



Parent Handbook

Opening the door to your child's education

Vision Statement

Halton Hills Child Care Centre strives to provide a safe, nurturing environment where children's natural curiosity and interests are honored through play-based learning.



December 22, 2023

Our History ...

Halton Hills Child Care Centre grew from Halton Hills Kinderschool which operated nursery school programs.

As the needs in our community were changing, Halton Hills Child Care Centre was launched as a not-for-profit organization opening our first preschool program in 1986.

Since our very beginnings, we have been offering quality child care.

In 1989, we found there was a need in our community for more child care.

We responded by opening a toddler program and a kindergarten program

We moved to 60 Park Ave. in 1994. At this location, we had more space for all of our programs.

We again responded to the needs of our community by opening our school age program in 2004 and our infant program in 2006. Both of these program operated in our satellite location at 62 Park Ave.

In 2019, we moved to our current location. Here we are able to house all of our programs under one roof.

Responding again to the needs of our community, sadly, we closed our infant & school age programs, as these programs were no longer in high demand. What was needed was more toddler & preschool care.

We now have 3 toddler & 3 preschool classrooms for a total of 114 spaces licensed by the Ministry of Education.



Our Board of Director ...

As the Centre is not-for-profit, we have a Board of Directors. The Board of Directors is comprised of a minimum of five members, with four Executive positions of Chairperson, Vice-Chairperson, Secretary and Treasurer.

The Board of Directors are responsible for the sustainability of the Centre and the advancement of it's mission and goals. This involves such activities as setting long-term goals, developing policies and procedures, financial planning and budgeting, and ensuring our legal and regulatory obligations are met.

The Board of Directors works closely with the Centre's Director who is responsible for all day-to-day operations including staffing, programs, parent/child relations, enrollment, licensing, and assisting with developing and maintaining the budget.

If you are interested in joining the Board of Directors or getting more information, please contact the Director or email the Chairperson at chair@hhchildcare.ca. The time commitment for a Board member is 1-2 hours from September to June on average, with some positions requiring a little more time.

Membership

Any recipient of our services (parents/guardians of a child) are considered a *member*. All members are eligible to nominate and elect Board members at our Annual General Meeting.

Our Staff ...

We hire fully-qualified, Registered Early Childhood Educators (RECE), assistant teachers, and kitchen staff. Our hiring process is geared to finding exceptional and passionate individuals.

Our educators' task is to build caring and nurturing relationships with all the children in their care. Through open communication, we create vital connections with families.

All our staff have a valid criminal reference check with vulnerable sector clearance.

Our training includes Standard First Aid with CPR and Epi-pen training, Food Safety, and Fire Extinguisher training.

All of our staff participate in professional development throughout the year. Plus, we do in-house educational workshops.

BECAUSE I AM A TEACHER

I dream big

I work hard

I don't let mistakes stop me

I solve problems with grit

I reflect and seek to improve

I collaborate with others

I share my thinking

I set goals for myself

I help others reach their goals

I learn relentlessly every day

I NEVER GIVE UP!

Mission Statement

Educators collaborate with families and children in their role of co-learner and educator. By closely observing and documenting children's learning, the educator creates an engaging, responsive environment that builds a strong foundation for learning.

Play-Based Learning

Play-based learning, essentially, is to learn while at play. Children are naturally motivated to play. Our play-based programs build on this motivation, using it as a context for learning. In this framework, children can explore, experiment, discover, and solve problems in imaginative and playful ways.

We encourage the children to participate in individual, small and large groups activities, child initiated and adult supported activities, both indoors and outdoors.

We see children as competent, capable, curious and rich in potential; each with unique personalities and individual needs.

Inclusion...

Halton Hills Child Care Centre provides child care for all children; giving each child equal access to our programs, allowing each to participate in our programs and supporting the individual needs of each child. We will make every reasonable effort to accommodate children and families with unique needs.

Program Hours ...

The centre is open Monday through Friday except for statutory holidays from 6:30 a.m. to 6:15 p.m. The Centre closes at 2:00 p.m. on Christmas Eve and New Year's Eve.

Federal and Provincial Holidays ...

The Centre will be closed for the following holidays:

New Year's Day

Family Day

Good Friday

Victoria Day

Canada Day

Labour Day

Thanksgiving

Christmas Day

Boxing Day



If the statutory holiday falls on a weekend, the Centre will be closed the next business day.

Our Privacy and Confidentiality Policy ...

Halton Hills Child Care Centre ensures that all information collected by us is confidential. We only collect information that is required to provide our service to families and/or for licensing or legal purposes.

This information is requested through the enrollment package which is completed by the parent/guardian upon registration to one of our programs. Parents can request access to all personal information in their child's file. These requests will be responded to within 30 days. All personal information will be shredded 3 years after withdrawing from the Centre.

Parents may be exposed to confidential information from time to time. Parents are required to maintain confidentiality and privacy of others which includes staff, children, families, and the Centre.

For more information, our Privacy and Confidentiality Policy is available on our website or paper copy available upon request.

Photographs

If you are taking pictures of your child, please ensure that the photos only include your child, to preserve all children's safety and privacy.

Our Program Statement

At Halton Hills Child Care Centre, we know that children learn through play. Our program is designed to guide children to become independent, self-confident, inquisitive learners in a safe, secure and warm environment.

Our educators create a loving and caring atmosphere where children can flourish, and are responsive to the children's daily needs.

We see the children as competent, capable, curious and rich in potential; each with unique personalities and individual needs.

Halton Hills Child Care Centre believes in providing the highest possible standard of service to all the children and families that are a part of our program.

We utilize documents set out by the Ministry of Education to set goals and expectations in our program statement to ensure optimal learning and development.

- ◆ Child Care and Early Years Act
- ◆ How Does Learning Happen? Ontario's Pedagogy for the Early Years
- ◆ Ontario Early Years Framework
- ◆ Think, Feel, Act: Lessons from Research about Young Children
- ◆ Early Learning for Every Child Today

Our program statement outlines strategies to achieve our goals.

Four Foundations from How Does Learning Happen?

Belonging

Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with other and making contributions as part of a group, a community, the natural world.

Well-Being

Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.

Engagement

Engagement suggests a state of being involved and focused. When Children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

Expression

Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

Our goal is to ***promote the health, safety, nutrition and well-being of the children*** throughout our programs.

It is essential to provide the children with a healthy and safe environment:

- ◆ We ensure toys and equipment are cleaned and disinfected properly.
- ◆ Playgrounds are inspected twice daily to ensure that they are free of hazards.
- ◆ We adhere to all requirements as set out by the Ministry of Education, local government agencies (Halton Public Health and Halton Hills Fire Department) and our Centre policies and procedures.
- ◆ Hand washing, throughout the day, by the children and staff is key to stopping the spread of germs.
- ◆ We will do a quick health observation of each child upon arrival every day.
- ◆ We will monitor any changes in each child's behaviour, demeanor, and health throughout the day. We will notify the parent of any changes.
- ◆ If a child becomes unwell, our educators will keep the child as comfortable as possible until the parent arrives.
- ◆ We will always provide supervision both inside and outside.
- ◆ Our educators discuss safety with the children, identifying classroom and playground rules.
- ◆ Safe practices are in place for fire drills, lockdown drills and evacuations.

