PARENT/GUARDIAN HANDBOOK

Heritage Green Child Care Centres, EarlyON and School Age Programs

Web Site: www.hgchildcare.com

"Imagination is more important than knowledge. For while knowledge defines all we currently know and understand, imagination points to all we might yet discover and create"

Albert Einstein

Updated June 30th, 2026

Heritage Green Mount Albion Early Learning and Child Care
Mount Albion Elementary
24 Kennard Street
Stoney Creek, ON L8J 2E5
Child Care: (905) 578-5545, hgma@hgchildcare.com
School Age: (905) 531-3822, mountalbion@hgchildcare.com

Heritage Green Child Care
St James the Apostle Catholic Elementary School
29 John Murray Street
Stoney Creek ON L8J 1C5
Child Care: (905) 573-3822, hgcc@hgchildcare.com
School Age: (905) 929- 3822, stjames@hgchildcare.com

Valley Park EarlyON
970 Paramount Drive
Stoney Creek, ON L8J 1Y2
EarlyON: (289) 237-1297, earlyon@hgchildcare.com

Dear Parents and Guardians:
The Executive Director, Supervisor and Staff welcome your child and family to our Centre. We look forward to having a pleasant association with you. We have prepared this handbook so that you will know what you can expect from us and what we will expect of you. We have included many of our policies and procedures, so that our operations are transparent and informative. Our practices are guided by the Child Care Early Years Act, 2014, the College of Early Childhood Educators' Code of Ethics and Standards of Practice, How Does Learning Happen? and our own Policies and Procedures. If you have any questions or concerns, please contact us and we will be happy to help you.

Thank you,
Karen Tabone, B.A.,H.Dip.Ed.,R.ECE.,AECEO.C
Executive Director

Program Statement

Heritage Green Child Care Inc. is dedicated to supporting children's learning, development, health and well-being through caring and responsive Early Childhood Educators, who focus on active learning, exploration, play and inquiry, and who see children and their families as competent and able, and as active participants in all aspects of the program.

A key feature of the Child Care and Early Years Act, 2014, is the focus on strengthening child care programs and ensuring high quality experiences for children. The CCEYA authorizes the Minister of Education to issue policy statements regarding programming and pedagogy for the purpose of guiding operators of child care and early year's programs. How does learning happen? Ontario's pedagogy for the Early Years (2014) is the document used by Heritage Green Child Care Inc. The document has a strong pedagogical focus, indicating that the pedagogy is not a prescriptive formula that lays out a specific curriculum or activities but instead challenges the status quo and explores how learning happens for children. How Does Learning Happen? is organized around four foundational conditions that are considered essential to optimal learning and healthy development for children:

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

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

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

Expression or communication (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy. **The four foundations apply regardless of the child's age, ability, culture, language, geography, or setting.** Unlike a structured curriculum, the conditions are high states of being that children naturally seek for themselves and should not be viewed as separate elements.

Goals:
All children and staff have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. Thus, all Early Childhood Operators and Educators have a professional obligation to advance equity. They can do this best when they are effectively supported by the early learning settings in which they work, and when they and their wider communities embrace diversity and full inclusion as strengths, uphold fundamental principles of fairness and justice, and work to eliminate structural inequities that limit equitable learning opportunities. We commit to fostering a compassionate, accepting, and inclusive environment in our organization and in each of our child care centres.

- All staff will promote the health, safety, nutrition and well-being of each child by providing a clean and safe environment, nutrition based on the Canada's Food Guide, access to drinking water throughout the day, limited transitions, eliminating any environmental issues that may cause undue stress to the child, unnecessary disruptions to play and reducing hazards that may cause injury. Educators will familiarize themselves with all information concerning any medical conditions, exceptionalities, allergies, food restrictions, medication requirements, and parental preferences in respect to diet, exercise and rest time.
- All staff will support positive and responsive interactions among the children, parents, and child care providers. The Executive Director, Supervisor and Board of Directors will support this through the hiring of qualified, responsive, and well trained Early Childhood Educators who support families in their role as primary caregivers, and understand the needs of each child as an individual.
- All staff will encourage children to interact and communicate in a positive way, and support their ability to self-regulate; acknowledging that each child is competent, curious and rich in potential. Staff will support self-regulation in children (defined as the child's ability to gain control of bodily functions, manage powerful emotions and maintain focus and attention) Self-regulation in early development is influenced by a child's relationship with the important adults in that child's life, including the ECEs in the program. All staff will provide the experiences, support and encouragement that help young children learn to self-regulate, which is a crucial component of quality care.
- All staff will foster the children's exploration, play and inquiry by providing a variety of activities, and an environment rich in content, that encourages choices, and active play, supported by qualified, attentive and interactive Early Childhood Educators
- All Staff will provide child-initiated and adult supported experiences. The Early Childhood Educators will observe the children and use that information to plan and create a positive learning environment that is based on the interests of the child, and supported by all the adults in the child care environment, and be inclusive of all children, including children with individualized plans. Educators will be responsible for introducing new ideas, interests, facts, concepts, skills and experiences to widen the child's knowledge and life experiences.
- All Early Childhood Educators need to be reflective practitioners who learn about children through listening, observation, documentation, and discussion with others, families in particular, to understand children as unique individuals. They will observe and listen to learn how children make meaning through their experiences in the world around them, and use this to have meaningful interactions, and engage children on a daily basis.

- Each child will experience indoor, and two hours of outdoor play (weather permitting) daily, as well as a time to rest and sleep if needed, quiet and active times, always being mindful of each child's needs and parental direction.
- Regular and ongoing communication with parents is an important component of the day. Communication may be in person, by phone, e-mail or through written and posted communication tools. Communication needs to come from all members of the organization, the Board of Directors, the Executive Director, the Supervisor and all staff.
- Parents will be directed to resources outside of the centre if necessary and community partners such as early year's services, speech therapists, support services, occupational therapists, counsellors, etc., this will be an important part of the centres support to all children and their families. Our centres are located in schools, so relationships with principals, faculty and teachers are critical. We view the community as a valuable resource and our educators plan learning opportunities to engage the community in our programs. We seek out opportunity to share our knowledge and to learn from others in the community
- The organization will provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice, to support continuous professional learning.
- All staff will build a climate of trust, honesty and respect in the workplace, working collaboratively in order to provide a safe, secure, healthy and inviting environment for all children and their families, building and maintaining healthy professional relationships that encourage growth and offering support and mentorship.

Our Extended Day Programs: Before, After School Days, & Full Day PD Day/Camp Programs

Our extended day program for 4-5 year olds and 6-12 year olds is in keeping with our vision, to provide children and families with a seamless day from child care to the school day. At this particular age, children are looking for challenges and opportunities to help plan their activities all while building self-esteem and discovering their talents through social, emotional, physical and cognitive play. Our overriding goal is to support children through this discovery and provide environments that are safe, fun, hands-on and play-based.

EarlyON:

Our organization believes that children are competent, capable of complex thinking, curious and rich in potential. We believe in the capacity of parents to raise resilient, healthy, successful people, and we want to support them in their role. With the guidance of you, our qualified RECE professionals, and through quality programs/materials, families and caregivers will receive support in their roles, have access to community programs, information and services, and receive information and advice about healthy child development

Program Statement Implementation Policy:

- All staff, students and volunteers will read the Program Statement and sign off in the Operations Manual prior to employment or prior to interacting with children, and when the statement has been modified, and on an annual basis.
- The Executive Director or Supervisor will review all sign offs by staff, students and volunteers to ensure that the process has been completed. The Director must be confident that the staff, volunteer or student is fully aware and understands the Program statement and its implementation.
- Each classroom will maintain a binder containing observations, plans and documentation to support their understanding of the program statement. Copies of the documentation, relevant to their child, will be shared with all parents or guardians of the children in the program.
- The Executive Director or Supervisor will meet periodically with each team to establish a clear understanding of the program statement, to support staff in their delivery of the Program Statement and to aid the staff in self-reflection, to be recorded, and added to the binder on a regular basis. The Director will view each staff as competent and able, and give them time to be heard and respected, and to reflect on their own performance and their contributions to the environment and the development of each child in their care. The Director or Supervisor will use all observations, interactions and conversations to monitor all staff.
- Staff will reflect on How Does Learning Happen, by working through the reflection exercises in the document, by reviewing their observations and engaging children in meaningful activities, by maintaining communication with parents and building trusting relationships with the families, by working with their co-workers to create a safe and healthy environment and by taking the time to engage in self-reflection on a regular basis.

Heritage Green Child Care wants to ensure that all children have a safe and positive experience that promotes their growth as a learner. To this end, the Supervisor or designate will observe staff interactions with children ensuring that they align with our program statement and beliefs in adult-child interactions. The following practices are not supported by our facility:

(a) Corporal punishment of the child;
(b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
(c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;

(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
(f) Inflicting any bodily harm on children including making children eat or drink against their will.
(g) Sexual abuse, sexual misconduct and prescribed sexual acts

- In the event that the Executive Director or Supervisor observes or is made aware of any practice that is not supported, they will address the issue with the staff member according to the strategies outlined in the Disciplinary Policy that is outlined in the Operations Manual.

  Additionally, all Early Childhood Educators have made a commitment to abide by the standards of their profession as set out in the College of Early Childhood Educators Code of Ethics and Standards of practice. All Early Childhood Educators hold themselves accountable, and will use the Code of Ethics, the Standards of practice and the CCEYA to guide their decisions and practice. We keep records pertaining to the implementation of, and staff adherence to, our Program Statement, for 3 years.

- **Note**: References and information in this living document are extracted from: "How Does Learning Happen?" Ontario's Pedagogy for the Early Years; and Ministry of Education's Extended Day Program

History and Inception of Heritage Green Child Care

Heritage Green Child Care Inc. is a Non-Profit child care centre, which commenced operation on November 10, 1993. We opened with only six children and three staff, but within one year, were filled to capacity. We acquired a Purchase of Service Agreement with The City of Hamilton, and began what was to become an excellent relationship with Early Childhood Integration Services and now Community Living. We have grown over the years to serve hundreds of families. From 2003-2016, Heritage Green Child Care Inc. participated in Raising the Bar, an accreditation program for quality care. Currently, Heritage Green Child Care Inc. participates in HEYQP-Hamilton Early Years Quality Project in collaboration with the City of Hamilton and Affiliated Services for Children and Youth.

