

PARENT HANDBOOK CONTENTS

CENTRE BACKGROUND	p.2
PROGRAM STATEMENT	p.2 - 7
CURRICULUM BASE AND GOALS	p.7 - 8
TEACHING CONTENT	p.8
CONFIDENTIALITY	p.8
RATIOS	p.8
STAFF	p.9
VOLUNTEERS/STUDENTS	p.9
SUPPORT SERVICES	p.9
PARENT INVOLVEMENT	p.9
PARENT INFORMATION	p.10
PARENT SURVEY	p.10
PARENT COMPLAINT/FEEDBACK	p.10 - 11
FUNDRAISING	p.12
DONATIONS	p.12
HOURS	p.12
CHILDCARE CLOSURES	p.12
WAITING LIST	p.12
ENROLMENT & ADMISSION POLICY	p.12 - 13
ADMISSION REQUIREMENTS	p.13
REGISTRATION	p.13
TRANSITION	p.13
KEYLESS ENTRY	p.13
FEES	p.13 - 14
LATE FEES	p.14
WITHDRAWAL	p.14
VACATION	p.14
SAFE ARRIVAL AND DEPARTURE	p.14 - 16
AUTHORIZATION TO PICK UP YOUR CHILD	p.16
SUSPECTED ALCOHOL / DRUGS IMPAIRMENT / HARMFUL SUBSTANCES	p.16 - 17
HEALTH AND SAFETY OF YOUR CHILD	p.18
YOUR CHILD SHOULD BE KEPT AT HOME IF:	p.18 - 19
OUTBREAK MANAGEMENT	p.19
PARENTS AND CHILDREN PANDEMIC POLICY	p.19 - 20
HEALTH AND DIET	p.20
TOILET TRAINING	p.20
SANITARY PRACTICES	p.20
LAUNDRY	p.20
SUNSCREEN, TOPICAL OINTMENTS & SPRAYS	p.20 - 21
DIAPERS	p.21
MEDICATION	p.21
CLOTHING	p.21
EMERGENCY PROCEDURES	p.21
ANAPHYLACTIC ALLERGIES	p.22
SERIOUS OCCURRENCES	p.23
BRINGING TOYS FROM HOME	p.23
SLEEP SUPERVISION	p.23 - 24
LOST AND FOUND	p.25
BIRTHDAYS/TREATS	p.25
PROGRAM STATEMENT IMPLEMENTATION POLICY FOR STAFF	p.25 - 27
SMOKING / VAPING	p.27
ZERO TOLERANCE	p.27
ACCESSIBILITY	p.27 - 28
EQUALITY AND DIVERSITY	p.28 - 29
INCLUSION	p.29
MEDIA	p.30
FIELD TRIPS	p.30
HELPFUL SUGGESTIONS FOR PARENTS	p.31

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 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 importance 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.
- Providing opportunities and new experiences for the children to engage in food preparation through baking activities, etc.
- 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 encourages parents to play a role in their child's daily interactions and development by having open and ongoing communication with the staff on a daily basis. 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.
- 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
- 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 (resiliency skills). 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. If all avenues of support and intervention have been utilized, NAC reserves the right to end a contract with a family.

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. Children within NAC, move to the next age group against age markers directed by MEDU. While we strive to meet these age markers it is not always possible to move a child to the next age group on time due to the age of the children enrolled and the volume thereof. In the scenario that a child needs to remain in their current classroom past the age of move-up, the staff will ensure that all of their development and emotional needs are met.

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. If staff wish to spend more than the minimum two hour time outside, staff are to ensure that all of the daily requirements of their program and curriculum as well as the needs of children (sleep, toileting, etc) are being fulfilled and met.

Engagement and Communication

At NAC we strive to create a warm and friendly environment that welcomes families into our centre. 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. Methods of documentation can consist of verbal communication with follow-up written documentation, email documentation, and performance documentation and reviews, etc.

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 as they take place. 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 followed 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 topic 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 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.