Meals are set in a friendly, relaxed atmosphere, allowing of plenty time to enjoy our food. Our educators join the children to role model a positive attitude towards foods and good table manners. We are in tune with the children's capabilities so they can graduate from bowls and spoons to plates and forks. Older children are encouraged to practice self care skills (feeding themselves) and help with food distribution (filling their own glasses, setting the table). Pleasant conversation occurs during meals with our educators supervising the children for possible signs of choking. When spills occur, we will calmly help clean up with an "oops".

We work closely with families when it comes to food allergies, special diets or personal observances. Parents may be asked to provide speciality food items as required if our

menu is unable to accommodate a specific need. Dietary food/allergies lists are posted in food preparation areas, in classrooms, and on tables during snacks and lunch.

Our anaphylactic policy ensures children's life-threatening allergies have strategies in place to minimize possible exposure to an allergen. All staff have First Aid, CPR, and EpiPen training.

Our educators take an active interest in each child. We look forward to making trusting and caring relationships with the children and their families.

Our goal is to **support positive and responsive interaction among the children, parents, child care providers and staff** by building respect for one another.

Halton Hills Child Care Centre is committed to eliminating attitudes and behaviour directed at an individual or group based on race, ancestry, place of origin, colour, ethnic background, citizenship, religious belief, non-belief, creed, gender, sexual orientation, age, physical challenges, education, and marital, economic or family status.

Our educators take a genuine interest in the children's accomplishments and efforts while providing a warm and responsive atmosphere for the children and families in our Centre.

We will:

- ◆ Greet children and families as they arrive
- ◆ Ensure the environment is inviting and welcoming
- ◆ Make eye contact during conversations with children (at their level) and families
- ◆ Acknowledge children and families as they depart
- ◆ Ensure no child is overlooked
- ◆ Provide TLC throughout the day
- ◆ Maintain open communication with families
- ◆ Provide support for families with parenting challenges

Our goal is to **encourage the children to interact and communicate in a positive way and support their ability to self-regulate** through development of positive social skills.

Our educators support the children's self-regulation and well-being by:

- ◆ Listening to the children and responding positively
- ◆ Role modelling appropriate social interactions
- ◆ Assisting the children to develop problem solving skills
- ◆ Building respect for individuals
- ◆ Guiding the children to recognize emotions in themselves and others
- ◆ Supporting the children with calming techniques when faced with a challenging situation
- ◆ Engaging with the children, to build strategies for self-regulation

- ◆ Observing the environment to identify areas, things, and interactions that may be causing stress for the children

Our goal is to provide materials that extend and **foster the children's exploration, play and inquiry.**

Our educators observe the children's interests and emerging skills to develop program planning and promote skill development. We encourage the children to express their feelings, experiences, and ideas.

We will:

- ◆ Ensure the environment is well-organized with lots of materials easily accessible to the children
- ◆ Ensure toys, equipment, and materials meet the children's needs (inclusive)
- ◆ Provide new play opportunities through interest centres
- ◆ Become actively involved in play
- ◆ Provide a safe, nurturing and fun environment
- ◆ Support social interactions
- ◆ Provide developmentally appropriate activities that follow the children's lead
- ◆ Provide choices so children can choose their own play experiences and how they wish to explore
- ◆ Provide a well-balanced environment for active and quiet times both indoors and outdoors

Our goal is to **provide child-initiated and adult-supported experiences** by seeing ourselves in a partnership as co-learners and co-planners with the children.

We support a sense of belonging by asking the children for their input (if age appropriate) as to what toys, equipment, and materials.

Involvement in play adds to the partnership between the educators and children. Educators become in-tune with the children, knowing when to stand back and observe, and when to enter the children's play, to support as they build on their ideas.

Having the children express themselves is a valuable part of our planning strategy. By collaborating, we provide materials that extend and enhance play and learning, giving the children opportunities to engage individually or as part of a group.

We offer a vast variety of experiences daily:

- ◆ Dramatic Play
- ◆ Science & Nature
- ◆ Literacy
- ◆ Numeracy
- ◆ Gross Motor

- ◆ Music
- ◆ Fine Motor
- ◆ Cognitive
- ◆ Construction
- ◆ Art
- ◆ Group Activities
- ◆ Individual Activities
- ◆ Quiet Spaces

Our goal is to **plan for and create positive learning environments and experiences in which each child's learning and development will be supported** through observations, reflective practices and collaboration.

Our educators interpret what is occurring in their classroom. They will reflect and evaluate their observations to ensure individual and group needs are met. They will review what is working and what is not.

Our educators will ask themselves:

- ◆ What do I see?
- ◆ What do I hear?
- ◆ What do I think?
- ◆ How can I support an emerging interest?
- ◆ What's next?

We believe each child is unique and learns in his/her own way. Each child has the ability to make choices, explore, ask and answer questions, problem solve with the support and guidance of their educators.

Our goal is to provide a variety of activities that **incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day and give considerations to the individual needs of the children receiving child care.**

Children benefit from a variety of opportunities to engage with the natural world, including exploration, investigation and observation of the environment.

As the children play, they are developing an appreciation for the world around them. We value and build on their strengths and abilities.

Not all outdoor play needs to be high energy or focused on gross motor skills. Our playground toys and equipment provide for both energetic and quiet activities. Our learning environments are natural and safe, but still allow the children to take reasonable risks.

During sleep time, our educators help soothe the children by sitting with them, rubbing backs and providing comfort. We realize that need for rest and sleep varies greatly at

different ages, and even among children of the same age; however, rest is an important part of the day for all children. Quiet activities are provided for those children who do not sleep.

Play and learning go hand-in-hand. They are not separate activities. They are intertwined.

- ◆ Dramatic play invites children to role-play while at the same time, they are learning to get along with others, and coping with challenges.
- ◆ Block play is not just building towers. The children explore many different aspects such as counting, geometry, measurement, planning, and probability.
- ◆ Give children crayons or pencils with some paper and they will start scribbling away. This is teaching children how to hold the pencil properly and over time to strengthen their hand and finger muscles so they can really start to write and draw.
- ◆ Through literacy activities such as looking at books and listening to stories, children learn to turn the pages, think about what will happen next in the story, understand that printed words have meaning, and develop an enjoyment of books.

While the children are playing and having fun, they are developing life-skills, increasing their knowledge, and spark creative thinking.

Our goal is to **foster the engagement of ongoing communication with parents about the program and their children** to create the best possible learning environment where the children construct knowledge through physical activity, social interactions and their own thinking.

Ongoing communication is essential. *"High-quality early childhood programs ... engage with families and support each child within the context of his or her family, recognizing that family and child well-being are inextricably linked"* ([How Does Learning Happen?](#)).

