



**ARBOUR GLEN**  
Day Nursery

*Nurturing a community through  
innovative child care*

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*Nurturing a community through innovative child care*

# Parent Handbook

**\*\*Please keep on-hand for quick reference**

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# PARENT HANDBOOK CONTENTS

Mission Statement & Principles .....	4
Licensing .....	4
Canada Wide Early Learning Child Care ( <b>CWELCC</b> ) system .....	4
Our Centre .....	4
Our Families ... ..	5
Our Child Care Team .....	5
Supervision of Students & Volunteers .....	5
Our Program .....	5
SeeSaw Program (Online Journal) .....	6
Infant Program.....	7
Toddler Program .....	7
Pre-School Program .....	8
Transitions to Other Groups .....	8
Monitoring of Development .....	8
Parenting Support .....	8
Food & Nutrition: Meals, Dietary Restrictions & Bringing in 'Outside Food' .....	9
Inclusion of Children with Special Needs .....	9
Support Plans .....	9
Individualized Support Plans: For A child with Special Needs .....	10
Individualized Support Plans: For A Child with Medical Needs .....	10
Anaphylaxis Emergency Plan: For a Child with Anaphylaxis .....	10
Asthma Policy .....	11
Anaphylaxis Policy .....	11
Illness Policy.....	13
Medication Policy .....	14
Immunizations .....	15
Birthdays.....	15
Rest Time & Sleep Supervision .....	15
Screen Time Recommendations from the Canadian Pediatric Society .....	16
Outdoor Play .....	17
Clothing .....	18
Toys from Home .....	18

Field Trips & Intergenerational Program .....	18
Children’s Self-Regulation & Supporting Positive Behaviour .....	18
Prohibited Practices .....	19
Hours and Attendance .....	19
Safe Arrival and Dismissal Policy and Procedures.....	20
Drop-off & Pick-Up Times .....	21
Custody Orders .....	22
Parking Lot .....	22
Injury/Incident Reports .....	23
Serious Occurrences .....	23
Unforeseen Centre Closure .....	23
Fire Safety .....	23
Emergency Management .....	24
Communication & SeeSaw .....	24
Addressing Issues & Concerns .....	25
Suspected Child Abuse & Duty to Report .....	26
Impaired Driving Policy .....	26
Smoke-Free Premise .....	26
Safe Drinking Water .....	26
Waiting List Policy .....	26
Part-Time Care for Existing Families .....	27
Requests for Sibling Care .....	27
Enrolment and Registration .....	28
Orientation Visits .....	28
Fees .....	32
Notice of Withdrawal .....	28
Termination of Care .....	29
Program Statement .....	29



## ARBOUR GLEN DAY NURSERY

We would like to take this opportunity to welcome you to Arbour Glen Day Nursery. We have been caring for children in this community since 1966 and have been given the pleasure of taking part in the growth and development of many children, families, and Early Childhood Educators. Our intention has always been to provide children with an extension of the love and care they receive in their own homes. We take our responsibilities to you and your family very seriously and we are delighted to share in the joy and enthusiasm that the children bring to this child care facility. Thank you for choosing Arbour Glen!

Charlene Moss, RECE  
Executive Director

### Licensing

Our program is licensed by the *Ministry of Education (Ministry of EDU)* and is inspected annually. A renewal license is issued, provided all requirements are met. A copy of our license is posted at our back-entrance way of the centre.

### Canada Wide Early Learning Child Care

Arbour Glen Day Nursery has “opted in” to the **Canada Wide Early Learning Child Care (CWELCC)** system and our fees reflect current government mandates. (See Fee schedule on page 29).

### Our Vision

*“To nurture a community through innovative child care”.*

### Mission Statement

We are a community that respects the diversity of our children and their families. We enrich each child’s development through our long tradition of progressive programming and care.

### Our Guiding Principles

We believe . . .

- Optimal learning occurs when each child engages actively in their environment.
- Building each child’s self-esteem as a foundation for their own individual development.
- In a holistic approach to each child’s learning and development.
- Diversity represents the richness and uniqueness of human life and is something to be valued, shared and celebrated with all our families.
- Ongoing education and professional development of our staff leads to best practices, ensuring the delivery of high quality child care.
- Innovation and creativity in our programs, facilities and equipment ensures high quality child care.
- An organization open to all, encourages and facilitates staff and parental involvement, is committed to serving the needs of each child and consistently performs beyond the minimums required.

### Our Centre

Arbour Glen has a nostalgic setting that is unique to most child care centres. Housed within a charming brick exterior, it contains cozy suites to accommodate our Infants, Toddlers and Preschoolers. Within this family-style setting, children soon feel a sense of belonging. They engage in enriched learning experiences that promote literacy, numeracy, creativity, and curiosity, to develop critical thinking skills. They enjoy daily outdoor play and activities within a park-like

playground, nestled beneath sugar maples. Everything in our program encourages social and emotional connections with others, which we know are the key to guiding children to their full potential.

As you walk through our rooms you will immediately notice the Arbour Glen difference! You will see happy, engaged children and friendly, nurturing caregivers. It is evident that our team of Registered Early Childhood Educators (RECEs) are highly motivated, competent and caring people who love to work with children, which is why most of our staff have been with us a very long time! The delicious snacks and hot lunches provided are second to none! Our qualified Dietary Planner provides daily menus that are impossible for any child to resist; check them out on our *Parent Information Board!*

At Arbour Glen we work on the premise of Professor Gunilla Dahlberg's view that "children are rich in their potential and are competent and capable of involved thinking". We believe in positive, sincere, nurturing interactions that are responsive to the needs of children and their families, our educators, and our community partners. These relationships strengthen our program and set the foundation for children's lifelong learning, health and well-being. We have a proven program that engages children in all areas, helping them grow to their potential socially, emotionally, physically, creatively, and cognitively.

### **Our Families**

At Arbour Glen, we want children to make connections between their homes and community. We know that parents have the most influence on their child's life and recognize that our goals for children are best achieved by working together with families. We want everyone to feel at home here.

Our families are welcome to participate during field trips, and join us for special events, including a Family Picnic in the summer time, a cherished tradition at Arbour Glen! There are many ways you can be involved, including sitting on our Board of Directors. Over the years many families come to know one another and form lasting friendships. Relationships are what Arbour Glen is all about!

### **Our Child Care Team**

We know that the single most important element in any child's learning environment is the Educators – who they are; their ability to relate to children in a warm and responsive way; their knowledge and training; and their own passion as life-long learners. Each of our program staff are either **Registered Early Childhood Educators (RECEs)** or are working towards their Early Childhood Education as **ECE Apprentices**. All have current Police Records Checks and Vulnerable Sector Screenings. Most hold a current *First Aid/CPR* certificate and have done *WHIMIS* and *Food Handlers* training. In addition, they participate in ongoing Professional Development opportunities. Their combined college training specific to the Early Years, plus their extra areas of study bring much enrichment to our classrooms. We are proud of our Educators and Apprentices who continue to adapt individualized programming and provide interesting challenges to the children in their care.

### **Supervision of Students & Volunteers**

Program Staff of Arbour Glen are responsible for supervision and mentoring of students and volunteers they will be working with. Before employment or placement all students and volunteers participate in an orientation that includes reviewing our policies, procedures, safety-related information and expectations of their role and responsibilities. A staff member will always be present when students or volunteers are participating in the program with children. **Students and volunteers are never counted in the staffing ratios and will never be left alone with your child (including field trips)**. All have current Police Records Checks and Vulnerable Sector Screenings and most hold a *First Aid/CPR* certificate.

## **OUR PROGRAM**

At Arbour Glen Day Nursery, our program approach is consistent with the *Ministry of Education's* 'Early Learning Framework' of policies and pedagogy. We use the documents *How Does Learning Happen*, the *Think Feel Act* research, and the *Early Learning for Every Child Today (ELECT)* reports to guide us. Together, they provide practice principles for

Early Childhood Educators and promote the child as an active participant in the learning process. We are committed to providing care and learning experiences that respond to the interests and ideas of the children.

Our staff includes a team of **Registered Early Childhood Educators (RECEs)**, ECE Apprentices, supply staff, students on placement and volunteers. They play and participate with children as co-learners, co-investigators, and co-planners of our program. The environment is intentionally planned and encourages each child to reach their highest potential. “We honour children and view them as “competent, capable of complex thinking, curious and rich in potential” (Dahlberg 2007).

**Our program is based upon the four following foundations:**

**BELONGING: Developing Meaningful Relationships & Connections between Staff, Families & Others:**

- We support positive and responsive interactions with children, families, and others.
- We foster ongoing communication and engagement with parents about their children and our program.

**ENGAGEMENT: Learning Through Exploration, Play & Enquiry**

- We provide play and experiences that foster children’s learning, exploration, and enquiry.
- We support staff and others in lifelong learning opportunities.

**EXPRESSION: Fostering Communication, Expression & Self- Regulation**

- We support children’s abilities to express themselves, to interact, and to self-regulate.

**WELL-BEING: Nurturing Healthy Development, Safety & Well-Being**

- We promote children’s sense of self, health, and well-being, in a safe environment.

**OTHER: Evaluating & Evolving**

We document and review the impact of our learning program on the children and their families.

**Note:** A full copy of our **Program Statement** is included at the end of this booklet.

The high quality of our program and long-term staff has remained our greatest strength over the years and is one that makes us stand out. Very quickly you will come to know that your child is always lovingly cared for at Arbour Glen, leaving you worry-free at your work/school each day. Our Educators interact with the children and observe them to develop a curriculum in response to their interest and natural curiosity. They document children’s experiences to show how learning happens and use this as a tool for more planning of the environment. You can see your child’s development and growth through the documentation in our hallways and classrooms, on the seesaw app as well as in your child’s individual portfolio that records their special experiences, milestones, and selected artwork. Check the walls in the cloakroom or outside of the classrooms for an “*end of the day write-up*” as well. Your child will be challenged and will have fun learning through play. They will explore, discover, and solve problems through a carefully chosen environment that will excite them.

We encourage and welcome you to share your cultural and family traditions with us and we will incorporate relevant ideas, when possible, for all of us to enjoy. We want you and your child to feel comfortable and welcome here. We believe that once children are secure in their environment, they will learn and grow in healthy, positive ways. Nothing gives us greater pleasure!

**SeeSaw Program: Online Documentation Journal**

**NOTE: This program is not shared on Social Media - it is a program for internal use only**

One of the ways we share the reflections and documentation of your child’s learning is to send it to you through the Seesaw Program; a secure, online journal. Our Educators will include things like photos, videos, drawings and voice

recordings in your child's Seesaw journal and we can share them privately with you and other family members to view and comment on.