Pedagogical Documentation

Pedagogical documentation is the continued exploration and development of curriculum in the program. This process allows staff to create a reflective and democratic teaching practice that will help parents understand what their child is learning and how. It can demonstrate what has taken place, what the progression to learning is, and what we can further explore. Pedagogical documentation for in the classroom is to be posted minimally once a week. Outdoor pedagogical documentation is also required minimally once week. This can take many forms including but not limited to: stories, photos, notes and explanations, artwork, videos and recordings (uploaded to the classroom feed). Another major component of pedagogical documentation is for staff to represent children's experiences and collaborate with families to make learning applicable to the individual child beyond the classroom.

Art Work In the Program

Children's artwork is to be posted in the classroom in a location where, both children and parents can both see the child's work. Artwork is to be labelled with the date of creation as well as the child's description of "what they have made".

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. Eye-hand co-ordination | 11. Increase large & small muscle control | 12. Increase language development |

TEACHING CONTENT

Noah's Ark Childcare is a Christian based childcare. Materials will be available to be used with Christian content for topics, music, and decorations. We do not focus on any special events / Holiday / days or the commercialism attached to these days. Staff will stay neutral on these holidays / and other topics, as we have families and children from different backgrounds, beliefs and all walks of life. Staff at NAC will focus on the daily developmental and physical needs of the individual child.

It is important that we as adults remember that we need to nurture positive relationships and friendship with others. We would ask families to remember that there are little ears and eyes around at all times in the Childcare. They do not need to hear the use of offensive language or comments that are inappropriate or see characters or toys (guns, etc.) that would promote any negativity, behaviours or violence.

CONFIDENTIALITY

Information collected from parents is used 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 - school age require 1 adult for 8 preschoolers

According to the CCEYA, during the periods of arrival and departure of children and during the rest period, the ratio of employees to children is reduced to less than the designated adult/child ratios, except in our infant program. The following are our 2/3rds ratios:

INFANT – no 2/3rds

TODDLER – 1 staff to 8 children

PRESCHOOL – 1 staff to 12 children

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. 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 on their own
- playground inspections of offsite locations or Gross Motor Room Inspections

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 Occupational Therapist, Speech and Language Pathologist, Physical Therapist, and 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 the child's best interest.

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 and have signed off on the appropriate NAC policies. Do you have any special talents, occupations, 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 over the cubbies. 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 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 locate one of the administrative team members, please ask one of the staff to locate them for you or email. We 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:
Program Room-Related 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.	- Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within business days. Document the issues/concerns in detail.
General, Centre or Operations Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to the Administration team.	Documentation should include:
Staff, Parent/ Guardian, Supervisor, and/or Noah’s Ark related	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.	- the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
Student / Volunteer Related	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.	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.

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

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

Ontario College of Teachers: (Phone) 416-961-8800, (toll free) 1-888-534-2222 or 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, please see the office if you have anything to donate.

HOURS

The Childcare is a year-round care facility, open Monday – Friday. The hours of operation are (7:00 am – 5:30 pm). Parents are asked to give NAC hours of care required for us to appropriately staff the Centre. Upon registration, the parent must indicate on the Parent Contract the hours of care their child will require. Parents will need to abide closely to the hours they requested, as staff coverage is based on the information they provide. NAC must have 24 hours’ notice if a child requires different hours of care. Hours must be confirmed with the Supervisor so the needed ratios for coverage can be in place. Sometimes we may be unable to accommodate a parent’s 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, and Professional Development 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 on their face book page for centre closure. On the day of the closure NAC will also email all families, post the closure on our child portal site and also place it on our website on the main page.

WAITING LIST

Noah’s Ark Childcare is a part of the **Wellington-Guelph Child Care Application and Waitlist** platform through OneHSN, at no cost when there is no space available. 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. 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 & ADMISSION POLICY

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.

