



# Central Hastings Early Education and Childcare

Madoc Nursery School and Daycare  
Children's Nursery Centre  
Madoc School Age Program  
Marmora School Age Program

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## Program Statement

Central Hastings Early Education and Childcare offers a learning environment that is designed around "How Does Learning Happen (2014)", Ontario's Pedagogy for Early Years as the document set out in the Child Care Early Years Act 2014.

CHEEC provides an environment for children to foster their imaginations and abilities. We closely watch the children and offer materials that are based on their current interests. This allows the children to explore, solve problems, ask questions, answer questions and interact with everyone in that environment. As the children's interest change or other interests develop, materials are changed or added so the children's needs are still being met.

### **CHILDREN ARE COMPETENT, CAPABLE, CURIOUS and RICH IN POTENTIAL**

Children grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities.

Our goals for children, as outlined with the Ministry of Education Pedagogy, include the following:

- Every child has a sense of belonging when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health, and well-being.
- Every child is an active and engaged learner who explores the world with body, mind, and senses.
- Every child is a capable communicator who expresses himself or herself in many ways.

The interests of the children are important for their learning and offers a rich variety of experiences. On a daily basis we offer the following activities:

- dramatic area with music
- building area
- visual arts
- literacy area
- physical literacy
- outdoor activities

- homework time for school age children
- quiet time for children who need it, depending on their needs

Our goals that guide our programs are:

- Encourage children to interact and communicate in a positive way and support their ability to self-regulate
- Foster the children's exploration, play and inquiry
- Provide child-initiated and adult-supported experiences
- Offer opportunities to create relationships with others in the program

## **HEALTH, SAFETY, NUTRITION and WELL-BEING OF CHILDREN**

All staff will promote the health, safety, nutrition and well being of children by offering a variety of positive influences such as:

- Providing nutritious food and beverages that incorporate family and cultural preferences
- Creating positive eating environments with foods and portion sizes that are responsive to children's cues of hunger and fullness
- Increasing children's physical activity and decreasing the amount of time spent in sedentary activities
- Respecting and finding ways to support each child's varied physiological and biological rhythms and needs for active play (both indoors and outdoors), rest and quiet time

## **POSITIVE INTERACTIONS, COMMUNICATIONS and ABILITY to SELF REGULATE**

### **Positive Adult/Child Interactions**

CHEEC views the family as competent, capable, curious and rich in experience. Families are valuable contributors to their children's learning and are their children's first teachers. Our knowledgeable, reflective and resourceful educators share valuable information with families on a daily basis.

The educator's role is to provide consistent care in a way that maximizes the potential for learning in all experiences. They are responsible for overseeing children's care routines, observations, discussion with families, and setting appropriate learning objectives. When a caregiver consistently responds to a child's distress in sensitive and supportive ways, a secure attachment is formed. Educators and children develop genuine and respectful relationships.

Educators also promote respectful interactions between children and their peers, and between children and adults through evidence-based practices. Some of the positive strategies we use include: sharing control with the children, focusing on children's strengths, supporting children's play, and adopting a problem solving approach to social conflict. These practices and strategies enable children to freely and confidently express thoughts and feelings, and experience true partnerships with adults in play and conversation.

## **Self-Regulation**

CHEEC provides a consistent daily routine, choice, visually calming spaces, soft spaces, private spaces, and shared control between child and educator to reduce situations that may be too overwhelming for children and cause unnecessary stress.

At CHEEC our educators teach children how to negotiate, communicate and compromise, independently and support them as they use these skills. Using the conflict resolution models, children are competent and capable of solving problems encountered in play. Educators are trained in developmentally appropriate conflict resolution models and child guidance that emphasize acknowledgement of feelings first before resolving conflicts – helping the child to develop self regulation skills. Self-regulation is the ability to control one’s physical, behavioural and mental impulses. Improving a child’s ability to self-regulate will improve their life outcomes. Self-regulation is how a child effectively and efficiently deals with, and recovers from, stress.

