outdoor shoes. Running shoes with non-slip bottoms are recommended.

**Note:** that flip-flops and hard-soled shoes are unsafe and should not be worn.

The children will be using the playground daily, weather permitting. Please give consideration to the changing weather conditions when choosing clothes each day.

## EMERGENCY PROCEDURES

Noah's Ark Childcare has an Emergency Management Policy that outlines the duties and process for notification of all parties involved. All staff are trained in emergency procedures. Children and staff participate in regular emergency drills. In the event of a fire or other emergency evacuation, children will be removed from the building to our evacuation sites. In the event of an evacuation, you and/or your designate will be contacted by telephone to make arrangements to pick up your child. In other emergency situations forms of communication will include but are not limited to: email, postings, news updates, etc.

In the event of a fire drill or similar evacuation, parents are asked not to interfere in any way with the evacuation of children from the building. Daycare staff are trained and responsible to evacuate and account for all children present during these situations. Any attempts by a parent to remove their child without staff knowledge may endanger the safety of their child and/or other children in the program.

## **ANAPHYLACTIC ALLERGIES**

Anaphylaxis is a growing public health concern. To this end the CCEYA has been amended to require all childcares to have a policy concerning Anaphylaxis in accordance with Sabrina's Law, 2005 - An Act To Protect Anaphylactic Pupils.

While there is no universally accepted definition for anaphylaxis, this condition can be described as "a severe allergic reaction to any stimulus, having sudden onset, involving one or more body systems, with one or more multiple symptoms".

The policy is premised on the cooperation of the parents, staff, students, and volunteers. The policy takes a practical and realistic approach to this matter. As the Centre and its staff cannot monitor and control all foods being brought onto the Centre's premises, the policy does not guarantee that offending foods and substances will not be brought into the Centre. Rather, the aim is risk minimization. The success of risk minimization and management of the policy will depend on the on-going involvement and vigilance of parents. Parents of anaphylactic children should treat the existence of a risk minimization and management policy as a framework for this ongoing involvement, and not a reason to relax their vigilance. Parents should teach their child about their allergies, reinforce avoidance of allergens, and discuss all forms of treatment.

It is the responsibility of the parent to provide the supervisor information about the allergy, to ensure that a doctor's note stating that there is an anaphylactic allergy is provided, to provide an unexpired EpiPen and a case, fanny pack, or small backpack which can be easily carried by the child or staff.

Any foods brought to the Centre for a child must be either (a) packaged foods containing clearly labeled ingredients that are acceptable under this policy or (b) baked or prepared foods purchased from a bakery, caterer, or supplier which has been approved by the staff receiving the foods for the purposes of this policy. All food and drink items provided from home must be peanut and traces of nut free.

### **Symptoms of Anaphylactic Shock:**

In the case of a child who has had anaphylactic shock previously and who is exposed to a particular allergen, the occurrence of any of the following symptoms, in any combination indicate anaphylactic shock:

- Hives and itching on any part of the body
- Nausea, vomiting or diarrhea
- Coughing, wheezing, or change of voice
- Throat tightness or closing
- Panic or sense of doom
- Swelling of any body parts, especially eyelids, lips, face or tongue
- Fainting or loss of consciousness
- Severe stomach cramps
- Difficulty swallowing or breathing
- Change of colour
- Dizziness

### **Emergency Action for Anaphylactic Shock:**

As in the case of any potential crisis, advance planning will be helpful in successfully managing the event. In dealing with cases of anaphylactic shock, the emergency action is as follows:

- Get EpiPen and administer immediately
- Have someone call an ambulance and advise of need for an EpiPen
- Unless child is resisting, lay child down, tilt head back and raise legs
- Cover the child
- Reassure the child and remain with them
- Record the time at which EpiPen was administered
- Have someone call the parent/guardian/emergency contact
- Even if symptoms subside take child to the hospital immediately
- If possible have a staff member accompany the child to the hospital
- Provide ambulance and/or hospital personnel with a copy of the Anaphylactic Action Plan for the child and the time at which the EpiPen was administered. Take all medication relevant to the child's anaphylactic reaction (including empty EpiPen).

