



2026 PARENT HANDBOOK



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Section 1: Overview

About Us

Central Hastings Early Education and Childcare (CHEEC) 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. 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.

Our History

In 1989, our part-time Nursery School Program began and was housed in the basement of the Presbyterian Church and then the United Church in Madoc.

1997 September	Moved to 117 Durham St. and expanded to include full and part-time programs.
2001 November	Moved into our current Madoc site at 109 Elgin St., which was renovated by many volunteers and parents.
2002 July	Madoc School Age Program began at Centre Hastings School
2006 September	Best Start Program is opened at Earl Prentice Public School in Marmora.
2007 September	The School Age Program is opened at Early Prentice Public School.
2009 March	Acquired and began operating the Children's Nursery Center in Marmora.
2010 September	Best Start Program at Earl Prentice Public School discontinues,
2018 April	The School Age Program in Marmora is transferred to Marmora Public School due to the closure of Earl Prentice Public School.
2023 September	School Age Program at Madoc Township Public School begins.
2024 November	Property at 203 Russell St. in Madoc (the former Burnside's Dairy) is acquired, and renovations begin to convert it to a new program location.
2026 March	Due to increases in construction and renovation costs, a decision was made to sell 203 Russell St.

Section 2: Program Statement (Curriculum Goals & Approaches)

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 interests change or other interests develop, materials are changed or added so the children's needs are still being met.

Promoting Health, Safety, Nutrition & Well-being

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, where possible, incorporate family and cultural
- 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.
- Communicable disease prevention
- Standard First Aid and CPR Training

Supporting Relationships

A child's family are their first teacher and the cornerstone contributors to learning and development. To support each child's care, growth and development, our educators interact with and communicate with families daily, sharing observations, documentation and reflections.

We understand that young children flourish in all areas of development when they are in positive and responsive relationships with adults. Our educators build a foundation of trust with children by being available, sensitive, responsive and caring.

Our educators create an inclusive and respectful environment to foster positive, equitable and collaborative relationships. When children feel safe, secure and valued, they can explore, discover, try new things, grow, learn and develop.

Encouraging Children To Interact, Communicate and Self-Regulate

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, discussions 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.

Our Organization 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.

Our team teach children how to negotiate, communicate and compromise independently and supports 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 and how that child effectively and efficiently manages 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.

Fostering Exploration, Play and Inquiry

Play and exploration are at the core of healthy early learning. The environment is where learning is fostered and takes place. To this end, you will find our learning environments rich with materials and resources for children to use as they construct ideas, experiment and explore new and interesting materials. Our staff are trained professionals with a commitment to making your child's experience a memorable one.

Our Organization 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.

Providing 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, 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 ideas, 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 a variety of activities
- Open-ended materials are available and allow for exploration and discovery
- Group times and individual interactions that allow for the discovery of areas of the child's interest, which lead to further opportunities for 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

Planning Learning Environments To Support Every Child's Learning

In addition to our own facilities, we have permanent programming in schools. Occasionally, we may utilize community facilities. Our team also utilizes outdoor environments to enhance learning experiences. Our approach to planning and creating learning environments supports children's play so that early learning and healthy development are maximized.

Fostering Engagement and Communication With Parents

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, newsletters, and emails. We use parent input to improve our programs and services. This partnership with the families supports our program in many ways:

- Helping to meet the needs of children, 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 culture.

Involving Community Partners

Our organization is committed to involving and engaging local community partners to support our programming and the families we serve.



We encourage volunteers and students from the community and provide placement, training, learning opportunities and practical work experience. Volunteers and students on placement enhance the high-quality care and individual attention given to the children in the programs.

Supporting The Continuous Professional Learning of Educators

Our organization is committed to our staff and ensuring they are respected, supported and treated fairly. All program staff attend mandatory professional meetings and are committed to continuous professional learning. Staff develop programs that support 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.

Documentation

All 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 inform 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 lives
- 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 experiences
- A self-reflection opportunity for program staff, as they participate in continuous professional learning
- Promoting responsive relationships

Section 3: Registration and Enrollment

Admission of Child to Program Policy

Subject: Admission of Child to Program Policy No. GEN-006

Purpose: To ensure the requirements and process for admission of a child to programming are clearly communicated and understood.

Scope: This policy applies to staff and parents/guardians.

Policy:

Enrollment

When a space becomes available in a program, the family at the top of the waitlist shall be contacted by the Program Supervisor to inquire if care is still needed.