Sometimes group photos are taken and shared, but only with other families in your child's class. It is important to understand that you can not share any of these "shared" group photos on your social media accounts such as Facebook, Instagram, Twitter or any other social media platforms. Doing so may result in your child being removed from the SeeSaw App. There may be ways of limiting your child's exposure in group photos that are shared with the class. Please contact our centre Director for further information on what can be modified and how to request this modification.

For your child to use Seesaw, the App needs your child's name so we can associate their photos, videos or voice recordings with their account. Seesaw only uses this information to provide the service and doesn't advertise in Seesaw, create profiles of students, or share or sell your child's personal information or journal content. You will receive further instruction on how to upload the App and create an account to be used here by your child's Educators. We hope that you will enjoy receiving occasional documentation of your child's learning experiences and their time spent here at Arbour Glen! Upon enrolment you signed detailed options giving consent for your child to participate in the SeeSaw Program. If you would like a copy of the consent form, please email us and we will get a copy to you.

Once you feel ready and agree for your child to be included in our SeeSaw Program please sign below and return this form as soon as possible. Once you are added to the program, you will receive further information on how to sign up and then shortly afterwards will start receiving notifications every week or two.

### **Our Infants Under 18 months**

10 Babies & 3 RECE's

Our Infant program offers a blend of experiences that care for and nurture your baby, while providing a fun place to explore, live and play. Our top priority is to respond to your baby's needs individually, with compassion and sincerity. This ensures a secure environment where they experience trust and can enjoy their time with us.

Upon enrolment, you will receive a "Welcome Letter" that includes more details of your group's daily program and other information to make your transition into our centre more enjoyable.

When your baby first arrives at Arbour Glen they will remain on their own feeding, eating, and sleeping schedule, until gradually adapting to the routines in the Infant Room. A typical day includes music and singing, sensory experiences, physical activities or playing outside in our Infant/Toddler yard; eating, sleeping, reading books, playing with puppets, exploring concepts, manipulating various materials, and visiting with other children in our centre; but above all, giving and receiving lots of hugs! Our cozy play environment provides them with materials that offer elements of challenge, curiosity and surprise, while our Infant caregivers support their explorations and share their joy.

Eventually, we help prepare your child for the gradual transition to Toddlers. Our Toddler Staff will get to know your baby before the move up. Your child will have visits in their new room, so the change will be more natural for them.

Our Infant team is made up of kind, nurturing caregivers who have the skills and experience in Infant care to work harmoniously and ensure our babies thrive!

### **Our Toddlers 18 months - 30 months**

**Yellow Todds** 15 Toddlers & 3 RECE's

**Purple Todds** 15 Toddlers & 2 RECE's & 1 ECE Apprentice

Once your child is about 18 months old, they will be ready to move up to Toddlers. Our basic priority for the Toddler program is building a sense of self-confidence and security within each child, in an environment where they can trust that an adult will always care for their needs in a loving way. They soon feel they belong, and this further strengthens their sense of well-being.

We create a safe, fun environment where each child can explore and master, providing them with many opportunities for learning through enquiry and play. At times throughout the day, we may move into smaller groups for sing-a-longs, reciting poems, and finger-plays, reading stories or interacting with puppets. We explore various materials and engage in creative art and sensory experiences. Our Educators co-play with our Toddlers to discover concepts and make amazing discoveries. There's never a dull moment in the Toddler Rooms! After a busy morning, we have a delicious hot lunch and settle the children in for a cozy mid-day nap.

Afternoons are busy with more learning through play, special activities, sing-a-longs, a nutritious snack, and then it's outside for active fun and fresh air. Toddlers are all about moving and being physical!

Our Toddler staff are always tuned-in to the needs of each child in their group. They are kind and nurturing caregivers who have the skills, experience, and wisdom to work with toddlers. Life is sweet in the Toddler Rooms and as a result our Toddlers flourish!

### **Our Preschoolers 2 ½ years – 4 years**

**Blue Group** 16 children & 2 RECE's

**Green Group** 16 children & 2 RECE's

Children usually spend 12 to 14 months in our Toddler Program. Once a spot becomes available, they will move up to one of our Preschool Rooms. Here they will gain experience in sharing, taking turns, and discovering many new concepts and learning opportunities. Our calm and delightful environment is the perfect setting for children to feel a sense of belonging. Our preschool teams provide a balance between child-led, and Educator-supported experiences that spark curiosity and provide learning challenges. They plan a balanced curriculum with appropriate field trips throughout the year, including an intergenerational program in partnership with *Kensington Village*, a Retirement/Nursing home. We visit Kensington once a month to share in social visits with the residents. We have been doing so for over 25 years! This has offered children the experience of interacting with seniors in our community in a positive and meaningful way. We invite parents and extended family members to participate with us on any of our field trips or visits. For more information please speak to your child's Educators.

The park-like setting of our back yard offers a shady, safe, and fun playground that promotes large-body play and other special activities. Your child will love our outdoor program!

Our Preschool Educators are a warm and loving team of caregivers who provide an inspiring, pleasurable atmosphere for children to enjoy learning through play. The team's combined experience and expertise in child development cultivates a rich environment where our preschoolers blossom!

### **Transitions to Other Groups**

A week or two before your child moves up to the next group, our staff will pass on a *Move-up Card* with a date for the big day along with information about their new room and Educators! You will receive pertinent information on how their day will be changing and a 'Welcome Letter' outlining further details. Your child will also have "visits" to their new room. Overall, we find most children settle within a week or so. Children attending part-time may take longer, so when there is availability, we can offer some free days until your child feels more comfortable. You may also want to stop in and see your child's new room before they move up - just ask your child's Educators and they will help you decide or answer any other questions you might have.

### **Monitoring of Development**

To ensure your child's healthy development, our staff monitors their progress and development on a regular basis. This includes daily observations, developmental checklists and documenting their work in a portfolio. We use this information to facilitate optimum learning experiences. If any concerns are identified, we will let you know and work with you to decide on the next steps that are best for your child.



## Parenting Support

Our Early Childhood Educators are a great resource to answer any of your questions and to offer quick, practical parenting tips. From time to time, families may encounter other challenges that require extra support and understanding of their situation, so we also offer a *Parent Resource Library* with carefully selected materials to support families. It is located in the office on the third floor, so feel free to come upstairs at any time to take home books, CDs or DVDs. We also offer ‘**Parent Mentoring Sessions**’ at no cost to you if you still want to develop further strategies to tackle some of those more perplexing situations such as toilet training, sleeping, and eating issues, or dealing with temper tantrums (we promise not to judge). Most parents have found this to be very helpful and impactful. For further information please call our Executive Director Charlene and set up a time to meet.

## Food & Nutrition: Meals, Dietary Restrictions & Outside Food

Our menus reflect healthy food and drink choices for children to meet the requirements as set out by “Eating Well with Canada’s Food Guide”. Tasty meals and snacks are prepared limiting or avoiding added sugar and salt. We serve fish once a week and vegetarian meals twice a week, in a homelike atmosphere that responds to the needs and cues of children’s appetites. Menus are posted in the lunch rooms as well as on our *Parent Information Board*. You can email us at [centre@arbourglen.ca](mailto:centre@arbourglen.ca) to request an electronic copy.

We want to meet your needs as much as we can, however we do not have the resources to accommodate individual food preferences. If your child has food allergies or anaphylaxis, or if you follow a religious/cultural practice or common lifestyle choice such as Vegetarianism or Veganism, we have included a Special Diet/Food Restriction chart to fill out in your Registration Package. Vegan diets for children under the age of two are modified as we follow the current recommendations of our *Public Health Unit* and *Health Canada*. Please speak with our Executive Director if you have any questions. All children with allergies and special diets will have their photos or individual plans posted in the cooking kitchen and all children’s lunch rooms. A listing of all children with allergies and special diets is also posted in areas where children play inside, as well included on our attendance clipboards for accessibility when we are in places outside of the classrooms.

Since we have children attending Arbour Glen who have anaphylactic allergies, peanuts and nut products are not served or used in any food preparation. To protect these children, **WE DO NOT ALLOW ANY OUTSIDE FOOD TO ENTER THE CENTRE**, unless brought in by Arbour Glen staff, students on placement, or volunteers, who also have anaphylaxis training. The only exception are parents who bring in infant formula or other special foods deemed necessary for a child that has been diagnosed with a medical condition and requires an alternative food that we are unable to provide. We may also make exceptions during special holiday celebrations if a family decides to bring in a few treats for our staff. In this instance, an advance request must be pre-approved by our Executive Director to ensure the food does not contain any nuts or nut products. **FOOD MUST NEVER BE BROUGHT DIRECTLY INTO THE CLASSROOMS OR LEFT IN CHILDREN’S BAGS OR CUBBIES!** If this happens you will be contacted by the Director and given a warning notice.

Please also ensure that your child has no peanut or nut products (e.g., peanut butter) on his or her hands, mouth, or clothing when he or she arrives at Arbour Glen.

## Inclusion of Children with Special Needs

At Arbour Glen we strive to ensure that all families and their children, all staff, support team and community partners feel safe, comfortable, and accepted. We have always valued diversity and demonstrating respect for others in an inclusive environment. We interact in ways that do not exclude others accidentally or intentionally from opportunities.

Some children may have learning delays, developmental disabilities or mental health issues and may require specialized strategies to meet their potential. As with all children who attend Arbour Glen, we will monitor the development of a child who has special needs by completing developmental checklists. When concerns are identified it may be appropriate to pursue additional support for them. The Director will help parents access a suitable agency for further assistance or assessment. We partner with agencies such as the Middlesex-London Health Unit, Thames Valley Children’s Centre, Tyke Talk, All Kids Belong (AKB), Madame Vanier and others, and we work closely with everyone involved to create an **Individualized Support Plan** if needed.

## Support Plans

### Support Plans Include:

- a. Individualized Support Plans for: Children who have Special Needs (i.e. physical or mental disabilities etc.),
- b. Individualized Support Plans for: Children who have Medical Needs (e.g. a child who needs medication for diabetes, seizures, asthma etc.).
- c. Anaphylaxis Emergency Plans

Support Plans will be created for children with special conditions. The child's parents and doctor, the centre Director and any other support professionals may be involved in creating individualized plans to meet a child's needs. Once completed, the plans are documented on a poster. Copies of these plans will be posted in the child's classroom, on the attendance clipboards, with the original kept in the office. The plan is also used to train our staff and support team. All Staff, Supply Staff, Students and Volunteers will review all individualized support plans with the Director or Program Supervisor before or upon employment/placement, and annually or whenever changes are made.

### 1. Individualized Support Plan: For A Child with Special Needs

Arbour Glen is fully committed to promoting inclusion for all children. We believe that every child is entitled to develop to their fullest potential, especially those with special needs. All children, including those with disabilities and special needs are always treated with dignity and respect. It is our responsibility to help these children access our centre and program to the greatest extent possible, and to provide alternative measures for accessibility to the best of our ability. Our goal is for every child to experience inclusion and feel that they belong.