Once the crisis has been dealt with, a Serious Occurrence must be filled out in accordance with the policy as outlined by MEDU.

## SERIOUS OCCURRENCES

Serious occurrences must be reported to the Ministry of Education as a tool to measure the quality/safety of any licensed program. Serious occurrences are defined as:

1. **Death** of a child which occurs while participating in a service.
2. **Abuse, neglect or and allegation of abuse or neglect** of a child while receiving care.
3. A **Life-threatening injury to or a life threatening illness** of a child who receives care.
4. An incident where a child who is receiving care goes **missing or is temporarily unsupervised**.
5. An **unplanned disruption of the normal operations** of a childcare centre that poses a risk to the health, safety or well being of children receiving care

Once a serious occurrence has been reported to the Ministry of Education, a Serious Occurrence Notification Form will also be posted on the NAC Parent Information Board next to NAC's License and Licensing Inspection Summary for a minimum of 10 business days following the serious occurrence.

## BRINGING TOYS FROM HOME

Children's toys should remain at home as they may get broken or misplaced. If your child has a cuddly toy, blanket or stuffed animal they may bring it for use during naptime. These items must be marked with your child's name. These items will be put in your child's cubby at all other times.

## SLEEP SUPERVISIOIN

It is the policy of Noah's Ark Childcare (NAC) to abide by the regulations as set out by the Child Care and Early Years Act (CCEYA). NAC offers a rest period for all children within the centre, below is information concerning our sleep times and what is permitted.

### Infant

According to the CCEYA, NAC allows for a free flow approach for your infant's day, allowing for one or two sleeping periods for the length of time that the infants require.

Children under 12 months of age are placed for sleep in a manner consistent with the recommendations set out in the Joint Statement of Safe Sleep, unless a child's physician recommends otherwise in writing. Parents will be informed during tours and transition visits to NAC about our obligation to ensure that an infant is placed on their back to sleep as well as this policy.

NAC will place infants on their backs to sleep. However if the infant rolls over during sleep it is not necessary to reposition them onto their backs.

- Joint Statement of Safe Sleep - Place infants on their backs to sleep at home, in child care settings, and when travelling. Sleep positioners or any other infant sleep positioning devices should not be used as they pose a risk of suffocation.<sup>30</sup> Once infants are able to roll from their backs to their stomachs or sides, it is not necessary to reposition them onto their backs.

NAC will provide a thin, lightweight, and breathable blanket for the children to use. Children will be placed for sleep in the clothing that they are wearing for the day. Staff will remove extra layers if needed for each child.

- Joint Statement of Safe Sleep - Soft bedding such as pillows, duvets, quilts and comforters, as well as bumper pads are a risk factor for SIDS.<sup>40</sup> Infants are safest when placed to sleep in fitted one-piece sleepwear that is comfortable at room temperature and does not cause them to overheat. Infants do not require additional blankets as infants' movements may cause their heads to become completely covered and cause them to overheat.<sup>41</sup> If a blanket is needed, infants are safest with a thin, lightweight, and breathable blanket.

NAC will ensure that children are sleeping in their cribs and if a child falls asleep in a Strollers, swings, or bouncer they will be moved to their crib.

- Strollers, swings, bouncers, and car seats are not intended for infant sleep. When sleeping in the sitting position, an infant's head can fall forward and their airway can be constricted.<sup>42</sup> This risk reinforces the importance to move an infant to a crib, cradle, or bassinet to sleep, or when the destination is reached.

