
*Early Beginnings Multicultural Child
Development Centre*

Parent Handbook



Message

from the director



Welcome to the Early Beginnings family!
I use the word “family” because that’s how
I see Early Beginnings; as a big family.

I am proud to say that since we first opened
our doors in 1989 we have provided a positive first learning experience to several
hundred children in Ottawa’s Jewish and greater community.

Our primary goal is to provide a caring, fun, stimulating, and educational
environment. The qualified and enthusiastic staff create a setting where children
will form their first friendships and learn things that they will carry with them
throughout their lifetime; such as respect for others, acceptance, and inclusion.

Your child will be welcomed into our
Early Beginnings family and start onto
his/her path of fun and learning.

Sandy Deyo, RECE

A handwritten signature in cursive script that reads "Sandy Deyo". The ink is dark and the signature is written in a fluid, personal style.

Director

welcome!
ברוכים הבאים!
¡ bienvenidos !
мы приглашаем!
bienvenue!
hivja fell!





Our Program

Early Beginnings accepts children from the age of 18 months to 5 years. We offer full-time care only. We have two main age groups; Toddlers (ages 18 months to 2.5 years) and Preschoolers (ages 2.5 to 5 years). The staffing ratios are in accordance with the Child Care and Early Years Act; Toddlers 1:5 and Preschoolers 1:8.

We are licensed by the Ministry of Education annually to ensure that we are in compliance with the Child Care and Early Years Act.

our mission statement

Early Beginnings is committed to providing the highest-quality childcare, education, and work/life solutions for families in Ottawa. We strive to remain at the forefront of early childhood education, and to always ensure a welcoming environment that is respectful of the diversity that exists within our center.

Originally founded as the 'Ottawa Jewish Daycare', Early Beginnings maintains the Jewish character of its founding institution by highlighting Jewish culture in daily lessons and activities and serving kosher food. Priding ourselves on the multi-cultural nature of our program, we also celebrate the holidays and traditions that are important to our students from the broader, non-Jewish community.

Our goal is to ensure happy children, satisfied parents, and high quality staff in a respectful and healthy environment.

goal

Our goal is to promote active learning. During our daily program, children are actively involved with materials, activities and people, all of which consider the total social, emotional, physical and intellectual growth of the child. *See more about our goals in our program statement.*

philosophy

Early Beginnings Multicultural Child Development Centre supports the belief that young children learn through action, and that a positive environment for learning should be one that exercises and challenges the developing potential of each child. As teachers in the field of Early Childhood Education, we view our role as supporters in all aspects of child development, encouraging children to express themselves as individuals and to learn respect for others.



Program Statement

May/2016

As a Ministry of Education licensed childcare facility, Early Beginnings Multicultural Child Development Centre of Ottawa-Carleton follows the regulations stated in the Child Care and Early Years Act, 2014.

Also in 2014, the Ministry introduced a new pedagogy for early learning. It's called "How Does Learning Happen?". Early Beginnings has adopted the philosophies and thoughts about learning that are outlined in this pedagogy. All educators have read the document and will apply those philosophies and thoughts in the classroom and to their curriculum.

"How Does Learning Happen" reminds us, as educators, that children are competent, capable, curious, and rich in potential. It also believes that there are four main conditions that are necessary for all children to thrive in an early learning environment and in all other areas in their lives. These four foundations of "How Does Learning Happen" are:

- Belonging
- Well-Being
- Engagement
- Expression


Early Beginnings believes that children learn best through action and play. Our educators will create classroom environments, both physical and emotional, that encourage and support play-based learning as well as actively promote the development of the four essential conditions of belonging, well-being, engagement, and expression.

We ensure a welcoming environment that is respectful of the diversity which exists within our center.

Early Beginnings' Goals:

Our goals for the children and our program are consistent with those of the Child Care and Early Years Act and How Does Learning Happen in the following categories:

1. Health, safety, nutrition, and well-being of the children:



The health and safety of our children is of utmost importance to us. We strive to provide a clean and safe environment where the children can play and explore. Early Beginnings is proud to maintain a kosher kitchen, which is a dietary requirement for many of our families. While our menu is kosher, it is also consistent with the guidelines of Canada's Food Guide. We have an on-site full-time cook who prepares all of our meals and snacks. We gladly provide food substitutions for any children with allergies, food sensitivities, or dietary restrictions.