Our educators will observe and document through pictures and words what they see and hear, focusing on what is happening.

- ◆ Documentation takes the form of postings in the classroom of either group or individual experiences.
- ◆ Parents will receive electronically on HiMama daily individual activities.
- ◆ A classroom book of photos and stories is assembled for the children and families to look at and revisit past events.
- ◆ Educators will share resources with parents.
- ◆ Concerns will be addressed promptly.

We will convey information directly to parents through daily conversations, phone calls, and via HiMama.

Meetings can be set up if requested from the parent or educators. We know that the parents' input is essential and valuable to ensure each child's needs are being met.

Our goal is to **involve local community partners and allow those partners to support the children, their families and staff** to provide accessibility to our services in a manner that respects the dignity and independence of each individual making every reasonable effort to accommodate their unique needs.

Halton Hills Child Care Centre works closely with local community partners to support the children, their families and our staff such as:

- ◆ North Halton Community Living
- ◆ Erin Oak Kids
- ◆ ROCK – Reach Out Centre for Kids
- ◆ CAS – Children's Aid Society
- ◆ Halton District & Catholic School Boards

We utilize resources available to provide the right care for all of the children. You may see or work with resource consultants or support staff to ensure the best environment for your child.

Parents and staff can explore resources for:

- ◆ Speech
- ◆ Hearing
- ◆ Behaviour
- ◆ Development

We will ensure an up-to-date individualized support plan is in place for each child with special needs in consultation with the parent and any regulated health professional or other person who works with the child in a capacity that would allow the person to help develop the plan.

Our goal is to **support staff who interact with the children in relation to continuous professional learning** to explore new ideas, meet objectives and refresh practices.

The Centre believes that part of a quality program includes the opportunity for our educators to network in the community, have access to professional development, in-house training, and have additional support through coaching and supervision.

Regularly scheduled staff and team meetings allow for collaboration of information, experiences and thoughts among all the staff. The Centre's policies, practices and procedures are scheduled for staff review throughout the year. Centre policies cover a

We will **document and review the impact of strategies set out in its program statement on the children and their families** over the course of year through:

- Review of our Program Statement
- Parent feedback surveys
- Conversations with parents and children
- Observations and documentation of play areas and children
- Licensing inspection by the Ministry of Education
- Quality First partnership
- Board of Directors
- Annual General Meeting

Our program is constantly evolving to meet the needs of the children. We are committed to open communication; encouraging children, families and staff to express their ideas, thoughts and concerns to ensure we accomplish our goals.



I AM A CHILD

**I was not built to sit still,
keep my hands to myself,
take turns,
stand in a line,
or keep quiet
ALL OF THE TIME.**

**I need
motion,
adventure,
and to engage the world
with my body.**

**Let me play!
Trust me, I'm learning!**

Our Programs ...

Toddler Classrooms – Aged 18 months to 36 months

We can enroll up to 3 children 15 months to 18 months in our toddler rooms.

Toddlers are bursting with energy and very curious about their environment as they develop their walking, running, and problem-solving skills. Vocabularies are still developing with “mine” and “no” topping the list of favourite words. However, soon enough young toddlers learn to express themselves through short sentences.

The toddler educators plan a variety of ever-changing activities throughout the day providing opportunities for independence, growth and learning.

Toddlers love to fill & dump, push & pull, stack & tumble.

They manipulate everything they can get their hands on during playtime.



Preschool Classrooms – Aged 2 ½ years to 6 years

We can enroll up to 5 children 2 years to 2 ½ years in our preschool rooms.

Preschool children are more and more interested in the world around them and often like to observe and imitate other children and adults.



Our educators are very resourceful and great at planning activities that help the children explore new interests, abilities, encourage independence and build social skills through play.

Preschool children are very active and enjoy outside time; riding bikes, throwing, catching & kicking balls, and taking part in imaginative play.

“Show & Share” days are definitely something to look forward to. The children always have stories to tell and lots of questions to ask about the wonderful things they bring in.

What Else Is Going On?

At Halton Hills Child Care Centre, we are always looking to enhance our curriculum and maintain a high level of service. Throughout the year, the children and staff are involved in many extra activities and events.

Childcare App

The Centre uses a childcare app that facilitates open communication with families. We will provide you with daily documentation about your child. This documentation will include photos, classroom activities, your child's learning opportunities and experiences. We will also give you information on meals & snacks, diapering/toileting, sleep/rest, and outside time. We can let you know when your child needs more supplies such as diapers or spare clothing. The childcare app allows us to have 2-way communication. You can send us messages throughout the day.



Quality First

Quality First supports licensed child care programs by providing coaching and consultation by a Quality First Consultant, ongoing Professional Learning, self-reflection activities, and targeted support from a consultant to reach established goals.

Quality First believes in...

Developing the professionalism of individuals in the care and education of young children.

Improving the level of quality indicators in children's programs.

Collaborating with local colleges to promote the professionalism readiness of early childhood educators.



Website

Take a look at our website at www.hhchildcare.ca. Here you can find each classroom's monthly calendar packed with fun activities and special days. The Centre's quarterly newsletter is also posted on our website.

Special Guests

Throughout the year, we may invite special guests to enhance our programs. Examples may include member of the Halton Hills Fire Department and a fire truck, guided yoga/exercise classes, pottery and puppetry classes, and many more interesting people.

Community, Visitors & Instructors

The children learn about our community through interactions while visiting local stores, and taking neighbourhood walks. We may arrange for community members to visit the Centre to introduce concepts such as recycling or fire safety.

To enhance our programming, we will invite instructors to conduct art or exercise classes. Parents will be required to cover the cost of these special instructors.

We support our community by doing an annual toy drive for Halton Women's Place. The children get an understanding about giving and everyone helps decorate a display.

Facebook & Instagram

Check us out on Facebook & Instagram. You can find out what's happening not only in your child's classroom but also see what's going on in all the classrooms.

Special & Days Events

Throughout the year, we have a wide range of Centre wide special days such as Star Wars day on May 4th, Silly Sock day and Disney Day.

We will host special events like our Annual General Meeting, and graduation photos for the children moving to big school.

Second Step Program

The Second Step program teaches children the following skills:

1. Skills for listening
2. Empathy
3. Emotion Management
4. Friendship skills and problem solving.



LookSee

LookSee is an innovative developmental checklist that follows a child from one month of age to six years. It provides a snapshot of a child's development to discuss with parents. The simple one-page checklist also features a sheet of activities for enhancing a child's development.

Jolly Phonics Program

Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children.



Parent Involvement

Do you have special events, celebrations or customs you would like to share with us? Our educators embrace all opportunities to include each family's values into our programs.

Do you have any special interests, skills or talents? Perhaps you would like to volunteer in a classroom to share your abilities. Please speak with the Director for more information and see the Volunteer and Student sector below.

Volunteers and Students ...