NAC's Infant staff will perform direct visual checks of sleeping children by being physically present and checking for indicators of distress or unusual behaviours. During sleep times and in infant sleep rooms,

the room lights will remain off and soft calming music will be played. The music level will remain at a low to medium level (at the discretion of administration). Infant sleep rooms where there are no windows, a soft light will be on at all times the lights are off, to ensure that staff are able to walk safely throughout the sleep room; as well as, conduct safety checks on the children asleep.

A staff member is to conduct safety checks on all sleeping infants in 5 minute or 15 minute increments. If there are less than 3 children asleep in the infant program, a staff member must go into the sleep room and physically check on the child(ren) sleeping every 5 minutes. If there are 3 or more children asleep at one time, then a staff member is to remain in the sleep room (abiding by ratios) and a physical safety check on each child asleep must be conducted every 15 minutes. A physical check requires the staff to gently place their hand on the child's back and check for regular breathing patterns. Staff must also look at the child's face and check for colour and breath obstructions. With fingers or palms of hand, check to see if the child's temperature and overall appearance is typical of that child. Once a check has been completed, staff will initial the sleep log located in the sleep room.

Any concerns relating to any significant changes in a infant's sleeping patterns or behaviours during sleep will be communicated to parents on NAC's Daily intake form and adjustment will be made regarding the performance of the child. Sleep instructions for infants are posted on the wall above their crib.

### **Toddler & Preschool**

According to the CCEYA, NAC allows for a rest time of up to two hours. During this two hour period children who are sleeping may sleep for the entire time. If the child is unable to sleep they can engage in quiet activities during the two hour period off their cots. Classrooms must still remain calm and quiet, in order to continue to operate in 2/3rds.

Staff will perform direct visual checks of sleeping children by being physically present and checking for indicators of distress or unusual behaviours. During sleep times, the room lights will remain off and soft calming music will be played. The music level will remain at a low to medium level (at the discretion of administration). Lighting (lights or day light) in our programs must be at a level to ensure that staff are able to walk safely throughout the room; as well as, conduct safety checks on the children asleep.

A staff member is to conduct safety checks on all sleeping children in half hour increments. A physical check requires the staff to gently place their hand on the child's back and check for regular breathing patterns. Staff must also look at the child's face and check for colour and breath obstructions. With fingers or palms of hand, check to see if the child's temperature and overall appearance is typical of that child. Once a check has been completed, staff will initial the sleep log.

Children's toys are to remain at home as they may get broken or misplaced. If a child has a cuddly toy, light weight blanket or small stuffed animal, they may bring it for use during naptime. These items must be marked with the child's name and must be put in the child's cubby at all other times.

Any concerns relating to any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents verbally and adjustment will be made regarding the performance of the child.

### **All children at NAC will:**

- be assigned to individual cots or cribs labeled with their name on it
- have their sleeping arrangements provided by the parent at registration on the Registration Form and the Developmental History Form and updated as needed based on their transitions to a new age group, developmental level or at the parents request. Staff will be informed of sleep arrangements, through staff receiving a copy of the Developmental History Form, special section on the registration form for rest, diet and exercise and notes from parents. Staff will make every effort to accommodate the sleep preferences of a child and will post any specific sleep instructions provided by a parent.

### **LOST AND FOUND**

It is the parent's responsibility to label ALL of their child's belongings. If by chance your child's belongings go missing, please check the lost-and-found box. The Centre is not responsible for lost items.

## **BIRTHDAYS/TREATS**

When a child has a birthday at Noah's Ark childcare the staff and other children want to celebrate this day with your child. The child celebrating his/her birthday will receive a small gift from our birthday box. Children who have their birthdays fall on the weekend will not get forgotten about. Rather they will celebrate their birthday on the Friday or the Monday, so they do not miss out on celebrating his/her special day with their friends. Due to allergies and also best practices for supporting healthy eating, Noah's Ark Childcare does not allow any outside treats/food to be brought in to the centre for consumption or to be sent home.