Due to the high need for quality and affordable before and after school care within our community, Heritage Green Child Care Inc. opened a second licensed site in September of 2006. To support the needs of the parents, Heritage Green School Age Program, offered before and after school care for children attending both Mount Albion and St. James the Apostle Schools from a community room in a local church. In September of 2014, our Mount Albion School Age Program opened from within Mount Albion School. In September 2017, our St. James school age program moved into St. James the Apostle school, thus closing the original Heritage Green School Age Program and creating Heritage Green St. James. Heritage Green Tapleytown opened in September of 2015 and recently closed in 2023. In 2018, our EarlyON site opened at St. James the Apostle school and was relocated to our current site, located within Valley Park Recreation Centre in May of 2022. In January of 2022, Heritage Green Child Care Inc. opened its second child care site, Heritage Green Mount Albion Early Learning and Child

Care from within a new child care wing at Mount Albion School. In January of 2024, the original Heritage Green Child Care site, relocated it's program, after 30 years or running in a local church, and reopened in the newly renovated St. James the Apostle School, thus combining the Heritage Green St. James School Age Program, with Heritage Green Child Care and becoming one large program.

Governance

All programs within the Heritage Green Child Care Incorporation are governed by Board Members who control its' operation under Regulations required by law set forth by the Consumer and Corporate Affairs Branch of the government as well as the Ministry of Education.

Other agencies that govern our operation are the Regional Health Board and the Municipal Fire Department. These regulations as well as a Ministry approved Operations Manual and Board Members Manual is the framework used by the Board to operate the Centre. Under the Board Members are the Director, Assistant Director, Supervisors and Assistant Supervisors as well as the remaining program staff and support staff. The Board is required by law to have a specific composition and specific positions to be filled. They must also have internal bylaws, which are used to govern it. These must be approved, and consist of responsibilities of members, parliamentary procedures and election procedures. There are currently four members on the Board who fill the positions of President, Vice President, Secretary, and Treasurer. There is also a requirement to have one third parent user on content on the Board; we currently have four volunteers. It is the responsibility of the Board to ensure regular planning is carried out, all legal requirements are met, fair personnel policies for the staff are established and maintained, financial viability of the Centre is followed, ensure that quality child care and education compliments parent's child rearing responsibilities, carry out annual board and program evaluations, make informed decisions and maintain an overview of the Centre's operation on behalf of the general membership.

The parents of the children enrolled in the Centre play a key role in its operation. They are responsible for the nomination and election of the Board and the evaluation of the Program and the Board.

Canada-Wide Early Learning and Child Care (CWELCC) Program

Heritage Green Child Care is proud to participate in the Canada-Wide Early Learning and Child Care System (CWELCC).

About the National Child Care Plan

The CWELCC system was created to make child care more affordable, accessible, inclusive, and high-quality for families across Ontario. Under this plan:

Reduced Fees for Children 0–5:

Fees are reduced for eligible children from birth to age 5.
– If a child turns 6 between January 1 and June 30, they remain eligible for reduced fees until June 30.

– If a child turns 6 after June 30, they remain eligible until the end of the month in which they turn 6.
This applies to all eligible licensed programs offered year-round, including licensed school-age day camp programs.

Fee Reductions Toward $10/Day:

CWELCC has provided phased fee reductions beginning in 2022, with the goal of achieving an average fee of approximately $10/day

At this time, the Government of Ontario and the Federal Government have confirmed that the current fee framework and funding allocations are only guaranteed until December 31, 2026. Until that date, our centre's CWELCC-approved fees will remain capped at $22 per day. Any changes after December 2026 will depend on future government announcements and funding agreements.

- **More Licensed Child Care Spaces:**
  The plan aims to expand licensed child care availability in communities across Ontario, helping more families access regulated programs.
- **Strengthening Quality:**
  CWELCC includes investments to enhance program quality, support continuous improvement, and ensure high-quality early learning experiences for children.
- **Supporting Early Childhood Educators:**
  The system includes measures to support the ECE workforce, including wage enhancements and professional learning opportunities.
- **Inclusive Environments:**
  CWELCC supports the creation of inclusive, accessible child care spaces where every child and family feels a sense of belonging.

Base and Non-Base Fees

Base fees are fees that are subsidized by the CWELCC funding for children 0-5 years and include costs such as registration fees, and child care fees.

Non-base fees include additional fees charged by the child care centre including late pick-up fees, NSF fees, summer camp trips and camp shirts. These are not subsidized by the CWELCC funding and will be charged in full for all children if applicable.

Universal Before and After School Rate

As of September 2nd, 2025, the new universal school age rate will take effect for children ages 6–12 attending before and after school programs. Families will now pay a maximum of $20.00 per day for a before and after school space. This change is part of the City of Hamilton's ongoing commitment to improving affordability for school age child care.

If a child is registered in before school only or after school only, the daily fee will be reduced accordingly under this new rate. The combined amount charged to families for a single before and after school space will not exceed $20.00 per day.

As of September 1, 2027 children in grades 1 to 6 will be required to attend 5 days a week, 5 mornings or 5 afternoons or 5 before/afternoons, we will no longer offer part time care.

Waitlist Policy

There is no cost to a parent or guardian to put their child/ren on a waitlist for any site within our organization. The parent/guardian will be notified at that time, the length of the wait list and the availability of care. The parent/guardian may call the centre at any time to enquire about their place on the waitlist and the possibility of care for their child/ren. Wait times and availability will be available to all parents without disclosing any personal information. This will be done through an e-mail or phone call.

If a spot becomes available, the Supervisor will call the parent/guardian and inform them of the start date. The parent/guardian will then fill the application forms and return them to the centre along with the child's immunization record and a deposit of $100. The deposit will hold the spot and will be used as payment or partial payment for the first few days/weeks of the child's care. The $100 is non-refundable once the parent/guardian has signed all the forms pertaining to their child's enrolment and has established a start date for their child. Extenuating circumstances may be considered for a refund and will be at the discretion of the Director.

Due to a significant wait list for some of our child care programs, there may be times when we cannot accept any more wait list forms for a particular child care age group. Upon receiving your waitlist application, we will communicate with you through email if your wait list form has been accepted, or if we are unable to accept it.

We review our waitlist several times a year and follow up with families to see if they are still interested in remaining on the list. For children on a wait list for a school age program, staff will start registering children for the following school year during the Spring. By mid-June, staff will communicate with all families on the school age waitlist to confirm if their child will have a spot for September or if they will remain on the waitlist. Enrollment may continue throughout the summer and school year pending on available spots. Only children who are registered at the school of the school age program, or confirmation they will be moving to that school (such as moving to the area) will be put on the waitlist. These schools include Mount Albion Elementary School and St. James the Apostle Catholic Elementary School. Our programs are not able to take children who attend other schools except on full day programs.

Registration Process for Before and After School Programs

To join the waitlist for the school-age program, please complete the waitlist form available on our website at www.hgchildcare.com. After submitting the form, you will receive an email confirmation that you are on the waitlist.

Next, you will be sent the school-age registration form to complete, once a spot is closer to becoming available. If a spot does become available, we will contact you to confirm a start date. At that time, you'll need to complete and return a Pre-Authorized Debit (PAD) form. A non-refundable registration fee of $100 is due upon confirmation of the start date. This fee will be applied to your first month's fees. Your spot is secured only once the payment is received. Please note, the registration fee is non-refundable after you've signed the enrollment forms and confirmed the start date. We will send you an invoice for the fee once we receive your PAD form.

Priority Enrollment: Preference will be given to siblings of children enrolled at any of our centers, to keep families together. Priority will also be given to children of Heritage Green Child Care employees and children identified as a priority by the City of Hamilton. Available spaces will also first be offered to existing clients who are looking to increase their child's/children's days.

Please note, spaces cannot be confirmed at the time of placement on the waitlist—only the possibility of placement. The length of time on the waitlist does not guarantee a space. Due to high demand for kindergarten spaces, only full time before, after, or before and after will be taken. Part-time enrollment is available for children in grades 1-6, but full-time care requests will be prioritized.

Children can be added to the school-age waitlist at any time during the school year. For families needing care starting in September, we will begin placing children from the waitlist in May. By mid-June, all families will be notified if their child has been placed for September or remains on the waitlist. We will also provide an approximate waitlist position.

School-age spaces will continue to be filled throughout the summer and during the school year as they become available.

Please see Addendum at end of handbook for child care rates and reductions for 2025.

Subsidy

The City of Hamilton provides child care subsidies to eligible families, depending on a family's financial situation. To find out more about Child Care Subsidy, please call 905-546-4870 or visit the City of Hamilton website.

Parent Communication App: Story Park (child care only) https://ca.storypark.com/

Heritage Green Child Care communicates with families through text, phone calls, e-mails and a communication App. This is a dedicated and secure communication app, which enables effective two-way communication and sharing of important updates, messages, photos, and your child's routines and learning. The App strengthens family communication and engagement and builds relationships with the educators. You will be sent an invitation to set up the App on your phone, tablet or laptop once your child is enrolled in our program.

Parent Agreement

All parents are required to sign an agreement with Heritage Green Child Care Inc. prior to the child attending the Centre. The form is to protect both the parent and the Program's interests. For some new parents, there are many questions about the Centre that can only be answered once the child is enrolled. It is for this reason that HGCC offers a two-week trial period. If families are unsure as to whether child care is for them or will not fully meet their needs, they may pay only for two weeks instead of a full month's fees.

Immunization

Your child must be immunized to attend our program. For information on what immunizations are necessary, please contact your doctor or your local public health office (905 546 5250) If your child is not immunized, for either medical, conscience or religious beliefs, the Centre requires a completed affidavit, that has been notarized. If your child is not immunized, and an outbreak of a vaccine preventable disease occurs, your child will be excluded from attending the program for the duration of the outbreak. For school age children, all immunization information will be given to the school, not the school age program except if an affidavit is required. Then a copy will be given to the school age program as well.

