

Adventure Hours Nursery School

Parent/Family Handbook

Adventure Hours Nursery School is a non-profit child care, licensed under the Ministry of Education Early Learning Division and follows the standards set out in the Child Care and Early Years Act.

Adventure Hours Nursery School is committed to the inclusion of all children in our Early Learning and Child Care Program, regardless of their diverse strengths and needs. Inclusion considers that all children will learn together in environments that provide services, supports and supplements for all children as needed.

The principle of inclusion goes beyond physical integration and fully incorporates values that promote equality, participation and celebration of diversity.

Core Principles:

Discovery Through Play

Play is the primary way that all children learn. Experiences are provided based upon the children's interests and promote a holistic approach. The condition for learning is one in which all areas: physical, social/emotional, language and cognitive development, are key.

Program Statement

Adventure Hours Nursery School view all children as being competent, capable, curious and rich in potential. The implementation of small group learning experiences support children to self-regulate in a calm environment with fewer distractions.

We also know that young children learn through play. Play is enjoyable, spontaneous and active. All young children are curious and they explore their world through play. When this natural activity is supported, the child's competence, capacity and potential are maximized.

Adventure Hours Nursery School is committed to the inclusion of ALL children in our early learning and child care program regardless of their diverse strengths and needs. Inclusion considers that all children will learn together in environments that provide services, supports and supplements for all children as needed. The principle of inclusion goes beyond physical integration and fully incorporates values that promote equity, participation and a celebration of diversity. We respect and are enriched by such diversity as culture, language, religion, socio-economic status and ability in our community. Being an inclusive centre where ALL children and families are welcome offers countless benefits for everyone.

The educators are professionals who connect with children, ensure safe environments, plan and extend play, reflect on successes, document the children's plan and learning and communicate regularly with parents/family.

Our quality child care program creates rich learning environments for children to flourish and reach their potentials.

Our educators support children's self-regulation by following the lead of the child, observe their interests and take note of how they interact with others and the physical environment. Through ongoing observation and attention, our educators support children in developing strategies to remain calm and to regulate their emotions while recognizing the effects of their actions.

Our educators prepare their weekly programming based on the children's interests in a play based environment. In addition, posted throughout each classroom, documentations highlight our children's learning through their play experiences.

Core Principles

Discovery Through Play

Play is the primary way that all children learn. Experiences are provided based upon the children's interests and promote a holistic approach. The condition for learning is one in which all areas – physical. Social/emotional as well as cognitive and social development are key.

Exceptional Educators

The role of the Educator is to:

- Establish a supportive social environment that supports autonomy and self-esteem
- Establish positive relationships, friendships and conflict resolution
- Provide responsive care to all children in program while meeting their individual needs
- Design a supportive physical environment
- Provide new play possibilities through activity centres
- Be an involved play partner
- Foster, observe and document significant behaviour/developmental milestones
- Incorporate the community

Supporting Principles

The following supporting principles are recognized as areas of importance in programming:

- **Developmentally Appropriate** – Offers a variety of age appropriate planned and spontaneous activities. These are based on understanding of child development, requires observation and individually responsive programming
- **Small Groups** – Supports physical and emotional safety, facilitates individual learning, encourages intimacy and attachment, provides a context for positive guidance strategies
- **Relationships** – Builds trusting relationships, focuses on high-quality interactions, educator take cues from children, reinforces pro-social skills and demonstrates positive role-modelling
- **Positive Environment** – Allows children to make choices, creates aesthetically calm and pleasant rooms based upon the current interests, stimulates learning, encourages skill development and there is a natural flow to the placement of activity centres
- **Choice** – Children direct their own learning, children have input to where they learn (interest/activity areas), children decide when they want to learn, children choose their own play experiences and materials they want to explore

How Will Your Child Be Learning?

Your child will be playing to learn. We have known for a very long time that child's play provides the foundations for language and literacy; for mathematics; science and for the arts. It is these types of play opportunities that determine what your child learns.