If your child has or develops any special needs (i.e. physical or mental disabilities) our Executive Director will meet with you and any related support workers to develop an **Individualized Support Plan** for your child. It includes information on how we will help your child to participate and benefit from our program in a meaningful way and identifies any supports to be used. All individualized support plans are kept with the child's Emergency Information Card or posted in the child's classroom as determined by the parent.

Our Management Team assists staff in accessing appropriate resource materials, learning opportunities, supports and community programs and agencies. We adapt the environment and individual programming for each child to ensure full inclusion of all areas of our program. Our Educators use reports from other support professionals, along with their own observations and documentation to gain a deeper understanding of the child. They collaborate and create environments and experiences that will support individual learning and developmental goals for the social, physical, and cognitive development of the child. The **Individualized Support Plan** also identifies and describes any aids and related instructions (e.g. mobility devices, hearing aids, etc.) or adaptations made to the physical environment or equipment that are needed to support a child for success.

Because Arbour Glen is not a purpose-built centre, there may still be certain physical barriers due to the hallway stairs and the physical layout of our centre that make some areas inaccessible. We are committed to doing everything we can to remove any such barriers or obstacles. In certain situations, it may be impossible to accommodate a child's special needs. This will need to be determined with careful consideration before the child can be enrolled. Please call and speak with our Executive Director for further information.

### 2. Individualized Support Plan: For a Child with Medical Needs

Other individual plans may also be needed to accommodate children who have a medical condition such as asthma, diabetes, a heart condition, those who are prone to seizure disorders, or any other serious medical condition. If your child has any such condition or develops one, our Executive Director will work with you and your child's doctor to create an **Individualized Support Plan** for your child. It will be posted in your child's classroom to ensure their best health and well-being.

### 3. Individualized Support Plan: For a Child with Anaphylaxis

If your child has an anaphylactic allergy or develops one after enrolment, please let us know and our Executive Director will work with you and your child's doctor to develop their **Anaphylaxis Emergency Plan**. This plan will include

emergency procedures in respect to your child and is posted in your child's classroom, the Cook's Kitchen, and the staff Room, to ensure their wellbeing. See Anaphylaxis Policy.

### Asthma Policy

**Important Information:** Asthma is one of the more common childhood diseases. Most children with asthma have a relatively mild form, and symptoms in most children can be controlled by avoiding asthma triggers and using appropriate medication. The onset of an asthma attack may be sudden; however, it can progress gradually. Triggers may bring on an asthma episode: respiratory infections, colds, cigarette smoke, vigorous exercise, cold weather, reactions to allergens such as pollens, molds, animal dander, household dust and by certain foods such as peanuts, fish, and nuts.

Various medications may be used for treatment, including reliever medications (e.g. Ventolin inhalers) and are usually in blue containers. This is the inhaler that children need to take immediately when they are experiencing asthma symptoms. Controller/preventer medication is taken regularly to prevent asthma symptoms and is often in brown or orange inhaler containers (e.g. Beclovent). They treat inflammation in the airways that causes asthma symptoms. Controller or Preventer medications do not relieve acute symptoms. Since these medications can be used twice a day and are given in the morning and evening, **Arbour Glen requires the child to take such medication at home and we will not administer them at the centre.**

If your child has asthma or develops asthma after they are enrolled, our Executive Director will work with you and your child's doctor to develop an **Individualized Support Plan: For a Child with Medical Needs**. It provides instruction for all staff, students, and volunteers in the steps to be taken if your child suffers from an asthma attack. We implement strategies to avoid or limit exposure to the known agent, e.g. milk may be allowed in the room if the child with asthma is served a substitute drink in a marked cup or dish, sit in a different spot, etc.

All our staff, supply staff, students and volunteers are trained by the Executive Director or Program Supervisor in procedures to be followed if your child has an asthma episode. They review the Asthma Policy and your child's individualized support plan before or upon employment/placement and again annually or whenever changes are made. It will be posted in your child's classroom to ensure their health and well-being.

If a safe and agreed upon plan cannot be reached between a family and the centre, Arbour Glen may decide not to take on the responsibility of enrolling that child. The Director will make the final decision as to whether it may be feasible to manage or remove the risk from the entire centre, without compromising the quality of the program.

**Note:** Children never carry their own medications and do not self-administer their allergy or emergency medication. We are committed to providing for and maintaining the safety and well-being of all staff and children who attend our centre, including children who are at risk of inducing asthma. Although it is impossible to create a totally risk-free environment, we strive to minimize accidental exposure to asthma triggers through preventative practice and by immediately addressing any situation requiring attention.

### Anaphylaxis Policy

Our Anaphylaxis Policy aligns with *Sabrina's Law, 2005* and meets the legislative requirements in accordance with *section 39.1 under the Childcare and Early Years Act 2014*.

**Important Information:** Anaphylaxis is a severe, life-threatening allergic reaction to a stimulus that involves the major body systems, particularly breathing or circulation. Up to 2% of the general population and up to 5% of children are at risk. Foods account for 50% of all anaphylactic reactions and are the most common cause in young children (according to Ministry of Education statistics). Most common foods listed as causing 90% of all life-threatening reactions include eggs, peanuts, tree nuts, cow's milk, fish, shellfish, soya, and wheat. Other sources could include bee or other insect stings, latex, and some medications. A reaction can develop within minutes of exposure to the allergen.

We have children attending Arbour Glen who have anaphylactic allergies. This policy and procedures are in place to protect these children. It includes strategies to reduce the risk of exposure to anaphylactic causative agents. It is important that all parents understand the risk of exposure to such children and refrain from bringing outside food into the centre.

Our communication plan includes the posting of all allergies including children who have anaphylaxis and the following:

Before attending Arbour Glen Day Nursery, or upon discovering that a child has an anaphylactic allergy, the Director/Supervisor will meet with the parent of that child to obtain information about any medical conditions, including whether the child is at risk of having or has anaphylaxis. An individualized **Anaphylaxis Emergency Plan** will be developed for each child with anaphylaxis in consultation and collaboration with the child's parent, and any health professional who is involved. It will include a description of symptoms of an anaphylactic reaction that are specific to the child and the procedures to be followed in the event of an allergic reaction or other medical emergency.

Please note that we strive to be a "nut-free" environment, therefore we do not include any nuts or nut products on our menu. Due to food triggers, we also limit food that enters the centre. All food that is served to our children is purchased by our Dietary Planner or another staff member. Our staff, supply staff, students and volunteers who have anaphylactic training are the only ones allowed to bring food into the building. There may be exceptions made for infants who are still on formula or breast milk, or for other children with unique dietary needs. When approved by the Director, any food (except formula bottles), that parents bring into the centre, must be labelled with the child's full name, the date the food arrived at the centre, and the parents must advise us of all ingredients with labels or a cover sheet. The only other exception to bring in outside food may be granted to families who wish to treat our staff during holiday celebrations (e.g. parents may make a request to treat bring in treats to the staff room [not the classrooms]), but any such arrangements must be approved in advance, by the Director.

All emergency allergy medication (e.g. oral allergy medications, puffers, and Epi-pens) will be stored in the unlocked Medication Box for that classroom, so they can be administered quickly when needed. An Epi-pen will be required to stay on site. All emergency allergy medication (e.g. oral allergy medications, puffers, and Epi-pens) will be stored in the unlocked Medication Box for that classroom, so they can be administered quickly when needed.

If your child has an anaphylactic allergy or develops one after enrolment, please let us know and our Executive Director will work with you and your child's doctor to develop their individualized **Anaphylaxis Emergency Plan**.

#### **Anaphylaxis Emergency Plans:**

The **Anaphylaxis Emergency Plan** and procedures for each child will include information for those who are in direct contact with the child on a regular basis about the type of allergy, monitoring and avoidance strategies and appropriate treatment. Where medications will need to be administered to a child in response to an anaphylactic reaction, the Medication Administration policy will be followed including the completion of our **Administration of Medication Form** by the parent.

All individualized **Anaphylaxis Emergency Plans** will always be made accessible to all staff, students, and volunteers at the child care centre. The original plan will be kept in the Office Manual and will constitute a training plan for staff, students, and volunteers. Copies of the plan will be kept in the child's file as well as posted in the child's classroom, and if food related, in the cook's kitchen. The classroom fanny pack/knapsack will also have a copy kept with the medication (e.g. epi-pen).

All individualized **Anaphylaxis Emergency Plans** and emergency procedures will be reviewed annually with a parent of the child to ensure the information is current and up to date. Every child's epi-pen will be carried by the staff in the classroom fanny pack/ knapsack, everywhere the child goes. Strategies to reduce the risk of exposure to anaphylactic causative agents will always be followed by Staff, Students and Volunteers.

The Director/Supervisor will ensure that training is provided to all Staff, Students and Volunteers on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication. This training will be in accordance with the **Anaphylaxis Emergency Plan** that was created by the Parent and child's Doctor. These plans will be reviewed annually by families and the staff, and any time there are changes to any child's **Anaphylaxis Emergency Plan** and emergency procedures.

Please keep us informed of any changes to your child's health conditions or food restrictions. If a safe and agreed upon plan cannot be reached between a family and the centre, Arbour Glen may decide not to take on the responsibility of enrolling that child. The Director will make the final decision as to whether it may be feasible to manage or remove the risk from the entire centre, without compromising the quality of the program.

### **Illness Policy**

Health policies are developed from the guidelines provided by the *Middlesex-London Health Unit* and our *Ministry of Education (Ministry of EDU)*. We are guided by the *Chart of Childhood Illnesses* in our Safe & Healthy Children's Manual, which we are required to abide by.

Upon arrival, staff make a daily observation of each child to look for any signs of illness. Your child's Educator will ask how their night was and if they've had any medications prior to coming in that day. This will help us make an assessment later in the day should your child develop further symptoms. You will be notified if your child shows signs of illness, and you will be put on standby. This allows you time to arrange a medical appointment at the end of your workday, if needed. If, however, the symptoms persist or worsen, you will be called a second time and be asked to pick up your child immediately. In the rare occurrence that emergency medical treatment is required, we call an ambulance first and then notify you to meet a staff member and your child at the hospital. If you cannot be reached, the first contact on your Emergency Form will be called.

We determine if your child is ill first by their behaviour. Often a child may have a low-grade fever but is actively participating in our program. If a child spends an unusual amount of time crying, wanting to be held, or is otherwise out of sorts, then they cannot participate fully in the program and cannot be here. If your child shows these signs and has a fever or other symptoms, we will call you to come and take them home. We will make every effort to keep them comfortable until you can get here. It is important to have someone you trust as a back-up caregiver if you cannot come right away.