All volunteers and students are required to submit a new Criminal Reference Check Vulnerable Sector Check prior to entering the classroom. Our policies, practices, and procedures must be reviewed prior to starting. Volunteers and students are directly supervised by classroom staff. Children will never be left unattended with a volunteer or student. Volunteers and students do not count in classroom ratios.

Volunteers

We recognize that children and educators benefit when volunteers share their time, insights, talents, and skills with us.

Students

An important part of promoting the profession of Early Childhood Education is participating in the training of individuals entering the field or providing volunteer opportunities for those who are still undecided. We frequently have students from various educational facilities on field placements.

Communication ...

We believe open communication is an essential part of our daily responsibilities. Halton Hills Child Care Centre encourages an atmosphere of openness and receptiveness to new ideas and opportunities for improvement.

Parents can communicate with teachers by having a short conversation at pick up and drop off times, by calling the classroom during the day, by email or messaging on the childcare app. For more in-depth conversations, a meeting can be arranged outside of the classroom.

Please be aware that if the teachers are engaged with the children, they may not be able to respond immediately, but will contact you as soon as possible.



We Can Help ...



Sometimes, we all need a little assistance. Don't hesitate to contact your child's classroom teachers if you need some recommendations. They have a wealth of information and tons of experience, everything from toilet training to language development to strategies for dealing tantrums and much more. We would be happy to lend a helping hand.

Support

We see the children as competent, capable, curious and rich in potential; each with unique personalities and individual needs. However sometimes, everyone needs a little support along the way. Through services provided by Community Living and other community partners, parents can access numerous resources for help and guidance. The Centre's staff can assist in providing directions to available services.

Working Together

Halton Hills Child Care Centre works closely with local community partners to support the children, their families and our staff such as:

- Community Living, North Halton (905-878-2337)
- Erin Oak Kids (905-885-2690)
- ROCK – Reach Out Centre for Kids (289-266-0036)
- CAS – Halton Children's Aid Society (866-607-5437)
- Halton District School Board (1-877-618-3456)
- Halton Catholic District School Board (1-800-741-8382)

We utilize resources available to provide the right care for all of the children. During your time with us, you may see or work with consultants and/or support staff to ensure the best environment for your child.

We will ensure an up-to-date individualized support plans are in place for each child identified with unique needs in consultation with the parent, health professionals and resource consultants.

We strongly believe each child deserves all the support they need to become independent, self-confident, and inquisitive learners.

Accessibility ...

Halton Hills Child Care Centre will communicate with people with disabilities in ways that take into account their disability. We train staff members who communicate with customers on how to interact and communicate with people with various types of disabilities. Our Accessible Customer Services Policy is available upon request in a format that takes into account the person's disability. The policy can be found on our website.

"Accessibility is not about disabilities.
It's about people."

– Aaron Gustafson @AaronGustafson

Admission Process ...

Tours

We encourage all potential clients to visit our Centre to see us in action. You can arrange for a tour of our facility, and meet the staff. Please contact the Centre at 905-877-5004 or via our website www.hhchildcare.ca and complete the contact information form.

Wait List

We suggest you add your child's name to our wait list as soon as possible as our wait list is managed on a first come, first serve basis. You will be contacted as your requested date approaches or as space becomes available.

We will do our best to place your child in our program for the date needed. However, being on the wait list does not guarantee a start date as children can only start when space is available in the appropriate classroom.

Placement

Once we contact you with an availability date, you will be asked to come to the Centre to pick up our enrollment package. When you have completed the enclosed documents, please return it to the Centre along with a non-refundable deposit. This deposit will be applied towards your first week of care. If you should change your mind about child care, the deposit will not be refunded. If you change your mind and wish to go back on the wait list until another space is available, we will hold your deposit until your child starts.

Fees ...

Fee payments are paid every Monday via Pre-Authorized Payment Plan from an account provided by the parent. We do offer both full-time and part-time options.

Sick days, vacation days, and federal & provincial holidays are paid in full.

Fees are payable for other closures such as emergencies, utility disruption (water, electricity, phone), snow days, etc. It will be at the Board of Directors discretion to determine if fees will be refunded.

Any payments that are returned by the bank due to insufficient funds are subject to a \$30.00 fee and payable immediately.

A **Late Fee** of \$5.00 per minute per child is charge when children are picked up after 6:15 p.m. as read on the Centre phone system.

Income Tax Receipts will be issued in February of each year. If your tax receipt needs to be replaced, there will be a \$20.00 administration fee.

Fee Assistance

Child care subsidy or financial assistance with the cost of child care is available from Halton Region. Please contact them directly at 1-866-442-5866 to learn more about this program.

Withdrawal of Service ...

A 30-day written notice of withdrawal is required for all programs. If 30 days notice is not provided, fees will continue to be charged for the period of 30 days from the date the notice is received. This includes change from full-time to part-time or reducing the number of part-time days.

If your child is being temporarily withdrawn, a space can not be reserved unless fees continue to be paid.

Halton Hills Child Care Centre reserves the right to terminate its services due to failure to adhere to the parent agreement, policies or failing to pay for child care within 30 days will lead to termination of service. We work closely with families and strive to make every child's experience a positive one. However, if a situation no longer benefits the well-being of the child, other children, staff or the Centre, this may lead us to terminate our service.

Canada Wide Early Learning and Child Care ...

We are enrollment in the Canada Wide Early Learning and Child Care (CWELCC) System. Our current fee structure is in our enrollment package and on our website.

Base Fees and Non-Base Fees

CWELCC funding is to be used to support reductions in base fees charged to parents/caregivers. Non-base fees are ineligible for CWELCC funding.

Base fee items are mandatory costs families must pay to receive child care. They include anything a licensed child care operator is required to provide under the CCEYA, and any items or services that are part of the fee outlined in the Parent Handbook.

Non-base fee items means optional items or services that parents/caregivers are not required to pay to receive child care. Non-base fees also include any fees charged as part of an agreement between the parent/caregiver and the operator where the parent fails to meet the terms of the agreement (e.g. fees for picking up a child late, fees to obtain items that the parent agreed to provide for their child but failed to provide)

The table below provides some examples (but not limited to) of base fees items and non-base fees items.

Base Fee Examples	Non-Based Fee Examples
Play materials, equipment and furnishings such as cots, cribs, bedding, etc.	Late pick-up fees for services provided beyond the operational hours, outlined in parent handbook
Supervision by adult during operational hours	Optional transportation and field trips (if separate fee charged)
Lease/occupancy costs	Not sufficient funds fees in accordance with the terms of the agreement between the parent and the centre
Food and catering costs	Diapers, sunscreen, etc.
Development and implementation of individual plans (medical, special needs, anaphylactic)	Uniforms
Other mandatory costs to support the operation of the child care program (e.g. deposit/registration fees, etc.)	Any other optional items or services where an additional fee is charged (e.g. video fees, etc.)
Any programs or services included as part of the core day programming and is included as part of the child care fee paid by families	

Safety ...