What Will The Early Childhood Educator Be Doing?

We view a positive, supportive relationship between child and educator as fundamental.

- Educators connect with children by being available, sensitive, responsive and caring. This is the way they build trust, making children feel safe and

secure. From this platform, relationships are made so that children discover, take risks, grow and learn.

- Supporting you in your role as a parent (see The Value of Family)
- Providing a safe environment for your child by preparing spaces that are more conducive to learning.
- Carefully watching to determine what your child, at that particular moment is capable of learning.
- Actively participating in your child's play experiences through observing and documenting the milestones in your child's life to ensure age-appropriate development.

How Does Learning Happen? Ontario's Pedagogy for the Early Years

Our pedagogical approach requires educators to be play partners, architects of the play scape, planners, recorders and communicators.

Our planning process – recording observations, determining interests and planning play opportunities in all developmental areas. This is an emergent approach that celebrates new ideas and supports the spontaneity of the developing child. The educator expands the children's interests by adding materials, asking questions and supporting the children's learning by providing new challenges and ideas.

Our curriculum aligns with the Ministry of Education's framework for early learning and it "How Does Learning Happen?" document. This alignment will help facilitate the development of the children in our care and their transition to Ontario's school system.

Program Assessment and Reflective Practices

Educators reflect and assess their program and environment daily to ensure that the program is meeting the individual needs of the children (and the group) and that their environment is set up according to the interests of the group.

The program Supervisor or Designate review weekly program plans with educators and pedagogical documentations to ensure that they meet our Program Statement requirements. Supervisor or Designate demonstrate pedagogical leadership by observing each classroom daily and engaging in conversation with the educators as well as children regarding how the children are learning, what they need to learn, based on interests, variety of experiences including quiet as well as active play and what is the best manner for this learning to happen. Annually, the Supervisor or Designate complete a Licensing Checklist on the program to ensure that program quality indicators have been met.

The Value of Family

All families are viewed as valuable contributors to the program as well as the Nursery School environment. It is the family who know their child and must feel welcome and comfortable which enables the sharing of information, concerns, suggestions and other pertinent input.

Open communication is imperative to ensure the child and families experience(s) are successful. Beginning with the initial phone/email conversation prior to child's enrolment, a warm and inviting rapport must be established.

Upon arrival each day, every family receives a warm greeting from the Supervisor and program educators. It is during this time, informal conversations take place and may include, but not limited to: their child's sleep the previous night to whether or not they may need extra snack as they did not eat breakfast. During departure time, educators are able to share information re: the child's activities and interests during program time, this also encourages informal conversation with families.

Families are encouraged to contact our program at any time whether by phone, email or in-person. Open and ongoing communication is essential to both the child/family and educators.

Play and learning experiences, upcoming events as well as parenting resources are shared through social media (Facebook page/Remind app.) as well as monthly newsletters which can also be found on our website: adventurehours.com.

Annual surveys are also delivered to families. This information is vital to making changes in program to most benefit everyone. The feedback is shared with educators, Board of Directors as well as Municipality of Chatham-Kent, Early Years Division.

Community Partnerships

Adventure Hours Nursery School works closely with local community agencies and partners in order to support the children and families in our program. Our community partners which include but are not limited to: Linck, Children's Treatment Centre of Chatham-Kent, Municipality of Chatham-Kent and Public Health. These community partners are valuable resources to our entire program. Any staff from these community agencies visit and or work in our program often.

Ongoing Professional Development

Adventure Hours Nursery School is committed to the ongoing professional development of all educators. Supplementary training(s) are offered to educators on an ongoing basis in keeping with standards as well as the College of Early Childhood Educators.

Nutrition

Adventure Hours Nursery School is committed to the development of healthy people. We strive towards educating young children and their families on nutrition and healthy child development. We are modelling life-long skills to

nutritiously feed and nourish their bodies for optimal health and development. Well balanced, nutritional snacks are prepared and served daily.