CHEEC’s Behaviour Management policy supports the development of self-regulation as it promotes respectful interactions between children and caregivers (educators) and prohibits the use of: corporal punishment; physical restraint and feeding children against their will; harsh or derogatory language that humiliate or undermine children’s self-respect; depriving children of basic needs such as food, shelter, clothing, bedding, sleep and toileting; locking exits or confining children; and using a locked or lockable room or structure to confine or separate children from their peers.

## **FOSTER THE CHILDREN’S EXPLORATION, PLAY and INQUIRY**

Play and exploration are at the core of early learning. The environment is where learning is fostered and takes place. To this end, you will find our environments rich with materials and resources for children to use as they construct ideas, try out hypothesis, and explore new and interesting materials. Just as important as the materials in the environment are the people. Our staff is highly trained professionals and everyone is committed to making your experience at CHEEC a memorable one. Our teaching staff understand children and families and work tirelessly to ensure every child has a positive experience.

CHEEC believes that children learn through play and are given opportunities to explore, test, try and learn in a collaborative classroom environment  
Educators will provide a resource rich environment for children to discover and experience.

## **PROVIDE CHILD-INITIATED and ADULT-SUPPORTED EXPERIENCES**

Play is children’s work and is essential to healthy development. We understand that not all play is equal and child directed play provides the best learning opportunities. We all learn best when we are engaged and interested in an experience. When staff listen and observe children, they can develop a deeper understanding of children’s interests and perspectives. Programs at CHEEC offer children ample opportunity to direct their play and explore new ideas and expand old ones. The role of adults in children’s play is to enhance the children’s experiences, not to take over or determine the direction of the play. Adults support idea’s, provide resources and materials, help children reflect on what they know and think, and provide emotional support and encouragement.

In the program, children will find:

- Opportunities for room exploration in variety of activities
- Open ended materials are available and allow for exploration and discovery
- Group times and individual interactions that allow for discovery of areas of child's interest which leads into further opportunities of discovery
- They are invited to share their ideas and interests with staff and peers. Interests and ideas are documented and explored by staff and children together.

## **PARENT ENGAGEMENT AND COMMUNICATION**

CHEEC encourages and practices open communication with the families. We aim to foster outreach, engagement and communication with families about our program and their children's learning experiences. Sharing knowledge is integral to the success of your child. Respect, empathy, trust and honesty are core values in all our interactions with families. In addition to the daily interaction with program staff, we offer many opportunities for parent feedback and involvement—such as surveys, Newsletter, emails and texts. We use parent input to improve our programs and services.

The partnerships with the families supports our program in many ways:

- Helps meet the child's needs as families know their children best, and are the first and most powerful influence on learning and development.
- Building a powerful relationship by understanding family structures, values, language and their culture.

## **COMMUNITY PARTNERS**

CHEEC is committed to involving and engaging local community partners in supporting children, families and staff.

Resource Staff are in place where needed with the assistance of the Family Space Consultation program. They will assist, as necessary, in setting up and maintaining an appropriate program for each child with a special need.

CHEEC supports volunteers and students from the community and provides placement, training, learning opportunities and practical work experience, in the areas of programming and management. Volunteers and students on placement enhance the high-quality care and individual attention given to the children in the programs.

## **SUPPORTING STAFF IN CONTINUOUS PROFESSIONAL LEARNING**

CHEEC is committed to hiring, training and fairly compensating staff. Our non-discriminatory hiring practices provide individuals of all backgrounds the opportunity for employment. All staff are respected, supported and treated fairly. All full time staff working with children have completed early childhood education and are registered with the College of Early Childhood Educators. All program staff attend mandatory professional meetings and are committed to continuous professional

learning. In our program, positive adult-child interactions is ongoing. Staff work closely with the children to extend their learning by encouraging them to build upon their existing awareness. Staff develop programs that supports early learning following the child's lead and curiosity.