Fee Payment Policy/ Payment Options

Payment is expected before service and is due on the first of every month. If payment is not received, your service may be suspended. Child Care fees must be paid by the first of each month. Heritage Green Child Care uses preauthorized debit (PAD). The PAD agreement will be included in your registration package; this form must be completed and returned within 2 weeks of being offered a spot to secure the space. You will be emailed a link to set up and confirm your banking information through our payment provider called Plooto. The non-refundable

down payment of $100 will then be withdrawn from your account. The $100 will be credited to your account and will be used during your child's first month in the program. Once your child attends the program, payment will start to be taken automatically from your bank account on the 1st of every month or the next business day. A monthly invoice will be sent via e-mail 10 days prior to the PAD. There is a $30 charge if your payment is returned NSF which is a non-base fee and not covered under CWELCC funding. Other arrangements concerning payments will be made with the Supervisor on an individual basis only. If payment is not received, your service may be suspended. Any refunds will be deposited directly back through Plooto into your account or credited to your account for the following month. Fees are non-refundable for absences, holidays, or centre closures. Two weeks' written notice is required for permanent withdrawal; any overpayment will be refunded within 30 days. An official income tax receipt will be issued to you in **January** of each year.

Winter Closures

Winter closures due to weather will be determined based on the location of the program. Programs located within an HWDSB school will be closed if HWDSB closes their schools. Programs located within an HWCDSB school will be closed if HWCDSB closes their schools. For programs not located within a school, they will close if both HWDSB and HWCDSB close due to bad weather. If the school closes during the day due to inclement weather, the programs will NOT open in the afternoon and you will be required to pick your child up from school. Child care programs will contact parents directly if their programs were to close early.

Statutory Holidays

Full child care fees are to be paid for any sick, absent days, statutory holidays, vacation or storm closures that fall on your child's scheduled days. We cannot accommodate rotating schedules; your child's days must be the same every week. Fees are also applicable for statutory holidays during the year. These include New Year's Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving, Christmas Day, and Boxing Day. Heritage Green Child Care Centres close early on Christmas Eve and New Year's Eve.

All sites will also be closed for one to two days per year so that staff can participate in a full day of professional development. We will notify families as soon as possible with the dates of these closures so that families will have ample time to make alternate arrangements for care. Fees will not be charged for this day.

Illness

When your child is ill and will not be attending the child care or the school age program, please inform the Centre as soon as possible. This can be done via e-mail, text message or phone call. Again, you will still be required to pay your regular fees if your child does not attend.

Exclusion of a Child

Communicable diseases can be spread quickly in a setting where children play closely together. It is very important to assess your child prior to bringing them to the child care facility. When your child is ill, they must be kept at home until they are symptom free. Sending your child to the Centre when they are ill exposes other children and makes them vulnerable to illness.

This policy on illness has been developed in consultation with the Public Health Department.

You should not bring your child to the Centre if they have:

- VOMITTING OR DIARRHEA (diarrhea is 2 or more loose, watery bowel movements within 24 hours)
- FEVER (i.e., temperature above 38oC or 100.4oF) unless related to teething, with no other symptoms
- EARACHE or any drainage from the ear
- EYE IRRITATION with discharge or redness
- UNUSUAL or UNEXPLAINED RASHES or SKIN IRRITATIONS
- OPEN/WEEPING LESIONS/BLISTERS
- SORE THROAT
- SEVERE COUGH

Children who become ill while at the centre will be separated from the other children with a staff member, while waiting to be picked up from the centre. This is done to help limit the spread of illness to other children and staff. Frequent hand washing, toy disinfecting and other precautions will be done regularly to prevent illness.
If your child has been excluded from the childcare centre for any of the following illnesses, their return day will be as follows, if the child is well enough to fully participate in the program:

- Chicken Pox- until fever goes away and spots have crusted over with scabs.
- Diarrhea with no known cause- until 24 hours after last bout of diarrhea
- Diarrhea caused by E. coli or Shigella- until two consecutive negative stool specimens, or poop samples are taken, 24 hours apart
- Diarrheas from Giardia- until 24 hours after last bout of diarrhea
- Diarrhea from Norovirus- until 48 hours after the last bout of diarrhea
- Diarrhea from Salmonella or Campylobacter- until 24 hours after the last bout of diarrhea
- Flu- until 24 hours after fever (without the use of fever reducing medication)
- Hand, Foot, Mouth- until fever free for 24 hours (without the use of fever reducing medication). It is recommended that the child stays off until sores on hands and mouth area dry up to prevent secondary infections.
- Head lice- until 24 hours after the first treatment was applied and all nits and eggs have been removed.
- Hepatitis A- until one week after the start of jaundice
- Impetigo- until 24 hours after starting antibiotics.
- Measles- until 4 days after the rash started.
- Meningitis-bacterial or viral- until the child is better. Decision is to be made by a doctor and must accompany a Dr’s note to return.
- Mumps- until nine days after swelling started.
- Pertussis (whooping cough)- until five days after starting antibiotics or until three weeks if not treated.

- Pinkeye with yellow or white discharge- until 24 hours after antibiotic treatment
- Pinworms- until 24 hours after starting treatment.
- Pneumonia- until fever free for 24 hours (without the use of fever reducing medication) and 48 hours after starting antibiotics if prescribed.
- Ringworm- until 24 hours after starting treatment; keep child from any form of water play until treatment is complete.
- Rubella- until 7 days after onset of rash
- Scabies- until 24 hours after starting treatment.
- Scarlet fever- until 24 hours after starting treatment and 24 hours after being fever free (without the use of fever reducing medication)
- Strep throat- until 24 hours after starting treatment and 24 hours after being fever free (without the use of fever reducing medication)
- Tuberculosis- Call Public Health Services at (905) 546-2063
- Vomiting- until vomiting stops for 24 hours or it is determined that the vomiting is caused by a non-infectious condition.
- Any other illness/virus- exclusion period will be individually determined by the Supervisor and Executive Director, who will make the decision based on information available from Hamilton Public Health and the World Health Organization.

Children will not be excluded for the following illnesses or conditions unless the child is unable to participate fully in the program and must be fever free for 24 hours without using a fever reducing medication:

- Cold sores, unless they are severe
- Cytomegalovirus infections or CMV
- Ear infections, unless they are severe.
- Fifth disease, also called Parvovirus B19, Erythema Infectiosum and slapped face syndrome
- Asymptomatic giardia
- Hepatitis B
- HIV
- Irritated eye without discharge
- Roseola
- Thrush and Candida diaper rash
- Shingles
- Common cold

Medication

All medication given to your child must be accompanied by a Medication Record, please ask the Supervisor for this form. Staff cannot administer medication unless it is prescribed by a doctor and must be in the original container with the child's name, time, dosage, name of medication and doctor clearly labeled.

As of July 1st, 2026, the Ministry of Education has given permission for other emergency medications (in addition to allergy and asthma medication) such as epilepsy and diabetes medication, as well as any other medication that a prescribing medical professional determines

to be safely carried by staff or children to prevent a significant risk to the child's health.

Please see the emergency medication policy below.

Administering Medication

The Centre will administer non-prescription medication to a child only if approved by a doctor and prescription medication to a child only if a doctor prescribes it. **Only** the Supervisor, Assistant Supervisor or designate in the absence of both the Supervisor and Assistant Supervisor will administer the medication. Medications that are administered on a regular basis such as inhalers may be given by the full-time staff in the classroom. Appropriate forms must be filled in and signed and kept on file both in the child's file and the child's classroom. This must be approved by the Supervisor.

All medications must be in its original container with the child's name, dosage and name of the medication and the doctor's name. Medication in a sibling or parents' name will not be administered.

No over the counter medications such as Tylenol, Advil, Motrin or Cough medication will be administered by any staff unless accompanied by written recommendation by the child's doctor, and a signed parent/guardian consent form. This also applies to all homeopathic medication.

Procedures of administering medication:

1) Written permission must be given by the parent/guardian of the child by filling out a "Medication Record" located on our website or request a form from the office.
2) The "Medication Record" must be maintained for each child daily while administering the medication
3) On the "Medication Record", the parent will include such details as time, dosage, side effects, storage and any special instructions. Staff must check that the parent's written instructions match any instructions printed on the original container and that the medication is NOT expired.
4) The Supervisor or designate will sign the "Medication Record" each time the medication is dispensed. Completed medication forms will remain in the child's file for three years.
5) The medication will remain in its original container, clearly labelled with the child's name, purchase date, name of medication, dosage and instructions for storage and administration.
6) All medication must be stored as directed and in a locked container. Any medication that has to be refrigerated will be stored in the fridge in a locked container. Non-prescription medication will be stored in the Supervisor's office in a locked container.
7) Side effects should be watched for after giving the child medication. If a child becomes ill, notify the Supervisor.

8) Please make sure all medication goes home with the parents at the end of the day with the exceptions of onsite inhalers or Epi-pens.
9) Staff are to give completed medication forms to the Supervisor or designate immediately. Staff are also responsible for taking note of the medication schedule and reminding the Supervisor/designate of the scheduled times for administering the medication.
10) All medication must be inaccessible to children.
11) Leftover medication must be returned to the parent or guardian.
12) All medication must be dispensed in a well-lit area.

Anaphylactic Policy

Anaphylaxis is a serious allergic reaction and can be life threatening. The allergy may be related to food, insect stings, medicine, latex, exercise, cold temperatures etc. The Anaphylactic Policy is intended to help support the needs of a child with a severe allergy and provide information on anaphylaxis.

Parents/Guardians

1. The parent/guardian will inform the centre of any anaphylactic allergies upon enrollment.
2. The parent/guardian will complete the Anaphylaxis Emergency Plan which outlines the procedures to be followed in the event the child has an anaphylactic reaction. This should include child-specific risk factors and any triggers identified by medical professionals. It should also include how to recognize the signs and symptoms of anaphylaxis and how to administer medication.
3. The parent/guardian will sign a statement agreeing to the method of training provided to staff.
4. **Parents/guardians must ensure that two EpiPens® are provided. For children who attend the School Age Program, the two EpiPens®** must either be supplied directly to the program or carried by the child, depending on the child's anaphylaxis plan. This is required in addition to any EpiPens® that may be stored in the school office, as School Age Program staff may not have access to the office at all times.
5. Parents/guardians of children with asthma will also complete an Individualized Plan for a Child with Medical Needs form regarding inhaler use, including whether the child will self-carry and self-administer, or whether staff will store and administer the inhaler.