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 fees: \$100.00 on the first full month of care and \$100.00 once one month written notification of withdrawal is given once the child is in attended at the centre. If a parent withdraws their child prior to their child attending the centre and gives two months written notice, their holding fee will be reimbursed. If less than two months’ notice is given prior to the child attending NAC, the holding fee will be forfeited. A registration package will be given to parents to complete and is to be returned prior

to the child's first day at the centre. Staff will work with the parent(s) to familiarize the family and the child upon starting at the centre

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

*Parent Contract	*Developmental History	*Immunization Data Form or Immunization waiver
*Registration Form	*Infant Developmental History	(to be completed and returned with 2 copies
*Consent page	*Keyless Entry Policy & Form	of the immunization record.)

(Medical consent, Sunscreen, Ointment & Sprays consent, Local consent, and Publicity consent.)

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

Payment is due at the start of the month prior to care. Late fees will be applied as of 15th of the month.

Payments by are to be made by e-transfer to nac.etransfer@gmail.com and families are to record their child's 1st and last name and client reference number in the memo line of the e-transfer with no deductions for holidays, absences, sick days or inclement weather days. The password for the e-transfers is NAC123. Fees are subject to change with one month's written notice. In the event that credit/refund is required to be issued, NAC will either credit a monthly billing, issue a cheque or e-transfer. The following are situations where a credit/refund would be issued: overpayment of monthly billing, a parent fee assigned by subsidy changes, or where the billing rate needs to be adjusted due to a program change. Receipts for income tax purposes will be issued by the end of February for the previous year.

Noah's Ark Childcare is enrolled in the Canada-wide Early Learning and Child Care (CWELCC) System. We believe that child care provides a strong foundation for early childhood development and well-being of children while parents work, and we are committed to providing child care services that meet the needs of your children and families. Participating in the CWELCC System will help us continue to provide high quality child care that is accessible, affordable, inclusive, and sustainable for all. Rates for fees through the CWELCC system will be determined based on direction from the Ministry of Education and will be communicated to our families through

our web site and documentation. Daily fees for care are called “Base Fees” according to the Ministry of education. All additional fees are called non-base fees.

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 payment: (arrangements for payment to be made with the Administrative Director.)

Week # 1 – Billing reissued & \$35.00 fee added to your account.

Week # 2 – Billing reissued & additional \$35.00 added to account.

Week # 3 – My child will not be allowed to attend the Centre. Payment must be made, otherwise a registered letter will be sent demanding payment. If payment not received within 14 days account will be sent to Small Claims Court or a Collection Agency. Each week that the payment is outstanding there will be an additional \$35.00 added to your account.

LATE FEES

Noah’s Ark Childcare **closes at 5:30pm Sharp**. After 5:30 (by the Childcare clock) there is a **late fee of \$10.00 for every 5 minutes** (this fee is a non-base fee). 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 6:15pm.

In the event that you do not pick up your sick child after two hours of notification, there will be a late fee of \$15.00 for every 1/2 hour (this fee is a non-base fee). 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, 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 you must place your child’s name on our 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.

SAFE ARRIVAL AND DEPARTURE

This policy and procedure will help support the safe arrival and departure of children at Noah’s Ark Childcare (NAC). This policy provides staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and departure of children at NAC, including what steps are to be taken when a child does not arrive at the childcare centre as expected, as well as steps to follow to ensure the safe departure of children. This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

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. It is recommended that parents establish set hours to drop off and pick up their child each day. Children need routine for security. Parents are to bring their child at a regular times in order that proper supervision and care can be given. When a parent knows that their child is going to be absent, they are to 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. **PARENTS ARE NOT TO SEND THEIR 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. Parents are asked not to leave children unattended in parked vehicles. Upon a parent's arrival at the Centre, the program staff member present relinquishes the care of the child to the parent's responsibility. Please be aware therefore, of the dangers of allowing a child to wander alone in the Centre or play in the front parking area without supervision. For the safety of a parent's child and others, vehicles are not to be left running during 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 information is required by the Centre for the child's file.

- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.
- NAC will ensure that any child receiving childcare at NAC is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization that the child care centre may release the child to.
- NAC will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Accepting a child into care

When accepting a child into care at the time of drop-off, program staff in the room must:

- greet the parent/guardian and child.
- ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up).
Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the registration form or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing on our authorized daily pick-up form.
- document the change in pick-up individual in the classroom daily journal.
- sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g.: in person, by email, or by phone) the staff in the classroom must:
 - inform their teammates and the supervisor/designate to ensure there has not been contact to the centre by email, then they must commence contacting the child's parent/guardian by no later than 10am. Staff shall contact the parent/guardian by phone (leave a message if no in person communication is made). If no response is received through one parent staff must try the other parent and leave a message.
 - If no contact has been successful staff are to attempt contacting again one hour later and request an email to be sent to the family from the office.
 - If there has been no contact from the parent/guardian by sleep time staff are to contact the emergency contact on the registration form and inform the supervisor of the absenteeism.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record (e.g.: sick, home day, holiday, etc.) and document on the back of the attendance for the specific reason (e.g.: doctor's appointment, vomit, etc.) and their initials are to be documented in the daily journal as absent.

Releasing a child from care

The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the NAC may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),

- confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
- where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from NAC and the child has not been picked up the staff should reach out to the parent/guardian within half an hour to inquire if they are still picking up early and to inform the parent/guardian that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must call again and leave a message.
 - Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact the emergency contact and then wait until the program closes and then refer to procedures under "where a child has not been picked up and program is closed."

Where a child has not been picked up and the centre is closed

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 5:30pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up. (snack should be taken from the next day's am snack)
2. The staff shall stay with the child in the program and use the classroom's phone to call the parent/guardian to advise that the child is still in care and inquire their pick-up time.
3. In the case where the person picking up the child is an authorized individual; the staff shall contact the parent/guardian to inform them that the child is still in care and then try to reach the authorized individual responsible for picking up the child that day.
4. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child by 5:45pm, the staff shall contact the other contacts on the registration form.
5. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:15 the staff are to contact the Guelph Police (519-824-1212) and Children's Aid Society (1-800-265-8300 or 519-824-2410). Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

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 Alcohol / Drug Impairment / Harmful Substances Policy

The CCEYA requires inaccessible designated storage space in the childcare centre for any harmful substance. Substances may include but are not limited to, objects and substances that may be harmful (not only poisonous / hazardous substances).

Noah's Ark Childcare will ensure that any items that could cause harm to a child, including poisonous and hazardous substances (e.g. recreational/medical cannabis, alcohol, an employee's/provider's own medication,

etc.) are inaccessible to children. Designated spaces for the storage for medical supplies, cleaning materials and equipment and other items that could cause harm to a child are provided in specific locations in the centre.

The following are designated locations to meet the requirement of MEDU.

- Children's medications are kept in locked medical boxes located in each classroom and classroom refrigerator.
- Children's sunscreen / ointments are kept in each classroom in a sunscreen bin or in the child's diaper bin. These bins are kept up out of the reach of the children.
- Staff medication – Staff are to keep their medications in their lockers. In the event that a staff requires their medication to be accessible to them during the day, staff are to lock up their medication in the lock box and ensure that it is labelled with their first and last name.
- Cleaning products that are not used for daily disinfection of surfaces or toys in the programs are kept in the cleaning closet or laundry room. Any disinfectant that is in the classrooms are kept up out of the reach of the children.

Staff, parents, students and volunteers are not permitted to bring any recreational substances or alcohol into the building or onto the property. Each program is responsible to do a daily safety check of their classroom/coat areas prior to opening each day. Staff will report any findings to the designated individual to signoff on our "NAC Daily Safety Checks" in the office. Staff are also responsible to conduct daily belongings checks on the children and their personal belongings to ensure that there are no hazardous or harmful substances onsite.