If the family is not able to accept the available space, they shall communicate to the Program Supervisor their intention to either remain at the top of the list or to be removed from the list.

Enrollment must take place no later than the 3rd Monday following acceptance of the space by the family unless otherwise authorized by the Executive Director.

Registration, medical and immunization forms must be completed and accepted before enrollment begins.

Immunizations

Under the *Child Care and Early Years Act, 2014, Reg 137/15, s.35*, children attending a licensed child care centre, who are not in attendance at a school (e.g., infants, toddlers, and preschoolers), must be immunized as recommended by the local Medical Officer of Health, or provide a valid Child Care and Early Years Act Ministry of Ontario Statement of Conscience or Religious Belief exemption form or a valid Child Care and Early Years Act Ministry of Ontario Statement of Medical Exemption form.

Submitting Immunization Records

A completed *Hastings Prince Edward Public Health Child Care Immunization Form* must be submitted by a Parent/Guardian to HPEPH, along with a copy of the child's Immunization Records (these can be sent directly to HPEPH via <https://hpechu.icon.ehealthontario.ca>).

The Organization must receive confirmation of immunization from HPEPH prior to the child beginning programming. This may take up to two (2) business days following immunization document submission to HPEPH.

Parents/Guardians are responsible for keeping the Organization informed of all immunizations that are received after enrollment has begun.

Submitting an Exemption

For medical exemptions, a *Statement Medical Exemption For Child- Child Care and Early Years Act, 2014* must be completed and submitted to the Organization by the Parent/Guardian. The exemption form must be signed by a Regulated



Health Professional. The form must then be provided to Hastings Prince Edward Public Health and a second copy to the Organization.

For conscience or religious exemptions, a *Statement of Conscience or Religious Belief For Child - Child Care and Early Years Act, 2014* must be completed and submitted to the Organization by the Parent/Guardian. The exemption form must be signed and stamped by a commissioner of oaths, a notary public or a justice of the peace. The form must then be provided to Hastings Prince Edward Public Health and a second copy to the Organization.

Fees Before Confirmation of Subsidy

If you are in the process of acquiring a subsidy, you will be required to pay full fees until we receive confirmation of the subsidy, at which time we will review reimbursement.

Specialized Services

We strive to meet the unique needs of all 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. Please contact 613-966-9427 for more information.

Wait List Policy

Subject: Wait List Policy No. GEN-003

Purpose: To ensure a fair and transparent waitlist is maintained so families can determine when childcare space will become available.

Scope: This policy applies to staff.

Policy:

Fees Not Permitted

In accordance with *Ontario Regulation 137/15 S.75.1 (1)*, there is no fee or deposit required for the placement of a child on a wait list for admission into the Organization's programming.

Adding a Family To The Waitlist

To be added to the Waitlist, a parent/guardian must provide the following:

- The parent/guardian's name and contact information
- The child's name and birthdate
- The program(s) requested.

These details, along with the date of the request and the name of the staff member who received the request, shall be recorded on the Waitlist.

When a Space Becomes Available

The family at the top of the waitlist shall be contacted and offered the space. If the family is not able to accept the position at the time, they may choose to be removed from the list or maintain the spot on the list for the next available space.

Special Considerations

Priority will be granted to children of staff, then siblings of children currently enrolled (including foster siblings), and families currently enrolled in a program who wish to transfer to another program.

Public Requests For The Waitlist

A copy of the current waitlist will be made available to members of the public upon request. This copy shall only include the initials of the families and the program(s) they wish to enroll in.

Section 4: Operations

<u>Location</u>	<u>Licensed Capacity</u>	<u>Hours of Operation</u>
Madoc Nursery School and Daycare 109 Elgin St., Madoc, ON	10 Toddler 16 Pre-School	6:00 AM - 6:00 PM
Madoc School Age Program 129 Elgin St. Madoc, ON	26 Kindergarten 30 Primary/Junior	Before School 6:00 AM - 8:30 AM After School 2:30 PM - 6:00 PM PA Days/Camps 6:00 AM - 6:00 PM
Madoc Twp. School Age Program 234 Public School Rd, Madoc, ON	26 Kindergarten 30 Primary/Junior	Before School 7:00 AM - 8:30 AM After School 2:30 PM - 6:00 PM
Children's Nursery Centre 73 Forsythe St. Marmora, ON	10 Toddler 16 Pre-School	6:00 AM - 6:00 PM



Marmora School Age Program
91 Madoc St. Marmora, ON K0K 2K0

26 Kindergarten
30 Primary/Junior

Before School 6:00 AM - 8:30 AM
After School 2:30 PM - 6:00 PM
PA Days/Camps 6:00 AM - 6:00 PM

Programs

Infants – Less than 18 months ***currently not offered***

Toddlers – 18 to less than 30 months old.