Allergies and Special Diets

Adventure Hours Nursery School recognizes children with food allergies, food restrictions or food sensitivities. Minor substitutions to the menu can be accommodated. If the parent/guardian prefer, they may provide alternate foods for their child. In addition, Adventure Hours will supplement the child's snack(s) with allowable items from the menu. If a child has special dietary needs and the parent chooses to supply snacks, the Supervisor/Designate must be informed, in writing (Individualized Plan for a child with Medical Needs/Anaphylactic Form). Parent/guardians and Supervisor/Designate will establish in advance an alternate menu plan for an anaphylactic child, should a snack be left behind, at home. This will typically be comprised of food(s) typically available at Adventure Hours. With a food restriction or allergy, details are posted in the child's designated room and also in the kitchenette. Due to potentially life threatening anaphylactic reactions, no foods other than those approved by the Supervisor/Designate are permitted in the Nursery School. All food(s) coming in to the Nursery School must be clearly labelled with the child's name.

Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

The following strategies to reduce the risk of exposure to anaphylactic causative agents must be followed at all times by employees, students and volunteers at the child care.

Do not serve foods where its ingredients are not known.

Do not serve items with 'may contain' warnings on the label in a room where there is a child who has an Individualized Plan and emergency procedures specifying those allergens.

Ask the kitchen/snack designate to provide the known ingredients for all food provided. The ingredients will be reviewed before food is served to children to

verify that causative agents are not served to children with anyaphylactic allergies.

In cases where a child has food allergies and the snacks provided by the child care cannot meet the child's needs, ask the child's parent/guardian to supply snack for their child. All written instructions for diet provided by a parent/guardian will be implemented.

Ensure that parents label food brought to the child care centre with the child's full name and the date the food arrived at the child care and that parents advise of all ingredients.

Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.

Encourage parents/guardians who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the child care centre (e.g. by thoroughly washing hands, brushing teeth, etc.).

Do not use craft/sensory materials and toys that have known allergens on the labels.

Share information about anaphylaxis, strategies to reduce the risk of exposure to know allergens and treatment with all families enrolled in the child care centre.

Make sure each child's Individual Plan and Emergency Procedure are kept up-to-date and that all staff, students and volunteers are trained on the plans.

Refer to the allergy list and ensure that is up-to-date and implemented.

Update staff, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to Individualized plans and Emergency Procedures.

~ Update families when changes to allergies occur while maintaining the confidentiality of children.

Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at the child care centre.

Child Guidance

All educators, volunteers, placement students and community partners will follow our core values of caring, honesty, inclusiveness, respect and responsibility. They will ensure that every child has a sense of belonging, is developing a sense of self, health and well-being, every child is an active and engaged learner who explores their environment with body, mind and senses and is a capable communicator who expresses themselves in a variety of ways. Educators support children in developing strategies to remain calm and to regulate their emotions while recognizing the effect of their actions on others.

Any practice based on a negative control technique is not part of the Child Guidance Practices and Core Values.

Anyone who observes or hears a prohibited practice being used must make a report to the local Child Protection Agency (Children's Aid Society) as well as the Supervisor or Designate. Educators, volunteers, students or community partners must comply and cooperate with the Child Protection Agency (CAS).

The Supervisor or Designate will ensure that a written record of the monitoring of all employees, volunteers and placement student's is completed annually in January or immediately following an observed or reported prohibited practice. All written records of monitoring will be kept on file for three (3) years. Volunteers or placement students will not be left alone with children.

Annual Review

All educators, volunteers, placement students and community partners must adhere to a number of policies and procedures, the Program Statement as well as Ministry, Fire and Health Regulations, all educators, volunteers, placement students and community partners will review the Program Statement prior to working in the program with the children then on an annual basis OR upon any changes/modifications to the Statement. Annual review of the Program Statement and these policies and procedures ensure our educators, volunteers, placement students and community partners are knowledgeable and prepared to handle any situation which may arise.