Our staff recognize and support the uniqueness in each child, engage with the children as co-learners during their exploration of the environment, provoke their curiosity and guide positive interactions, engage in a positive approach to support children's emotions, know when to intervene and stimulate thinking and are committed to building self-awareness, regularly reflect on practices as they engage in new learning experiences, both individually and with colleagues.

## **DOCUMENTING AND REVIEWING THE IMPACT OF OUR PROGRAM STATEMENT**

CHEEC recognizes that pedagogical documentation is a way for our program staff to learn about how children think and learn. Our staff make daily observations of children in the program and use this information to enlighten their future planning.

- The purpose of our documentation is also:
- To value children's experiences and help them to reflect back on those experiences in their learning environment
- To learn together with the children involving the meaningful adults in their life
- To reflect and monitor appropriate development as the children grow
- For program staff to co-plan with children about learning
- To keep an open and ongoing dialogue with families about children's experience
- A self-reflection opportunity for program staff, as they participate in continuous professional learning
- Promoting responsive relationships

Program Statement is reviewed by students and volunteers as they start their placement.

# **Parent's Handbook**

## **History and Philosophy**

Welcome to Central Hastings Early Education and Childcare! We share with parents the role of raising children to be responsible and creative people. Through a variety of fun activities both structured and unstructured we hope to help the child develop physically, socially, intellectually and emotionally. CHEEC is a place where a child can grow at his own level, in his own time.

Central Hastings Early Education and Childcare is a charitable non-profit co-operative organization, incorporated by Letters Patent January 26, 1989. The affairs of CHEEC are run by a volunteer Board of Directors. As a co-operative group, every member is required to participate in the various community and fund raising activities throughout the year.

Originally our part-time Nursery School program was housed in the basement of the Presbyterian

Church and then the United Church. September 1997 we moved to 117 Durham St., and expanded our program to include full and part-time programs, for children 6 weeks to school age. July 2001 we purchased our home at 109 Elgin St., which was renovated by many volunteers and parents. We moved in November 2001.

By July of 2002 the school age component of our program had grown to the point that it needed a home of its own. Madoc School Age Program is currently located in the Resource Room beside the Library at Madoc Public School.

September 2006 we opened a Best Start location in Earl Prentice Public School, Marmora to meet the needs of families in the Marmora area. Our program grew and in the fall of 2007 we opened an After School Program in Earl Prentice for the school aged children. September 2010 we closed the Best Start program when Earl Prentice Public School began the Early Learning Program. We continue to operate our School Age Program there.

March 2009, Children's Nursery Centre joined with us to further serve the children and families of the Marmora area.

### **Program Development**

Programs are re-evaluated regularly to reflect changes within the Child Care Early Years Act and ideologies on early childhood education.

### **Ages of Children**

Madoc Nursery School and Daycare has facilities to accommodate 16 Preschoolers (2.5 to 5 years) and either 3 Infants and 5 Toddlers or 10 Toddlers. The Summer School Age Program in Madoc can accommodate 28 children between 4.6 and 9 years of age. Madoc School Age Program (September to June) can accommodate 24 children between 4.6 and 9 year of age. Either group may include up to three children between 3.8 and 5 years of age or 10 and 12 years of age.

Children's Nursery Centre can accommodate 5 toddlers and 16 preschool children. Marmora School Age Program located at Marmora Public School has facilities to accommodate 26 school age children.

### **Days and Hours of Operation**

Central Hastings Early Education and Childcare programs are open Monday to Friday, 7:00 am until 6:00 pm. We are closed for statutory holidays.

The Nursery School program (2.5 to 5 year olds) operates mornings from 8:30 until 11:30 in Madoc and 9:00 until 12:00 in Marmora. Families may choose up to five mornings per week, according to their needs.

Families may choose half days, mornings or afternoons, or full days up to five days per week according to their needs. Children may be enrolled one day per week under special circumstances.

We require a schedule of attendance for children who attend on a fluctuating schedule at the beginning of each month. Children attending occasionally will be accommodated when there are sufficient spaces.