Staff/Students/Volunteers

1. Staff/students/volunteers will be made aware of any children in the centre at risk for anaphylaxis.
2. Staff, students, and volunteers are required to review the centre's Anaphylaxis Policy and all Anaphylaxis Emergency Plans before starting employment or placement, and again each January as part of the Operations Manual sign-off. In accordance with

Sabrina's Law, reviewing and signing off on this policy and the Emergency Action Plans is mandatory and cannot be declined.

3. Staff will be trained annually on the recognition of anaphylaxis symptoms, procedures to reduce risk and proper administration of an EpiPen®. This training will be documented with a signature and date.
4. The parent/guardian will train at least one staff member in the use of the specific EpiPen® prescribed to their child and the training will be documented. The trained staff member will then train all other staff who may work with the child, ensuring consistent knowledge and response.
5. Each child's Anaphylaxis Medical Plan and/or Emergency Action Plan will be reviewed annually and whenever there is a change in the child's condition, medication, or treatment. Updates will be documented with parent/guardian and staff signatures.

The Anaphylaxis Emergency Action Plan

1. The Anaphylaxis Emergency Plan will be posted throughout the child care centre including the office, classrooms, classroom binder and classroom emergency bags. In the School Age Program, a copy will be posted in each classroom that the child may be in, as well as a copy kept in the program's binder and emergency bag.
2. The Anaphylaxis Emergency Plan will include the location of the emergency medicine and the expiry date of any medication.
3. All supply and occasional staff will be briefed immediately on child-specific plans when covering in a classroom they are not familiar with.

Emergency Medications

For children in the child care program:

- EpiPens® and any other medication that is part of the child's Anaphylaxis Plan will be kept in the office, unlocked and easily accessible to staff. Secondary medication such as allergy medication will remain locked in the medication box located in the child care office.
- Other emergency medication in addition to allergy and asthma medication such as epilepsy and diabetes medication, as well as any other medication that a prescribing medical professional determines to be safely carried by staff or children to prevent a significant risk to the child's health must be readily available and may be kept in an emergency pouch located in the child care classroom, out of reach of all children and readily accessible to staff.
- Emergency medication will be locked in the child care office when the child is not in attendance for the day.
- Emergency medication will be brought by the Supervisor or classroom teacher during evacuations and outings.

For children in the School Age Program:

- All children in the school age program are encouraged to self-carry their EpiPen® and/or emergency medication to ensure it is always with them if needed. This may include inhalers, medication for epilepsy or diabetes, as well as any other medication that a

prescribing medical professional determines must be readily available to prevent a significant risk to the child's health.
- If a parent/guardian chooses that a school age child can not self-carry, the medication will be kept in either the child's backpack or the staff's backpack, as outlined in the child's Anaphylaxis or Medical Emergency Plan. In all cases, medication must remain out of reach of all children and readily accessible to staff.
- Staff are trained in Standard First Aid, CPR, and the use of EpiPens® and inhalers, but they are not medically trained professionals. Staff will supervise and assist as needed and will administer the medication if the child is unable, unwilling, or hesitant to self-administer.

If a child is at risk of anaphylaxis due to an insect sting:

For children in the child care program:

- Both EpiPens® and any other emergency medication will be kept in the child care office.
- The pouch will be taken outside during playground time and kept out of direct light, out of reach of all children.

For children in the School Age Program:

- For children in the School Age Program, they will follow the EpiPen® self-carry or staff-storage procedures outlined in their Anaphylaxis Emergency Plan.

For children with asthma or asthma induced from anaphylaxis reaction:

For children in the child care program:
- Inhalers for asthma are kept in an emergency medication pouch in the child's classroom. For inhalers that are part of an Anaphylaxis plan, they are kept with the child's EpiPen® in the pouch located in the child care office.

For children in the School Age Program:

- All children in the school age program are encouraged to self-carry their inhaler and other emergency medication to ensure it is always available if needed. The inhaler should be kept together with the child's EpiPen® if part of their anaphylaxis plan.
- If a parent/guardian chooses that a school age child cannot self-carry, the inhaler or other emergency medication will be kept in either the child's backpack or the staff's backpack, along with the child's EpiPen® if applicable as outlined in the child's Medical or Anaphylaxis Emergency Plan. In all cases, medication must remain out of reach of all children.

Reduce the Risk of Anaphylaxis

- For School Age children, a bagged lunch from home is required on full-day programs (e.g., PA Days, Winter Break, March Break, Summer Camp). All food must **be** peanut and tree nut free**.**
- If parents/guardians provide a substitute food item due to dietary needs (e.g., gluten-free for Celiac Disease), it must also be **peanut and tree nut free** and **clearly labeled with the child's name**.
- **No outside food or drink (aside from water) is permitted in childcare classrooms.** The only exceptions are:
    - Infants enrolled in the Infant Room (who may require formula, breastmilk, or specific food items supplied by parents/guardians).
    - Children with documented dietary needs requiring a food substitution.
- Food items are not permitted for holiday or birthday celebrations (e.g., Halloween, Easter, Valentine's Day). Families are welcome to provide **non-food items** (e.g., stickers, pencils, or small toys) instead.
- Staff, students, and volunteers will be mindful of the food they consume during their own lunches or breaks and will take precautions to prevent cross-contamination, such as washing hands thoroughly and avoiding eating in the classroom.
- Staff will use latex-free gloves when handling food or assisting children.

Diagnosis of Anaphylaxis

At least 1 symptom:

- **THROAT** – itching, tightness/closure, hoarseness
- **LUNG** – shortness of breath, cough, wheeze
- **HEART** – weak pulse, dizziness, feeling of passing out
  (*If these symptoms present alone, this is sufficient for an anaphylaxis diagnosis*)

AND/OR two of the following symptoms:

- **MOUTH** – itching, swelling of lips and/or tongue
- **SKIN** – itching, hives, redness, swelling
- **GUT** – vomiting, diarrhea, cramps
- **NASAL** – sudden intense sneezing/congestion

DO NOT HESITATE TO GIVE EPI-PEN

Administering EpiPen®

- Hold firmly with the orange tip pointing downward. Remove blue safety cap by pulling straight up. Do not bend or twist.

- Swing and push orange tip firmly into mid-outer thigh until you hear a “click.” Hold on thigh for several seconds.
- When EpiPen® is removed, the orange needle cover automatically extends to cover the injection needle, ensuring the needle is never exposed.
- Staff will remain with the child until emergency services arrive.

EpiPen® Storage

- Always store in carrier tube.
- Keep at room temperature, do not refrigerate.
- EpiPen® should be kept at temperatures between 15 °C to 30 °C.
- Do not store in a vehicle.
- Occasionally check the solution through the viewing window; make sure it is not brown, discoloured, or cloudy. Replace if solution is discoloured or contains particles.
- Do not expose to direct sunlight.
- Do not drop and keep in the outer case.

Service Termination or Change of Schedule

Heritage Green Child Care requires written notice a minimum of two (2) weeks in advance if you plan to withdraw your child from the Centre or, where permitted, change their scheduled days of attendance.

Children in CWELCC-Eligible Programs (Infant, Toddler, Preschool, and Kindergarten)

Children enrolled in our Infant, Toddler, Preschool, and Kindergarten programs are required to register on a full-time basis. This is an organizational policy designed to maintain program stability and meet operational requirements.
• Families cannot reduce the number of days or switch to part-time care once enrolled.
• If you wish to withdraw your child from the program, written notice of at least two weeks is required.
• Fees must be paid up to and including your child’s last day of care.
• Payment in lieu of notice will apply if less than two weeks’ notice is provided. The amount owing will equal two weeks of fees, regardless of attendance. Families may choose to continue attending during this two-week period.

Children in Grades 1–6 (School Age Programs)

School Age (non-CWELCC) families may register for full-time or part-time schedules.
• Families may request to reduce or change their scheduled days, with a minimum of two weeks’

written notice.
• For complete withdrawal from the program, the same two-week notice and payment requirements apply.

Summer Camp Programs (Kindergarten and School Age)

Summer Camp registration operates separately from the regular program year.
• Once camp registration has closed and the change/cancellation deadline has passed, no refunds or reductions will be issued for days originally selected at the time of registration.
• The two-week withdrawal/change notice requirement does not apply to Summer Camp.

Hours of Operation

The Program opens at 7.00 am and closes promptly at 6.00pm.

Late Fees

Late fee charges will apply after 6.00pm. The non-base fee of $15.00 for the first 15 minutes or part thereof (per child) past 6.00pm, and $1.00 per minute following that will be charged. As this is a non-base fee, it is not covered under CWELCC funding and will be charged in full to all parents/guardians if late. Calling ahead is appreciated and expected but it does not excuse you from paying the late fee. The Centre closes promptly at 6.00pm, please ensure that your child is picked up before this time. If you cannot be contacted, and no one on your emergency list can be reached, at 7pm, child services will be called to pick up your child, so it is important to call as soon as possible to inform us that you are late. We understand emergencies happen, but we expect you to take measures to ensure that other people can pick up your child. The late fee will be charged to your account. If this becomes an ongoing problem; the Centre will ask you to make alternate arrangements for care.

General Program Information:

Staff Ratios and Reduced Ratios
To ensure the safety and well-being of the children in our care, and to comply with the Child Care and Early Years Act, 2014, Heritage Green Child Care Inc. always maintains the following staff-to-child ratios:

Ratios and Maximum Group Size

Group	Age	Staff to Child Ratio	Max Number of Children in Group
Infants	Infants less than 18 months (about 1 and a half years)	3:10	10
Toddlers	18 months (about 1 and a half years) to 30 months (about 2 and a half years)	1:5	15

Preschool	30 months (about 2 and a half years) to 6 years	1:8	24
Kindergarten	Junior and Senior Kindergarten (44 months (about 3 and a half years) to less than 7 years as of Aug 31 of that year)	1:13	26
Primary/ Junior	Grade 1 and up	1:15	30

Reduced Ratio
For programs that operate more than 6 hours per day, reduced ratios can be applied during the first hour and a half our programs are open, and the last hour before closing. For programs that operate for less than 6 hours a day (eg. before and after school programs), the reduced ratios can be applied for the first and last 30-minute period at the beginning and end of the day. Ratios can also be reduced during rest time, where the children are not engaged in active play (eg. Sleeping, resting, or engaged in quiet, inactive play).