Pre-schoolers – 30 months to less than 6 years old

Kindergarten – 44 months to less than 6 years old

Primary/Junior School Age – 6 Years to less than 13 years old

Year-Round Space Commitment

Families are responsible for all fees associated with their child's program space commitment, regardless of whether the child attends, **including short-term absences (i.e. vacations, illnesses)**. Exceptions are:

- Extenuating circumstances (i.e. significant traumatic event) at the discretion of the Executive Director upon being provided supportive documentation upon request.

Statutory Holidays

We are closed on all statutory holidays, including:

New Year's Day
Family Day
Good Friday
Easter Monday

Victoria Day
Canada Day
Civic Holiday
Labour Day

Thanksgiving Day
Christmas Day
Boxing Day

If a holiday falls on a Saturday or Sunday, the holiday shall be on the subsequent Monday (or Tuesday in the case where Christmas Day falls on either a Saturday or Sunday).

*Base (Regular) fees **are** charged for all statutory holidays. If a child does not attend full-time, a pro-rated full-day fee will be charged for the statutory holiday based on the child's average scheduled (not actual) attendance over the previous four (4) weeks, but shall be no less than 20% of the regular full-day base fee.*

Unforeseen Closures (Inclement Weather etc.)

Unforeseen circumstances may occasionally arise which prevent us from providing care. Should this situation arise, our staff will inform parents at the earliest opportunity. In the case of inclement weather, please check the Organization's communication app or your email prior to coming in to drop off your child. *Fees **are** charged during closures due to inclement weather.*

Staff Development Closures

We may occasionally have scheduled staff professional development opportunities that require the closure of our facilities for the day. In these circumstances, parents will be given advanced notice. *Base Fees **are not** charged for staff development closures.*

Confidentiality

All personal information 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 or regulatory purposes. For further information, please request a copy of *ORG-002 Confidentiality Policy*.

Parent, Volunteer and Student Participation

CHEEC supports and encourages opportunities for volunteers and students to be involved in our activities. Our *SAFE-013 Student and Volunteer Supervision Policy* encourages volunteer and student involvement in our organization while supporting the safety and well-being of children attending our programming. Prior to participation, a Vulnerable Sector Screening must be completed and submitted by all staff, students and volunteers.

Volunteers and students are not permitted to supervise children, are not counted in staffing ratios and always have a staff member present with children. Students enrolled in a recognized Early Childhood Education program may be excepted to some or all of these provisions in accordance with regulations.

Participating parents, volunteers and students receive an initial orientation of the program they are involved in to help them understand our operations and expectations. This orientation includes:

- Reviewing relevant legislation and regulations, including where to find our *Child Care Early Years Act 2014* manual and how to use it;
- Reviewing our program statement, policies and procedures and parent handbook.
- A tour of our program facilities and orientation to key items like fire exits, fire extinguishers and first aid kits with discussion on emergency evacuation procedures;
- Discussion of unique aspects of the program and the individualized needs of the children and families served.

For a full version of our *SAFE-013 Student and Volunteer Supervision Policy*, please contact us.



Section 5: Safe Arrival, Dismissal and Parent Access Policy

Subject: Safe Arrival, Dismissal and Parent Access Policy No. SAFE-007

Purpose: To support the safe arrival and dismissal of children receiving care in the Organization's programs and ensure parental access to children and the premises as set out under *O.Reg 137/15*.

Scope: This policy applies to staff, students, volunteers and parents/guardians

Policy:

Parents/guardians are encouraged to hold regular discussions with their child(ren) about their experience in the Organization's program(s).

Accepting a Child Into Care:

Program staff are only responsible for a child when they've been signed into the program. When accepting a child into care at the time of drop-off, staff shall:

- Greet the parent/guardian and the child.
- Ask how the child's evening/morning has been.
- Ask if there are any changes to the child's pick-up procedure.

If a change is indicated, the staff will confirm that the person is listed on the child's emergency card or where the individual is not listed, ask the parent/guardian to provide written authorization for pick-up (e.g., note or email).