Hazardous or Harmful Substances Found Onsite

In the event that there are any items found onsite, the area will be secured and the item(s) removed prior to the area being used. Depending on the nature of the items(s) found, NAC will contact the following organizations in order of importance / scenario:

- Family and Children's services
- Guelph Police (911 depending of the situation)
- Ministry of Education – Early Years Division (Program advisor and Serious Occurrence)
- Wellington Dufferin Guelph Public Health
- Privacy Commission of Ontario (theft of personal info)
- Children's Family (unless under direction from Family and Children's Service not to)

Impairment

Noah's Ark Childcare has the right to refuse entry to any individual that is suspected to be impaired or under the influence of recreational/medical cannabis, alcohol, other drugs, etc. Noah's Ark Childcare staff have the right to refuse a parent to pick up their 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 your suspicion that the individual is impaired.
Steps: 1 - Ask questions to gain an understanding of individual's awareness. 2 - Observe the individual's actions, movements and speech.
2. Make a non-confrontational statement to them about his/her condition and your concern for the child.
Discuss alternative measures for pick-up of the child.
3. Contact alternative person to pick up the child or ask the individual if they will take a taxi at their own expense.
4. Do not try to stop the parent from leaving if the individual does not agree.
5. Contact police if individual is insistent on taking the child in a vehicle. Have the description of individual, vehicle, and license plate number available for the police when you call. Notify the police of the departure point and that there is a small child in the vehicle.

If the police are called, a call must be filed with Family and Children's Services and any other applicable agency.

*** 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 Child Care and Early Years Act 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 Level C CPR 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. Once the report has been reviewed by the Parent and the office, parents will receive a copy of the report.

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 \$15.00 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 48 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.

Re-admission Criteria:

The following is a list of conditions that must be met for a child to return to NAC after being ill.

- Seek medical attention to have illness confirmed and not be contagious.
- Fever free for 24 hours without medication

- All lesions are healed.
- 24 hours after treatment commences, (no crusting or discharge, etc.)
- Doctor's note required (medical clearance).
- No vomiting or diarrhea for 48 hours from the last bout.

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

A **pandemic** is an [epidemic](#) of an [virus](#) that spreads on a worldwide scale and infects a large proportion of the human population. Pandemics occur when a new strain of a 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 related to the pandemic in question.

In the event that there is a pandemic outbreak at NAC, parents and staff will be informed through any of the following: newsletter, postings, emails 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 email. If staff are ill during the pandemic and numbers within the centre of staff and children are decreasing, classrooms will be combined to provide care if permitted. In the event that the centre is unable to meet ratios due to ill staff during a pandemic, the centre will notify 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 note that each outbreak or pandemic may have different outcomes and directives from the Health Unit.

Quarantine of children during a pandemic

In order for the centre to send your child home based on the current pandemic, they must have symptoms of the pandemic. NAC will follow the requirements under the WDGPHU for quarantine.

In the event that a child is exhibiting symptoms, and the child needs to be quarantined the child will be taken to a separate area to isolate as ratios permit. Staff with the quarantined child must wear a mask, wash hands and follow any other directives by NAC or WDGPHU 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 and the parent or emergency contact will be notified for immediate pickup.
- Children are to be off for the recommended number of days from the onset of the symptoms.

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, the staff must disinfect the area immediately.

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 and the office 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 label the container with what the food is, date of severing and record your child's first and last 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, dated with the date of use on it and the also labelled with the food that is in the container. 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. All food and drink items provided from home must be peanut and traces of nut free.

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.

NAC LAUNDRY

Blankets, sheets, facecloths, and towels are provided by the Centre and are laundered regularly. If any items are brought into the centre from home, it is the parents responsibility to take these items home and launder them. **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, TOPICAL OINTMENTS & SPRAYS

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 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 non-use of spray sunscreen is due to it being an aerosol and inhalant. **Note: NAC will not apply any sunscreen that is past date.**

Parents can also supply topical ointment/sprays that are non-prescription (diaper creams, bug sprays, chap stick, moisturizer, etc). These creams must be within date and are to be recorded on NAC's Topical Ointment

Form. Hand Sanitizer is also used within NAC and is provided by NAC for supervised use when handwashing is not available. Upon registration a SUNSCREEN, TOPICAL OINTMENTS & SPRAYS form is to be filled out, giving NAC approval to apply any sunscreen, topical ointment and or spray to your child that has been provided.