Group	Number of Children in Room	Number of Staff Required
Infants	Licensed infant groups must always maintain full staff-child ratios (3:10)	
Toddler	1-8 9-15	1 2
Preschool	1-12 13-24	1 2
Kindergarten	1-20 21-26	1 2
Primary/Junior School Age	1-23 24-30	1 2

Safe Arrival and Departure of a Child

Purpose
This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Policy

- Heritage Green Child Care Inc. will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written or verbal authorization the child care centre may release the child to.
- Heritage Green Child Care Inc. will only dismiss children into the care of their parent/guardian or another authorized individual. An authorized individual may include someone who is on the child's pick-up list, or someone the parent/guardian notifies staff of. The centre will not release any children from care without supervision. If a child is going to be picked up during any part of the day by someone other than the child's parent/guardians, the full name of the person/s picking up must be written in the communication book. If a parent/guardian calls during the day to indicate that their child will be picked up by someone other than themselves, this information must be conveyed directly to that child's teacher, as well as written in the communication book.
- A child **cannot** under any circumstances be released to someone that is not on the child's pick-up list without permission from the child's parent/guardian. If a person arrives to pick up a child, and a staff has not been informed, even if they know the person, the child **cannot** be released without first calling the parent/guardian to confirm. Parents/guardians who send other family or friends to pick up on a regular basis, may issue a letter confirming this practice, so that the parent/guardian does not need to verify on a daily basis. This letter must be kept in the child's file.
- If a staff does not know the designated pick-up person, they are to ask for photo ID (driver's licence, passport etc.). and match the ID to the child's information.
- All children who attend the child care program must be picked up from someone who is 16 years of age or older. For children in the school age program, a parent/guardian may request that someone under the age of 16 pick up their child (ie. An older sibling). All requests must be approved by the Supervisor, and a written and signed authorization and instructions for the release of the child must be provided. The Supervisor will consider this request on a case-by-case circumstance and has the right to turn down the request.
- A parent/guardian may request that a child who is 10 years old or older be released from the child care without supervision. Parents/guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal.
- Where a parent/guardian provides written instructions for the release of their child from care without supervision, the parent/guardian is aware that the child care is no longer responsible for that child upon their dismissal.

- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into care:

1. When accepting a child into care at the time of drop-off, program staff in the room must:
    - greet the parent/guardian and child.

- ask the parent/guardian how the child's evening/morning has been. If the parent/guardian indicated any changes to the child's pick-up procedure (i.e. Someone other than the parent/guardian picking up), the staff must confirm that the person is listed on the Authorized Pick Up list for the child or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
- document the change in pick-up procedure in the daily written record and write who is picking the child up in the communication book.
- sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected:

1. Where a child does not arrive at the child care centre or a full day program for school age children, 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), the staff in the classroom must:
    - inform the Supervisor that the child has not arrived. The Supervisor or classroom teacher will commence contacting the child's parent/guardian no later than 10am for a child in a child care program. The Supervisor or classroom teacher will first text the parents/guardians to confirm the child's absence. If, after 15 minutes the Supervisor or classroom teacher does not hear back from one of the parents/guardians, they will call their personal and work numbers listed in the child's file and leave a message. They may also email the parents/guardians. If after, 1 hour (11am), and there is no response by either parent/guardian, and a text message, email and/or phone message has been left for both parents/guardians on file (if applicable), the Supervisor and/or classroom teacher will stop contacting the family and the child will be marked as an unknown absence on the attendance record, in the Daily Log as well as in the child's Health Check.
    - for children who don't arrive in the before school age program, the school will take attendance following the morning bell time, and the school board will contact the family following their board's safe arrival policy.
    - If a school age child is expected to attend an after-school program and does not arrive, the child care staff will speak to the office and/or child's classroom teacher to confirm if the child was at school. If the child was at school, the school staff and school age staff will work together to find the child. A call to the child's parents/guardians will be made to confirm if the child was picked up from school or was taking the school bus on that day. If a child cannot be located, the police will be called to assist in finding the child. As the child was not signed into care at the school age program, a missing child would be a school incident and would not be considered a serious occurrence for the child care.
    - When a child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence will be recorded in the Daily Log as well as the child's Health Check.

Releasing a child from care:

1. 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 verbal or written authorization that the child care may release the child to. The person picking up the child must be at least 16 years of age or older. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
    - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
    - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.
2. Staff are not to release a child to a parent/guardian or authorized person if they are clearly intoxicated or under the influence of drugs. Staff will suggest that they call someone else to pick up the child. If they insist on taking the child, for the safety of the child, staff are to call 911 and request assistance.

Dismissing a child from care without supervision procedures:

Where a parent/guardian has provided written authorization for their child to be released from care without supervision, one staff in the program must be responsible for dismissing the child from care. Prior to dismissing the child from care, the staff shall view the written instructions for release provided by the parent/guardian and release the child at the time set out in the instructions. The staff shall document the time of departure from care in the attendance and initial beside the time.

Where a child has not been picked up as expected (before centre closes):

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, the staff will wait 30 minutes (if before 5:15pm and will then contact the parent/guardian through phone call or text to advise them that the child is still in care and has not been picked up. If the child was supposed to be picked up at 5:30pm or 5:45pm, the staff should wait 15 minutes and then contact the parent/guardian in the same way as indicated above.
    - Where the staff is unable to reach the parent/guardian, staff must call again and leave a message for the parent/guardian as well as send a text with the same information. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
    - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact another person in the emergency contact by calling them and leaving a message with a call back number and explanation of the situation. If the child is still at the centre at 6pm when the program closes, and no one has been reached, staff will refer to the procedure under "Where a child has not been picked up and program is closed".

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:15pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. At 6pm, staff will call the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first through a phone call and message, and if after 5 minutes there is no communication from the parent/guardian, staff will proceed to contact the authorized individual responsible for pick-up if unable to reach to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, at 6:15pm, the staff shall call the authorized individuals listed on the child's file. If there is no answer, staff will leave a message with a call back number and text the number with the same information. They will continue to try and call/text the parent/guardian as well.
4. If there is no response by a parent/guardian, or the individuals listed on the child's file (e.g., the emergency contacts) by 7:00pm, the staff shall proceed with contacting the local Children's Aid Society (CAS). After Hours Emergency Service can be contacted at (905) 522-8053. For children who attend the St. James the Apostle school age program, the Catholic Children's Aid Society of Hamilton can be reached at (905) 522-8053. Staff shall follow the CAS's or the CCAS's direction with respect to next steps.

Preventing Unauthorized Access

Measures are in place to prevent unauthorized individuals from accessing the child care centre during its hours of operation. This is achieved by:

- Locked doors into the child care centre, allowed entry by staff through door releases
- Camera at each entry door
- Staff vigilance
- Early identification of individuals entering the building.

Nutrition

Lunch and snacks, following recommendations from Canada's Food Guide will be provided. Menu plans are posted in the classroom. Any changes made to the lunch or snack schedule will also be noted accordingly. All HGCC sites are peanut and nut free. Children who attend the child care program will receive a morning snack, hot lunch and afternoon snack. Children who attend the before and after school program will receive a snack in both the morning and afternoon. For full day camp programs in the school age program, children will be required to bring their own lunch. Parents/guardians are encouraged to pack a lunch as well as snacks. These snacks should adhere to Canada's Food Guide and include one item from each food group. A few examples are grain breads, dairy products such as milk or cheese, vegetables, yogurt, cold meats, eggs, soy butter or pastas. Please ensure that an ice pack is kept in your child's lunch bag to keep food at the proper temperature throughout the day.

Food allergies will be posted in the child's room. Medical plans will be in place for any children with food allergies and allergy list/food restrictions and plans will be posted in all rooms that the child may go to. All precautions will be taken to protect children with food allergies. Food brought from home will not be shared with other children. Special food kept on site for children due to allergies or food restrictions will be labelled with the child's name on it and will not be shared with other children.

Parking

Please do not idle the car or leave any children in the car unattended at any time.

HGCC site located at St. James the Apostle School: Please Park in the main parking lot closest to the child care doors. There are also two designated spots that child care families can park in. We ask that school age families do not park in these designated spots as they are for the parents/guardians who have young children in the child care who may require more assistance.

Mount Albion: Please Park in the parking lot closest to the child care and Kindergarten door.

School Age Professional Activity Days and Camps

PA days, March Break, Summer Camp and Winter Camps are offered at each of our school age sites and are optional to families. These programs are offered on a first come first served basis, first to families who attend our before and after school programs, then to families who have attended before and families who have a sibling in the child care, and then to outside families. Full day programs run from 7:00am until 6:00 pm. (With the exception of the early closure on Christmas Eve and New Year's Eve). The location of the sites will be announced prior to signing your child up. Calendars of activities for the camps are available approximately four weeks prior to the commencement of camp.

Field trips and off-site activities may be included during March Break and Summer Camp. During Professional Activity and early dismissal days, your child may walk to a city playground for physical activity. This will be fully supervised by staff following the policies and procedures for off-site visits to the playground. There is NO registration fee if your child is already enrolled in any of our child care or school age program or have attended a previous year.

Child Care Trips

Children at the child care do not take any trips on any form of transportation. Any trips will be on foot or in a stroller. These trips would be to the local fire station, parks, library or a

neighborhood walk. School age children may go on local walks in the neighbourhood as well. For offsite trips that require a city or school bus for school age children during camps and PA Days, permission forms will be required to be signed before the child is able to attend. Offsite trips may have a non-base trip fee charge that will be charged to the parent/guardian. Non-base fees are not covered by CWELCC funding and will be charged in full.

Children's Personal Belongings

Please ensure any items are labeled with your child's name. Heritage Green Child Care Inc is not responsible for any lost or damaged items.

Fire Drills, Lockdown drills and Missing children drills

Each program has a written procedure for fire drills that has been approved by the local fire department. Every staff member is familiar with this procedure, and each room has specific instructions for moving the children safely out of the building. The procedures are posted in each room and drills are carried out once a month. Lock down drills are completed on a regular basis and missing children drills are conducted every three months.