No Arrival As Expected:

Where a child does not arrive at their regularly scheduled program, and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), staff shall:

Non-School Age Children

- inform the program supervisor, who will attempt to contact the child's parent/guardian will attempt to contact the parent/guardian through the Organization's communication app or, subsequently, by phone call by no later than 10:00 am.
- Upon confirming the child's absence with the parent/guardian, staff shall
- document the absence on the attendance record and any additional information in the daily written record.

- If the program supervisor is unable to confirm the child's absence with the parent/guardian, they will make note of their attempts in the communication book and notify the Executive Director for follow-up.

School Age Program - Morning

- Due to the nature of regular absences in the morning for children in the School Age Program and the short period of time that these children would be in the morning program, staff will mark children who do not show up as absent on the attendance.
- The Hastings Prince Edward District School Board has a safe arrival program in place that ensures school-aged children arrive in the morning. School personnel make roll calls to any parents/guardians of children who do not show up at school each day.
- Each morning when school is in session, program staff will prepare a list of children absent from the morning program and provide this list to school administrative staff.

School Age Program - Afternoon

- Program staff will contact the host school or the school where the child attends during the day to confirm if the child attended during the day.
- If the child attended, a page will go out over the school PA system calling out for the child.
- If program staff are unable to confirm the child's absence with the school, they will try to reach the parent/guardian. If no response is received, an email will be sent to the parent/guardian requesting confirmation of absence and attempts to reach the child's emergency contact(s) will commence.
- If staff are unable to confirm a child's absence within fifteen (15) minutes, they shall:
 - Notify the Executive Director (or designate), who will contact the police for further instructions;
 - Follow emergency procedures;
 - Where possible, have additional staff look for the child at the school grounds.
 - Continue to make attempts to reach the child's parent/guardian and emergency contact(s);
 - File a Serious Occurrence with the Ministry of Education within 24 hours.
- Upon confirming the child's absence with the parent/guardian, staff shall document the absence on the attendance record and any additional information in the daily written record.



Parental Access To Child

A parent/guardian shall have access to their child in care and/or the program premises unless staff have reasonable grounds to believe the parent/guardian does not have a legal right of access to the child.

Parental Access To Premises

A parent/guardian shall be permitted to enter the program premises while their child is in care unless:

- Staff have reasonable grounds to believe the parent does not have a legal right of access to a child in care;
- Staff have reasonable grounds to believe that the parent could be dangerous to children or staff at the premises;
- The parent is behaving in a disruptive manner.

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 we may release the child to. Where the staff is unfamiliar with the individual picking up the child (i.e., parent/guardian or authorized individual), they will:

- Confirm with another staff member that the individual picking up is the child's parent/guardian or authorized individual; or
- Ask the parent/guardian/authorized individual to provide photo identification to confirm the individual's information against the parent/guardian/authorized individual
The individual's name on the child's file or written authorization.

Written Authorizations:

To authorize an individual, the authorization must be provided by a parent/guardian in writing (ie. note or email) and must specify:

- The parent/guardian's legal name.
- The child's legal name.
- The legal name of the individual picking up the child.
- The duration of the consent (ie. on-going or for a specific day/week).

No Pickup As Expected (During Operating Hours)

Where a parent/guardian has previously communicated a timeframe that their child is to be picked up from care and the child has not been picked up fifteen (15) minutes past their scheduled pick up time, staff shall contact the parent/guardian through the Organization's communication app followed up by a phone call if no response is received within fifteen (15) minutes to advise that the child is still in care.

No Pickup As Expected (After Operating Hours)

Where a parent/guardian or authorized individual has not arrived by the end of the program's operating hours, and previous arrangements have not been made, staff shall:

After Fifteen (15) Minutes

- A staff member will call the parent/guardian to advise that the child is still in care and to coordinate their estimated time of arrival.

After Thirty (30) Minutes

- Ensure that the child is given a snack and activity while they await their pick-up;
- Advise the Executive Director;
- Attempt to contact the child's authorized individuals to arrange pickup;

After Sixty (60) Minutes

- Inform the Executive Director or Program Supervisor, who shall contact Highland Shores Children's Aid for further direction.
- Wait for a representative of Highland Shores Children's Aid to arrive (this may take several hours);
- Do not go out or drive the child anywhere;
- Ask for identification from individuals arriving at the program, including representatives from Highland Shores Children's Aid and police officers, before letting them in.
- Release the child to Highland Shores Children's Aid
 - If the parent/guardian or authorized individual arrives before the Children's Aid worker, release the child, then inform the Executive Director (or designate) who shall call Highland Shores to update them on the situation and the reason why the parent/guardian or authorized individual was late.
- Document the incident in the communication book.