The overall well-being of our children is something that all Early Beginnings employees do their best to promote by being warm and compassionate people who accept every child in our care as an individual. The educators develop close relationships with the children. Through formal and informal observations they are able to meet their individual needs in all areas of development.

2. Support positive relationships with children, families, and staff:

Early Beginnings strives to develop and maintain open and positive relationships with the children and their families. In doing so, we promote and foster a sense of belonging and partnership with them and their children.

The educators engage in daily face-to-face communication with the parents; answering questions about their child's day, telling them about a milestone moment their child may have had during the day, or simply listening to a parent's concern about a particular issue.

The Director maintains an open communication with the parents both verbally as well as via email, always letting them know that they are welcome to reach out at any time with a question or concern.


3. Encourage children to interact and express themselves in a positive way and support their ability to self-regulate:

The educators at Early Beginnings will promote, actively encourage, and when necessary, assist the children to express themselves (thoughts, feelings, and needs) and communicate with their peers and teachers.

We provide a learning environment which is play-based and allows the children to have some input and control into what they want to do and learn about. The teachers will observe the children and what they are interested in and follow their cues. Many of the daily activities will be child driven and teacher supported.

This kind of learning environment demonstrates that children are indeed competent, curious, capable, and rich in potential.

Activities such as "Show & Tell" will give the children an opportunity to verbally share with their peers something from their world at home. It also helps to create the



four conditions outlined in “How Does Learning Happen” that are crucial to a child’s healthy overall development: belonging, well-being, engagement, and expression.

Learning to self-regulate is a process and can be very difficult for some children.

“How Does Learning Happen” describes self-regulation as “how a child is able to deal effectively with stressors and then recover.” Assisting a child in regaining a calm and peaceful feeling after an emotional outburst or some other kind of stressful situation is one way our educators can foster self-regulation. It could be something as simple as showing the child how to calm his/her breathing, counting to ten, or squeezing a stress ball.

Our goal is to empower children by teaching them strategies and giving them tools so they can eventually learn to cope with the stressors in their environment and be in control of their emotions.

4. Foster the children’s exploration, play, and inquiry and provide child-initiated and adult supported experiences:


Our educators are observers. They will take note of what sparks the children’s interest and what they are curious about. Knowing that the children are competent, curious, capable, and rich in potential, we want them to feel that their thoughts and ideas are valued. We can give them that sense of belonging by allowing them to have input in what they want to learn about. When planning the daily and weekly activities, the educators will reflect upon what they have observed and provide opportunities and materials for the children to engage in and explore.

The teachers give children the freedom to choose what activities they want to take part in and what area of the class they want to play in. They are there to support their play and engage with them as they learn. The teachers will use resources such as books, photographs, or a computer to enhance/accompany the materials in the classroom.

5. Plan for and create a positive learning environment and experiences in which each child’s learning and development will be supported:

We believe that the foundation of every positive learning environment is the positive relationships between the educators and the children. By spending time with them, both one-on-one and in a group, and through formal and informal observations, the educators will develop these relationships and bonds with the children. They will get to know their individual personalities, likes/dislikes, and who each child is as a person.

The educators recognize and respect that every child is unique and therefore learns and develops at a different pace. All children will be encouraged to feel like they are a valuable part of the group, regardless of any special needs or learning issues.



If there are children who have special needs, whether they be physical, emotional, or otherwise, they will be supported by the teachers. In certain cases and with the parent's permission, we may call upon the assistance of community partners such as Children's Integration Services or the Ottawa Children's Treatment Center.

6. Incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and give consideration to the individual needs of the children receiving care:

Along with daily indoor activities, each day (weather permitting) the children will spend a minimum of two hours outside. We believe that it is crucial that both a child's mind and body need activity.