Working Together

Our goal is to ensure the overall health, safety and well-being of each child while in our care. We look forward to working together with the family in the best interest of their child(ren) to provide them with an individual and positive experience for a seamless entry to their community school.

Ontario Regulation 137/15

48(1) No licensee shall permit, with respect to a child receiving care at a child care centre it operates or at a premises where it oversees the provision of child care,

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

emergency and is required as part of the licensee's emergency management policies and procedures;

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

Note: References and information in this living document are extracted from:

1. "How Does Learning Happen?" Ontario's Pedagogy for the Early Years

Age Groups:

Toddlers: 18 months to 30 months

Preschoolers: 30 months to 6 years

Hours of Service:

Monday through Friday 8:45 a.m. to 11:45 a.m.

Monday through Thursday 12:45 p.m. to 3:30 p.m.

The program also operates on P.A. Days as well as during March Break.

Arrival & Pick-Up:

To ensure the safety of the children in care, please do not leave your vehicle running in the parking lot.

Your child/ren may NOT leave the building without the accompaniment of designated person (parent/guardian/Emergency Contact).

Parents/guardians are responsible for their child/ren prior to sign-in and following sign-out (done by Staff). This ensures the child/ren are well supervised at all times and are accompanied safely to their classroom and from the facility.

Supervisor/Designate and Staff must be informed by telephone, written or verbal message **EACH** time someone other than a parent will be picking up from the facility. IF the staff are not notified of an alternate “pick-up” person, the child will not be released until the staff can contact the parent to authorize the child’s release. Picture identification will be required

ALL persons picking up children from Adventure Hours Nursery School must be 16 years of age or older.

UNLESS OTHERWISE ARRANGED, CHILDREN WILL NOT BE RELEASED TO ANY PERSON OTHER THAN THOSE SPECIFIED ON THE REGISTRATION FORMS.

Program Closures (Holiday):

Adventure Hours Nursery School will be closed on the following days (actual dates will be provided well in advance). If the day falls on a day your child is scheduled, it is to be paid for and an alternate day will be scheduled as a make-up session.

- Thanksgiving Day
- Christmas Day
- Boxing Day
- New Year's Day
- Family Day
- Good Friday
- Victoria Day

Adventure Hours Nursery School is closed for two weeks during the Christmas holidays. Closure dates will be posted in advance and families will not be charged unless a Statutory Holiday(s) coincides with their child's regularly scheduled day(s). Closure for Summer Break is mid-June to September, dates will be posted well in advance. Families are NOT charged during the Summer Break closure.

Program Closures (due to Emergency):

The Supervisor, Designated Supervisor and Staff will make every effort to notify parents/guardians, when/if Adventure Hours Nursery School must shut down due to unforeseen circumstances, such as:

- Inclement Weather
- Power Failure
- Heating or A/C System Failure
- Evacuation due to fire

Notification will be found on our voicemail, announcements on local Radio Station(s), Social Media (Facebook , Instagram, Remind App.).

Off Premise(s) Activity:

Typically the children do not leave the facility's premises. With this being said, IF a walk through our community is scheduled, an Authorization form must be signed by the parent/guardian. Any "potential" activity/outing is scheduled, the parents/guardians will be notified well in advance.

Fee Services:

At the time of Program tour, the Supervisor or Designated Supervisor will discuss the rates.

Invoices are issued the first week of each month, based on your child's schedule. Payment is due by the 15th of each month. Notify Supervisor or Designated Supervisor if a payment plan is preferable. Any unpaid fees will be sent to a determined Collection Agency.

Payment Methods include: cash, cheque or money order and must be delivered to the Supervisor or Designated Supervisor. For safety reasons, please do NOT leave payment in your child's backpack.

NSF cheques will be charged \$20.00 (Non Base Fee)

Receipts:

Child Care tax receipts are issued with each payment. It is the responsibility of the parent/guardian to retain all receipts for tax purposes.