Fire Drills

We conduct fire drills twice a month. Emergency plans are posted in each classroom, the entrance, kitchen, and staff room. If you think your child may need additional assistance during a fire drill, please speak with the Director so we can develop an action plan.



Evacuation

In the event that we need to evacuate the building, we will use our playground or the walkway adjacent to the building. The playground and the walkway are also our assembly area for fire drills.

If we need to evacuate for a longer time, we will evacuate to Holy Cross Catholic Church. Parents will be notified of an evacuation by the Centre staff as soon as possible. You may be asked to pick up your child at the designated site if deemed necessary such as no re-entry into the classrooms.

The Centre has developed our Emergency Management Policy which encompasses a wide range of urgent situations and detailed action plans. The Director and/or designate will contact parents via HiMama, email or phone in case of an emergency. Please see the Director if you wish a copy of our policy.

Visiting ...

Getting to Know Your Family ...

Enrollment Package

We are thrilled you have chosen Halton Hills Child Care Centre for your child's care. Our enrollment package includes a variety of forms to be completed prior to your child's first day with us.

Updating Information

At least annually, we will ask you to update your child's information. However, a *Change of Information* form may be requested anytime there is a change happening such as new cell phone number, additional authorization release person, etc.

We must have accurate information to ensure parents are always reachable in case of an emergency. If you will not be at your regular phone number, please inform the staff of how you can be reached or an alternate contact person.

Custody Agreement

If you have a custody agreement, please ensure the office has an official copy.

Transitioning to Child Care ...

Leaving a child is an emotional experience for both the child and the parent. At Halton Hills Child Care Centre, we strive to make the transition to child care as smooth as possible. Parents are encouraged to bring their child for a short visit before they actually start.

Children will become familiar with their classroom and begin to develop relationships with the other children and the staff.

These visits help to minimize the initial separate anxiety that some children and parents experience as the children begin to feel safe and secure. Your child will have the opportunity to explore, participate in activities or to simply observe what their day may entail.

If possible, once your child starts in their classroom, shorten your child's first day or two, this allows your child the opportunity to get used to being away from their parent but reunited quickly with them.

Please feel free to ask questions. We want you to be comfortable with your decision to leave your child in our care.

Your Child's Day ...

Arrival

To ensure the safety and security of your child while attending Halton Hills Child Care Centre, we require parents to escort their child directly to one of the teachers. Children can never be left unattended in the hallway, in classrooms or in a vehicle. Parents are encouraged to talk briefly with the teacher to pass along any vital information.

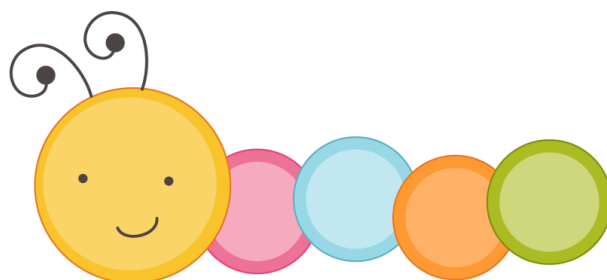
Leaving

During the initial period of adjustment, tears are a very natural occurrence. Our staff have specialized skills to help your child over a difficult time. We suggest that you settle your child into an activity, say goodbye and then leave. Our staff will assist you both as you say goodbye.

Please feel free to phone your child's classroom or send a message on HiMama, if you wish to check on how your child is doing.

Absence

We understand that from time to time your child may be absent due to illness, vacation time, having a home day, etc. It would be greatly appreciated if you could notify the Centre whenever your child is going to be absent or arriving after 9:00 a.m.



Daily Routine ...

Each classroom has their own *Daily Routine*.

Sample Toddler Classroom Daily Routine

6:30	to	10:00	Play-Based Learning
8:00	to	8:30	Wash Hands/Snack Time
8:30	to	9:00	Diaper Routine
10:00	to	11:00	Outside Time
11:00	to	11:30	Play-Based Learning/Circle Time
11:30	to	12:00	Wash Hands/Lunch Time
12:00	to	12:30	Quiet Activities/Diaper Routine
12:30	to	2:30	Sleep/Rest Time
2:30	to	3:00	Play-Based Learning/Diaper Routine
3:00	to	4:00	Outside Time
4:00	to	4:30	Wash Hands/Snack Time
4:30	to	5:00	Diaper Routine
4:00	to	6:15	Play-Based Learning

Play-Based Learning is a child-initiated activity which can include but not limited to:

- Fine motor
- Creative
- Math
- Language
- Gross motor
- Dramatic play
- Construction



Our educators observe the children's interests and emerging skills to develop program planning and promote skill development. We encourage the children to express their feelings, experiences, and ideas.

Changing Classrooms ...

When your child is ready and old enough to move to the next classroom, the Director will contact the parents. We will make arrangements for your child to visit their new classroom over the period of the week prior to the actual move. Parents are welcome to visit your child's new classroom and meet the staff. Please feel free to ask questions. We want everyone to be comfortable and happy.

What to Bring

We suggest your child wear clothing that is casual, comfortable and easily handed by little fingers. We will encourage your child to explore, play, get dirty and have fun.

Children no matter their age, even older children have accidents. We ask that your child have 2 complete sets of clothing of seasonal appropriate clothing at the Centre in case of accidents (getting dirty with food or paint, toileting mishap). Your child's teachers will let you know where your child's clothing will be stored in their classroom.

To prevent lost items, please clearly label all of your child's belongings.



In the **summer**, please provide your child with a wide brimmed sun hat, and safe shoes (i.e. running shoes). Sandals must have a heel strap, closed toe and a non-slip sole.

Sunscreen

Childhood is a critical time to teach and practice sun safety habits. Sunscreen does not provide 100% protection. For outside time, shade, clothing and hats should be the first choice with sunscreen on all remaining exposed skin. Parents will be asked to supply a new sunscreen bottle with an expiry date or sale receipt if no expiry date.

We ask parents to apply sunscreen on your child prior to morning drop off. The teachers will re-apply sunscreen before afternoon outside time.

In the **winter**, please provide your child with a snow suit, winter boots, a warm hat that covers your child's ears, neck warmer, 2 pairs of mittens and socks. No scarves.



Toddlers will need diapers, wipes and diaper cream (bottles and soothers if needed). We can not accommodate cloth diapers due to limited space to store soiled diapers in a sanitary manner.

Toilet Training

We will work with parents when your child is showing signs of toilet training readiness. While toilet training, please bring several changes of clothing and extra shoes. We do not use pull-ups for toilet training as they still feel like a diaper and can confuse your child. During the beginning stages of toilet training, you will be asked to bring diapers for sleep time and outside time until your child has more success.

Sleep & Rest ...



Toddlers and preschoolers have a sleep/rest time of up to 2 hours. While not all children need a nap, children benefit from periods of quiet relaxation to balance their active day. Any children who are awake will be given quiet activities. The staff will do a sleep check every 30 minutes. Sleep/rest time information will be recorded on your child's HiMama daily report.