## **HEALTH AND DIET**

Noah's Ark Childcare offers two nutritious snacks, morning and afternoon, and a healthy lunch containing foods from each of the four food groups. Please notify staff of any conflict in the menu due to allergies or preferences. When an allergy arises, it is the responsibility of the parents to provide an alternative food. If no alternative is provided our Centre will give your child the other foods off of the menu that are not in conflict with your child's allergies. We ask that you do not bring in food from home other than substitute foods, as there are children with allergies within the Centre. When alternative foods are brought into the centre, we would ask that you date and record your child's name on it. Any foods that a parent may provide and are not consumed during the day must be taken home. If these foods are left overnight at our centre and are not in a commercially sealed container our staff must dispose of the leftovers

Noah's Ark Childcare provides food for infants that are eating table food in accordance with our rotational menu. It is the parent's responsibility to provide baby formula and other baby foods for infants. All bottles and containers must be clearly marked with the child's first and last name and dated with the date of use on it. All food provided by the parents must meet the standards as set out in the Canadian Food Guide.

## **PROGRAM STATEMENT IMPLEMENTATION POLICY FOR STAFF**

This Program Statement Implementation Policy is set in place to ensure the review of NAC's Program Statement and outlines how it is to be put into practice. This policy also outlines the staffs responsibilities, how they are to incorporate NAC's program statement, and how they will be monitored.

### Staff Responsibilities and Incorporation of the Program Statement

Staff will take on the responsibility for ensuring that all of the areas listed in NAC's Program Statement are put into practice and incorporated on a daily basis. They will conduct themselves in a professional manner in accordance with NAC's Professional Conduct Policy and the CECE's code of ethics. Staff will also fulfill the duties outlined on the staff Job Descriptions, curriculum presentation and documentation, their schedules, and all other Policies set out by NAC.

### Procedures Monitoring of the Program Statement

The program statement is a guideline for the operation of the centre and how NAC will conduct learning and experiences through "How Does Learning Happen". Monitoring of the program statement is to be done to make sure that the process and practices are in line with NAC's policies and to ensure that they are being implemented. The program statement is a working document that will evolve as the approaches for practice are reviewed.

The administration and the staff will fulfill the role of ensuring that the program statement is put into practice on a daily basis. Administration will monitor through written performance observations, written periodic evaluations, and daily visual observations of the staff and program. Communication and relationships between all parties will be maintained in a positive manner through open dialog and meeting as required, documentation of these discussions will be made and be kept on file.

Staff will monitor by ensuring that the processes and guidelines set out in this program statement are being followed and abided by. Staff will have internal team discussion to evaluate their implementation of curriculum, the method being used to carry out daily experiences, and document daily happenings in their program communication log. Where staff see a need for change, adjustment or have a concern about any issue, staff are to have dialog with administration in order for a solution or change to be implemented.

The Child Care and Early Years Act sets out the requirements for child care centres to have a written program statement and a method of monitoring. Administration (as required) will therefore take responsibility for the following:



- Review the Program statement and the implementation policy with all employees, students and volunteers prior to the provision of care of the children and annually thereafter.
- Record a written observation of the program statement practices of each employee, students or volunteer minimally three times a year or more often if the need arises.
- Ensure that any contravention of the policy is documented and dealt with as per measures outlined in the Centre's approved policy.

Monitoring of the application of the Centre's Program Statement by staff, student, and volunteers will be completed on a Staff Performance Observation form by Administration. These observations will be made minimally on a staff, student or volunteer three times a year or more often if the need arises. The year will be broken down into three periods, January to April, May to August, and September to December. A record of this monitoring is to be kept on file for a minimum of three years.

Performance Evaluations on each staff member will be done as follows:

3 months, 6 months, 9 months, 12 months, 18 months, 24 months and annually thereafter.