Dismissal Without Supervision Prohibited

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

Late Fees

Families who pick up children past the program's operating hours will be subject to a \$15.00 late fee for each fifteen-minute period that begins.

Section 6: Childcare

Activities Off the Premises

Occasionally, trips are made to special places of interest. Notice will be provided in advance of the excursion informing you of the destination, time and date. A permission form may be required to be signed and returned. A current Police Vulnerable Sector Check will be required for anyone wishing to volunteer.

Clothing

Please dress your child in comfortable, washable clothing. We strive to go outdoors every day, so please dress your child appropriately. Please supply a pair of boots to wear during bad weather. Don't forget to **label all clothing**.

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

Sleep Policy

Each child will have his/her own crib or cot for nap time. Please note under the Joint Statement of Safe Sleep (ss.33.1), we must place all children under twelve (12) months of age to sleep on their backs. Children will be observed with direct visual checks every thirty (30) minutes or more often during nap times. Other specific sleep arrangements must be approved by a professional therapist or Physician. Any sleep transitions will be reviewed with parents.

Nutrition

Menus

Monthly menus are posted on each location's Parent Information Board and available on our website (www.cheec.ca).

Lunches

Lunches will include at least one (1) item from each of the four food groups in Canada's Food Guide, plus an extra vegetable.

Snacks

A nutritious snack including at least one food from two different food groups will be served each morning and afternoon

Special Dietary Needs and Allergies

In accordance with *SAFE-011 Anaphylaxis and Allergies*, our menus are developed to avoid known allergens and to respect any special dietary needs of our children and staff. Special dietary needs and allergies may be posted in the food preparation areas where permitted by privacy legislation.

Food Sent With Children

Our organization encourages parents/guardians to be aware of our menu and to communicate opportunities for substitutions if a child has a specific need.

Parents/Guardians may choose to supply food/drink for their child for a variety of reasons, including religious observance (e.g., kosher or halal food) and severe allergies or intolerances.

If permitted by law/regulation, known allergies of other children in care should be communicated by the Program Supervisor to parents/guardians who wish to supply food and/or drinks for their children.

Parents/Guardians must be aware of all ingredients of food/drink being supplied and provide a list to the Program Supervisor of all ingredients upon request.

All individual food/drink items including infants' bottles and bags/other containers of breast milk, milk, or formula, supplied by a parent/guardian must be in a sealed container which is clearly labelled with the child's name and in permanent ink and accompanied by clear written instructions which indicate the specific food/drink and quantity of each the child should receive for each applicable meal and/or snack period along with storage, preparation and service instructions.

Multiple food items (each in its own sealed container) supplied by a parent/guardian must be placed in a single bag or container, which is labelled with the child's name and date of arrival and placed in the program site's refrigerator or other designated space.



Prohibited Practices

As set out in the *Child Care and Early Years Act, 2014* regulations, the following practices are prohibited and will not be tolerated by our organization:

- Corporal punishment of the child;
- Physical restraint of the child, such as confining the child to a chair, 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 classroom or school premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- Depriving the child of basic needs, including food, drink, shelter, toilet use, or clothing;
- Inflicting any bodily harm on children including making children eat or drink against their will

Section 7: Health and Safety

Combatting Verbal Abuse, Harassment and Violence

Our Organization is committed to maintaining a safe learning environment for the children we care for and a safe working environment for our staff, volunteers and visitors.

If disagreements arise between parties involved in our Organization, it is required that they be resolved amicably, professionally and in accordance with our dispute resolution procedures.

Under no circumstances will we tolerate verbal abuse, harassment and/or violence towards anyone in our Organization or on our premises. If it is discovered that a Parent/Guardian or visitor has acted in this manner, they may be subject to the immediate cessation of care and the referral to the appropriate authority (if applicable).

Emergency Management

Our organization has emergency management policies in place. In the event that there is an emergency, you will be contacted by phone, email and/or through the Organization's communication app and provided details regarding the situation and further instructions.

Allergies and Dietary Requirements

All allergies and dietary requirements must be identified on our admission forms. Allergy lists are posted in each room to ensure the safety of all the children. We are a nut-free program. Our monthly menus are always posted, and parents are asked to review them regularly.