For sleep/rest time, please bring a blanket and cuddly security toy (if your child has one). If your child brings a sleep toy, it must be one we can keep at the Centre all week. We will send the blanket and sleep toys home for laundering at the end of the week. Each child will be provided with a cot with the sheets changed weekly and when soiled. Cots are cleaned weekly and when soiled.

Children under 18 months should not be wearing a necklace or other items around their neck during sleep time (i.e. amber teething necklace) unless parent provides written consent.

Anaphylactic Policy ...

Due to the severe nature of some allergies, we ask that parents not bring any kinds of foods or drinks into the Centre without the permission of the Director.

We will work with parents of children with serious allergies to food and/or other causative agents to provide the safest environment possible for their children.

The Centre's Anaphylactic Policy is designed to:

- Ensure that children at risk are identified.
- Ensure strategies are in place to minimize the potential risk for accidental exposure.
- Ensure all staff, students, and volunteers are trained to respond in an emergency situation.

We will develop in consultation with the parents, an Individual Plan and Emergency Procedure for all children with anaphylactic allergies, asthma and special medical needs.

**ALLERGY
ALERT**

No outside food and/or drinks are allowed in the Centre.

Nutrition ...

At Halton Hills Child Care Centre, we serve nutritious lunches as well as morning and afternoon snacks. Foods are carefully selected to ensure Health Canada requirements are met. When preparing menus, we take into consideration the likes and dislikes of the children while allowing the children to try a variety of foods. We never force the children to eat. We do encourage each child to try the foods.



Our educators join the children during meals and snacks, setting a good example by having a positive approach to new foods and pleasant table manners.

Parents can find what and how much lunch and snacks your child had on your child's HiMama daily report.



Our menus are posted in our entrance, in each classroom and on our website. If you would like a copy of the menus, please ask one of the staff.

Morning snack typically is served until 8:30 a.m. This allows the children to have snack and gives our kitchen staff ample time to tidy the snack dishes and start preparing for our lunch.

If you are arriving after 8:30 a.m. and you feel your child needs snack, just let the staff know and we will get your child something from the kitchen.

Parents must inform us in writing of all *allergies and/or food restrictions*. A meeting may be set up with the Director to ensure we are meeting your child's needs. Allergy and food restrictions are posted in the kitchen and in the classroom to lessen the chance of exposure.



Hygienic practices are important where there are groups of young children. Therefore, we ask parents to assist their child in hand washing upon arrival in their classroom.

Illness ...

The health and safety of each child and staff member is the upmost importance to us. To maintain a good standard of health in the Centre, a staff member will do a wellness check of your child upon arrival.

A courtesy call to parents will be made if your child is not feeling 100%. We will continue to monitor your child throughout the day. If your child's symptoms worsen, you will be contacted to arrange for pick up. We will make your child as comfortable as possible (sit with child, talk to child, hold child, lay child down on their cot) until your arrival.



If a child is sent home due to illness, the child may return after being symptom free for 24 hours without the aid of over-the-counter medications, and is feeling better or taken an antibiotic treatment prescribed by a doctor for 24 hours.

The Centre reserves the right to request a doctor's note if unsure as to whether or not your child should be at the Centre. A doctor's note cannot overrule our *Illness Policy*.

Medication ...



Our staff can administer prescribed medication. Parents are required to complete and sign a *Medication Authorization* form outlining dosage and time to be given. For safety reasons, medication must be in the original pharmacy container, with prescription label clearly stating the child's name, date of prescription, name of medication, instructions for storage and administration of medication.

Over-the-counter medication can only be administered with authorization from the Director. We will not administer any medication without the appropriate documentation.

Pandemic Measures ...

During times of a pandemic outbreak, the Centre will develop a policy to establish procedures to ensure the health and safety of all children, families and staff.

We will follow guidelines and recommendations set up by the Ministry of Education, the Ministry of Health and Halton Region Public Health.

It may be necessary to make some changes to our day-to-day operations in order to provide a safe environment for everyone.

Inclement Weather ...



Inclement weather refers to all extreme weather conditions; snow, rain, excessive heat, etc. Halton Hills Child Care Centre considers itself to be an essential service to parents. The Centre will be open each scheduled day. We have a plan of action in place to ensure that there will be a staff available to open.

However, it maybe determined during the course of the day that we need to close to ensure the safety of our staff and families in our care. These decisions are made in conjunction with the Chair Person of our Board of Directors.

On days that we are questioning closing early, signs will be posted in the entrance to inform parents of the potential early closing. In the event we decide to close early, parents will be called to pick up their child at the earliest possible time or to send an alternate person to pick up.

Weather Restriction ...

In the event we cannot go outside due to extreme weather conditions, the children will have the opportunity to participate in gross motor activities in their classroom.

These activities may include:

- Riding Toys
- Balance Beam
- Bowling
- Parachute
- Dancing
- Bean Bag Toss
- Obstacle Course
- Yoga
- Balls
- Hoppers
- Game of Twister
- Tunnels

Outside Time ...

Playground

Our fully fenced playground is located beside our building, divided into 2 areas; one for toddlers and the other for preschoolers. Each classroom has their own scheduled time in the morning and afternoon.





The children have the opportunity to pick from a variety of activities such as riding bikes and scooters, playing hockey or soccer, sand play, building, dramatic play, and being involved in group games.

No matter what the outside conditions, the children are monitored to ensure no one is feeling adverse effects from the weather. Water will always be available for the children to drink while at the playground.

There are many choices for the children to have fun and play in a well supervised setting.

Postings

On those occasions when the playground is not usable due to weather conditions, too wet, too slippery, etc., we will go on a neighbourhood walk. A sign will be posted in the classroom indicating where to find your child's class.

Please do not leave your child unattended or in another classroom.

Safety

Staff inspect our playgrounds prior to the children using them, every morning and every afternoon, along with monthly and annual inspections to ensure we meet all safety requirements.

Incident Reports

In the event your child is injured, an *Incident Report* will be completed outlining the nature of the injury, what happened, treatment and follow-up. If your child has a head injury, staff will notify the parents and we will monitor your child throughout the day.

Behaviour Guidance ...

We use a positive and caring formula to guide children's behaviour. Our educators define guidelines to promote safety, providing simple but clear explanations. The children are encouraged to engage in the process of resolving problems.

If more assistance is required, the educators will follow the behaviour guidance techniques as outlined in our *Behaviour Guidance Policy*. Some of the techniques include:

Affection – If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection can help head off inappropriate behaviour.

Hurdle Help – When a child is stuck, providing assistance can help them overcome feelings of failure or inadequacy.

Proximity – Sometimes an adult quietly heading in the general direction of what is going on can be enough to encourage the children to do something else.

Involvement and Interest – Adults becoming involved in a situation can diffuse things.

Redirecting/Distraction – By trying to refocus a child away from what they are doing and onto something else may avoid problem.

Parking Availability ...