Minor Accident or Injury

If your child sustains a bump, bruise, scrape or cut while at the program, appropriate First Aid will be administered. (i.e., ice, Band-Aid and lots of TLC). Our staff will complete an accident report and a parent/guardian's signature will be required at the end of the day. All accident reports are kept in the child's file for future reference and parents will receive a copy. If the injury is of a more serious nature, parents/guardians will be notified immediately by a phone call.

Concussion Policy

Heritage Green Child Care Inc. is committed to providing a safe and healthy environment for all children and is committed to taking steps to reduce the risk of injury. The child care programs will follow the Heritage Green Concussion Policy. Children attending the before and after school programs will follow the HWDSB and HWCDSB Concussion Directive for the board that the program is run from. Before and After School Programs will report any serious injuries or concerns of a concussion to the principal of the school as soon as possible following the injury so that the school can follow the Return to School Following a Concussion protocol. The school age program will follow up with the principal in the days and weeks following the injury.

Role of Parents in the Program

We would like all parents to feel free to stay, visit and observe the program. In doing this we improve communication between parents and teachers.

Lice Policy

If a staff member suspects a case of lice, a notice will be sent home to all parent/guardians who have children that are in the same group as that child. Staff members may check children's hair for lice if there is a case of lice within their group. If lice or nits are found on your child, a call will be made to the parent/guardian to notify them of the situation and to request for you to pick up your child immediately. We ask for parent/guardians to carry out their due diligence to limit the spread of lice by checking their child regularly for lice and treating any suspected cases as necessary. Children can only return once they have been treated and are nit free.

Parent Issues and Concerns

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

All issues and concerns raised by parents/guardians are taken seriously by Heritage Green Child Care Inc and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

An initial response to an issue or concern will be provided to parents/guardians within one to two business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial and respectful to the parties involved.

Confidentiality

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

Conduct

Heritage Green Child Care Inc. strives to foster a safe and inclusive environment for all children,

families, staff and community partners within our child care sites and recognizes the importance of positive interactions, communication and role-modeling for the children in our programs. Therefore, harassment and discrimination will not be tolerated by any party. If a parent/guardian and/or staff feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the incident to the Executive Director. If the program is located in a school, the principal will also be notified of the incident.

Types of behaviour that are serious and unacceptable may include but are not limited to:

- Shouting, either in person or over the telephone
- Inappropriate posting on social media which could reflect negatively on a staff member, child/family member in the centre or the Organization.
- Pushing, hitting, slapping, punching, kicking or any other physical attack
- The use of aggressive/rude hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing or insulting language
- Racist or sexist comments
- Speaking in an aggressive/threatening tone
- Physically intimidating (e.g., standing very close)

Unacceptable behaviour may result in possible suspension or termination of services, require police involvement and/or legal action.

Please refer to the Parent Issues and Concerns policy and the Escalation of Issues and Concerns policy located in this handbook for the appropriate way of addressing any issues or concerns.

Concerns about the Suspected Abuse or Neglect of a Child

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

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

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

For more information, visit
http://www.children.gov.on.ca/htdocs/English/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 verbally or in writing to the Board of Directors.

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

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

Contacts: Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca or Director at 905 573 3822

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g., schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the supervisor or licensee.	- Address the issue/concern at the time it is raised. or - Arrange for a meeting with the parent/guardian within one to two business days. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
General, Centre- or Operations-Related E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the supervisor or licensee.	
Staff-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to - the individual directly or - the supervisor or licensee. All issues or concerns about the conduct of staff, 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.	
Student- / Volunteer-Related	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the supervisor and/or licensee. - 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.	

Emergency Management Policy

Heritage Green Child Care Inc has an emergency management policy. This policy covers but is not limited to, the following emergencies: Fire, gas leak, utility failure, criminal activity, lock down, winter storm, imminent storm, first aid incident, child abuse, missing child, and serious violent activity in the vicinity of the school.

If one of the above occurs, all parents/guardians will be notified by phone or e-mail.
If the children are evacuated off site, the Mount Albion program will be evacuated to St. James the Apostle Catholic Elementary School (29 John Murray Street). Children at the St James program will be evacuated to Mount Albion Elementary School (24 Kennard Street).

Emergency Closure Policy (other than weather related)

If the Child Care Centre or any of the Before and After School Programs are unable to safely accommodate children upon opening due to flood, fire, loss of power, heat or water, vandalism etc., the following procedure will be followed:

- Staff will attempt to notify each family by a phone call to tell them of the closure. If staff can not access the phone numbers, a notice will be posted on the website and Facebook page. An email will also be sent to each family notifying them of the closure and when they expect the program to reopen. Families will be kept notified of any developments and when the program will reopen as soon as possible by email.
- Credit or refund will not be given unless the closure lasts for an extended period of time (3 days) and the program can not be placed at an alternative location.
- Under any of the above circumstances, if closure of the Child Care Centre is expected to exceed five working days, every effort will be made to move the centre to an alternate suitable location, based on Ministry of Education and the local municipal government approval.
- All decisions regarding centre closure will be made at the discretion of the Executive Director, and Board of Directors, taking into consideration the safety and health of the children. This will be communicated to parents with as much notice as possible.

Hazard Mitigation

Parents/guardians will be notified of any high-risk hazard that may impact their child and the actions taken to mitigate the risk. Hazards may include but are not limited to, poisonous or hazardous substances, unsecured furniture, trip hazards, work on the premises that may be hazardous e.g. construction, use of ladders etc.

School Closure Policy (due to strike)

In the event of a closure of a Before and After School Program due to a strike with any union member employed by HWDSB and HWCDSB, every effort will be made to provide full day care during the length of a strike.
If a full day program can be offered in the school:

- Families can register their child, on a first come, first served basis for any full day strike program. Only children who are registered in the Before and After school program can attend the full day program during the length of the strike.
- Credit or refund for Before and/or After school fees will not be given to families who do not attend the full day strike program. This may be revised based on the length of the strike and will be decided on a case by case basis. All parents will be notified of any changes to this policy.

- Families who register for the full day strike program will pay only the difference of the full day fees and that of which has already been paid that day for the before and/or after school fees.

If a full day program cannot be offered in the school:

- Fees paid for the Before and After School Program will be credited on the following month's invoice if the strike lasts for more than 3 days.

Pandemic Policy

Heritage Green Child Care Inc. is required to follow guidelines set out by the Public Health Agency of Canada, Ontario Ministry of Health, and the Regional Public Health/Medical Officer of Health for proper infection prevention. Our responsibility is to ensure infection prevention practices are carried out properly to prevent the spread of illness among employees, placement students, children and volunteers. Policies and procedures are assessed and monitored to ensure our employees, placement students, and volunteers are consistently and carefully carrying them out.

Monitoring of Prohibited Practices and Disciplinary Action

The following are prohibited practices at Heritage Green Child Care Inc and may result in immediate termination of employment:

No staff shall:

- corporal punishment of the child
- physical restraint of the child, such as confining the child to a highchair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures
- 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, sleep, toilet use, clothing or bedding
- inflicting any bodily harm on children including making children eat or drink against their will.

Procedures and practices for facilitation of self-regulation and child guidance:

- All children will be guided in a positive manner that is appropriate to their age and developmental level.
- Staff will model or demonstrate proper procedure, or behaviour, with a direct explanation
- Staff will use clear language, supportive voices and encouraging.
- Staff will use positive verbal guidance, which is non accusatory and respectful; labelling, and validating a child's feelings, and clarifying the rules and responsibilities.
- Staff will actively listen to all children and respond in a sensitive manner.
- Staff will state rules and requests in a positive tone
- Staff will reinforce appropriate behaviour, using social reinforcement such as a smile, or a hug, an activity reinforcement, such as engaging in a desired activity, effective praise, that is selective, specific and positive and/or asking the child to engage in self-reflection, assisting them to recognize their own accomplishments
- Staff will ignore **non** disruptive inappropriate behaviour
- Staff will offer choices, this gives children some control over their own behaviour, it shows respect for them as individuals and encourages independence
- Staff will redirect the child by offering a purposeful alternative or giving them a choice of activities.
- Staff **will facilitate problem solving** to help the child resolve conflicts.
- Staff will use logical consequences that make an obvious connection between the child's behaviour and the action that follows.
- Staff will demonstrate awareness of each child's abilities and difficulties e.g., lagging skills

Redirection is the method of solving difficult situations. A staff member will aid the child in leaving the problem area and will be given guidance to find a new area of interest. The child may be given a choice of activities. If this method does not work, then the child will be instructed to sit out for a time of reflection. **THIS IS NOT A TIME OUT**. The child will sit with a staff member while the child is given time to think about their actions. When the child appears to be calm and ready to return to the activities of the room, the staff member will assist them in returning to the activity or finding a new one.

Child Self-Regulation and Facilitation Policy

The Staff at Heritage Green Child Care recognize the connection between emotional well-being and social and cognitive development in all children and they are committed to fostering each child's autonomy and independence, and by helping every child develop the

ability to self-regulate.

We do not use time out or any other form of discipline; instead, we teach children how to manage their own behaviour through the methods mentioned below:

Self-regulation requires a child to develop the ability to manage his emotions and control bodily functions as well as maintain focus and attention (Gillespie & Seibel, 2006). Children develop at different rates in all of the developmental domains and this is true for self-regulation also. Since self-regulation is a complex process that allows children to control their attention, thoughts, emotions and behaviors, it warrants intentional planning on the part of the teacher (Bodrova & Leong, 2007).

Self-regulation is not a skill that develops in isolation. Physical behaviors are the first behaviors children are able to self-regulate, such as thumb sucking in infancy. Toddler behaviors might include intentional coordination of walking and reaching to obtain a wanted toy. Emotional behaviors, such as spontaneous sharing of a toy with a peer, come later. Emotional self-regulation includes children gradually learning how to manage their emotions, which leads to children interacting with their peers and adults more effectively when they are upset, frustrated or embarrassed (Kolestelnik, Whirren, Soderman & Gregory, 2009). Behavioral self-regulation includes the ability to inhibit one's actions and remembering and following rules (Blair, 2009). This form of self-regulation takes practice and repeated learning opportunities before children demonstrate self-regulation over their behavior. The most complex, and last to develop, form of self-regulation is cognitive self-regulation. Cognitive self-regulation appears in four-year-olds as they develop their ability to plan (e.g., what they are going to do in learning centers) and utilize proper responses (e.g., listening when a story is read).