Anaphylaxis

If your child has a severe allergic reaction that can be life-threatening (anaphylaxis) and carries an Epi Pen, we will ask for an individual plan for them that will include require a registered health care practitioner's signature. This plan must include emergency procedures in respect to your child. All staff are trained in first aid and CPR. They are also trained how to administer an epinephrine auto-injector.

Administering Drugs/Medication

Parents will be asked to complete *Appendix SAFE-012-1 Authorization For Drug/Medication Administration*, which includes the following:

- Child's full name
- Name of the medication
- Name of the prescribing physician
- Dose
- Time of Administration
- Purchase Date
- Special Storage Instructions
- Start Date
- End Date (where appropriate)
- Expiry Date (where appropriate) name, dosage and time of day along with the child's full name.

Prescription and non-prescription medication may be administered under the following guidelines:

Prescription Medication

- Medication with the original PHARMACY label clearly with the child's full name, name of the medication, name of the prescribing physician, dose, time of administration, purchase date, special storage instructions, start date, and, where appropriate the end date, and expiry date.
- An exact measuring device is required to ensure the correct does for the prescribed medication.
- The staff will not administer a dose higher or more frequently than the dosage
- suggested by the physician.



- The child must have been on the medication/dosage for at least 24 hours.

Non-Prescription Medication

Must be accompanied by a note from a registered health care practitioner. The medication must be in its original packaging, labelled with the child's full name and not expired. The staff will not administer a dose that is higher or more frequent than the dosage suggested for the child's age or weight on the original packaging unless the registered health care practitioner's instructions explicitly state the required dosage.

Illnesses Outside of Care

Children are not permitted to attend or continue to attend programming if they are experiencing one or more of the following within the previous forty-eight (48) hours.:

- Fever
- Infection of the eyes or skin
- Any type of contagious or communicable disease such as flu, measles, mumps, rubella or chicken pox.
- Unexplained diarrhea or loose stool combined with nausea, vomiting or abdominal cramps.
- Cough or congestion which, at the discretion of the Program Supervisor, significantly affects the child's breathing.

At the discretion of the Executive Director and in consultation with Hastings-Prince Edward Public Health, a child may be permitted to attend or continue to attend programming despite indicating certain symptoms if:

- The symptoms are related to one or more pre-existing medical conditions for which a letter from a registered health care practitioner has been provided to the Organization, which outlines the symptom(s) that the child may exhibit related to the condition(s) and which do not pose a risk to the health and safety of other individuals in attendance.
- A registered health care practitioner has evaluated the child in relation to the symptom(s) and has provided a letter indicating that the child is suitable to attend care and does not pose a risk to the health and safety of other individuals in attendance.

Other Afflictions (i.e. Head lice)

A child with head lice (*pediculus humanus capitis*) or pinworms may return to care after their first treatment.

Illness During Care

We adhere to all Public Health recommended sanitary practices and exclusion policies for ill children, staff, students and volunteers.

Daily observation and interactions with children allow for early recognition of symptoms or changes in behaviour that may be caused by a communicable disease. By providing prompt notification to parents and recommendations to consult with their family physician or nurse practitioner, staff members can decrease the likelihood of a communicable disease outbreak. Staff will contact parents if a child becomes ill at daycare with any of the following symptoms:

- Vomiting
- Diarrhea
- Elevated temperature
- Lethargy
- Red eyes or ears
- Acute cold, severe coughing
- Undiagnosed skin rash or infections
- Unusual irritability or restlessness, complaints of pain
- Changes in energy, appetite, or pallor

A child displaying any of these symptoms will be isolated, if possible, from the other children, as per guidelines from Public Health.

Injuries During Care

If your child should become injured while in our care, our staff, who are trained in first aid and CPR, will give them immediate care. If the injury is minor in nature, staff will make note of the incident in our Daily Log and will provide details in an Accident Report form. A Copy of this information will be provided to you. If your child has an injury which requires immediate medical attention the staff will attempt to call you or the listed emergency contacts to inform you of the situation. Our staff will ensure your child receives the treatment they need in your absence. Full details of the occurrence will be documented to share with you.

Concerns About Suspected Abuse/Neglect

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 Highland Shores Children's Aid directly. Persons who become aware of such concerns are also responsible for reporting this information as per the "Duty to Report" requirement under the *Child, Youth and Family Services Act, 2017*.



Smoke-Free and Scent-Free Environment

As required by the *Smoke-Free Ontario Act, 2017* smoking or holding lit tobacco or medical cannabis as well as the use of electronic cigarettes, is prohibited by all persons accessing our property for any reason whether or not children are in attendance; this extends to both the buildings and the grounds. Compliance will be enforced by our management staff.