Parents are asked to park in the available space in front of the Centre. Do not park in the fire routes or handicap parking (unless you have a permit).

The End of the Day ...

Just in case the staff are engaged with other children, please let them know you are leaving with your child. The staff will be glad to have a brief chat about your child's day. For more in-depth conversations, we can set up a meeting at your convenience.

Prohibited Practices... *(as outlined in the Child Care and Early Years Act)*

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

(a) corporal punishment of the child;

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

(c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;

(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

(f) inflicting any bodily harm on children including making children eat or drink against their will.

(2) No employee or volunteer of the licensee, or student who is on an educational placement with the licensee, and no person who provides home child care or in-home services at a premises overseen by a home child care agency shall engage in any of the prohibited practices set out in subsection (1) with respect to a child receiving child care.

Compliant Policy ...

POLICY STATEMENT – REVISION MAY 2, 2023

This policy establishes a format for managing complaints from a client or a staff member. All complaints will be managed fairly, impartially, and as efficiently as possible.

Introduction

Each individual has the right to raise a complaint and expect that every effort will be made to resolve it in accordance with this policy, without prejudice, fear of reprisal.

Confidentially

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

Concerns about 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 to CAS suspected child abuse or neglect as per the "Duty to Report" requirement under the Child and Family Services Act.

Scope of Authority

Staff – Receive information and pass to appropriate supervision, those directly involved.

Management – Guide and monitor that information is being shared appropriately.

Board – Not privy to information about children or parents and limited information about staff as outlined in Board Manual: Roles and Responsibilities of Board Members.

ACCOUNTABILITY/ROLES AND RESPONSIBILITIES

Boards of Directors

- To read *Complaint Policy* every two years.
- To review and approve amendments as they occur.
- The Board of Directors has appointed the Centre's Director to deal with all complaints.

- The Chairperson (or alternate in the case of conflict of interest) will be a member of the Complaint Committee, as necessary.
- All complaints regarding the Director will be directed to the Board Chairperson via email (chair@hhchildcare.ca).

Management

- To review *Complaint Policy* with all staff, students, and volunteers at commencement of employment or placement, whenever changes are made to the policy and thereafter annually.
- All complaints will be directed to the Centre Director.
- Director will follow the complaint practices as outlined in this policy.
- Director will maintain confidentiality throughout the process of receiving and resolving complaints.
- Complaints will be documented and filed.
- Inform the Board of Directors of complaints, as necessary.
- To retain written documentation for staff policy review.
- To generate and review amendments as they occur.

Complaint Committee

- Complaint Committee, consisting of the following members, will be established to investigate incidents as required:
 - The Board of Directors Chairperson
 - The Centre Director
 - One staff member from the Joint Health and Safety Committee (for health and safety concerns)
- Each committee member will have an alternate, in case of conflict of interest. The alternates will be:
 - Board member motioned by the Board of Directors
 - Director or Staff member appointed by the Board of Directors
 - The alternate staff member from the Joint Health and Safety committee (for health and safety concerns)
- Committee members will be oriented regarding their responsibilities.

Staff

- To adhere to the practices as outlined in this policy.
- Direct complaints to the Director whether they are from a client or the staff member.
- Less serious issues will be addressed in consultation with the Director.
- When managing complaints, ensure it is in the right setting (i.e. office).
- To bring to the Director's attention any questions, concerns, or ideas.

Clients

- Staff may handle less serious issues in consultation with the Director.
- Issues and/or concerns of a serious nature are directed to the Director.
- Complaints about the Director are directed to the Chairperson of the Board of Directors.

PROCEDURES AND PRACTICES

Complaint Handling

1. All complaints are directed to the Director in writing or verbally and will be kept strictly confidential.
2. All complaints will be documented and filed.
3. All complaints will be acknowledged within two business days.
4. Director will perform an initial investigation to determine whether the complaint should go to the Complaint Committee.
5. Meeting may be set with involved individuals, together or individually.
6. If necessary, complaints will be forwarded to the Committee.
7. If a complaint does not go to Committee and the individual wishes to pursue the matter, the individual can follow up with the contact Chairperson of the Board of Directors.
8. The Chairperson of the Board of Directors will review all complaints about the Director and follow the Complaint Handling procedure.
9. Complaints will be reviewed by the Committee within seven days.
10. Committee will prepare written recommendations within seven days regarding how to handle the complaint. The Committee can set up a meeting with involved individuals, together or individually, to review the complaint. Copies of these recommendations will be forwarded to those involved. Recommendations may include suspension, dismissal, or termination of services. No documentation will be placed on the complainant's file where the complaint is filed in good faith and

whether the complaint is upheld or not. If the investigation fails to find evidence to support the complaint, there will be no documentation concerning the complaint placed in the file.

11. Regardless of the outcome of a complaint made in good faith, the employee lodging the complaint, as well as anyone providing information, will be protected from any form of retaliation by either co-workers or management. This includes dismissal, demotion, unwanted transfer, denial of opportunities within the company or harassment of an individual as a result of her/his having made a complaint or having provided evidence regarding the complaint.
12. Any worker who has been a victim of workplace violence/harassment will be given the opportunity, on company time, to be examined by the worker's physician. A worker who visits a physician or other health care specialist for treatment or counseling will not lose any pay or other benefits. Should a worker seek medical aid or miss work, both the worker and employer must file a report of injury.
13. Director will follow up after one month to ensure that the recommendations are being carried out.
14. If the Complaint Committee was involved, the Director will follow up with the Committee to ensure their recommendations are being carried out.

Nature of Issue or Concern and Steps for Reporting and Responding

Nature of Issue or Concern	Steps for Parent/Staff to Report Issue/Concern	Steps for Centre in 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 Director	- Address the issue/concern at the time it is raised Or - Arrange for a meeting with the parent/staff within 2 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. Any steps taken to resolve the issue/concern and/or information given to the parent/staff regarding next steps or referral.
General, Centre-Related or Operations-Related e.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to: The Director	

Nature of Issue or Concern	Steps for Parent/Staff to Report Issue/Concern	Steps for Centre in Responding to Issue/Concern
Staff, Management	<p>Raise the issue/concern to:</p> <ul style="list-style-type: none"> - The individual directly <p>Or</p> <ul style="list-style-type: none"> - The Director <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety, and well-being at risk should be reported to the Director as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent/staff who raised the issue/concern.</p> <p>Follow complaint handling procedure.</p>
Student or Volunteer-Related	<p>Raise the issue or concern to:</p> <ul style="list-style-type: none"> - The staff responsible for supervising the volunteer or student <p>Or</p> <ul style="list-style-type: none"> - The Director <p>All issues or concern 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 Director as soon as parents/guardians become aware of the situation.</p>	See previous page
Concerns about the Suspected Abuse or Neglect of a Child	<ul style="list-style-type: none"> - Inform the Director immediately - Parent will be advised to contact CAS directly 	<ul style="list-style-type: none"> - Contact CAS (see Serious Occurrence Policy for more information).