Madoc School Age Program operates from 7:00am to 8:00 am and then from 2:30pm to 6:00pm during the school year and 7:00am to 6:00 pm during PA days, holidays and summer break. Marmora Public School operates from 7:00am to 9:00 am and then from 3:45pm to 6:00pm during the school and 7:00am to 6:00pm during PA days, holidays and summer break.

## **Emergency Management Policy**

CHEEC has an Emergency Management Policy in place. In the event that there is an emergency, families will be contacted via phone and given details regarding the situation.

## **Waiting List Policy**

In accordance with CCEYA 2014 Ontario Regulation 137/15 75.1 (1) No licensee shall charge or collect a fee or deposit for the placement of a child on a waiting list for admission in a child care centre or home child care agency.

Central Hastings Early Education and Childcare maintains a fair and transparent wait-list so that prospective families can determine when a child care space will become available. CHEEC does not charge a fee or deposit for placement of a child on a wait-list.

### **PROCEDURE**

- When CHEEC is at full capacity, families may request to be placed on our wait list.
- No fee is charged to have a child added to the waitlist.
- When a space becomes available, the family at the top of the waitlist will be contacted, regardless of whether the space is full-time or part-time.
- Once a placement is offered and accepted, a family will be charged the registration fee.
- If the family is not in a position to accept the position at that time and wishes remain on the list, they will be contacted when another position opens up unless they wish to be removed completely.
- The directors wait list will consist of all necessary information in order to place the children correctly as well as contact families. A copy will be available to families to view with only initials and the programs that the children are waiting for. This shall ensure the confidentiality of all families on the list.

### **SPECIAL CONSIDERATIONS**

Priority will be granted to:

- Siblings of children currently enrolled.
- Families waiting for a transfer to another program within CHEEC.

## **Criminal Reference Check Policy**

Effective April 1, 1995, criminal reference checks must be completed by all agency personnel having direct contact with children. This policy includes all staff, students, volunteers and participating parents.

## **Child Care Supervision Policy for Volunteers and Students**

This policy is for the supervision of volunteers and placement students is in place to help support the safety and well-being of children attending the centre.

### **Requirements Under Child Care Early Years Act 2014**

Section 11.1 under CCEYA states that every operator shall ensure that every child who is in attendance in a child care facility is supervised by an adult at all times.

### **Policy**

- No child will be supervised by a person under 18 years of age.
- Direct unsupervised access (ie. when an adult is alone with a child) is not permitted for people who are not employees of the centre.
- Placement students are not counted in the staffing ratios of the centre.
- Volunteers are not counted in staffing ratios of the centre.

### **Procedures Applicable to Volunteers and Students**

Volunteers and students will meet the following requirements;

Behaviour management policies and procedures will be reviewed and signed off by volunteers and students who will be providing care or guidance at the centre before they begin and a least annually afterwards;

- The individual plan(s) for a child with anaphylaxis and the emergency procedures will be reviewed and signed off by volunteers and students who will be providing care or guidance at the centre before they begin and at least annually afterwards;
- The supervision policy for volunteers and students will be reviewed with volunteers and students who will be providing care or guidance at the centre before they begin and at least annually afterwards;
- Vulnerable Sector Checks are required for all volunteers and students over the age of 18 who will have direct contact with the children in the centre.

### **Roles and Responsibilities**

1. Supervisor:

- Ensure that the policy is reviewed with employees before they begin their employment and at least annually afterwards; and with volunteers or students who will be providing care or guidance at the centre before they begin and at least annually afterwards.

- Provide an orientation (see below) to all volunteers and students who will be providing care or guidance to children at the centre as well as ongoing mentoring, support and monitoring.
- Designate a lead RECE for each group of children in the centre who will be responsible to supervise volunteers and students when applicable and ensure this staff person's responsibilities in regard to volunteers and students is clear.

## 2. Volunteers and Students:

- Review all required policies, procedures and documentation before they begin to provide care or guidance to children at the centre and where applicable, at least annually afterwards.
- Participate in an orientation with the supervisor before they provide care or guidance to children at the centre.