All staff, families, students, volunteers and visitors are asked to refrain from using, wearing, and bringing scented products and materials into our facilities. To limit exposure, all are encouraged to:

- Use non-scented body and laundry products (e.g. perfume, cologne, hair products, hand cream, detergent, fabric softener)
- Refrain from bringing optional scented products (e.g. potpourri, smelly markers)

Section 8: For Parents

Parent Involvement

See Parent, Volunteer and Student Participation

Daily Communication

It is in the best interests of the child if the parents and staff communicate freely daily. We must know if your child had a restless night and is tired, or you have moved to a new house, or Grandma is in town, because these changes may show up in a child's behaviour, and we like to know why a child seems overly excited or is having a "down" day. Similarly, it is important that you know what kind of day your child had in school. We will make every effort to keep you informed.

Parent Conduct

Parents are expected to comply with all of our Organization's policies and procedures, along with the requirements under the *Child Care Early Years Act 2014*. Failure to comply could result in actions up to and including termination of service.

Parent Concerns Policy

Subject:	Parent Concerns	Policy No. GEN-004
Purpose:	To ensure a transparent process for issues and concerns to be brought forward by parents/guardians.	
Scope:	This policy applies to staff, students, volunteers and parent/guardians	

Policy:

Parents/guardians are encouraged to hold regular discussions with their child(ren) about their experience in the Organization's program(s).

Submitting an Issue or Concern

Anyone (including individuals who do not have a child in our programming) can submit an issue or concern verbally or in writing to a staff or board member. Program and student/volunteer concerns are often best discussed with the classroom staff directly. The Executive Director and/or Program Supervisors are best positioned to answer questions about topics such as Operations, Billing, Licensing, Rules and Regulations.

All issues or concerns that may put a child's health, safety and well-being at risk should be reported to a Program Supervisor as soon as an individual is made aware of the situation.

Investigation

The Executive Director or their designate shall investigate the issue or concern and provide an initial response to the submitting party within two (2) business days or as soon as reasonably possible thereafter.

All submissions will be thoroughly investigated, and the individual who raised the issue/concern will be kept informed throughout the process.

All investigations will be fair, impartial and respectful to all parties involved. The Organization reserves the right to utilize a third-party investigator where appropriate.

Documentation

The investigating party shall document the issue or concern in detail including:

- 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.

Resolution

Every effort is made to promptly address and resolve issues and concerns to



the satisfaction of all parties. Responses and outcomes will be provided verbally or in writing upon request or where otherwise appropriate. The level of detail provided will respect and maintain the confidentiality of all parties involved and will adhere to relevant legislation and regulations.

Confidentiality

Every effort will be made to protect the privacy of all parties involved, including the individual who submitted the issue or concern. Information will be disclosed to appropriate parties where it is a requirement by law (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or Highland Shores Children's Aid).

Concerns about the Suspected Abuse or Neglect

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 Highland Shores Children's Aid 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/childrensaid/reportingabuse/index.aspx>

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 through a sealed envelope addressed to the Board and marked "confidential" or via email to chair@cheec.ca.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and all relevant regulations 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

Joe Southwell, Executive Director
[\(613\) 473-5261](tel:6134735261)
director@cheec.ca

Highland Shores Children's Aid
1-800-267-0570

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

Section 9: Financials

Fees

Non-Base Fees

Non-Sufficient Funds (NSF)	\$ 25.00
Late Pickup	\$15.00 per 15-minute period

Base Fees

Age Group	Full Fee	CWELCC Reduced (you pay)
Infants	\$69.80	\$ 22.00/day
Toddlers	\$49.95	\$ 22.00/day
Pre-School	\$41.55/day	\$ 19.63/day
School Age/Camps	\$41.55/day	\$ 19.63/day
Before and After School	\$20.00	\$ 12.00/day*
Before School - Madoc	\$ 8.50	\$ 7.50
Before School – Marmora	\$ 8.50	\$ 8.50
After School – Madoc	\$ 12.00	\$ 11.50
After School – Marmora	\$ 12.00	\$ 10.50

*For school-age children, only children who attend both before and after school are eligible for a subsidized rate under the *Canada-wide Early Learning and Child Care (CWELCC) program*.