#### Behaviour Guidance:

We believe that a positive approach to behaviour guidance should be used to maintain respect and concern for the child's self-esteem, need for understanding and developmental level. We believe that positive redirection is necessary to guide children in their understanding of appropriate and inappropriate behaviors and provide them with tools to govern their own behaviour. Our Centre's techniques include the following:

- Setting reasonable limits (safety rules) that will ensure the safety, welfare and protection of others. These limits are clearly defined and consistently maintained for each child.
- Stepping into a situation to provide role modeling, guidance and redirection. This is to be done visually (through the use of picture symbols) or verbally (eg, providing suggestions for play).
- Encouraging children to use their verbal skills rather than physical actions, thereby encouraging them to share their feelings with the staff and children or explaining why the actions or behaviours are inappropriate and by giving the children the age appropriate language and actions to use.
- Guiding the children to use verbal skills rather than physically acting out. Staff will achieve by role modeling appropriate words to use within individual situations.
- Encouraging the children to share their feelings with other children and staff.
- Using logical consequences that are relevant to the situation.
- Allowing a child choices in relation to their behaviour.
- As needed, a time away with staff may be used. This time is not intended to be a negative approach but a time removed from the situation to calm down, think and work out the problem with staff.
- Spanking and other forms of corporal punishment and time outs are NOT permitted for any situation.

Staff will set reasonable limits for the children that are age and developmentally appropriate, that anticipate difficulties and have a plan, provide learning opportunities and choice, provide measured risks and learning opportunities that are still within the child's ability to succeed. This is achievable through providing children with safety signals, such as; giving the children a heads up for unpleasant situations, preparing children for upcoming changes and transitions, giving clear reminders about expectations, have a clear understanding of cause and effect, and consequences that are logical and age appropriate. It is important that staff and parents both play an active role and follow through to encourage the children to interact and communicate in a positive manner and support their ability to self-regulate.

#### Prohibited Behaviour:

- Zero tolerance of abusive language or swearing.
- Zero tolerance of sexual harassment.
- No breach of confidentiality or discussion of internal centre information pertaining to staff, children, parents or the operations of NAC. This includes personal information and information pertaining to others.
- Zero tolerance physical, mental or sexual abuse.
- Smoking is prohibited. Noah's Ark Childcare is a smoke-free environment. According to the "Smoke Free Ontario Act" no person smoking tobacco or holding lighted tobacco is permitted within the Childcare, the buildings, near the children's outdoor play area, or on the property addressed 95 Crimea Street.

### Prohibited Practices:

- corporal punishment of the child;
- physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- inflicting any bodily harm on children including making children eat or drink against their will.

### Forms of dress prohibited:

- No torn or ripped clothing.
- Shoes must be flat and appropriate for moving with children. If there is a concern the decision is at the discretion of NAC management.
- Body parts must be covered appropriately.

Note: thong style flip-flops, heels, and platform shoes are unsafe and should not be worn.

If problems arise regarding this Policy or the Professional Conduct Policy, with another staff member, student, volunteer or parent, it is to be reported to the Supervisor.

### Allegations of Child Abuse

In the event that a staff member is accused of any form of child abuse, NAC will implement the following:

- The allegation will be documented
- CAS will be notified and the staff will be removed from the program.
- The employee will be suspended with/without pay pending the investigation of the allegations.
- CAS will interview and investigate the allegation and a serious occurrence will be submitted.
- At such time that the allegations are dismissed the employee will be reinstated. If the allegations are proven, the employee will be terminated immediately.

NAC has a zero reject policy when dealing with a child with behavioural concerns. NAC will exhaust all resources and support services to support the child and work in collaboration with the family. NAC will have parent and staff meetings to develop a joint plan to support the child to foster their development and provide an inclusive environment.

## **SMOKING**

Smoking is prohibited. Noah's Ark Childcare is a smoke-free environment. According to the "Smoke Free Ontario Act" no person smoking tobacco or holding lighted tobacco is permitted within the Childcare, the buildings, near the children's outdoor play area, or on the property addressed 95 Crimea Street. The health and well-being of the children is our utmost concern; therefore, we ask that you comply with this policy.