Children develop and learn different strategies based on different emotions. Individual differences, including temperament, and the ability to control reactions are important in understanding self-regulation.

Why is the ability to self-regulate important?

The critical window for self-regulation takes place from birth to age five when children develop the foundational skills for self-regulation. During this time, adults are helping children to build the necessary skills that are critical to regulate thinking and behavior demonstrates empathy to peers. As Riley, San Juan, Klinkner & Ramminger (2008) point out in *Social and Emotional Development; Connecting Science and Practice in Early Childhood Settings*, "The ability to inhibit one's own actions does not come naturally to children; they must learn it" (p. 66).

How do children learn to self-regulate?

Self-Regulation in the body:

Self-regulation helps us manage the combination of energy and tension we feel in our bodies. Children have some skills to deal with stress and challenges but sometimes the effort to manage their feelings is exhausting and they cannot cope. The Educator can support children in the following way:

- Helping children slow down and get their energy level into the right state for a situation by giving lots of one on one-time, physical contact such as hugs or holding their hand, offering fidget toys or activities to keep their hands busy, teaching relaxation or encouraging physical activity.
- Helping children get energized when they feel listless or bored by engaging them in physical activity, outdoor play time, and games, and by motivation by the adult, through a show of increased energy.
- Helping children identify their own energy level and what they can do to feel better.
- Meeting the child's basic needs and understanding how they feel in their bodies.
- Building a positive and caring relationship with each child will teach children how to care for themselves.

Self-Regulation and Emotions

Emotional self-regulation means being able to understand and manage emotions, a child must be able to manage their fears and anxieties and control their feelings when necessary. The Educator can assist the child in the following ways:

- Comfort and support children when they are upset.
- Share in their joy when they are happy.
- Teach children to talk about their feelings, it helps children develop awareness of emotions.
- Be a good role model when managing your own emotions, let children see you control your feelings.
- Focus on how a child feels physically when upset, sometime a hug or helping them take deep breaths, assists the child in managing their emotions. Remember that by getting to know the child the adult will be able to find out what works for each child, for some children it may be leaving the room, helping with a task, having a drink of water and or sitting in a quiet place.

Self-Regulation of Thinking

Self-Regulation also involves developing thinking and learning skills, like memory, reasoning and problem solving. Good thinking skills enable children to make good decisions about their behavior and interact with other children. How can we help children develop these skills?

- Reduce noise and distractions in the classroom.
- Remove excess artwork and posters on the walls
- Create more natural light in the classroom, turn off fluorescent lights, when possible, use smaller sources of light, like table lamp, or natural sunlight.
- Reduce strong smells such as cleaning products, food smells, perfume etc.
- Talk to the child about topics they are interested in and extend the conversation, to capture their interest.
- Read to the child and talk about the book, allow them time to recall the story and add to it through discussion, support their ideas and value their input.
- Develop planning and problem-solving skills by playing card and board games, puzzles, following directions, making models from instructions, helping an adult to fix or make something, games that involve following steps.

- Define age-appropriate limits to help a child know what is expected of him/her.

A child's ability to use their thinking skills is greatly affected by how they feel, both emotionally and physically.

Social Self-Regulation

Social self-regulation is about being able to adapt our behaviour and thinking to match social situations. The Educator can support the child I the following way:

- Teach children to understand and respond to non-verbal cues like tone of voice, facial expression and body language.
- Teaching children to take turns in conversation.
- Help them to understand how emotions affect other's behaviour
- Help children build empathy.
- Educators can model appropriate responses by participating in conversations with children and facilitating peer-to-peer support when conflict arises.
- Educators can provide hints and prompts to assist children in self-regulation. This support may take the form of answering a question, assisting them in completing an activity, or providing words for a child's action. The adult may model self-talk to demonstrate the use of "talking things out" to help make a decision. Suggesting a child observes a peer when that child has managed their strong emotions in a positive way is another example of modeling.

Child Care Accommodation Policy

Heritage Green Child Care Inc. is committed to creating a program that is inclusive and barrier-free to ensure the full participation of all children. Heritage Green Child Care Inc. aims to foster an environment that encourages and supports accommodation requests by collaborating with parents/guardians on strategies to accommodate the needs of their child.
In working towards this goal, the organization will strive to provide support for and facilitate parent/guardian requests for accommodation consistent with the protected grounds outlined by the Ontario Human Rights Code and the Child Care and Early Years Act and AODA.
Heritage Green Child Care Inc. is committed to striving to the extent possible to accommodate children who have behavioural issues related to a disability when administering this policy. The organization will, where it is possible and reasonable to do so and does not cause undue hardship, alter existing practices, adopt new policies or practices, adjust the program or centre once the parent/guardian has provided the appropriate documentation supporting the request for accommodation.

Purpose

The purpose of this policy is to provide the organization with:

- A clear statement of the obligations and responsibilities that are inherent in the organization accommodation process.

- Set out guidelines and standards for the implementation of this policy
- Recognizing the need for accommodation can be either requested by a parent/guardian or recognized by a staff member working with the child

Objectives

Within the guidelines and requirements of the Ontario Human Rights Code and the Child Care and Early Years Act the organization is committed to:

- Ensuring that each request will be considered individually, on a case-by-case basis, to determine accommodation requirements.
- Working to eliminate barriers that prevent children from accessing or participating in the program.
- Achieving a culture and program environment that is supportive of children including reviewing policies to ensure that they are not discriminatory.
- Ensuring compliance with all applicable legislation and the organization's policies
- Establishing an efficient and timely accommodation process that is consistent.
- The organization will develop (jointly with the parents/guardian and the treating physician if appropriate) an accommodation plan that respects the dignity of the individual child, promotes integration and full participation and respects confidentiality.
- Clarifying roles. Responsibilities, and accountabilities for the accommodation process
- Ensuring all parents/guardians are advised of their right to be accommodated.

Child Care Responsibilities

- Respect and dignity of the parent/guardian by accepting a parent's/guardian's request for accommodation in good faith.
- Advise parents/guardians of available accommodations, support services and resources.
- Ensure that the accommodation provided meets the specific circumstances, while at the same time working to ensure general accessibility for all children in terms of spatial and physical requirements.
- Ensure the necessary steps are taken to determine what modifications might be required for a child to participate fully in the program.
- Be inclusive by ensuring that the parent/guardian participates in the process.
- Consult with appropriate specialists, obtain expert advice where needed to determine individual accommodation requirements.
- Ensure that all accommodation requests are considered on an individual basis.
- Limit requests for information to those reasonable related to the nature of the need or limitation, and only for the purpose of facilitating access to the program.
- Deal with accommodation requests in a timely manner
- Ensure that the child care environment is welcoming and that all children treat one another with respect
- Take immediate remedial action in situations where bullying and harassment is or may be taking place, and
- Educate all staff and placement students about disability-related issues.
- Take and active roll in ensuring that alternative approaches and accommodation solutions are investigated, review various forms of accommodation and alternative solutions up to the point or undue hardship.
- Work to identify an appropriate accommodation which meets the needs of the child in an equitable and financially responsible manner.

Parents/Guardians Responsibilities

- Inform the organization of the need for an accommodation related to disability in writing to the Executive Director/Supervisor
- Provide sufficient information regarding limitations and restrictions that impact the child's ability to be able to participate in the program.
- Cooperate and be involved in the development and implementation of a reasonable accommodation plan based on the child's current abilities.
- Communicate and be involved in the development and implementation of a reasonable accommodation plan based on the child's current abilities.
- Communicate any known accommodation needs to the Executive Director/Supervisor to facilitate the accommodation process, parents/guardians will not unreasonably withhold such information.
- Provide the organization with all medical and/or other relevant information that pertains to the accommodation request.
- Provide the organization with any changes to the child's medication or circumstances that may require a change in the accommodation plan.
- Participate in the accommodation process. The organization reserves the right to determine the nature of the accommodation.
- Communicate any issues or problems with the accommodation plan in writing to the Executive Director/Supervisor as required.

If staff or parents/guardians feel that the program is not meeting the developmental, social, or behavioural needs of a child, the following plan will be put into place.

1. A meeting with the parents, director, classroom educators and other relevant professionals, such as resource teachers (if required) will be arranged to discuss how to better support the child. An accommodation plan will be developed.
2. Upon request, information such as documentation of the child's behaviour, can be provided to the parent/guardian to assist with referrals to support services such as Contact Hamilton, Speech Therapy, Behavioural Support through Ron Joyce or any other service available to the child and child care.
3. The amount of time the child attends the program may be shortened (switching from full days to half days).

If all steps are taken, but the situation continues to be an issue, a meeting will be arranged to discuss the child's participation in the program. The meeting will include all relevant parties including parents/guardians, educators and the Director. The safety of other children is imperative and must remain our top priority. Therefore, in extreme cases, terminating care, and whenever possible, assisting the family to find alternate care, may be considered.

Challenging Behaviours

Young children are learning how to interact with others, follow routines, to be part of a group and interact with children and adults in an age-appropriate manner. There will be times when children display undesirable behaviour such as pushing, hitting and biting. This is normal and age-appropriate behaviour that will be supported through redirection and learning to self-regulate to

support the well-being of the child.

However, if a child displays behaviours that are beyond the spectrum of what is considered appropriate for their age, the child care staff will work closely with the family to provide support, tools and resources to help the child better manage their behaviour. This may involve requesting resources from outside service providers to help support staff to acquire skills or information to support the child. It is expected that families will follow the advice of the staff and other professionals involved so that the child is supported in a consistent way at both the childcare centre and at home. All communication between the staff and families will be verbal as well as written so that the process can be clearly documented.

The well-being of all the children in the program, as well as the educator will also be taken into consideration. At times, even with support in place, the child may not be able to manage their behaviour appropriately and the long-term impacts for all involved must be considered. HGCC acknowledges that some resources have a lengthy waitlist, and staff will support the child during this wait period. In the event a parent refuses to seek help or acknowledge the behaviour, and/or the behaviour causes an unsafe environment for other children and staff in the program, the child may be asked to leave the program. While efforts will be made to provide a reasonable time to arrange for alternate care, situations will be assessed on an individual basis.