### **Vomiting and Diarrhea:**

The *Middlesex-London Health Unit* sets the policies and guidelines regarding diarrhea and vomiting for all child care centres. If your child is ill (fever, vomiting, diarrhea) prior to arrival, your child should not attend for the day. Compliance with this policy lessens the chance that the other children will contract illnesses. If your child experiences a bout of vomiting or diarrhea during their time here, you will be called pick your child up and asked to keep them home 24 hours symptom free. If your child has two or more bouts or one of each, you will be called to pick your child up and asked to keep them home for 48 hours symptom free. If we are experiencing 'outbreak measures', stricter requirements will be in place such as increased exclusion and we will be monitored by the Public Health Unit.

In these cases, it is important to have a back-up person you can count on if your child needs to be picked up early and you are unable to leave work.

### **Pink Eye/Conjunctivitis and Various Eye Discharge:**

Pink Eye is redness and swelling of the lining of the eyelid and eye surface. It is usually caused by a virus or bacteria, although allergies or chemicals in the environment can also be the cause. It is our experience that pink eye (conjunctivitis) does spread quite rapidly. It is Arbour Glen's policy that any child who has been diagnosed by a doctor with viral pink eye or who has any other type of discharge running from their eyes (with or without pink colour), or with yellow crusted discharge will need to stay home and cannot return for at least 24 hours, as this is the most infectious period. **We enforce this policy even if a child's doctor states in a note that they are not contagious and may return to**

**care.** A child who has been diagnosed with bacterial pink eye must stay home until 24 hours after the medication has been started. This may be frustrating for parents, however in the last several years we have had one of the lowest number of incidences regarding conjunctivitis and communicative illnesses within the London child care community. We credit this to our diligence in enforcing these policies, and we thank you in advance for your cooperation in these situations.

#### **Other Eye Conditions:**

If a doctor diagnoses eye discharge as a cold in the eye or allergies, the child may come back to Arbour Glen with a written note from the doctor stating: **the child's condition, that they are not contagious, and they may return to group care.** If, however, the doctor still prescribes drops or other medication our "Stay home until 24 hours after the medication has been taken", will still apply.

#### **Head Lice:**

Although Public Health guidelines no longer requires children with lice to be excluded, it is our policy that children who are found to have head lice be sent home for treatment and cannot return until they are nit-free, to minimize the spread. Once your child returns to Arbour Glen, a member of our staff must check them at drop-off time, in the privacy of the office area. You must stay until the process is completed so, please allow extra time at the drop off and be prepared to go back home if we find live nits. Poor hygiene does not play a role in whether a child gets head lice. Lice can be transmitted through head-to-head contact with an infected person or through contact with personal objects (e.g., combs, hats, t-ball helmets, sleepovers or from siblings who attend schools where there are cases of head lice).

On rare occasions when we do encounter head lice, a note will be posted outside of the classroom where lice have been found. Our Educators will do a quick check of the entire class as soon as we become aware of a situation. We recommend that you be proactive and check your child carefully each day for the next few weeks following an outbreak.

Over-the-counter head lice treatments contain pesticides and there are no safe pesticides. None of the products on the market are 100% effective. We have educational resources available in our office offering possible alternative treatments. Based on our prior experience with families, manual removal is the best option whenever possible and especially when treatment products have failed. A high-quality removal comb such as "The Terminator" makes all the difference. Ask the office for assistance with where to purchase the best combs.

### **Medication Policy**

#### **Fevers and Use of Medications:**

If your child has unexplained fevers for 3 days or has been taking over the counter medication at home to prevent fevers or other symptoms, our Educators will ask that you take your child to be seen by a health care practitioner to rule out an infection or contagious illness. **Your child cannot come back unless they have a note from a medical practitioner stating the diagnosis, that your child is not contagious and that they are okay to return to group care.** Note: There are a couple of exceptions where a medical note cannot be used to return to care if certain symptoms are evident in your child (See Conjunctivitis & Other Eye Conditions, and Head Lice).

We encourage parents to give medication to their children at home when possible. Only prescription medication can be administered at the centre when a parent provides written consent. If your child requires medication, it must be in its original container and clearly labeled with the child's name, the name of the drug or medication, the dosage, the date it was prescribed and instructions for storage. All such medications, except emergency ones, must be stored and locked in one of our medication boxes, according to storage instructions on the container. Our staff will show you where the boxes and keys are kept. Medications can only be given to your child after you complete and sign an **Administration of Medication** form giving specific instructions. After the staff gives the medication to your child, they will sign the medication form.

If your child suffers from a life-threatening condition such as anaphylaxis or asthma that requires 'emergency medications' (e.g. inhalers and Epi-pens) our Director will work with you to create an **Anaphylaxis Emergency Plan** or an **Individualized Support Plan for a Child with Medical Needs**. Emergency medications are never locked up and will always be kept in the classroom knapsack or fanny packs, out of children's reach. These medications must be left on site

to prevent being forgotten at home. Please do not any leave medications in your child's coat cubby or knapsacks. If discovered by staff, they will be taken directly to the office.

### **Inhalers for Short Term Use:**

If your child's doctor has prescribed inhalers for a one-time, short-term treatment (up to 2 weeks), we follow the same procedure as other short-term medications (e.g. antibiotics), if the prescription for the inhaler is current. For inhalers prescribed intermittently, throughout the year to treat conditions other than asthma (e.g. for a cough due to cold), you will need your child's doctor to send us a letter with details as to when the inhaler should be administered to your child (the name of inhaler, the symptoms observed before administering and the proper dosage). You will need to fill out an **Administration of Medication Form** for the week or two your child will be on that inhaler. If the need for the inhaler transitions to long-term use for a chronic condition such as asthma, we will create the appropriate individualized plan (e.g. **Individualized Support Plan for a Child with Medical Needs**).

### **Non-prescription Drugs:**

Non-prescription drugs cannot be administered at our centre unless your child requires it for a special condition (e.g. Tylenol for Febrile seizures). You must complete an **Individualized Support Plan for a Child with Medical Needs**. This will be hung up in your child's classroom. All products such as diaper rash or first aid creams, lip balms etc. **that include medicinal ingredients** on the labels, cannot be applied by staff or left on site unless a medication form is completed by the child's doctor (as per our Public Health Unit). **Exceptions:** If a parent requests that a non-prescription topical cream such as sunscreen or diaper cream be applied to their child daily, the **Administration of Medication Form** does not need to be completed.

### **Immunizations**

Each child who attends licensed child care must be immunized as required by the Child Care Early Years Act (CCEY ACT 2014). For parents who object to their child being immunized, they must file an exemption form with the Middlesex-London Public Health Unit (forms are issued by the *Ministry of EDU* and we have them in our office). For families with religious or conscience objections, a 'Statement of Conscience or Religious Belief' form must be completed by a commissioner for taking affidavits; and for medical exemption requests, a "Medical Exemption Request" form must be completed. A copy of either form must be kept on file in our office.

After your child is enrolled, **it is your responsibility to inform both us and the *Middlesex-London Health Unit* each time your child receives an immunization.** The Health Unit monitors the immunization of all children attending licensed child care.

### **Birthdays**

If your family celebrates birthdays, we want to be a part of the celebrations! Please check with your child's teachers as to the traditions followed in their classroom. Please remember – **No outside food is allowed in the building.**

### **Rest Time & Sleep Supervision**

Young children benefit from periods of rest and relaxation to balance their active day. In the Infant Room, parents will be advised that we will follow their child's own schedule for napping in their own individual cribs. **Parents of children who regularly sleep at the child care centre will be advised of the centre's policies and procedures regarding children's sleep.** For Toddlers, and our Preschoolers, the rest period is between 12:30-2:30 p.m. Children have a 'body rest' on their own cots, the first half hour and Toddlers over 24 months and Preschoolers who are unable to sleep are then **offered to engage in quiet activities within the classroom (our 'Early Risers' program).** We will consult with you about your child's sleep arrangements and anytime there are changes to the sleep patterns. Our staff members monitor all sleeping children and do direct visual checks on them every 40 minutes, whenever they are in their cribs or on their cots.

### **The Infant Room Follows These Practices for Safe Sleep:**

Our regulatory requirements obligate us to follow the safe sleep recommendations for children as set out by the Joint Statement on Safe Sleep (Canada Health Agency). More info at <http://www.phac-aspc.gc.ca/>

Parents will be advised, children under the age of 12 months will be placed on their back for sleep unless the child's parent provide us with a written doctor's recommendation. "Once infants (under one-year) can roll from their backs to their stomachs or sides, (usually around 5 or 6 months), it is not necessary to reposition them onto their back" (*Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada*). Our babies are tucked in, then gently rubbed, or patted and stayed with for a few minutes while they settle into their sleep. Children over one year sleep according to their own preferences and in accordance with any prior consultations with their parents.

#### **FURTHER INFORMATION FOR PARENTS**

**Safe Sleep Recommendations:** Tips for parents - go to [www.safesleep.ca](http://www.safesleep.ca)

Do not let your baby get too hot during sleep. Babies that get too warm while they sleep may sleep too deeply and not be able to wake themselves up. You can check to see if your baby is too hot by looking to see if they have red cheeks and feeling if the back of their neck is sweaty. They may also breathe rapidly. Don't rely on the temperature of their hands or feet, as this can be misleading. If your child wakes up one night and their skin is cold to the touch, another layer could be added. Your child only needs as much clothing as a parent wear to sleep so be careful not to over dress them.

#### **Car Seat Sleeping:**

As of late, there have been increasing numbers of media reports about children dying while sleeping in a car seat. An infant's head slumps forward naturally when they fall asleep in a car seat, creating the risk of suffocation by an obstructed airway.

A child should never be left unattended while sleeping in a car seat nor should a car seat become a substitute for a crib. If your child falls asleep in the car, place her in a safe sleeping environment as soon as you arrive at your destination. The safest place for a child to sleep is by him/herself in a Health Canada approved crib or cradle.

#### **Tummy-Time:**

Keeping some babies under 12 months on their back is for safety, but tummy-time when the baby is awake is critical for the development of large motor skills as well as strengthening the neck and arm muscles, as they try to push themselves up. Tummy-times also help to prevent flat spots on the back of your baby's head, delays in crawling and walking.

Tummy-time is when you place your baby on his or her stomach when they are awake, and someone is watching them. You can start this once the umbilical cord falls off. Many parents and caregivers find that babies do not like tummy time, so be sure to start off with short sessions, two to three times a day. As your baby gets older, your sessions can last longer, and you can have more of them during the day. They must always be supervised: **do not leave your child alone during tummy- time.**

**(Note: At Arbour Glen we have observed that the children who do not experience enough 'tummy- time' during their first 6 months may sometimes end up with under-developed or weaker core muscles. These muscles are so important for developing crawling and walking skills later – so be persistent in helping your baby get used to 'tummy-time- it really does matter!)**

#### **Screen Time Recommendations from the Canadian Pediatric Society**

**Canadian Guidelines Are Currently Under Revision:**

Arbour Glen removed all computers, electronic games and television from our centre several years ago because we felt that children were getting enough screen time and media exposure in their homes. We also did not want to hinder the natural brain development of a child.