Subsidy:

Subsidy assistance may be available through the Municipality of Chatham-Kent. Please contact the Municipality directly at 1-866-720-7975. All invoices will be issued with the assessed contribution determined by Municipality.

Absent Days:

All scheduled days will be paid in full, however each family is entitled to one make-up day per month due to illness. This make-up day will be determined between the Supervisor or Designated Supervisor and the parent/guardian.

Please notify the Nursery School via phone, voicemail or email if your child is unable to attend due to illness.

Illness:

To ensure a healthy, clean and safe environment for our children, families and Staff, we must all work together. Parents/guardians are able to assist please refer to the following, which may indicate a medical issue.

- Thick, coloured nasal discharge
- Fever
- Vomiting
- Diarrhea (loose water or frequent stools)
- Rash
- Head Lice

If your child presents any of the above, please contact the Supervisor via phone, voicemail or email to convey the child's absence. If you choose to seek medical attention, please notify the Nursery School with any advice given by your physician. IF your child has contracted a communicable disease, this will be posted in the child's assigned room for the benefit of other families (names are not used). Information posted will include: signs/symptoms, incubation period, possible return date as well as days the child attended.

Absence due to vacation days will not be charged as long as the parent/guardian informs the Supervisor at least two weeks prior to the vacation time(s).

Canada-Wide Early Learning and Child Care (CWELCC)

Adventure Hours Nursery School was approved to participate in the Canada-Wide Early Learning and Child Care (CWELCC) Program. Participation will begin as of December 1, 2022.

Rates for January 1, 2023

Age	Pay Category	Base Rate as	New Rate 52.75%	CWELCC
Rate		of March 27,	CWELCC	Jan. 1, 2023

		2022	Reduction	
Toddler	Part Day - 3.0 hours	\$22.00	\$10.00	\$12.00
Preschool	Part Day - 3.0 hours	\$21.00	\$ 9.00	\$12.00
Toddler	Part Day - 2.75 hours	\$19.50	\$ 7.50	\$12.00
Preschool	Part Day – 2.75 hours	\$18.50	\$ 6.50	\$12.00

*In extenuating circumstances, we may temporarily allow children to attend 2 sessions in 1 day:

Toddler	Full Day - 5.75 hours	\$41.50	\$21.89	\$19.61
Preschool	Full Day – 5.75 hours	\$39.50	\$20.84	\$18.66

(Base Fees)

1. *Base fee means any fee or part of a fee that is charged in respect of a child or child care, including anything a licensee is required to provide under Child Care & Early Years Act, 2014 (CCEYA) or anything from the licensee but does not include a non-base fee.*
2. *Non base fees include but are not limited to charges for late pick-up or NSF charges.*

Late Fees:

A late pick up fee of \$5.00 per child will be charged on each 15 minute interval after 11:45 a.m. or 3:30 p.m. (i.e. \$5.00 per child 11:46 a.m. to 12:00 p.m. OR 3:30 p.m. 3:45 p.m.) **(Non Base Fee)**

Withdrawal:

Written notification must be received by the Supervisor or Designated Supervisor at least two weeks prior to the child's final day in program. If proper notice is not received, the family will be charged for the two week period.

Accident Reports:

All appropriate measures are taken to ensure safe play experiences in our program. However, in the event of an accident, an Accident Report is completed and the child is monitored for the remainder of the session. The staff will inform the parent of the incident by one or more of the following:

- Telephone
- Email
- Verbally upon pick-up

A completed Accident Report is given to the parent/pick-up person. This report is read and signed by Supervisor/Designate, Staff completing the form as well as parent. A copy of this report is kept on file at Adventure Hours Nursery School and a copy is supplied to the parent.

All staff of Adventure Hours Nursery School have up-to-date training in First Aid and C.P.R. (including infant and child artificial resuscitation, choking and C.P.R.) if the accident is less severe (i.e. bump, scrape small cut), the injury will be given the necessary treatment.