On days that the weather does not allow us to spend time outside, the teachers may set up an obstacle course in the hallway or bring out riding toys, balls, and other gross motor equipment.


Just as we feel that children's bodies and minds require exercise, we also recognize that they need time to recharge. Each child will be allowed to rest, relax, and/or sleep after lunch. During the second hour of the two hour rest time we provide a "waker's program" for our JK children. The waker's program takes place in the JK classroom. This program allows our oldest children who may have outgrown their nap, to engage in quiet activities.

7. Foster the engagement of and ongoing communication with parents about the program and their children:

At Early Beginnings we strive to keep an open and ongoing communication with all our families.

The parents and educators communicate face to face daily during the drop-off and pick-up times. This is an opportunity to pass along information about the child's night/day and share any concerns, issues, or questions they may have. It's also a time to share the child's successes and milestones. If a parent or one of the educators has something they want to discuss that would require a bit more conversation than what is feasible during the drop-off or pick-up time, we will schedule phone meeting or a time for them to meet. Aside from this daily communication, we offer parent/teacher meetings twice a year. This is a time to discuss in a bit more detail the children's progress and development.

To help give parents a glimpse of what goes on during their child's day at Early Beginnings, we use a communications "app" called **See Saw**. Through the app, the teachers will post pictures/videos of classroom activities. See Saw also allows private messaging between teachers and parents.



Early Beginnings always welcomes feedback and input from parents. The Board of Directors asks the families to participate in a parent satisfaction survey in order to learn what they think about our program, our educators, our menu, and other various parts of our center. Gaining this feedback helps us to better serve our families. We also encourage parent feedback/communication in regards to our “How Does Learning Happen?” documentation. The educators will sometimes post observations and photos of the children in the classroom as part of their programming.

8. Involve local community partners and allow those partners to support the children, their families, and staff:

Early Beginnings works with a variety of community partners from both the Jewish community and broader Ottawa community. Our center is located on the campus the Soloway Jewish Community Center and we have access to their facility to use their gymnasium as well as their swimming pool. Our Senior preschool and JK classes participate in a “Reading Buddies” program at a Jewish school located on campus. The children go for library visits where they are read to by the school’s librarian are able to browse through the library and check out books to bring back to their classroom at Early Beginnings. These children also visit the residents at the long-term care center for Seniors on campus. Early Beginnings also partners with the Early Childhood Education Program at Algonquin College. We accept students on field placement and our educators get the opportunity to guide them while they are with us. We are proud to be a part of the Early Childhood Education mentoring team. We have an awareness of what services and programs are available locally for our children and families so we are able to guide parents to them when necessary.

9. Support staff or others who interact with the children at our center in relation to continuous professional learning:

At Early Beginnings we take tremendous pride in being a high quality child care center. There are many things that contribute to making a child care center one of high quality, but at the core of any great center are the educators. Our educators are warm, caring, hardworking, and enthusiastic professionals who truly take pleasure from being able to work with young children. We feel that it’s important for the staff to engage in professional learning. The educators will be encouraged to participate in information sessions, workshops, professional discussions, or webinars that may aid in building their knowledge and understanding of child care related topics such as the new pedagogy “How Does Learning Happen?”, working with children who have special needs, or learning how

to communicate positively and effectively with Toddlers. The Director shall share any upcoming opportunities for professional development with the staff via email and/or posting flyers for them in the staff room.

Our teachers who are Registered Early Childhood Educators (RECEs) and are members of the College of Early Childhood Education, they will be able to participate in the Continuous Professional Learning Program that the college offers.

To help support the teachers with their ongoing learning, Early Beginnings will cover the cost of any workshop or training opportunity.

During staff meetings we will continue to discuss and reflect upon “How Does Learning Happen” and how we will apply its philosophies to our program.

10. Document and review the impact of our Program Statement:

Early Beginnings’ Program Statement will be reviewed and signed by all staff, students, and volunteers before commencing employment and annually thereafter. The Program Statement will continue be a topic of discussion at staff meetings in order to ensure that the educators have a good understanding of it and how to successfully deliver it to their program. During the meetings, the staff will also have the opportunity to discuss

with the Director and their co-workers any issues they may be encountering when carrying out what is outlined in the Program Statement. This can be a forum for all staff to share ideas, brainstorm, and reflect upon “How Does Learning Happen” can unfold in their classroom.