The Canadian Paediatric Society is forming new guidelines for parents, and they are expected to be out within the next year.

The following is adapted from a CBC interview with Dr. Michelle Ponti, chair of the Canadian Pediatric Society's digital health task force ( <http://www.cbc.ca/news/health/screen-time-preschool-1.4140491>).



Dr. Ponti, stated that the Canadian Pediatric Society is refreshing Canadian guidelines, which haven't been updated since 2012. She says the U.S. guidelines are a good reference for parents until Canadian-tailored data is made public, acknowledging that much has changed with technology.

While current Canadian guidelines discourage any screen time for babies younger than two, the new American recommendations allow those younger than 18 months to take part in video-chatting. It also allows those aged 18 to 24 months to view "high-quality programming" with their parents.

Research recognizes important developmental differences between preschool and later childhood, and TV-based data has established that a child's earliest screen encounters can be formative:

- They may be habit-forming, and early overexposure increases the likelihood of overuse in later life.
- Health routines, including family media use, are established more easily in early childhood than later on.
- Screen use tends to increase over time to include more entertainment (versus exclusively educational viewing)

#### **Some Important Trends Are Reshaping Early Childhood:**

- Active Healthy Kids Canada reported in 2014 that children 3 to 5 years old spend an average of 2 hours per day in front of screens. Only 15% of preschoolers met current Canadian Sedentary Behaviour Guidelines for the Early Years, which recommend limiting screen time to less than 1 hour per day.
- TV still dominates total screen time and appears to be increasing for this age group. Many preschoolers accumulate screen time at home and in child care from a variety of screens that are easily transportable.

#### **For Preschoolers the Recommendations Are - No More Than an Hour Daily**

Both sets of guidelines agree toddlers aged two to five should watch no more than one hour per day of video, and it should be high-quality programming.

When it comes to children older than five, Canadian guidelines cap recreational screen time at two hours a day, while the U.S. guidelines removed hourly limits for children aged six and older. Instead, the American academy encourages parents to set their own limits on various types of media, if screen use doesn't interfere with sleep and physical activity. Ponti agrees with that strategy, noting it can work against families to fixate on a hard number.

#### **Keeping the Message Simple: Less Is More**

"We want to take the focus off exact numbers and months and rather focus on limiting the use (for) best, healthy practice. Less is more. I think that's going to be one of our main messages," she says, noting escalating screen use comes as child obesity rates increase.

#### **Too Much Screen Time Creates Health Risk for Children**

"The nature of media is so ubiquitous, and we get parents and families and children in our offices now and invariably everyone walks in with a smartphone," adds Ponti, **who practises medicine in London, Ont.**

"It's become a 'go-to' strategy for all of us — the child is acting out; a parent whips out the smartphone and quickly the behaviour settles."

#### **Set Rules When Child Still an Infant**

Dr. Ponti says that family rules around screen time should start as early as possible, ideally before a baby is even born so parents can adjust their own usage and model good behaviour. The Canadian Paediatric Society encourages parents to choose a time of day to be 'family time,' when no one is distracted by the screens of TVs, computers, gaming devices, smartphones and tablets. Mac Arthur, author of the book "Outsmarting Your Kids Online" states that "Right now we're talking about screens but in the future, there may be other products, especially with the rise of the Internet of Things. We have to keep these guidelines updated every single year."

For further information go to [www.cps.ca/en/documents/position/screen-time-and-young-children](http://www.cps.ca/en/documents/position/screen-time-and-young-children)

## Outdoor Play

All children go outdoors each day (weather permitting). We offer a one-hour play period in the morning and another in the afternoon (may vary according to time of year). Outdoor activities include walks, playing in our fabulous playground, going on outings, etc. If you feel that your child should not be outdoors due to illness, then it is required that he/she be at home until feeling well enough to fully participate. We supply Ombrelle Sunscreen® with an SPF of 30 or 50. If you know your child has sensitivity to this product, please provide us with an alternative. We do our best to keep the children out of direct sunlight, and follow the recommended guidelines as established by the *Middlesex-London Health Unit*.

## Clothing

We provide creative and active play experiences and ask that children be dressed in comfortable, 'play-friendly' clothing that allows them to participate in our activities without fear of getting dirty. We also recommend that an extra set of clothing be kept at the school; otherwise, we will use Arbour Glen clothing. We do play outdoors in various weather conditions (following the guidelines as set out by the *Middlesex-London Public Health Unit*) and ask that your child be dressed appropriately. Please label all articles that belong to your child, otherwise we may have to put their initials inside their clothing or footwear. You can mark the items with ink or marker on the inside tags or consider ordering labels (go to [campaigns.mabelslabels.com](http://campaigns.mabelslabels.com) – then click on "Support a Fundraiser" or "Select Your School", then follow directions.

Due to fire regulations, children must always wear shoes. When boots are worn to school, please bring indoor shoes or slippers. **Absolutely no flip flops or crocks unless they have a secure ankle strap** for safety on our stairs and outdoor play equipment. We recommend fitted shoes as children have more fun when they can run freely and fully participate in the activities and use all our equipment.

## Toys from Home

At Arbour Glen we provide a wide variety of toys and equipment for your child to enjoy. Please do not bring toys from home as they may go missing or they may break, and we cannot be held responsible. When your child is first transitioning to the centre or to a new room, they can bring a comfort item or toy from home until they feel secure and settled.

## Field Trips & Intergenerational Program

Excursions and trips are also a part of our program. Our Educators and preschoolers go on a few field trips a year to places like *Apple Land* in the fall and local splash pads in the summer. We always take school buses on these excursions. Infants and Toddler groups never go on trips that require the use of school buses. Occasionally we go for walks in our neighbourhood, along the side streets, staying close by. These walks provide a safe and stimulating outdoor play and learning experience for children. Children are always supervised.

Arbour Glen also includes an **Intergenerational Program** in partnership with *Kensington Village*, a Retirement/Nursing home. Our Preschoolers visit Kensington once a month to share in social visits with the residents and have been doing so since 1993! This has offered children the opportunity to engage socially with others in our community, in a meaningful way. We love it and so do the seniors!

We invite parents and extended family members to participate on any of our trips or visits. For more information please speak to your child's Educators. A *Police Records Check* is not required if you are only supporting your own child on the trip. We do limit numbers, so please check with your child's teacher as to the number of volunteers needed for the outing. If you do not wish your child to participate in outings, you will need to make other arrangements for them while we are away from the centre.

## Children's Self-Regulation & Supporting Positive Behaviour

Our Educators understand that guiding children's behavior begins with developing trusting relationships with each child. Once they become familiar with the individual children in their group, they can understand the child's perception of any

situation and help establish strategies considering that child's needs and abilities. We use the "How Does Learning Happen (HDLH)", a document from 'Ontario's Framework for Child Care', to guide us on the current recommendations for the Early Years.

### **Relationships:**

A key goal is to help children develop feelings of adequacy and self-esteem, as well as the confidence to try new experiences. This in turn provides opportunities for them to regulate their emotions, deter their impulses and to show empathy to each other. The quality of our staff supervision sets the tone for positive interactions and serves as an example for children to follow. We seek to understand and acknowledge a child's feelings and ideas. Use of positive language, expressions of concern for them as individuals and timely guidance when needed fosters trust and contributes to a positive learning environment.

### **Environment and Routines:**

We also consider our environment and routines to what may help children. We understand that children experience stress too, and that they may be reacting to changes that are unknown to us.

### **Prohibited Practices**

The Ministry of Education outlines "prohibitive practices" in *the Ontario Child Care and Early Years Act*. This means the following practices will not be used in any child care centre, including Arbour Glen:

- corporal punishment of a child;
- physical restraint of a 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 centre for the purpose of confining a child, or confining a child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of our 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 them or undermine their self-respect, dignity or self-worth;
- depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- inflicting any bodily harm on children including making children eat or drink against their will.

### **Hours & Attendance**

The centre opens at 7:30 a.m. and closes at 5:30 p.m. and is open Monday to Friday.

#### **We are closed for the following holidays:**

New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving, Christmas Eve - at 2:30 p.m., Christmas Day, Boxing Day. The Centre will also be closed for two or three days between Christmas and New Year's (Dates will be confirmed and announced by our Board of Directors each year). You will be charged for the statutory holidays, but we recognize that some families may still need child care between Christmas and New Year's, so we do not charge for the two or three non-statutory holiday days that we are closed. Our centre does not give vacation or sick day credits if your child is away, so you still pay whether your child attends or not. You are responsible for paying for the spot whether your child is here or not as their spot is still being maintained. When making comparisons of fees with other centres, you will find that our fees are very competitive and usually calculate out to be the same over the whole year, or even less. We charge only by the number of days in each month rather than a flat monthly fee. A fee chart is included at the back of this book.

To be fair to your child, it is recommended that they be at the centre for no longer than your working day. Children observing other children being picked up may become anxious to see their parent(s); we therefore suggest that you pick up your child as soon as you are able. We must also ensure that our ratios are always met at the beginning and end of day. The staff's shifts are staggered so we are limited in the number of early morning and late afternoon spaces we have. **When you enroll your child, we negotiate a drop-off and pick-up time taking into consideration your circumstances and the ratios for the age group.** Keep in touch with the Director if your needs change and we will

always do our best to accommodate them. If your child is to be absent, please phone the centre by 8:30 a.m., if possible, to inform us. Thank you!

### **Safe Arrival and Dismissal Policy and Procedures**

The purpose of this policy and the procedures within help to support the safe arrival and dismissal of children receiving care at Arbour Glen Day Nursery.

This policy will provide staff, students, and volunteers with the clear understanding of their roles and responsibilities of 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 for 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:**

- Arbour Glen Day Nursery will ensure that any child receiving care at the child care is only released to the child's parent/guardian or an individual that the parent/guardian has given written authorization the child care centre may release the child to.
- Arbour Glen Day Nursery will only dismiss children into the care of their parent/guardian or other authorized individuals. The centre will not release a child 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 Statement:**

When a child arrives and departs, the staff member on duty is responsible for immediately signing the child in. Children will arrive and depart with an adult only (parent/guardian or authorized individual).

#### **Procedures:**

Accepting a child into care-

- Greet the parent/guardian and child.
- Ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedures. Where the parent/guardian has indicated that someone other than the child's parent/guardian will be picking up, the staff must confirm that the person is listed on the Emergency Information Form or where the individual is not listed, ask the parent/guardian to provide authorization in writing (e.g., note or email).
- Document the change in pick-up procedure in the daily written record.
- Sign the child in on the classroom attendance record.