## 3. Operator:

- Ensure that the operator's insurance covers volunteers and students.
- Review the policy at least annually to ensure that it remains current.
- Ensure that the policy is reviewed with employees before they begin their employment and at least annually afterwards; and with volunteers or students who will be providing care or guidance at that centre before they begin and at least annually afterwards.

### **Orientation Process**

An orientation will be provided to help volunteers and students understand the operation of the child care program and the expectations for their placement/volunteer experience. It will include the required policy and procedure reviews set out in CCEYA as noted on page one of this policy. It should also include at least the following;

- A tour and orientation to the centre both indoors as well as the playground area
- A review of the emergency evacuation procedures
- A review of the centres Policy and Procedures
- A discussion regarding the needs of individual children (e.g. special needs, allergies, etc)
- A review of the centres parent handbook and program statement
- An orientation to the location and use of the Child Care Early Years Act 2014 manual

### **Prohibited Practices**

The following practices **shall not** be permitted by anyone including staff, students, volunteers or parents during operation of the program:

- a) Corporal punishment of a child (e.g. spanking, hitting, shaking, etc.);
- b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical

restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

- c) Locking the exits for the childcare centre for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- d) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- f) Inflicting any bodily harm on children including making children eat or drink against their will.

### **Contravention Practices**

Everyone including staff, students, volunteers and parents are expected to comply with the program's stated policies and procedures and the Requirements of the Child Care Early Years Act. Failure to comply could result in:

For staff:

1. A verbal warning.
2. A written warning
3. Dismissal

For students and volunteers:

1. Verbal warning.
2. Termination of placement or participating status.

For others including parents:

1. Verbal warning.
2. Other action as deemed appropriate by CHEEC Board, including but not limited to, the person not being permitted on the premises.

When determining which disciplinary measure will be taken, the following criteria will be considered by the supervisor/Board:

1. The seriousness of the offence.
2. The actual or potential risk or harm to the child.
3. The past and recent performance of the employee.
4. The frequency of occurrence.
5. Previous disciplinary action taken.

Where action is necessary, it will be taken **immediately** by the Supervisor in the case of the staff, students, volunteers, parents and others, and by the Board in the case of the Supervisor.

### **Prohibited Practices**

The following practices are in place to help ensure that only preferred practices are used:

1. A comprehensive discussion of each staff, student, and volunteer's behaviour management philosophy will be done during the initial screening of each person to ensure compatibility with the CHEEC's philosophy and CCEYA requirements.
2. Staff, students and volunteers will be made aware of the agency's policies and procedures through the review and sign off of procedure outlined below as well as through informal in-service training sessions and staff discussion of any unusual disciplinary problems.
3. The supervisor will observe each staff at least three times a year and do an annual staff performance appraisal. These observations and the follow-up discussion as well as the staff performance appraisal will include items regarding behaviour management practices.
4. All complaints regarding behaviour management practices made by anyone including parents, children, staff, students and volunteers will be investigated and acted upon by the Supervisor and if necessary the Board of Directors of CHEEC. Serious Occurrence procedures will be followed when required.

## **Parent Issues and Concerns Policy and Procedures**

### **Purpose**

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

### **Policy**

#### **General**

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

All issues and concerns raised by parents/guardians are taken seriously by Central Hastings Early Education and Childcare and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within 2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

### **Confidentiality**

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

### **Conduct**

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 supervisor and/or licensee.

### **Concerns about the Suspected Abuse or Neglect of a child**

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

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

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

For more information, visit

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

## Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p><b>Program Room-Related</b></p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the classroom staff directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the supervisor or licensee.</li> </ul>	<ul style="list-style-type: none"> <li>- Address the issue/concern at the time it is raised</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- arrange for a meeting with the parent/guardian within 2 business days.</li> </ul> <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <li>- the date and time the issue/concern was received;</li> <li>- the name of the person who received the issue/concern;</li> </ul>
<p><b>General, Centre- or Operations-Related</b></p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the supervisor or licensee.</li> </ul>	<ul style="list-style-type: none"> <li>- the name of the person reporting the issue/concern;</li> <li>- the details of the issue/concern; and</li> <li>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul>
<p><b>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the individual directly</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the supervisor or licensee.</li> </ul> <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p><b>Student- / Volunteer-Related</b></p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the staff responsible for supervising the volunteer or student</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>- the supervisor and/or licensee.</li> </ul> <p>-</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

**Escalation of Issues or Concerns:** Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern in writing to the Board of Directors.