The Program Statement is meant to be a “living document” which will grow and change as time goes by. After gathering feedback from staff and parents, we can re-evaluate our Program Statement; perhaps adding to it, taking things away, or modifying some areas of it. We will adjust it accordingly so that it truly represents how we at Early Beginnings feel about how learning really happens.



Soloway Jewish Community Centre

We are affiliated with the Soloway Jewish Community Centre, and our programming incorporates Jewish holidays and traditions in many of our activities.

Our daycare is sensitive in its accommodation and education of children from different cultural backgrounds.

communication and feedback

Communication between the parents and daycare staff is crucial. The Director communicates to the parents often via email in the form of seasonal newsletters, reminders of “special activities” happening in the classroom, notices of parent/teacher interviews, invitations to special events such as our annual BBQ or Winter Festival, etc....

At pick-up time the teachers will pass along quick messages about your child’s day (i.e.: how he/she ate, slept, overall day). If you have any concerns that require a lengthier discussion, we will arrange for a convenient time for you and the teacher to speak, either in person or over the phone.

You will find more information regarding parent concerns/issues in the “*Addressing Parent Concerns/Issues*” policy.

We also ask that parents notify us immediately if there are any changes in contact information. We must always have up-to-date daytime contact information for each child in case of emergency.





At Our Daycare

meals

Early Beginnings maintains a kosher kitchen and serves only kosher food. We provide two snacks (morning and afternoon) and a hot lunch, in accordance with Canada's Food Guide.

We have a full-time cook on-site who prepares most of the food from scratch.

We are a nut-free center and we are able to accommodate children with allergies.

Our Menu: Please note that you may view a copy of both our school year and summer menu on our website under the "Parent Information" tab and it is always posted right outside our dining room.

*** No Outside Food Please:** Due to being a kosher daycare as well as the possibility of there being children with severe food allergies, we request that no outside food be brought inside the daycare.

sleep/rest time

All children in the daycare have a two hour rest period. Each child will have their own cot with a fitted sheet, which is provided by us. During the sleep/rest time, the children will be asked to lay on their cot for one hour. For our JKs, our oldest children, there will be a "waker's program" held in the JK classroom. The children who are awake at this time will be offered quiet activities such as coloring, reading books, puzzles, etc...Any children who are still sleeping/resting at this time will be allowed to continue to do so.

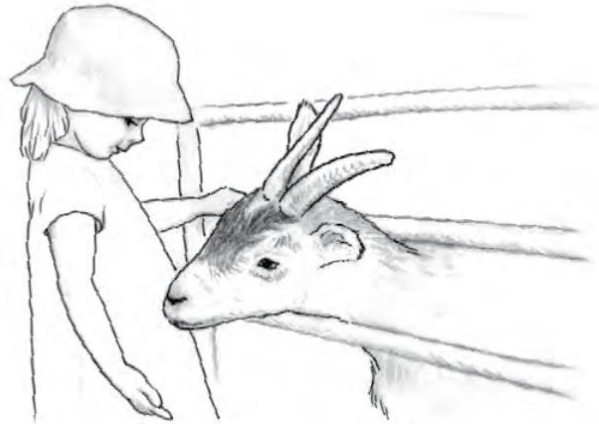
For our Toddlers, Junior, and Senior preschoolers, if a child remains awake after being on their cot for the first hour, the teacher may give him/her a book or some other quiet activity.

birthdays

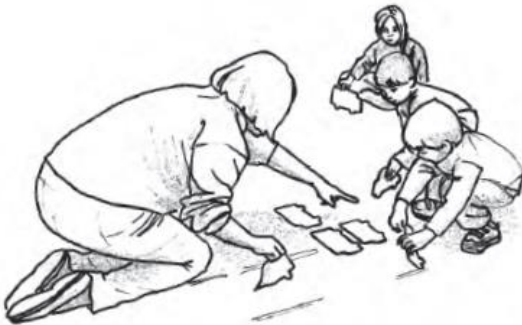
We realize that celebrating a birthday is a very exciting thing for a child. To help make your child's special day memorable, we will provide a birthday cake for him/her as well as a special birthday hat. Birthdays are celebrated during afternoon snack time. Parent-bought cakes and snacks, however, are not permitted.