If a child suffers a serious injury or becomes very ill, the Supervisor will attempt to contact the child's parent/guardian/Emergency Contact to inform them an ambulance has been called.

Childcare Registry Waitlist:

Any parent/guardian interested in obtaining child care with Adventure Hours Nursery School must first create an application on the Municipality of Chatham-Kent Childcare Registry (www.chatham-kentchildcare.ca). There is no charge for this Waitlist.

Waitlist Policy & Procedures:

Adventure Hours Nursery School will strive to accommodate all requests for the registration of a child. Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the Wait List procedures set out below will be followed. Supervisor or Designate is responsible for daily updates i.e. maintaining current clients are updated re: available spaces, scheduling tours, placement of children with Municipality re: Subsidy.

OneList Registry – all perspective families are directed to visit www.chatham-kentchildcare.ca to create an application for their child/ren. Further communication will continue via email, telephone or in-person.

- Supervisor or Designate will place the child on the Wait List in chronological order, based on the date and time the request was received.
- Once a child has been placed on the waiting list, the Supervisor will inform parents of the child's position on the list
- When space becomes available, priority will be given to child/ren who are currently enrolled and need to move to the next age grouping, siblings of children currently enrolled, children of staff
- Once these children have been placed, other children on the OneList Registry will be prioritized based on program room availability and the chronology in which the child was placed on the Waitlist
- Parents of the children will be notified via email or telephone that a space has become available in their requested program
- Parents will be provided a time frame of two weeks in which a response is required before the next child on the Waitlist will be offered the space

- Where a parent has not responded within the given timeframe, the Supervisor will contact the parent of the next child on the list to offer them the space, the OneList Registry application will also be deleted
- Supervisor will be the contact person for parents who wish to inquire about the status of their child's place on the Waitlist
- Supervisor will respond to parent inquiries and provide the child's current position on the list and an estimated time of the child being offered a space in the program
- The Waitlist will be maintained in a manner that protects the privacy and confidentiality of the children and families and therefore only the child's position on the Waitlist will be provided to parents
- Names of other children or families and/or their placement on the Waitlist will not be shared with other individuals
- If client's application has been deleted from the OneList Registry (due to lack of parent's reply to initial phone call/email, it can be retrieved. Once the application is active on the Waitlist, further communication will begin. However the client will no longer have priority over the other applications which were NOT deleted

Supervision of Volunteers and Students:

Adventure Hours Nursery School has an established Policy to ensure all children enrolled will be effectively supervised at all times. It is the Supervisor's/Designate's responsibility to ensure that an adult supervises every child in attendance at the facility at all times. Under no circumstances will direct unsupervised access be granted to anyone under the age of 18 years of age and who is not an employee of Adventure Hours Nursery School. Volunteers and Placement Students will not be counted in staffing ratios nor be permitted to be alone with any enrolled child of the Nursery School.

Prohibited Practices:

The following are prohibited practices under the Child Care and Early Years Act, 2014

- 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 supervision, unless such confinement occurs during an emergency and is required and is a 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 a child of basic needs including food, shelter, sleep, toilet use, clothing or bedding, or
- Inflicting any bodily harm on children including making children eat or drink against their will

Parent Issues and Concerns Policy and Procedures:

Name of Child Care Centre: Adventure Hours Nursery School

Date Policy and Procedures Established: May 17, 2018

Date Policy and Procedures Updated: May 17, 2018

Upon orientation, each family will receive a Parent Issues and Concerns Policy and Procedures with their Registration Package/Parent Handbook.

Purpose:

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

Definitions:

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

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

Licensee: Shelley Echlin, Supervisor adventurehoursnurseryschool@gmail.com

Policy:

General

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

All issues and concerns raised by parents/guardians are taken seriously by Adventure Hours Nursery School 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 outcome 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 to five 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 all parties involved.

Confidentiality:

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

Conduct:

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

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

Concerns about the Suspected Abuse or Neglect of a child:

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

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

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

For more information, visit:

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

Procedures:

Program Room Related

E.g.: schedule, toilet learning, indoor/outdoor program activities, feeding arrangements, etc.