**Where the child does not arrive at the children care centre** and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message, email or advised the closing staff at pick-up), the staff in the classroom must:

- Inform the Executive Director or designate and contact the child's parent/guardian no later than 11:00am. If staff is unable to reach the parent/guardian, a message will be left, and another call will be made within 30 minutes.
- If a parent/guardian is not reached by phone, staff will inform Executive Director or designate who will then send an email to parent/guardian. If unable to reach by email, the child's emergency contacts will be called.

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-

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 (e.g., parent/guardian or authorized individual).

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

**Where a child has not been picked up as expected (before centre closes)** and the parent/guardian previously communicated with the staff a specific time or time frame that their child is to be picked up from care and that child has not been picked up, staff shall contact parent/guardian by phone 30 minutes after time given and advise that the child is still in care and has not been picked up.

- Where the staff is unable to reach the parent/guardian, staff must call again and leave a message for the parent/guardian. Where the individual picking up the child is an authorized individual and the 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/email to contact the centre.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick the child the staff shall contact emergency contacts, wait until program closes and then refer to procedure under "where a child has not been picked up and the centre is closed".

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 5:30 pm, a staff will ensure that the child is given 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 about 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 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 start contacting other authorized individuals listed on the child's file.
4. Where the staff is unable to reach anyone by 6:30 pm, the staff shall proceed with contacting the local Children's Aid Society (CAS). Staff shall follow the CAS's direction with respect to the next steps.

### **Dismissing a child from care without supervision procedures**

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

#### **Additional Procedures Statement:**

When anyone other than the parent/guardian or authorized individual is picking up a child, the parent must notify the centre in advance by giving written or verbal consent. Staff must never release a child to an unauthorized person.

### **Drop-off & Pick-up Times**

Upon arrival, please drop off your child's outerwear in their cubby and bring them to the classroom to greet their caregiver. Our Educators will inquire about your child's night, morning, general health, etc. and sign them in on a daily attendance sheet. **You must contact a Staff member upon arrival before personally releasing your child to them.** The staff who releases your child to you at pick-up time will be the one to sign them out. **You must still contact a Staff**

**member at pick-up time.** This will ensure that our attendance of children is always accurate and up to date and ensures safety needs are met. Our centre closes at 5:30, so we require all families to be out of the building by that time. If you arrive at 5:30, you will be asked to sign a Late Pick-up Tracking Form. The Director will address continual late pick-ups.

Staff will only release a child to people who are specifically listed as an authorized person for pick up on the child enrolment form. If anyone other than the authorized person is to pick up your child, you must notify the centre of this arrangement in advance. To add another person to your **Child Pick-Up List** you must fill out a *Change of Information Form* and give it directly to one of our staff members or bring it to the office. Children will not be released to an unauthorized person. If we have not yet met your child's pick-up person, we will ask them for photo identification before releasing them.

### **Custody Orders**

If there is a court order or custody agreement the office will require extra documentation and a copy of the current order. Our Director will give you further details and work with you to ensure your child's safety. It is of utmost importance to us.

### **Parking Lot**

Parking is at the back of our building and is limited. Please be advised that the adjacent parking lot to the south of our building is private property. **If you do choose to use that lot, you do so at your own risk, as unauthorized vehicles may be towed.** Please do not leave your engine running during pick-up and drop-off times. Fumes hurt us. Thank you for caring. The double driveway is mutually shared with the building next door, so please enter on the lane closest to our building and exit via the lane closest to the building next door (south side).

#### **Entering the Parking Lot:**

We have been operating since 1966 with a 100% safety record because parents' care. Thank you for helping us to maintain this record. Please enter our driveway slowly and proceed with extreme caution into the parking lot area. Other families are also coming and going at peak times and may not be visible from our laneway.

To help with traffic flow, we ask that you **limit your pick-up and drop-off times to 5 minutes**. If you need to speak to our staff for more than a minute or two, please let them know a good time to call you to talk, or arrangements can be made through the office to come early one day and meet with us.

**The Entrance Gate:** When entering or leaving the back gate, **please look behind you to ensure the latch is properly secured**, so children who are leaving the centre do not accidentally get out onto the parking lot.

To ensure the safety of all children, please use the main gate and follow the walkway **to access the Infant/Toddler yard**, via the Preschool side of our playground. **Once in the playground please be aware of the preschoolers who use the bike path for their riding toys.** To prevent collisions, we ask that you walk to the side of the path closest to the fence when going to and from the Infant/Toddler yard, keeping hold of their hands always, unless they are being carried. Thank you for your cooperation.

#### **Exiting the Parking Lot:**

Please exit the centre with extreme caution (other families are going to their cars with children). For easier traffic flow we have an agreement with the building next door to exit our property by using their laneway (the south side of the double driveway). Please proceed slowly up the driveway and exercise extreme caution as you approach the sidewalk on Adelaide St. Sometimes pedestrians have been difficult to spot because of the cedar tree on the south corner by the adjacent building. **Pedestrians using the sidewalk always have the right of way, no matter what. Let all pedestrians proceed first before pulling up to make your turn into traffic.**

#### **When leaving the driveway onto Adelaide Street:**

**NO LEFT-HAND TURNS are permitted** when another vehicle is behind you waiting to leave. We ask that you are considerate of others **as left hand turns onto Adelaide can take several minutes. The only time LEFT-HAND TURNS are**

**only permitted when there is no one waiting behind you in the driveway.** Thank you so much for helping us to keep everyone safe and happy!

### **Injury/Incident Reports**

Although Arbour Glen strives to maintain a super-safe environment for your child and we have an amazing track record, there may still be unavoidable incidences. If anything should happen while your child is in our care, rest assured that our staff are fully trained professionals and will respond immediately in an appropriate manner. If a child is involved in a serious injury, an Injury/Incident report will be filled out and parents are given a copy. Minor cuts, scrapes and bruises will be reported to a parent verbally at pick up time. These incidents do not require a written report. If you have any concerns, please call our Director.

### **Serious Occurrences**

Most incidents are minor, but some may become a serious occurrence. An example may be a serious, life-threatening injury that occurs perhaps on the playground, and that child receives medical treatment as a result. In this case, we are required to file a Child Care Serious Occurrence Report with our Ministry. Serious Occurrences are identified as:

- The death of a child who received child care at a child care centre, whether it occurs on or off the premises.
- Abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a child care centre premises.
- A life-threatening injury to, or a life-threatening illness of a child who receives care at a child care centre premises.
- An incident where a child who is receiving care at a child care centre goes missing or is temporarily unsupervised.
- An unplanned disruption of the normal operations of a child care centre that poses a risk to the health, safety, or well-being of children receiving child care at the child care centre premises.

In the event of a serious occurrence our staff will respond immediately in an appropriate manner (i.e. administer immediate first aid and call for emergency response such as ambulance fire or police services etc. Our staff will accompany any child to the hospital and the parents will be notified immediately. All serious occurrences will be reported to the Ministry of EDU through our *Child Care Licensing System (CCLS)* within 24 hours of us becoming aware of the occurrence.

Following the submission of any such reports, Arbour Glen will also complete a *Serious Occurrence Notification Form* to communicate this information to you. This form will be posted in our back-entrance way for a minimum of ten days.

### **Unforeseen Centre Closure**

Severe weather conditions, prolonged power failure or other circumstances beyond our control that make it unsafe to operate may result in the centre's closure. Even when school buses are not running, we are still open; however, **If the City Buses (London Transit) are not running, WE WILL NOT BE OPEN.** Please listen to Radio 980 AM regarding City Bus cancellations (not School Bus cancellations). You may also call the centre for an updated recorded message. Parents will be notified by phone, in the morning of, by one of our staff. If during program hours our centre is unable to operate due to power failure (2 hours or more), or similar circumstances, you will be contacted as soon as possible to pick up your child. It is important for us to be able to always reach you. Since we still incur regular operating expenses during these unforeseen closures, parent fees will still apply.

### **Fire Safety**

Monthly fire drills are conducted to ensure everyone knows how to evacuate the building safely and quickly in the event of a fire. Our **Fire Safety Plan** is kept in the wall-pocket on the wall of the lower stairway, leading down to the Yellow Toddler room. In the event of a fire, we will implement our Fire Safety Plan and evacuate the building. Depending on the situation we may transport the children by school bus to London French Day Care Centre at 1050 Kipps Lane #13. You will be notified by phone as soon as possible and asked to pick up your child immediately. It is important that you always keep your child's emergency information updated with us (use the *Change of information* Forms found in the classrooms if needed).

## Emergency Management Policy

Hopefully we will never find ourselves in major emergency situations; however Arbour Glen has Emergency Management policies and practices in place. Our staff members are trained and will be prepared to follow proper protocol and procedures to respond to emergencies that may arise including fires, lockdown situations (including threats on the property or in the neighbourhood), severe weather warnings, natural disasters, bomb threats and other disasters and external environmental threats.

### **In Case of An Emergency Staff Will Follow the Emergency, Response Procedures Which Include Three Phases:**

1. Immediate Emergency Response
2. Next Steps During an Emergency
3. Recovery

Our first response will be to take the proper steps to isolate and protect the children from any dangers and our staff will implement appropriate procedures until it has been confirmed that everything is safe again. This will include ensuring that children are safe, are accounted for and are always supervised. If a situation requires evacuation of the centre, the meeting place to gather immediately will be the preschool playground. If it is deemed 'unsafe to return' the staff and children will be transported by bus to our designated Emergency Evacuation site which is The London French Day Care at 1050 Kipps Lane #13. In addition, we will follow all instructions from emergency services personnel, under all circumstances, including evacuation to alternative sites. Our staff will call parents and as soon as it is safe to do so, to keep everyone up to date.

Emergency services personnel not already aware of the situation will be notified of the emergency and of any individuals remaining in the building, if applicable. Staff will assist with administering first aid where needed and inform emergency personnel of any injuries requiring immediate attention.

Once the "all-clear" has been given, everyone will return safely to Arbour Glen and parents will be called. Staff will remain at Arbour Glen until all children have been picked up. In situations where we do not resume operations on the same day, the Director will communicate to parents within 24 hours of how and when the centre will reopen.

When it is unsafe to return to the centre, staff will proceed to the emergency evacuation site as directed by the Director or emergency services personnel. Staff will maintain constant supervision of children and keep accurate attendance of children until they are picked up by their parents/guardians. Staff will remain at the evacuation site until all children have been picked up.

For emergencies that did not require evacuation the Director will provide the parents with a notice of the incident.

If Arbour Glen needs to close for disrupted services due to an emergency, full parent fees will still apply for that day. If we stay closed due to the emergency, parent fees will still apply for up to 5 days. Our Board of Directors will determine whether to extend the length of time child care fees will apply or cease charging them after the 5<sup>th</sup> day.

After an emergency has been resolved, Arbour Glen will host a support night at a local venue (e.g. Knollwood Church, Childreach etc.) where staff and parents can gather to discuss their experiences, reflect, and utilize any appropriate resources such as community resources, counselling, etc. The children will also have opportunities to discuss their feelings with their Educators about their experiences, during regular hours of operation. If needed, a professional therapist trained in the debriefing process will be brought in to help.