Canada-wide Early Learning and Child Care (CWELCC)

Our organization participates in the Canada-wide Early Learning and Child Care (CWELCC) program, which subsidizes the cost of care for children under the age of six (6)

Subsidies

Families may qualify for further childcare subsidy. For further information, please contact: Hastings County Children's Services at 613-771-9630.

Parents/Guardians are responsible for ensuring their continued eligibility with, and all remaining fees not paid or payable by Hastings County Children's Services.

Invoicing

Invoices are emailed to you within ten (10) 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.

Payment is due no later than fifteen (15) business days from the date the invoice is issued. 2% interests will be applied to all late payments.

Income tax receipts are issued annually in February.

Payment Methods

We encourage the use of pre-authorized payments and e-transfers sent to accounts@cheec.ca. Please note that cash and cheque payments are not accepted. The organization reserves the right to add or remove payment options at any time.

Overpayments and Refunds

To request a refund in circumstances such as an overpayment, please contact the Executive Director at director@cheec.ca.

The Organization shall issue an eligible refund within ten (10) business days of the request and, at its discretion, may utilize one or more of the following payment methods: Electronic Funds Transfer, E-Transfer or Cheque.

Please note that refunds will not be issued to families with their account in arrears regardless if a payment or payment amount was made in error.

Overdue Accounts

A monthly interest rate of 2% is applied to all accounts in arrears more than fifteen (15) days. Families with account balances exceeding thirty (30) days in arrears will be issued an

outstanding balance notice and may be subject to formal repayment agreements, weekly invoice periods and/or pre-payment requirements for services.

Families with account balances exceeding sixty (60) days in arrears are subject to the immediate cessation of care, reporting the debt to credit agencies and/or third-party debt collection actions.

We recognize that families may experience unexpected, unique or unusual circumstances resulting in financial hardship. To support families, our organization has a *Debt Forgiveness Program* which allows a debtor to formally ask the Organization's Board of Directors to consider full or partial forgiveness of the debt based on compassionate and humanitarian grounds, such as, but not limited to a significant traumatic event directly involving the family or the loss of employment of one or more individuals ordinarily involved in paying the family's childcare fees.

Section 10: Discharge Of A Child From Program Policy

Subject: Discharge of a Child From Program Policy No. GEN-007

Purpose: To ensure the requirements and process for a child's discharge from programming is clearly communicated and understood.

Scope: This policy applies to staff and parents/guardians.

Policy:

Requested By a Parent/Guardian

All discharge requests must be made in writing and acknowledged by the Executive Director at least two (2) weeks prior to the withdrawal. Parents/Guardians are responsible for all non-subsidized fees until the discharge takes effect.

By CHEEC - Unable To Meet The Needs of A Child

There may be times when we are unable to meet the needs of a child. Should such a situation arise, the Organization reserve the right to terminate any contract of care. The following procedure is to be followed:

1. Behaviour is documented over a period of time by the program staff. Staff and parents communicate daily regarding the child's behaviour. Parents provide the centre with pertinent information that may help staff support the child's development.
2. The program staff submits a written formal report to the Executive Director.



3. The Executive Director and staff meet to discuss the concerns. Strategies are discussed, documented and then implemented. A trial period for the suggested strategies is established.
4. At the completion of the trial period, the staff and the supervisor meet to discuss documented observations of behaviour and strategies implemented. If additional support is required, a meeting is arranged with parents, staff and the Executive Director. The following steps will then be followed:
 - a. Identify the concerns and reasons.
 - b. Discuss implications of the child.
 - c. Discuss ways of involving community resources.
5. Contact the community resource and discuss behaviour, strategy implemented and results reviewed. Results are documented in writing and signed by all parties. Refusal to sign papers will indicate a lack of cooperation and may lead to immediate termination of service.
6. If the Executive Director determines that the child's needs cannot be met, a recommendation of withdrawal will be forwarded to the parent/guardian, as well as an invitation to attend a meeting with the Executive Director to put their position forward.
7. If the parent/guardian does not attend the meeting, or if, after attending, the Executive Director decides that it is in the best interest of the child that he/she be withdrawn from the program, a written two-week notice of withdrawal will be given.

It may not always be practical or in the best interest of all parties to follow one or more of the above steps.

By CHEEC – Other Reasons

The Organization reserves the right to terminate service without notice for any reason, including but not limited to:

- Harassment and/or violence towards children, staff, volunteers and other families, regardless of whether the conduct occurred during care or at a program site.
- Non-payment of fees
- Contravention of one or more Organizational policies
- Continuous late pick-up
- Multiple NSF occurrences