field trips

During the summer months, field trips are planned for our two oldest groups in the daycare. Additional field trips may also be planned for the oldest groups in the fall (x1) and again in the spring (x1). Parents will be given ample notice of the trips and asked to sign a permission form. In order to go on our field trips we will require parent volunteers. These trips are lots of fun for the children, but our first priority is their safety and supervision. Unfortunately, trips may be cancelled if there are not enough volunteers to ensure the safety of the children.



Drop-off and Pick-up



The staff's first responsibility is the supervision of the children in the program. Communication between the parents and teachers is very important to us; however the time that the teachers have to talk during arrival and departure times is limited. As mentioned previously, if necessary, we will find a time that is mutually convenient to discuss and address the concerns you may have.

morning drop-off: 7:30 am - 9:30 am

Upon arriving at Early Beginnings in the morning you must walk your child into the daycare, help them get changed (shoes), and sign the attendance book.

To achieve our goal of active learning it is important that the children be present during the main program. We ask that all children are here by 9:30 at the latest, so

they can benefit from all that our program has to offer, with the exception of doctor appointments and other unforeseen circumstances.

afternoon pickup: by 5:45 pm

When picking up your child please remember to sign him/her out every day. Please make sure that you let a staff member know that you are taking your child.



late policy

Early Beginnings closes at 5:45 pm (5:30 in July & August). If a child is picked up later than 5:45, the parent will be asked to sign a late sheet and given a written copy of our late policy. After 3 late pickups, the parents will be charged \$50.00. For each late pick-up after that, they will be charged \$20.00. If a child is continually picked up past our closing time, the parents will be contacted by the Director and possibly discharged if the situation cannot be resolved.

child access policy

A child will not be released to any person who is not authorized by the parent/guardian. Written authorization is required to enact change.

Staff will not release a child to a person if there is any reason to believe the child would be in danger (i.e.: if the person is intoxicated or violent).

According to Federal and Provincial law, both parents have equal access to the child and to information about the child. Our daycare staff will only deny access to a parent if there is a written separation agreement or a legal court order. A copy of the written agreement is required by the daycare center.

What to bring

clothing

At Early Beginnings your child will regularly engage in fun yet messy activities, such as arts and crafts and sensory exploration. It is a good idea to dress your child in “daycare friendly” clothing: something that you don’t mind getting dirty. We also ask that each child has at least one complete set of extra cloths (shirt, pants, socks and underwear).

All clothing must be clearly labelled with their name.

Also note that in keeping in compliance with the Child Care and Early Years Act, the children must go outside to play twice a day for approximately an hour each time, weather permitting. During the summer months the temperature cut off we use is 32C (including humidex). If the temperature is higher than this, we do not go out. During the winter months the temperature cut off is -10C for the Toddlers and -15C (including wind chill factor) for the Preschoolers. If the temperature is cooler than this we do not go out.

Please ensure that your child has all the outdoor clothing necessary in order to allow him/her to have fun and play comfortably outside.



personal items

We discourage children from bringing items/toys from home to daycare. The teachers are not able to keep track of them during the day and they may end up getting lost and/or broken. Toys from home can also be a big distraction in the classroom. However, if your child would like to bring in a stuffed “sleep toy” for nap time, that’s fine.

Items to bring....

- * at least one complete change of clothes, clearly labelled
- * indoor & outdoor shoes
- * blanket for nap time
- * sleep toy for nap time, if needed
- * for children not yet toilet trained: diapers and wipes.

Health

Immunization

Children attending licensed child care facilities in Ontario must be immunized as required by the Child Care and Early Years Act. We will need an up-to-date copy of your child's immunization records to keep in his/her file.


if your child is ill

The health of all children at Early Beginnings is very important to us. Please do not bring your child to daycare if he/she is not well enough to participate in both indoor and outdoor programming.