Child Care Safe Arrival & Dismissal Policy ...

POLICY STATEMENT – DECEMBER 18, 2023

Halton Hills Child Care Centre (HHCCC) has established a procedure for the children's safe arrival and dismissal that attend Halton Hills Child Care Centre.

ACCOUNTABILITY/ROLES AND RESPONSIBILITIES

Boards of Directors

- To read *Child Care Safe Arrival and Dismissal Policy* every two years.
- To review and approve amendments as they occur.
- To budget for staff training.

Management

- To review *Child Care Safe Arrival and Dismissal Policy* with all staff, students, and volunteers at commencement of employment or placement, whenever changes are made to the policy and thereafter annually.
- Ensure parents complete Enrollment Package which includes arrival and dismissal times.
- Review Custody Agreements with relevant staff members.
- To ensure all Custody Agreement information remains confidential.
- To ensure the children's files contain accurate information.
- Update children's files from information received on Change of Information Forms.
- Follow the Serious Occurrence Policy in the event that Children's Aid Society (CAS) is contacted.
- To provide training for staff members as required.
- To retain staff training participation and attendance information.
- To retain written documentation for staff policy review.
- To generate and review amendments as they occur.

Staff

- To adhere to the practices as outlined in this policy.
- Contact parents if child has not arrived by 9:30 am.
- Use due diligence in contacting parents who may be late arriving at the Centre.
- Document any changes to a child's pick-up arrangements in the classroom log book.
- Check identification of any unfamiliar individual wanting to pick-up a child.
- Be mindful of their words around a child who is in attendance after 6:15 p.m.
- Relay any change of information to the Director as soon as possible.
- To participate in training as deemed necessary by the Director.
- To bring to the Director's attention any questions, concerns, or ideas.

PROCEDURES AND PRACTICES

Accepting a Child into Care

- Greet parent/guardian and child.
- Upon arrival at the Centre, the staff will do a visual health check of the child.
- Staff can ask how the child's evening/morning has been.
- Staff are to document any changes to the pick-up procedure in the classroom log book.
- Parents can send a message on the childcare app for changes to the pick-up procedure.
- Upon arrival, staff will indicate time of arrival on attendance sheet.
- Staff log child in on childcare app upon arrival.
- Staff will document health check on childcare app.

Child Has Not Arrived as Expected

- If a child has not arrived by 9:30 am, classroom staff will check for messages on phone systems, email, childcare app, with management for messages.
- If there are no messages, staff will contact the parent/guardian by phone (leaving a message) and by messaging on childcare app.

- If staff are on the playground, a designate will contact parent/guardian by phone and by message on childcare app.
- At 10:00 am, staff will phone, leave message.
- At 10:30 am, staff will phone parent/guardian, leave message informing them we will call their emergency contact.
- In the event, the parent/guardian or emergency contact cannot be reached, staff will notify Director.
- The Director (or designate) will attempt to call the parent/guardian and emergency contacts.
- If the Director cannot reach the parent/guardian or emergency by 12:00 pm, the police will be contacted.
- Phone calls and messages will be documented in classroom log books.
- Once either the child's absence or late arrival has been confirmed, staff will document the information in the classroom log book.

Releasing a Child from Care

- If a staff member is not familiar with the person picking up a child, the person will be asked for photo identification.
- Staff member will compare the photo ID with the Release Information on the child's Enrolment Form.
- In the case of an emergency, the child can be released to an individual listed in the Emergency Information on the child's Enrolment Form.
- For safety purposes, children will not be released to anyone under the age of 16 without prior approval from the Director.
- Staff may receive verbal release permission from a parent if the staff member has contacted the parent using an established phone number from the child's Enrolment Form.
- Staff may get verbal permission from a parent who calls the Centre with the release information. Once the parent's identification has been confirmed, the child may be released. It may be necessary to ask the parent questions to confirm identification or ask another staff member for assistance.
- If an unauthorized person arrives to pick-up a child, they will be denied access.

- If an unauthorized person insists on taking a child, the police will be contacted immediately.
- Any person who is incapable (intoxicated, medicated, etc.) of caring for a child will be denied access. If the individual seems responsive and receptive, an alternate release will be suggested. See the *Emergency Management Policy*.
- Staff may not take children home.
- Children cannot walk home by themselves.

Custody Agreements

- The Director will review the custody agreement with the relevant staff members.
- Copy of the court order must be in the child's file.
- Copy of the court order will be in the child's classroom.
- Custodial parent may give permission for additional pick-up times/days.

Change of Information

- Whenever there is a change of information regarding a child, the parents will be given a Change of Information Form or send the Director an email.
- Once the parent has completed the Change of Information Form the form will be given to the Director.
- Director will give a copy of the updated Enrolment Form to the appropriate classroom(s).

Late Pick-Up

- Late pick-up fee of \$5.00 per minute per child is applied after 6:15 p.m.
- Two staff members must stay if a child is at the Centre after 6:15 p.m.
- For an accurate time, the Centre's phone system will be used.
- Notifying the Centre of being late will not waive the late fee.
- Parent must complete the Late Pick-Up Fee Form upon arrival at the Centre.
- Parent is to pay the late fee by EFT payment.
- All payments will be submitted to the Director.

- All late fee payments will be documented on the late Pick-Up Fee Form.
- Cash receipt will be given for the payment.
- No tax receipt will be given for late fees.
- Staff member(s) on duty will be compensated for their time (paid in 15-minute intervals) on their next pay period.
- Late fee can be waived at the Director's discretion.
- If the Director waives the late fee, the staff will still be paid by the Centre.

Emergency Procedure for Late Pick-Up

In the event that a child is not picked up by a parent or authorized person or the parent has not contacted the Centre by 6:15 p.m., the staff member(s) on duty will follow this procedure:

1. Check the Centre's phone system for relevant messages.
2. Attempt to contact the parent/guardian at all home, work and cell phone numbers listed on the child's Enrolment Form by 6:20 p.m.
3. The staff member(s) will attempt to reach an Emergency Contact Person listed on the child's Enrolment Form at 6:25 p.m.
4. If the staff have not been able to reach a contact person, they will notify the Director.
5. The staff will continue to attempt to reach a contact person.
6. The staff will offer the child food and a drink.
7. Provide comfort and engage in activities with the child to distract from late pick-up.
8. Be mindful of what is said in front of the child so as not to cause the child distress.
9. The staff will make certain the child's well-being is taken care of.
10. If the child is not picked up by 7:00 p.m., the staff will call CAS.
11. The Director must be notified.
12. CAS will assume responsibility for the child.
13. Late charges will apply.
14. Director will complete serious occurrence report.

Community
Possibilities
Communication
Positive
Family
Energy
Great
Peers
Learning
Kind
Love
Non-Profit
Integrity
Build Team
Nurturing
Play
Safe
Passion
Environment
Evolving
Exploring
Friendly
Fun
Children
Responsible
Care
Gentle
Support
Awesome
Courtesy
Quality