## Communication

At Arbour Glen our Management Team (Director and Supervisors) help in the classrooms. Please keep this in mind as we are not always able to check our emails on a regular basis, but we are usually able to answer our phone. The best way to communicate daily messages is by calling us at 519-439-3701. If you send an email, we will send a reply as soon as we



open it. If you do not receive an email back, then please assume we have not gotten your message. **It is important for you to call us if it is urgent.**

We have an open-door policy and want you to feel that you can come and speak with us at any time. If a staff member cannot answer your questions, they will refer you to our Executive Director. We are always available to discuss programs, concerns, answer questions or requests, and above all work with you to benefit your child. Call us at (519) 439-3701.

We also provide you with an opportunity to give us feedback through *Centre Surveys* that are sent out bi-annually. As well, you can drop a note into our *Suggestion Box* located in our back-entrance way or email us at [centre@arbourglen.ca](mailto:centre@arbourglen.ca). We value your opinions and suggestions as they help us to improve and achieve our goals. Throughout the year, news memos and class calendars are distributed to inform you of upcoming events, changes within the program, staff updates, and related topics of interest. Each Preschooler has a wall pocket in the cloakroom, and the Infants and Toddlers each have a cubby in their classroom. Check these daily for any notes, letters, etc.

Look for special notices or events in our back-entrance way. We also have a *Parent Connection Board* where you are free to post your product or services, or anything you think other families may be interested in. Feel free to leave your business cards in the wall caddy by the *Parent Connection Board*. We like to encourage our families to support other Arbour Glen Families in their business endeavors. Any circulation of flyers must be approved by our Executive Director, so please bring them to our office.

There will also be times when parents can get together with our Educators to discuss their child. This could be during arrival or pick up times, over the phone, through notes or at our annual *Parent Night* in October.

At Arbour Glen we also believe that "A picture is worth a thousand words" so we provide you with lots of photos and art work to keep you informed about your child's life at Arbour Glen.

### Addressing Issues & Concerns

From time to time, you may have a concern or issue that needs to 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. When you have a concern, we encourage you to try and address it first with the staff member or manager involved. A private meeting time can be arranged if necessary. If you are not comfortable doing so, or if you do not find a resolution, we understand and ask that you **call our Executive Director** immediately, who will meet with you to further discuss the situation. We are usually able to resolve matters through listening and working through possible solutions.

If you still feel that your questions or concerns have not been dealt with satisfactorily by our Executive Director, or if your issue is with the Director or Management team, you may wish to have it addressed by our **Board of Directors**. Names of current board members are posted on the *Parent Connection Board* in the back-entrance. For confidentiality and privacy, we do not release their personal phone numbers. Your concern must be put in writing, including your phone number, then given to a staff member who will directly deliver it for you. A Board member will be in touch within 3 business days or sooner if necessary. Another option is to ask a staff member to have a Board member call you to have an initial discussion of the matter. You will, however, still be asked to put your concern in writing, and the Board members will ensure your letter is addressed to all members at the next Board meeting (or sooner if necessary). When appropriate, you may also request to attend the meeting.

Investigations of issues and concerns will be fair, impartial, and respectful to parties involved. 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 absolutely necessary. Responses and outcomes will be provided verbally, or in writing upon request.

### Concerns Regarding Conduct

Our centre maintains high standards for positive interaction, communication, and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party. If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the situation to the Director.

## 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 London Children's Aid Society (CAS) directly. Anyone who becomes 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*.

## Suspected Child Abuse & Duty to Report

All staff at Arbour Glen are trained to recognize signs of child abuse. Children have the right to be understood, loved, and respected within the framework of a caring family and community. The *Child and Family Services Act (CFSA)* imposes "a duty to report for everyone, including RECEs, where there are reasonable grounds to suspect harm or misconduct, neglect or abuse towards children". The *CFSA* clearly states "that person (who discovers the suspected abuse), shall make the report directly to the Children's Aid Society (CAS) and shall not rely on any other person to report on his or her behalf." Arbour Glen staff follow this protocol. The CAS will then handle the situation if abuse is suspected.

## Impaired Driving Policy

The childcare staff are to follow specific procedures should a parent or any authorized person appear to be under the influence of drugs, including alcohol, when arriving to pick up a child. Staff are instructed to request that the person take a cab or call a family member or friend to come and get them and the child. If the person does not observe this request, the police will be called to aid the staff.

## Smoke-Free Premise

The provincial Smoke-Free Ontario Act, 2017 also came into force on October 17, 2018, and applies to the consumption of both medical and recreational cannabis. This Act prohibits the smoking of medical and recreational cannabis in the same places where smoking tobacco and the use of electronic cigarettes is prohibited. The following are places where consumption of medical and recreational cannabis by smoking or using an electronic cigarette is prohibited:

- A child care centre within the meaning of the Child Care and Early Years Act, 2014.
- A place where home child care is provided within the meaning of the Child Care and Early Years Act, 2014, whether children are present.
- A place where an Early Years program or service is provided within the meaning of the Child Care and Early Years Act, 2014. The Smoke-Free Ontario Act prohibits smoking or holding lit tobacco in a child care centre.

Arbour Glen, in accordance with this act, prohibits smoking of any kind on our property. No person shall smoke or hold lighted tobacco or cannabis any place inside or outside of the centre. Any person (staff, parent, or visitor) who refuses to comply with this policy will be asked to leave the premises immediately.

## Safe Drinking Water

Although Arbour Glen is situated within an older area of the City, our water has been tested and is found to be completely safe. We retest our water on an ongoing basis according to *Ministry of Environment (MOE)* regulations. Our staff also flush all drinking water and food service taps at the beginning of each week before we open. All records are kept on file in our office.



## Waiting List Policy

To add any other children to our waiting list please go to [www.familyinfo.ca/waitlist](http://www.familyinfo.ca/waitlist) to create an account and add your information. This site is hosted by the City of London. Once you create a profile and are logged-in, you can add your name to as many child care centre's waiting lists as you want.

When you add Arbour Glen as one of your choices, we will be automatically notified and a print-off of your information sheet will be added to our centre's Waitlist Binder. We contact people in the order of the date that they were registered on the **City 1 Waitlist**.

**Priority Placement:**

Although **priority** is given to families who already have a child enrolled at our centre, Arbour Glen cannot unconditionally offer a current family the firm commitment to a spot for their second/third child. We will try our best to accommodate your requested start date, but **it is your responsibility to arrange alternative care for your child during the interim**, until a spot becomes available. This could be several months, so we highly recommend that you register your second child on the **City 1 Waitlist** as a backup, and keep your other options open in case of a longer than anticipated wait for a spot to open here.

Being on our Priority Placement list is not automatic as we are not aware of your individual situations or plans - **you must fill out a Request for Sibling Care form to be put on our Priority Placement list**. Ask your child's Educators for one and make sure you return it to the office as soon as possible. Priority placement for existing families is still on a first-come, first-served basis, so a dated form is how we track the list.

Once a spot becomes available, we will contact the top families on our Waiting List and set up a time to meet with them. If one family chooses not to take the available start date offered, they have the option to remain on the top of the list and next person will then be notified. Tours will then be arranged to visit and experience our unique program. If you wish to know your status on the waiting list, you can call our Program Supervisor any time at (519) 439-3701. We will refer to our Waiting List Binder while maintaining the confidentiality and privacy of each family's information. **The City 1 Waitlist** requires that you re-register/update your information every 6 months to keep your name active. Your name will remain on our records list, but we ask that you call to stay in touch at least once every 12 months if you do not hear from us.

**Part-Time Care Requests: Waiting List**

Families on our waiting list requiring full-time care are given priority over those requesting part-time. Part-time care will only be considered once all full-time spaces have been accommodated. Part-time care can only be accommodated if we can match up your schedule to another children in the same group. When the other child moves out of that group, we will search our Waiting List for another match, but this does not always work out. If no match can be found, you will be given four weeks' notice to make the decision to either pay for the full-time spot or find alternate care. A written agreement (**Part-time Request Form**) is available in your child's classroom. We also included a copy in your parent package during your tour. This form must be filled out for any children enrolling part-time or for current families wishing to switch to part-time. There are no guarantees that we can accommodate such requests, but we always do our best to try!

**Part-time Care for Existing Families:**

If your child is already enrolled full-time and you wish to request part-time care, please refer to **Waiting List Policy: Part Time Requests**

**Switching Care from Full-time to Part-time:**

Current families wishing to switch to part-time must complete a written agreement, by filling out a '**Part-time Request Form**' (ask your child's Educator for a form) and return it to the office as soon as possible. Priority placement for existing families is still on a first-come, first-served basis, so a dated form is how we track the list.

**Requests for Sibling Care** (Please refer to **Waiting List Policy: Priority Placement**)

We love it when we can welcome your newest family member to Arbour Glen, and you will be given priority over outside families on our waiting list! Unfortunately, we have no control over when a spot will open in conjunction with your tentative start date e.g. when a child is being withdrawn from the centre, or a family is moving, so these factors must be taken into consideration. As much as we'd love to, Arbour Glen cannot offer any parent a firm commitment to a spot for a second or third child until we have firm confirmation that a spot will be opening. We will always do our best

to accommodate your request, but ultimately **it is your responsibility to arrange alternative care for your child during the interim, until a spot does become available.**

You must fill out a **Request for Sibling Care** form and submit it directly to the office as soon as possible to be put on our Priority Placement Waiting List. These forms are available in your child's classroom. We also included a copy in your parent package during your tour. Priority placement for existing families is still on a first-come, first-served basis, so a dated form is how we track the list. There are no guarantees that we can accommodate such requests, but we always do our best to try! It could take several months, so we highly recommend that you register your second child on the **City 1 Waitlist** for other centres as a backup and keep your other options open in case of a longer than anticipated wait for a spot to open here.

Once a spot is confirmed you will be required to submit a registration deposit (one week's fees), which will be applied to your first month's fees.

### **Enrolment & Registration**

During your visit, the Director or Supervisor takes the opportunity to get to know a little about your family and reviews a few things with you before giving a tour. Parents can spend time in the room their child may be starting in. At the end of the tour they are given availability dates. Once an enrolment date has been set, Registration Forms are given. They must be completed and submitted back to us prior to their child's first day.

A registration deposit of one week's fees is required as soon as a spot is offered to you, to secure your child's enrolment. It will be credited to the first month's fees. A current fee chart is included on the last page.

**If a family changes their mind and decides not to take the spot, a refund will only be issued with 4 weeks' written notice emailed to the Director of Arbour Glen.** If you give notice that you no longer want the spot within 4 weeks of your agreed start date, your deposit is non-refundable. If we can fill your spot sooner than the 4 weeks you will be refunded accordingly. If you have any questions about our deposit refunds, please call and speak with our Director.