If your child becomes sick during the day, a staff member will call you to make arrangements for pick-up as soon as possible. If your child has a fever, he/she must stay home and they must be fever-free for 24 hours before returning to daycare. We also have the same "24 hour free" policy for diarrhea, vomiting, and any other communicable illnesses. These policies are in place to protect the health of all children at Early Beginnings as well as to try and prevent outbreaks of illness.

Daycare fees cannot be refunded or reduced to make





up for days missed as a result of illness.

Emergencies

Early Beginnings has Emergency Management Policies and Procedures in place.

In the event of an emergency, we will contact 911 immediately, and will notify the parents/guardians by phone or via email as soon as possible.

Please note that, as we are part of the Jewish Community Campus, security guards and emergency first aid responders can provide immediate assistance, if necessary.

Administration of medication

Should your child require medication while attending daycare, the following procedures must be followed:

- * Medications are stored in the downstairs office area, either in the refrigerator or in our medication box (a secure metal container), as per the medication requirements.
- * Medication can only be given to a child if the parent has given written authorization by filling out the medication form in our medication book.
- * Medication must be in its original container as supplied by a pharmacist or from the original package, which must be clearly labelled with the child's name, name of medication, the dosage, and directions for storage and administration.
- * Each of the teachers is responsible for giving the medication to the children in their group.
- * Vitamins are considered medication and therefore follow the same requirements as listed above.

PLEASE NOTE: We are not permitted to administer fever-masking medications (i.e. Tempra, Tylenol, Advil)



Policies

Admission and discharge policy

Children are admitted on a first come, first served basis, depending on their age and spots available.

Before starting full-time at the centre, your child will come in for “integration visits” so he/she can get to know the teachers, other children, and become comfortable in the physical environment. These visits take place in the morning from approximately 9:00-11:00am and one parent must accompany the child. We recommend one to three of these visits.

Occasionally, children experience challenging behaviors. This is a normal part of development. If a child becomes verbally and/or physically abusive on a regular basis, the parents will be notified and asked to assist us in dealing with these behaviors. If we feel that the child needs further assistance we may need to consult with an outside professional, such as a behaviour consultant. If, after exhausting all of our possibilities, the child continues to demonstrate the extreme behaviors and disrupts the program, he/she will have to be discharged.


Wait list policy

December 1, 2016

Early Beginnings uses the City of Ottawa Child Care Registry and Waitlist (<https://onehsn.com/Ottawa>). Any parent who contacts us about how to put their child on our waitlist will be referred to the Registry.

We also maintain a separate waitlist for siblings of children who currently attend Early Beginnings and for people who currently reside outside of Canada and are unable to add their name to the Registry.

When we find out that a space will become available, the Director will log into the Registry and search for someone who is best matched to the empty spot. We do our best to honor the order of application dates but there are other variables to consider when filling a space. These variables may include but are not limited to, the age that the child will be when the space is available, any specific cultural requirements (ie.



kosher food, Jewish program content), or the child having a sibling who currently attends or used to attend the center. Siblings of children who are enrolled in our program as well as returning families will be given priority when a space becomes available.

Should a parent enquire about their status on the registry/waitlist, the Director will log into the system, search for their child's name, and inform the parent of where they are on the list in terms of their application date (ie. they are number 24 out of 65 applications). At this time the Director will also inform the parent that it may not be an accurate picture, due to the fact that there may be names on the list of children who no longer require child care. No names or personal information of other people on the registry will be shared.

When a potential child is chosen from the Registry, his/her parent is contacted by the Director and invited in for a tour of the center. If they choose to take the space that is being offered to them, Early Beginnings will ask for a non-refundable deposit to hold that space. The entire amount of the deposit is used towards the child's first month's fees. The deposit to hold a Toddler space is \$1,000 and a Preschool space is \$800.

If after coming in for a tour of the center, a parent declines the space, the Director will contact the next person on the registry whose child is or will be closest to the age we are looking for.