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

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

**Contacts:** Sarah Reed, Executive Director; Karen Wilman, Site Supervisor Madoc; Linda Gee, Site Supervisor Marmora

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

### **Arrival and Pick-Up**

Observe the hours of your schedule. Parents who leave children too early or arrive late for pick up, affect the operations of our programs. There is a late fee of \$5.00/half hour or part thereof per child.

### **Specialized Services**

Central Hastings Early Education and Childcare is a program for all of the children in our community. Children with special needs may be supported in their integration into a program by the Resource Consultant Program, Family Space Quinte Inc., Belleville. Families may request support from Family Space Quinte Inc. at 613-966-9427.

### **Parent Information**

At regular intervals throughout the year a newsletter will be sent informing you of topics of interest, events and program news. You are invited to contribute to these newsletters. Watch the Parent Information Board in the program for the menu, the program plan, interesting articles, announcements and Board Meeting minutes.

### **Field Trips**

We go on several trips a year; the apple orchard, a farm, the post office, etc. For these excursions away from school we need extra help. A note will be sent home notifying you of the trips and asking for your help. Please let the teacher know if you can assist on the trip day.

### **Health**

We must have your child's Enrollment Form on file. Your child's immunization must be up to date and we must have the Immunization Assessment (green sheet from the Health Unit) before

your child begins. This involves the parent/guardian submitting their child/s immunization records to the daycare for the administrator to submit it to the Health Unit. It takes up to two days to receive the green sheet back so please submit the records to us immediately. It is also the parent/guardian's responsibility to keep the daycare informed of all immunizations that are received after enrollment has begun.

Please do not send your child to School if he has a fever, a constant cough, or infected nasal discharge. If your child has contracted a contagious illness, contact us at once.

CHEEC is a nut free organization. We have children enrolled in our programs with **anaphylactic allergies**. These allergies are eggs, peanuts and tree nuts. Please be respectful of this and do not bring in outdoor food to prevent these allergens entering our buildings.

### **Medication**

Only medication prescribed by a physician will be administered. The administration of all medications must be authorized in writing by the parent/guardian on the Medication Information and Consent Form, Asthma Medication Information and Consent Form or Emergency Medication Information and Consent Form whichever is appropriate. Medication can only be accepted from a parent/guardian if it is in the original container with the pharmacist's label. Parents must update this health information annually.

### **Clothing**

Please dress your child in comfortable, washable clothing. We will go outdoors every day, so please dress your child appropriately. Please supply a pair of shoes to wear during boot weather. **Label all clothing.**

Please discourage your child from bringing toys and food to the program. Your child will have an opportunity to bring in something he/she would like to show/share from time to time when they bring home the SHOW AND TELL bag.

Children attending full days are encouraged to bring a favorite stuffed toy or blanket to be used at nap time.

### **Nutrition**

A nutritious snack including at least one food from two different food groups will be served each morning and afternoon. The children's lunches will include one food from each of the four food groups in Canada's Food Guide, plus an extra vegetable.

Children's special dietary needs and allergies will be posted in the cooking and food service areas. Menus are posted on the Parent Information Board.

There are (or may be) children in our programs who have a potentially life-threatening allergy (anaphylaxis) to foods, predominantly to peanuts and nuts. Our menus have been developed to avoid these allergens. We need everyone's cooperation to reduce the risk of accidental exposure.

Please do not send any foods (even in backpacks) which contain peanuts, nuts, peanut oils, etc. Please be sure to thoroughly wash your child/ren's face and hands after breakfast, before coming into our programs. We can all work together to keep all of our children safe.