### **Orientation Visits**

If possible, we try to schedule some visit times the week before a child's start date. The first visit will be up to one hour, while a parent or caregiver stays with your child. This allows a child to become comfortable in the surroundings and get acquainted with our Educators. The next visit will be on the day before the scheduled first day. It usually occurs for approximately three hours in the morning. This visit will be without the parent staying with the child and gives the opportunity for a child to become more familiar and have a shorter visit. If you are already a family at Arbour Glen and can enroll a second child, you must attend a "refresher tour" to receive updates on any policy changes, as well as meet with your child's Educators to review the latest changes in your child's new room. These are mini meetings with our Director which only take about 15 minutes.

### **Fees**

You may request that a copy of the Monthly Fee Schedule be emailed to you by calling our office. **We do not require a registration fee;** however, once your spot has been confirmed, you will be required to give us a deposit to hold the spot if there is more than one month before your start date. This deposit will be applied to your first month's fees. All fees are payable in advance on the first day of each month. There is no reduction in fees for vacation or illness as your child's spot is still being maintained.

A series of post-dated cheques for 3 months (Infants and Toddlers) and 6 months (Preschoolers) in advance is required. For your convenience, Interac® services are available in the office, and we also accept email transfers. Please ask the office. We do not accept cash payments and do not keep cash on-site. Childcare fees are tax deductible, and an annual income tax receipt is issued each February. Failure to have your fees paid in full by the end of the month may result in being given a notice of withdrawal.

### **Notice of Withdrawal**

It is the policy of Arbour Glen that parents must give the Director at least **4 weeks' written notice**, before withdrawing their child from the centre. Please send a dated, written note to the office or email us at [centre@arbourglen.ca](mailto:centre@arbourglen.ca). This gives us the opportunity to contact another family on our waiting list. All fees must be paid in full prior to withdrawal. If you leave before your 4 weeks' notice is up, and we can fill your spot sooner than the 4 weeks you will be refunded accordingly. Any refunds to you will be processed before your last day. Registration refunds will be mailed out to your home address.

### **Termination of Care**

Arbour Glen recognizes that a child care centre is not always appropriate for all children. Many supports are put into place to create a happy and successful placement for all children. In cases of severe behaviour issues, it may be necessary to terminate the child care space. A decision to terminate a child's space will not be made lightly and will involve consultation with the parents.

## **PROGRAM STATEMENT**

Our program approach is consistent with the *Ministry of Education's 'Early Learning Framework'* of policies and pedagogy. We use the documents *How Does Learning Happen*, the *Think Feel Act* research, and the *Early Learning for Every Child Today* (ELECT) reports to guide our program. Together, they provide practice principles for Early Childhood Educators and promote the child as an active participant in the learning process. We are committed to providing care and learning experiences that respond to the interests and ideas of the children.

Our staff includes a team of Registered Early Childhood Educators (RECEs), ECE Apprentices, supply staff, students on placement and volunteers. They play and participate with children as co-learners, co-investigators, and co-planners of our program. The environment is intentionally planned and encourages each child to reach their highest potential. We honour children and work on view them as "competent, capable of complex thinking, curious and rich in potential" (Dahlberg 2007). Our program goals and approaches are in relation to the four foundations of how learning happens.

Arbour Glen Day Nursery has opted in to the Canada Wide Early Learning Child Care (CWELCC) system and our fees reflect current government mandates. (See Fee schedule).

### **OUR PROGRAM IS BASED UPON THE FOUR FOLLOWING FOUNDATIONS:**

**Belonging:** Developing Meaningful Relationships & Connections between Staff, Families & Others

**Engagement:** Learning Through Exploration, Play & Enquiry

**Expression:** Fostering Communication, Expression & Self- Regulation

**Well-Being:** Nurturing Healthy Development, Safety & Well-Being

#### **1. BELONGING: Developing Meaningful Relationships & Connections between Staff, Families & Others**

Our program fosters positive, warm interactions that are responsive to the needs of children, so they feel included and safe in relationships. We offer opportunities to participate in local community programs as well. Once children realize their connectedness and different ways of belonging, they begin to show concern for and connect with others and their environment. Over time this transforms the way they interact with others and their ability to deal with challenges.

We fully respect the diversity of our families including their culture, ethnicity, race, language, gender, gender identity, sexual orientation, religion, socio-economic status, and abilities. We strive to develop mutual respect and trust in these relationships, and to engage with families in ways that respect their family dynamics. We understand that families are the primary people in their child's life and the most powerful influence on their socialization, learning and development. Involvement in our program and day-to-day interactions between family our ECE's and family members will ultimately impact their child's learning.

Arbour Glen also engages in relationships with community partners and professionals for the best support of the children, their families and our staff.

## **We support positive and responsive interactions with children, their families and others**

### **Approaches**

- We welcome and support each family, understanding their unique cultural background and social identity.
- We establish warm, trusting and respectful relationships that are responsive to the needs of children and their families.
- We encourage families to share their ideas and resources, so children feel we are an extension of their home.
- We provide events for family participation throughout the year.
- We engage with community partners and professionals to support children, their families, and the staff.

## **We foster ongoing communication and engagement with parents about their children and our program**

### **Approaches**

- We provide ongoing documentation to share with parents to gain insight into their child's learning and development.
- We engage in daily conversations with parents and provide other sources of communication (news bulletins, calendars, email, Facebook etc.).
- We offer opportunities for parents to become involved at our centre (field trips, family events, info nights, Board of Directors).
- We provide other support for families, individual to their needs and requests (e.g. access to resources, parent mentoring and community support referrals).

## **2. ENGAGEMENT: Learning Through Exploration, Play & Enquiry**

Exploration and enquiry are about children making sense of the things, places and people in their world through discovering, questioning and forming ideas. We provide child-led and educator-supported experiences where children can communicate their understandings and establish joyful relationships with others. Through cooperative play, they can begin to make their own theories and test them out, take risks and experience social opportunities.

We use daily observations of children to find meaning and experience in what children do and make future plans for the environment. This documentation along with developmental checklists assists staff in fostering children's learning and development over a period of time. They work as a team to observe the children, share documentation, reflect, and collaborate to plan their daily environments, which then becomes the "Third Teacher." We keep individual Children's Portfolios to show the progress of each child and their developing competencies.

Research shows that the key indicator of quality care is the staff, and we believe that investing in our team of Educators supports their active engagement with children, builds their morale, keeps them current and ensures a high-quality program. We recognize that research is continually presenting new findings to further enhance the fostering of children's development and learning.

## **We provide play and experiences that foster children's learning, exploration and enquiry**

### **Approaches**

- We provide opportunities for children to play, explore, take risks and make enquires through child-led experiences, that are supported by our Educators (play with and encourage them, ask questions etc.).
- We provide flexible environments that offer a variety of toys and open-ended materials (including natural materials, "loose parts" and real-life items), that supports children's learning and development.
- We share documentation with children to develop curiosity, to think deeper, to make connections and to extend their learning.

## **We support staff and others in lifelong learning opportunities**

### **Approaches**

- We provide ongoing, continuous professional learning and "informal learning" opportunities for staff and others who interact with children.

- We support staff to effectively understand and implement our program expectations by meeting needs individual to their professional growth.
- We provide staff with training costs and compensation for professional memberships.

### 3. EXPRESSION: Fostering Communication, Expression & Self- Regulation

Our Educators are attuned to the physical and emotional states of each child, encouraging them to communicate by listening and responding in a sensitive manner. They guide children in dealing with stress and emotions and help them to remain calm for self-soothing and settling. When support is in place, children can focus on learning and become confident communicators who share their feelings and ideas. They then interact with various forms and materials to share their discoveries. This in turn supports them in moving towards self-regulation at an appropriate pace. Research has shown that “children, who can successfully self-regulate when they are developmentally able, are more resilient, have better relationships with others and have better academic outcomes” (Dahlberg, Moss, 2007).

#### **We support children’s ability to express themselves, to interact and to self-regulate**

##### Approaches

- We provide opportunities and materials for children to express themselves in their own unique way.
- We eliminate stressors for children and help them with strategies for developing self-regulation and building resiliency.

### 4. WELL-BEING: Nurturing Healthy Development, Safety & Well-Being

At Arbour Glen, we recognize that physical well-being is important for learning and development as this enables children to play, explore and challenge themselves. Their growing awareness of their own bodies and abilities enhances co-ordination of body movements.

We understand the connection between children’s emotional well-being, cognitive development, and their social success. It’s about children knowing themselves. Once a child develops a strong sense of self they begin to have a sense of belonging and trust, enabling them to value their own uniqueness and that of others.

Our Educators are trained in nurturing the developmental growth of children in all areas and along all spectrums. They work with families and community partners when needed to arrange appropriate support and create *Individualized Support Plans*.

We also know that sound nutritional practices and healthy eating are essential for optimal growth and development of children and is linked to their brain development and self-esteem. Helping children make good food choices during childhood influences lifelong eating habits. Our centre staff ensures health and preventative safety measures are followed.

#### **We promote children’s sense of self, health and well-being, in a safe environment**

##### Approaches

- We spend time with each child one-on-one to develop strong bonds and meaningful interactions.
- We provide opportunities for small group experiences.
- We incorporate both indoor/outdoor play and exploration, with active and rest times that meet the individual needs of each child.
- We promote good health and hygiene practices.
- We offer nourishing meals and snacks in an atmosphere that responds to the needs and cues of children’s appetites.
- We provide and maintain a safe environment for all.

### OTHER: Evaluating & Evolving

At Arbour Glen our approach to early learning will continue to evolve as our learning and understanding expands, our processes change, and new families are enrolled.

### **We document and review the impact of our learning program on the children and their families**

#### **Approaches**

- We review our **Program Statement** with staff and Board members at least once a year to evaluate the effectiveness of our approaches and strategies and to determine if we are moving towards successful achievement of our goals.
- We gather parent feedback through our surveys, feedback forms and ongoing conversations.
- We engage in ongoing collaboration with staff, families and community members to gather different perspectives and ideas that support the ongoing development of our Program Statement.

#### **Fees**

##### **Child Care Rates**

<b>Infants</b>	<b>\$27.88/day</b>
Infants (part time)	\$29.53/day
<b>Toddlers</b>	<b>\$25.99/day</b>
Toddlers (part time)	\$27.64/day
<b>Preschoolers</b>	<b>\$24.10/day</b>
Preschoolers (part time)	\$25.75/day

**If you would like a copy of this handbook emailed to you, please request it at [centre@arbourglen.ca](mailto:centre@arbourglen.ca)**

### **Need More Information on our Program?**

**Please call us at 519-439-3701 or visit our website [www.arbourglen.ca](http://www.arbourglen.ca)**



**Our Warmest WELCOME from the Arbour Glen Team!!!!**