## **ZERO TOLERANCE**

At Noah's Ark Childcare we exercise the right to ask any individual to leave the premises if:

- There is any abusive language or swearing.
- There is any aggressive behaviour towards staff and/or children.
- There is any sexual harassment towards any staff/volunteer.
- There is any physical, mental, or sexual abuse towards any staff/volunteer/child.
- The individual is not allowed near a child due to a court order or a police restraining order.
- The individual is not known to staff and has no known reason to be in the Centre.

It is important that we as adults remember that we have little ears around at all times in the Childcare and that they do not need to hear the use of language or comments that are inappropriate. The children's safety is also very important and we feel that we must protect the children from any possible harm.

## **ACCESSIBILITY**

This policy has been developed for Noah's Ark Childcare (NAC) in accordance with Ontario Regulation 429.07 Accessibility Standards for Customer Service. NAC is committed to providing accessible customer service to everyone in our community including those with disabilities and special health care needs. We will endeavour to ensure that our policy and any related procedures are consistent with the following four core principles:

- i. Independence
- ii. Dignity
- iii. Integration
- iv. Equality of Opportunity

NAC will ensure that our services will:

- I. Be provided in a manner that respects the individual persons independence and respects the dignity of individuals
- II. Be integrated unless an alternate measure is necessary, whether temporarily or permanent, to enable a person with a disability to obtain, use or benefit from our service
- III. Be equally obtainable

### **Use of Personal Assistive Devices**

NAC recognizes that there are various forms of personal assistive devices. We will endeavour to ensure that our staff are trained and familiar with the various assistive devices that may be used by individual's with a disability.

### **Special Health Care Needs**

NAC recognizes that there are various forms of health care needs. We will endeavour to ensure that our staff are knowledgeable in the various forms of health care needs that may be required by an individual. NAC will do its best to accommodate the special health care needs and the administration there of. Where alternate foods are to be provided it is the responsibility of the family to provide them and follow the guidelines set out in accordance with the Canadian Food Guide and the Public Health Unit.

### **Communication**

NAC will make every attempt to communicate with people in ways that take into account their needs. Staff will receive training on how to interact and communicate with individuals with special needs in a respectful manner while taking into consideration the individual's dignity and independence.

### **Notice of Temporary Service Disruption**

NAC will notify its families and community if there is an unexpected or planned disruption of service. A notice will be posted at the entrance to the facility. When this is not possible, a notice will be provided on the local radio station, and if possible on our answering machine.

The notice will include:

- The reason for the disruption
- The anticipated duration of the disruption
- Alternative facilities or services if available

### **Feedback Process**

As part of the Customer Service Standard, NAC is required to establish a process for feedback that allows individuals who use our service to provide feedback about the manner in which we deliver our service and any barriers encountered. NAC will accept feedback in various forms: in person, by telephone, in writing or via email.

## **EQUALITY AND DIVERSITY**

Noah's Ark Childcare's (NAC) aim is to ensure that all staff, children, parents, volunteers and visitors feel valued and free of discrimination. This is achieved through promoting equality and diversity with regard to employment, training, admission to the centre, and access to the resources and activities available. Each child comes to the centre with a different set of experiences, knowledge and interests. NAC seeks to build on the individual home experiences and acknowledges the range of cultural backgrounds of our

families. We have a genuine regard for all the children and their language, culture and achievements. The family is valued and their culturally diverse backgrounds are accepted in our programs. The development of the children's identity and attitude is achieved by molding the child's self-concept and attitudes towards others. This is achieved through the daily routines, program staff interactions (towards each other, parents, and children) and inclusion for those who have special needs. NAC values and reflects the individual child's information, family, community, social backgrounds, culture, interests, likes, etc. through different mediums in the classroom and by including these in our daily programming. NAC will not be teaching any of the religious areas that may fall under our policy on "What Not To Teach" but rather focus on the other areas of the individual children.