Raise the issue or concern to:

- The classroom staff directly

OR

- The Supervisor/Licensee

General, Centre-or Operations Related

Raise the issue or concern to:

- The Supervisor/Licensee

Staff, Supervisor and/or Licensee Related

Raise the issue or concern to:

- The individual directly

OR

- The Supervisor/Licensee

All issues or concerns about the conduct of staff, 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.

Student/Volunteer Related

Raise the issue or concern to:

- The staff responsible for supervising the volunteer or student

OR

- The Supervisor/Licensee

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.

Steps for Staff and/or Licensee in responding to Issues/Concerns:

- Address the issue/concern at the time it is raised

OR

- Arrange for a meeting with the parent/guardian within 3-5 business days

Document the issues/concerns in detail.

Documentation should include:

- 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/or information given to the parent/guardian regarding next steps or referral

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 3-5 business days or as soon as reasonably possible thereafter. Document reason for delays in writing.

Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

Escalation if Issues or Concerns:

Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Supervisor, Shelley Echlin adventurehoursnurseryschool@gmail.com who will work to resolve the concern with the parent and staff. If unable to come to a resolution a written complaint from the parent will be forwarded to the Chairperson who with a Board delegation will meet with the parent within 14 days of the notification and offer a written response.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 (<https://www.ontario.ca/page/child-care-centre-licensing-manual>) 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, College of Social Workers etc.) where applicable.

Contacts:

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

College of ECE: 1-888-961-8558 ext. 224

Current contact information for Adventure Hours Nursery School Board of Directors can be obtained by contacting the Supervisor at 519-354-5050

Supervisor: Shelley Echlin adventurehoursnurseryschool@gmail.com

Municipality of Chatham-Kent: Josh Myers, Director of Child Care and Early Years

435 Grand Avenue West, PO Box 1230 Chatham, ON N7M 5L8

joshm@chatham-kent.ca

[519-351-8573](tel:519-351-8573) ext. 2178

Emergency Management:

Adventure Hours Nursery School has developed an **Emergency Management** Policy and procedures in the event of an emergency. Families will be contacted directly by telephone, Facebook notification/Remind. Where applicable, information regarding the nature of the emergency and further instructions will be announced on the local radio stations and our voice mail message system.

Safe Arrival and Dismissal Policy and Procedures

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal 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.

Policy

General

- Adventure Hours Nursery School will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.
- Adventure Hours Nursery School 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.

Additional Policy Statements

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - o greet the parent/guardian and child.
 - o 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 child's Enrolment Form (file) and/or the child's Emergency Card or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
 - o document the change in pick-up procedure in the daily written record.
 - o 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 child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - o inform the Supervisor/Designated Supervisor and they must commence contacting the child's parent/guardian no later than 9:30 a.m. OR 1:30 p.m. Staff shall call parent/guardian, send text message or email. The Supervisor/Designated Supervisor must make contact at least once and leave message, then record the attempt in Daily Written Record.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. 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 child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - o confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - o 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 care and the child has not been picked up, by 11:50 a.m. or 3:35 p.m., the Supervisor/Designated Supervisor/Program Staff shall contact the parent/guardian via phone call, email or text message and advise that the child is still in care and has not been picked up.
 - o Where the staff is unable to reach the parent/guardian, staff must leave a message for the parent/guardian. IF centre staff are unable to leave a message/voicemail, 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.

- o 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 each Emergency Contact person listed on child's Enrolment Form (file), Emergency Card.

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 12:00 p.m. OR 3:45 p.m., staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact authorized individuals listed on the child's Enrolment Form (file), Emergency Card
4. 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 12:15 p.m. OR 4:00 p.m., the staff shall proceed with contacting the local Children's Aid Society (CAS) 519-352-0440. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Note: Please select from the below which option fits your program and delete all other options.

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.

Additional Procedures

[insert additional definitions]