### Summary of Registration Forms

1. Child's Application Form (Central Hastings Early Education and Childcare)
2. Immunization Assessment (green sheet - Hastings Health Unit)
3. Criminal Reference Check (participating parents - OPP)
4. Registration Fee \$5.00

### Child Care Fees

	Full Day (6+ hrs)	Part Day (under 6 hrs)
Infants	\$68.45	N/A
Toddlers	\$48.50	\$29.19
Preschool	\$40.75	\$25.90
Nursery School (9am to 12pm)		\$20.60
School Age	\$40.75	\$25.90
	(Before School Madoc)	\$7.25
	(After School Madoc)	\$11.25
	(Before School Marmora)	\$8.25
	(After School Marmora)	\$10.25

Make cheques payable to Central Hastings Early Education and Childcare. If monthly tuition is not received by the first of the month, you will receive a letter stating that you have 14 days to make payment or your child will be removed from the program.

### Child Care Fee Policy

**Registration:** A \$5.00 registration fee is required.

**Billing Procedures:** Invoices are issued within the first seven days of each month for the current calendar month of care and include any other applicable fees such as previous month's late fees, refunds, etc. Fees are paid for all the days that your child is scheduled to attend, regardless of absence unless we receive two weeks written notice.

### Statutory Holidays

**All parents will pay regular fees for statutory holidays. Holidays viewed by CHEEC are: New Years, Family Day, Good Friday, Victoria Day, Canada Day, Labour Day, Thanksgiving, Christmas and Boxing Day.**

**Payment Schedule:** Payments must be made by the 15<sup>th</sup> of the current month. Methods of payment include cash, cheque, post-dated cheque or E-Transfers. Make Cheques payable to Central Hastings Early Education and Childcare or CHEEC. Returned cheques will be subject to a NSF charge of \$25.00. Frequently occurring NSF cheques will result in parent(s) being required to pay with cash, certified cheques or money orders.

**Late Payment/Failure to Pay:** If monthly childcare fees are not received by the 15<sup>th</sup> of the current month, you will be given notice to arrange payment with our Executive Director. Available options are: agreed upon payment plan, post-dated cheque(s), or prepay for future childcare services. If account remains outstanding at the end of the month, childcare services may be suspended beginning on the first Monday of the following month. Accounts outstanding longer than 60 days without an agreed upon payment arrangement may be sent to our organizations collection agency.

If late payment occurs on a regular basis the Executive Director reserves the right to require prepayment for service or may terminate care.

Accounts where no payment has been received may be subject to a 2% interest fee per month.

### **Admission and Discharge**

An interview will be arranged to familiarize you and your child with the surroundings, answer questions, and complete admission forms prior to enrolment. A non-refundable registration fee is required, and can be paid at this time.

If for any reason, you must withdraw your child, two weeks written notice of your intention to withdraw must be given.

**Subsidy:** Fee subsidy may be available to families, based upon their income, through the County of Hastings, Children's Services 613-771-9630.

Families who are partially subsidized are responsible for the parent portion of their fees under the requirements outlined in this policy.

The Ontario Child Care Supplement for Working Families is available to working families, families with one stay-at-home parent or families with one or both parents studying or in training. Information is available at [www.rev.gov.on.ca/images/irie\\_occs-guide.pdf](http://www.rev.gov.on.ca/images/irie_occs-guide.pdf) or 1-800-263-7965.

**Families applying for childcare funding: If you chose to start your child/ren prior to funding approval, you will be responsible for the cost of their childcare. Payment made before subsidy approval will be returned upon the receipt of an approval letter from Hastings County. If those costs are not paid within 60 days, the account will be sent to collections.**

Parents receiving any form of childcare subsidy are responsible for updating their account with the funding agency. Parents who lose their subsidy will be responsible for the full fee.

**Receipts:** Official tax receipts will be issued annually. Replacement for a lost receipt will be

supplied at a cost of \$20.00.

Revised April 3, 2018