NAC will achieve this by:

- Removing barriers so that every child has equal opportunity to participate
- Employ staff that support and are positive role models who treat everyone within the centre with respect
- Staff will actively seek information from children, families, and the community about their social backgrounds, culture, interests, likes, etc.
- Staff will obtain and use resources that reflect the diversity of the children and families within their program.
- Children with diverse needs will be provided with support so they can be included as equals. This may require assistance of special needs services which NAC will access in collaboration with the child's family.
- Children will not be stereotyped, singled out, or made to feel inferior to or better than others. Staff and children will discuss incidents of bias or prejudice in children's play or relationships with each other, to help children to understand and find strategies to counteract these behaviours.
- We have zero tolerance of discrimination at NAC, and will address any matters that are brought to the Administration attention. Action will be taken immediately in accordance with NAC's Behaviour Management Policy and Violence and Harassment Policy.
- We strongly believe that all individuals should be treated equally, regardless of their age, gender, background, disability, race, culture, religion, ethnicity and linguistic background.

## **INCLUSION**

Noah's Ark Childcare's (NAC) aim is to provide an inclusive active learning environment that supports the individuality, dignity and development of children within our Centre. "An all inclusive society creates both the feeling and the reality of belonging and helps each of us reach our full potential." (Ontario Inclusion Learning Network)

Children with special needs are children who, due to emotional, physical, behavioural, developmental, cognitive, communicative or emotional factors, are at risk of not maximizing their potential. Special needs encompass children who require support and assistance with daily living. Whether formally diagnosed or not, NAC will strive to support the child and their family to our full potential.

### **Inclusion means that "ALL CHILDREN BELONG"**

At NAC we believe...

- An inclusive active learning environment supports all children's uniqueness, dignity, development
- Children with diverse needs are first and foremost children with the right to be included in all aspects of their community
- Through using exemplary practices to focus on children's interest, strengths and needs, we can support all children's development
- Partnerships between families and their support systems reflect involvement, input and ongoing collaboration.

NAC believes that all children will develop to the best of their ability if they have a positive, nurturing, secure developmental environment that promotes physical, social, emotional and cognitive growth. NAC is committed to respond to the needs of the children with special requirements who may physically, developmentally or socially require access to a range of services that will assist them in maximizing their learning opportunities.

NAC gives all children and their families an opportunity to participate in quality early learning and child care. Children are able to maximize their learning opportunities through individualized programs, support services through the Inclusion Support Service Team and in the community through other specialized

programs. NAC commits along with the Support Service Team to develop and provide an individualized support plan current for each child with special needs. This plan will include a description of how NAC will support the child to function and participate in the program in a meaningful and purposeful manner.

NAC will develop an individual plan and process for integration of children with diverse needs. Staff will be included in the process of integration and will be made aware of their specific duties and needs of the child prior to enrolment. NAC will work alongside the Inclusion Support Service Team and families to develop methods to accommodate each child's specific needs for education, mobility and socialization. NAC along with our Support Service Team will make the necessary adaptations, supports, aids or modifications to the physical, social and learning environment. The child's individualized support plan will include instructions relating to the adaptations, supports, aids or modifications to the physical, social and learning environment as required. If special training is required for any need the staff will be trained accordingly (ie: hearing impairment).

NAC monitors the development of all of the children enrolled in the programs. Staff are trained in the Ages and Stages Questionnaires (ASQ) 3, and Social Development Handbook. ASQ's are done on a regular basis. If staff see a need for assistance in one of the areas of the child's development, staff are to speak to the supervisor and then begin the referral process with the family. During the referral process, NAC will enlist the assistance of the Inclusion Support Service Team and fill out the required forms from the "Growing Great Generations" website.