Once we have found a child to fill a space on a specific date and a deposit has been received, the parent(s) will be given a registration package to fill out and dates for the child's integration visits will be determined.

[Withdrawal policy](#)

In the event that you wish to withdraw your child from Early Beginnings, we require one month notice (in writing) to the Director. If withdrawal of the child is immediate (i.e.: one month's notice is not given), parents are required to pay for one additional month of daycare fees, as well as submitting a written withdrawal letter immediately.

Please note that summer withdrawal without payment from the program is not possible.



Prohibited practices policy

The teacher's role at Early Beginnings is to be a supporter of each child's individual development. Although at times, the teacher may appear to be a passive observer, an acute awareness and evaluation of the program and child development is taking place. Each child is given the freedom to choose his/her place of play in the classroom. The teacher may offer guidance or redirect a child to another area of play when deemed necessary. Teachers will also give positive reinforcement to acknowledge and support a child's efforts and accomplishments.

Unacceptable/unwanted behavior is dealt with verbally and in a positive way. When dealing with a behavior/situation, the teacher will acknowledge and be respectful of the child's feelings, help with problem-solving, and work with the child to find a way to "work it out".

If a child is unable to cope in a situation he may be encouraged to play in another area more suitable for his needs at the time. This could be with another group, another child, or alone. Removal from the play area to sit quietly in a non-participating role would be viewed as a final reprimand.

The child is invited to return to play/the area when he feels that he is ready and able to play in an acceptable manner.

It should be noted that occasional emotional outbursts are viewed as a normal part of a child's development. The same view applies to occasional acts of unacceptable behavior. Our first concern would be for the child's feelings and to support and encourage the child to find a more acceptable outlet for his/her emotions.

Guiding Children's behavior should be:

- related to the nature of the inappropriate/unacceptable behavior
- appropriate to the developmental level of the child
- used in a positive and consistent manner
- designed to assist the child learn appropriate behavior
- implemented as soon as possible after inappropriate/unacceptable behavior
- discussed with the team, director and/or parent if a difficult situation arises with a child



No staff, student, or volunteer at Early Beginnings Daycare shall engage in the following Prohibited Practices:

- corporal punishment of a child
- any type of deliberate, harsh, or degrading measures that would humiliate a child or undermine the child's self-respect
- deprivation of a child's basic needs of food (ie: telling a child he/she cannot have "a sandwich until they eat all their soup"), shelter, clothing, or bedding
- the use of a locked or lockable room or structure to confine a child who has been withdrawn from other children

Isolating a child from play is considered an extreme measure.


Management of some behaviors that have been extraordinarily difficult to deal with and/or may be of a developmental concern must be discussed with the daycare director, the child's parents, and possibly other resources such as Children's Integration Support Services (CISS).

Monitoring the Prohibited Practices Policy and Ensuring Compliance:

- The policy shall be reviewed (read and signed) by all staff, students, and volunteers before they begin work at Early Beginnings and annually afterwards.
- This policy and related sections of the Program Statement will be reviewed and discussed during staff meetings. Staff will be encouraged to speak about any difficulties they are having and as a group, we will attempt to problem solve and come up with possible strategies to assist the person having difficulties.
- The Director will observe the program and make note of each staff member's interactions with the children regarding behavior management. If needed, feedback/coaching will be given to the staff member as soon as possible and recorded on a Behavior Management form. The Director and staff will both sign it. It will be kept in the employee's file.
- This policy will be discussed during the staff's annual evaluation.

Contravention of the Prohibited Practices Policy:

All staff must adhere to Early Beginnings' Prohibited Practices Policy. Employees having difficulty following the guidelines of this policy will be encouraged to discuss their difficulty and will be offered the necessary help/coaching.



If the employee is still having difficulty, a probation period in writing will be given. Should an employee persistently not follow the guidelines of the policy, she/he will be asked to resign. Any staff member who uses physical punishment will be asked to leave immediately.