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. If a child has cloth, diapers or wipes, parents are responsible to take these items home on a nightly basis.

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: Child's Name, Dosage of medication, Name of medication, Date of purchase / proof of purchase and 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, Temptra, 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. 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 first & last name. These items will be put in your child's cubby at all other times.

SLEEP SUPERVISIOION

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 childcare settings, and when travelling. Sleep positioners or any other infant sleep positioning devices should not be used as they pose a risk of suffocation.³⁰ Once infants are able to roll from their backs to their stomachs or sides, it is not necessary to reposition them onto their backs.

*** Note: if parents state that their child sleeps in any other position than on their back and they are under 12 months of age, staff are to inform the family that they may follow this practice. If a parent writes down on their registration paperwork anything other than their child sleeps on their back NAC staff must make note beside the parents written instructions, that the infant will be place on their back to sleep by NAC staff. Staff are to ensure that all infants under 12 months of age are placed on their back to sleep.

NAC will provide a thin, lightweight, and breathable blanket for the children to use. Children will be place 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.⁴⁰ 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.⁴¹ 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 while they will be move 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.⁴² 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 an 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 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 daylight) 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 for the staff to follow when placing the child to sleep.

LOST AND FOUND

It is the parent's responsibility to label ALL of their child's belongings. If an item is found and it cannot be linked with any child, staff are to put this item in the lost-and-found bin.

If a parent states their child's belongings have gone missing, instruct them to check the lost-and-found box. The Centre is not responsible for lost items and we should not be hunting for misplaced 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.

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 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 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.
- Record a written observation of the program statement practices of each employee, student or volunteer minimally three times a year or more often if the need arises.
- Ensure that any contravention of the policy is documented either on our Performance Observation, Compliance and Contraventions Monitoring Form, or a Disciplinary action Form depending on the nature of the offence. Steps for simple contraventions will include discussions, documentation, modeling by administration and co-workers, follow-up and evaluations (as needed).

Monitoring of the application of the Centre's Program Statement by staff, students, 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 two periods: January to June and July 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, 12 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 (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 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 / Vaping 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.

SMOKING/VAPING

Smoking/Vaping 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. NAC is committed to ensuring that its employment practices are in compliance with the AODA, IAS Regulation and the Ontario Human Rights Code. 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 person's 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 individuals 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 thereof. 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. Families that are providing alternate foods must ensure that the foods do not contain peanuts or nuts or traces thereof.

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 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.

MEDIA

All music played in the classroom on NAC devices, must meet the guidelines as set out in our “What Not to Teach” policy. All videos played may only be played for the purposes of education and must be approved by administration and will be played on a device provided by administration. Any educational videos must also meet the guidelines as set out in our “What Not to Teach” policy. Although computers and tablets are great resource to bring learning into the classroom, they are not to be used in place of teacher driven activities and group times. iPads in the programs are not for use by the children and should only be used by staff for the purpose of creating documentation.

NAC uses the Bloomz App as a means of communication with families regarding their children’s learning. The app is to be used solely to document learning stories (1 per month and only references an individual child by name and photo), and other pedagogical documentation (minimally once a week) 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. We do not use messages on the Bloomz app, Staff are to have verbal communication with families. Should any families have concerns or questions, staff are to follow-up with families over the phone, or at drop off and pick up times. The Supervisor and/or Assistant Supervisor will ensure that families are sent the information needed to access the app for their child(ren)’s classroom, and will also ensure that children are placed and moved to into their current classroom.

FIELD TRIPS

Field trips are a 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 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, NAC will arrange alternate care. 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 local offsite walks / activities.
- The Childcare Staff along with the supervisor 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 distributed minimally one week prior to trips to notify parents of upcoming activities and sign off on approval of the trip.
- A Sunscreen Form must be on file.
- Parents are required 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 children will remain in their classroom groups based on their classroom attendance.
- 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 always wear NAC identification shirts 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, and have read over and signed the appropriate NAC policies. Other siblings are not permitted to participate.
- 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!!