## **MEDIA**

All music and videos played on the classroom iPads or iPods, must meet the guidelines as set out in our "What Not to Teach" policy. Although the iPads are a great resource to bring learning into the classroom, they are not to be used in place of teacher driven activities and group times. iPads are not for use by the children and should only be used by staff to assist with the presentation and learning taking place in the classroom. The use of iPads for children's viewing during group times should be limited to a short portion of the group time.

NAC uses the Bloomz App as a means of communication with families regarding their children's learning. The app is used so to document learning stories, and other pedagogical documentation taking place in the classrooms. The app will not take the place of verbal communication with families regarding children's development and/or any other concerns. Staff will follow-up with families over the phone, or at drop off and pick up times should any families message classrooms with concerns or questions. The app will also be used to communicate basic daily information about the children's day (i.e. diaper changes, sleep times, how a child ate that day, or reminders to parents for more diapers or wipes etc.).

## **FIELD TRIPS**

Field trips are an important part of the program planning at the Centre. They are designed to meet the child's developmental needs and to enhance the activities or projects that the children enjoy in their daily program.

The Child Care and Early Years Act is very specific in its requirements for child/caregiver ratios, specifying full participation of staff in those field trips planned for the entire enrolment. Should circumstances arise which prevent a child's participation in a field trip, it is the parent's responsibility to arrange alternate care. For field trips which involve the entire group, it is impossible to provide alternate care and still ensure that all children on the field trip are properly supervised. Fees will not be reimbursed for absence.

- A Local Consent Form giving your permission to Noah's Ark Childcare must be signed upon registration and will be kept on file. This form allows your child to participate in all offsite trips and activities.
- The Childcare Staff will be responsible for the planning and co-ordination of the trip, making the arrangements, notices, and organizing materials needed on the trip. The Supervisor, if not going on the trip, will designate one staff member to be responsible for all responsibilities while on the trip.
- We must have a picture of your child for our Emergency Files in order for the child to leave site and participate in offsite activities.
- Field Trip Acknowledgement Form must be signed by the parent in advance. This form will be posted the week prior to excursions to notify parents of upcoming offsite activities.

- A Sunscreen Form must be on file.
- Parents are requested to bring their child to the Centre prior to departure time rather than taking the child directly to the trip location. If a parent needs to pick up a child from a trip location, it must be approved in advance.
- The safety of your child is important to us. Therefore the assignment of children into groups will be written on a master list. A copy of the list is provided for each teacher and supervising adult.
- There will be a cell phone available for any emergencies while on the trip. Staff are to always have their walkie talkie and a cell phone accessible when off site.
- Attendance checks will be done prior to departure from the Centre, during the trip at the appropriate transition times, before departure from trip location, and upon arrival back at the Centre.
- All children will wear NAC identification shirts at all times during any offsite trip.
- All trips will be within walking distance from the Centre unless transportation arrangements have been made with a transportation agency. Parents or staff will not transport children in a personal vehicle on a trip.
- Parents / adults are allowed to participate in offsite trips. All participation must be approved and scheduled with the Childcare Supervisor to avoid confusion and too many people. All parents / adults are considered according to the CCEYA a volunteer; therefore, all parent volunteers must abide by NAC's volunteer policies. All parents participating in offsite trips must hold and provide to NAC a current vulnerable sector police check, current immunizations (TD & MMR), and have read over and signed the appropriate NAC policies. Other siblings are not permitted to participate without prior arrangements.
- Staff are to record in the class communication log and the Centre's daily communication binder when they are off site and their location.

## **HELPFUL SUGGESTIONS FOR PARENTS**

You see your child from a different perspective than their teachers. Please share those insights if something special or different happens at home, whether happy or sad. It helps us to understand your child better.

Noah's Ark Childcare welcomes any comments and suggestions that would improve the Childcare's ability to provide quality care for your child. We all need to work together for quality care.

**THANK YOU FOR CHOOSING NOAH'S ARK CHILDCARE!!!**