Supervision of Volunteers and Students Policy (updated Aug/2016):

Every volunteer and student that participates in Early Beginnings' program will be:

- Supervised by a regular staff person at *all times*
- Not be permitted to be left alone with any child

Other guidelines for volunteers and students:

- A student or volunteer will not be given direct responsibility for any child; this includes escorting children to the bathroom.
- Please dress in clean and comfortable clothing that will allow you to move freely and sit on the floor with the children. Jeans are permitted (no rips or low rise please).
- Please dress for the weather! The children are outside for 2 hours per day; make sure you have weather-appropriate clothing.
- Only regular staff will be responsible for any necessary disciplinary action.
- You are responsible for following the direction of the staff to whom you are assigned.
- Due to possible allergies, no student or volunteer shall offer or provide/serve food unless directly supervised. Only Early Beginnings' staff will administer medication to children.
- Please use age appropriate language with the children.
- Smoking is not permitted at any time.
- For the safety of the children please keep your adult socialization to a minimum during program or outside time.

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- All students and volunteers must have a valid current criminal reference check (vulnerable sector) before commencing any hours in the center.

Early Beginnings Multicultural Child Development Centre of Ottawa-Carleton

Parent Issues and Concerns Policy and Procedures

September 1, 2017


At Early Beginnings communication with our families is of paramount importance. Whether it is between the parents and educators or parents and the Director of the center, we want to ensure that the lines of communication are always open.

All issues and concerns raised by parents/guardians will be taken seriously 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 everyone 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 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).

An initial response to an issue or concern will be provided to parents/guardians within two business days. 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.

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*.

Procedures Regarding Parent Issues/Complaints

Minor issues (ie: a misplaced article of clothing or a question about a child's day) are dealt with by the child's teachers and parents. The parent/guardian can approach the teacher during drop-off or pick-up time about their concern. If it is an issue that requires a more lengthy discussion, a time can be arranged for them to meet, either in person or over the phone the next day or as soon as possible.

If a parent has more serious issues such as:

- their child's behavior
- their child's development
- a concern regarding one of our educators
- a complaint about the daycare in general (ie: the menu, our fees, one of our policies), they should reach out to the Director of the center either by phone, email, or in person.

The parents and the Director will discuss the issue together (in person, over the phone, or via email) and attempt to resolve it. If necessary, the educator(s) may need to be consulted and/or brought into the discussion

Should the issue fail to be resolved after discussions between the parents and Director, the Board of Directors will be notified and asked for their assistance in resolving the issue.

Procedures

Examples of Issue/ Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</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"> - the educator(s) <p>or</p> <ul style="list-style-type: none"> - to the Director of the center 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian the next day or as soon as possible <p>Document the issues/concerns in detail. *Please note that documentation may not always be necessary in the case of minor issues.*</p> <p>Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>General, Centre-or Operations-Related</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"> - the Director of the center 	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<p>Staff or Director Related Issue</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the Director. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in</p>

Examples of Issue/ Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Student- / Volunteer- Related	Raise the issue or concern to <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or <ul style="list-style-type: none"> - the Director 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.	writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

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: [insert information, e.g. agency/organization contacts, supervisor and/or individual who oversees the programs, ministries and local authorities, professional membership bodies]

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

Fees and Payment

Our fees are as follows:

Toddler program: \$58.00 per day

Preschool and JK program: \$47.00 per day

We accept cheques or money orders only. **Fees are due on the 1st of the month.** You can split your payment in two and date your second cheque for the last working day of the month. However, for bookkeeping purposes we need your payments at the beginning of the month. Post-dated cheques are recommended.

Cheques are deposited on the 15th and last working day of the month. If the 15th falls on a weekend, cheques will be deposited on the following Monday.

Fees are subject to change.

Please note that no credit is given for statutory holidays, illness or family vacation. Early Beginnings is open year round, except for statutory holidays, Rosh Hashanah, and Yom Kippur. We remain open for Remembrance Day and Easter Monday.



Contact Information

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email: earlybeginnings@bellnet.ca

website: www.earlybeginningsottawa.ca

hours of operation: 7:30 to 5:45 (July & August until 5:30 pm)

We are open year round, Monday through Friday, closing only for statutory holidays, Rosh Hashanah, and Yom Kippur.