Safe Schools

Heritage Green Child Care Before and After School programs are committed to assisting children in self-regulation, and building on the four foundations of How Does Learning Happen? We also want to foster a positive school climate in line with the Boards of Education policies. Children will be encouraged to problem solve whenever possible. However, if a child is in danger of injury or damage to the surrounding area is apparent, then staff will intervene.

In a situation where a child is aggressive towards other children or staff, the staff member may be required to call the parent to pick the child up. Inappropriate language, bullying, intimidation, discrimination, disrespectful or aggressive behaviours cannot be tolerated. Every effort will be made to work together with our families and children to increase the child's self-regulation skills in order to prevent repetition of these behaviours. Please be aware however, that after repeated incidents of the above behaviours, your child may be suspended from the program or asked to leave.

Child Care Supervision Policy for Students and Volunteers

Heritage Green Child Care Inc. stands firmly on the vision that all children enrolled in the centre will be effectively supervised at all times.

Under no circumstances will direct unsupervised access be granted to anyone under the age of 18 years and who is not an employee of Heritage Green Child Care Inc. Volunteers, Co-Op Students and Placement Students are not to be counted in staffing ratios.

The intent of this policy is to ensure the following: to help support the safety and well-being of all children in the centre, and to provide direction to staff regarding the supervision of Volunteers, Co-Op Students and Placement Students.

Vulnerable Sector Check Policy

Policy:
A Vulnerable Sector Check must be completed for all full-time, part-time staff, and volunteers working with the children (over the age of 18) and students prior to placement at Heritage Green Child Care Inc. If a person over the age of 18 cannot obtain a Vulnerable Sector Check, they will be required to obtain a Criminal Reference check. Findings of Guilt under the Youth Criminal Justice Act within the applicable disclosure period may appear on a Vulnerable Sector Check or Criminal Reference Check.

Procedure:
All staff, volunteers and students are required to obtain a Vulnerable Person Criminal background check prior to their placement at Heritage Green Child Care Inc. Staff will not be left alone with any children in the program if they have applied for a Vulnerable Sector Check and are waiting for the results. A Vulnerable Sector Check is required to be renewed every 5 years by all staff/volunteers working in the program. Every year after the initial VSC, an Offence Declaration will be signed by an employee or volunteer and kept on file. All Board members will be required to obtain a Criminal Reference Check at the start of their term on the Board and sign an Offence Declaration annually, until the fifth year, when they will require a new Criminal Reference Check.

As of July 1, 2026, the Ministry of Education has included a new Safeguarding Children policy to strengthen the protection of all children in all child care settings, which prohibits any person convicted of a sexual crime from working in, or providing child care.

Each individual check is kept in the personnel file of the staff or volunteer that it belongs to, and all personnel files are kept in a locked filing cabinet in the Supervisor's office.

Posting of Serious Occurrences

The safety and well-being of our children in licensed child care programs is the highest priority. Operators of licensed child care centres and private-home day care agencies work diligently to provide a safe, creative and nurturing environment for each child. Despite all the best precautions, serious occurrences can sometimes take place.

The Ontario government has introduced a new policy that requires licensed child care centres and private-home day care agencies to post information about serious occurrences that happen at a centre or a home location effective November 1, 2011. To support increased transparency and access to information, a "Serious Occurrence Notification Form" must be posted at the centre or home location in a visible area for 10 days.

A serious occurrence includes:

1. The death of a child who receives child care at a licensed home premises or child care centre
2. Abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a home premises or child care centre
3. A life-threatening injury to or a life-threatening illness of a child who receives child care at a home premises or child care centre

4. An incident where a child who is receiving child care at a home premises or child care centre goes missing or is temporarily unsupervised. This is also includes being found or still missing.
5. An unplanned disruption of the normal operations of a home child care premises or child care centre that poses a risk to the health, safety or well-being of children receiving care at a home child care premises or child care centre, e.g. Fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown, emergency relocation or temporary close.

This posting will give parents information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the child care program.

Parent/Guardian Impairment Policy

Heritage Green Child Care Inc. is committed to creating a safe environment for children, families, staff, and volunteers. As part of our parent code of conduct, Heritage Green Child Care Inc. has implemented a Parent/Guardian Impairment Policy. The purpose of this policy is to ensure the safety of both parents and children in our program.

This policy outlines the steps that will be taken in the event a parent/guardian arrives at the centre in an inebriated state. Contravention of this policy will result in consequences which may include removal from Heritage Green Child Care Inc.

If staff suspect that a parent or individual picking up a child is inebriated, impaired, or unfit to care for the child, the child will not be released into that person's care. The child will remain under the supervision of the centre's staff and the centre will attempt to contact another authorized person to pick up the child. If no suitable alternative can be found the Children's Aid Society will be contacted to address the issue.

If a parent or guardian shows up inebriated at Centre sponsored events, they will be asked to leave and provided transportation if required. Their child will not be released into their care.

Alcohol and illicit drugs are not allowed on Heritage Green Child Care Inc. property or at centre sponsored events. The consequences of failure to comply will include but are not limited to the family's expulsion from the centre.

Workplace Recording for Clients/Families Policy

Purpose
Heritage Green Child Care Inc strives to provide a respectful, confidential, and open environment for its staff, families and volunteers. Under the CCEYA childcare organizations are required to protect the confidentiality of children and families except for limited legal obligations or child protection. The purpose of this policy is to protect everyone's privacy by not allowing unauthorized

recording of meetings.
Clients/Families of Heritage Green Child Care Inc are prohibited from recording any meetings including in- person meetings, virtual meetings (Zoom, Teams, etc.) or telephone calls involving concerns regarding their child or staff performance. These conversations are private and confidential and cannot be shared.
Clients/Families of Heritage Green Child Care Inc are prohibited from sharing or posting any recordings, pictures, on any social media platform as this is confidential information and cannot be shared.
This includes:

- Audio or video recordings
- Taking photos, screenshots, or screen recordings during virtual meetings
- Use of personal devices to capture any part of a meeting

Exceptions
Recording may be allowed in circumstances where a client or employee's health and safety may be at physical risk.

Consequences of Unauthorized Recording
Violating this policy will be considered a breach of the Parent Code of Conduct and will be dealt with according to our policies.

Management Contact
If you have any questions, please contact the Executive Director or Supervisor.

Custody and Non-Custodial Parent Policy

Purpose
This policy outlines how custody, visitation to the centre, and parental disputes are managed by Heritage Green Child Care Inc. The purpose of this policy is to maintain neutrality, ensure the safety and privacy of the children, and prevent the organization from being placed in the middle of a custody or paternity conflict.

The organization has no legal authority to take sides or make custody decisions. All disputes must be resolved outside of the organizational environment.

Custody Issues

1. **Court Orders Required**
   The organization has **no legal authority** to refuse either parent or their designate the right to pick up their child unless a **court has issued a temporary or permanent custody order** assigning custody to one parent or another party. A signed and court-stamped copy of this order must be provided to the Supervisor of your child's centre before it will be enforced.

2. **Family Contracts and Payments**
   Only **one application** will be issued per family. The child's primary address is the address used for any government issued document such as health card and/or passport. Payments for parents with joint custody will require separate preauthorized forms and payments will be split equally between both parents. If parents' payments are not equal, they are responsible for managing the financial arrangement privately between themselves. Tax receipts will reflect what they have paid individually during the year.

3. **Dispute-Free Environment**

   - All custody and paternity issues must be dealt with outside of Heritage Green Child Care Inc.
   - Accusations, harassment, or attempts to involve Heritage Green Child Care Inc. in disputes will not be tolerated and may result in the modification or withdrawal of child care services.
   - If accusations are made against Heritage Green Child Care Inc. because it refuses to take sides, Heritage Green Child Care Inc. reserves the right to pursue legal action against the parents for any damages or false claims including slander or false reports to Children Protection Agencies.
   - Any staff involvement in custody disputes (without prior approval by the Executive Director) will be cause for discipline up to and including termination.

4. **Required Custody Documentation**
   Heritage Green Child Care Inc. must receive written documentation of custody arrangements, including visitation rights and any restrictions. In the absence of a formal custody agreement, both parents will be seen as having equal rights.

5. In addition to a court order (if issued), we require a detailed Separation Parenting Plan to be kept on file in the centre.

6. Any changes to schedules and/or designates must be submitted in writing to Heritage Green Child Care Inc.

7. Approval by both parties for changes (additions or deletion of designates) is not required if there is no formal custody/separation (parenting plan) arrangement stipulating such restrictions on file.

8. All staff will follow the separation parenting plan/custody agreement on file and cannot agree to any modifications to that agreement.

9. **Professional Boundaries**
   Heritage Green Child Care Inc's responsibility is to provide child care, not to mediate or evaluate parental capability.

   - The organization will not document or comment on parenting skills or custody disputes unless there is a legitimate suspicion of abuse or neglect.

- If the court requires input, it must submit a written request with specific questions, which the organization will answer to the best of their ability.
- Heritage Green Child Care Inc. operates on the principles of honesty, trust, and professionalism, and will not allow external conflicts to interfere with its business.

Non-Custodial Parents

1. **Information Requests**
   In Ontario, non-custodial parents are entitled to receive information about the child's health, education, and general welfare, and communicate directly with teachers, doctors, or caregivers unless restricted by a court order.
2. In the case of a separation, a separation/parenting plan outlining custody, decision-making, access, etc. must be provided to the organization.
3. **Visitation Procedures for Non-Custodial Parents with Restricted Access**
   Non-custodial parents with restricted access must call ahead and schedule an appointment to visit the organization. The custodial parent must submit written permission outlining the visit terms, times, and conditions that align with court documents. This also applies to phone calls and text messages. Non-custodial parents may not directly contact their child through Heritage Green Child Care Inc. unless permitted by the court and is pre-approved.
4. **Behaviour Expectations**
   Non-custodial parents who cause disturbances or create problems during pickups, visits, or communications will be barred from the organization premises. Returning to the property after being barred will be considered trespassing, and legal authorities will be contacted.
5. In the event that the custody order stipulates that the non-custodial parent does not share decision making responsibility, they will not be able to request information about their child's attendance, activities, or records from the organization directly unless a signed consent has been provided by the custodial parent or court order.

Summary

Heritage Geen Child Care Inc**.** maintains a neutral and professional role in all family custody matters. Heritage Green Child Care Inc. will only act in accordance with official court documentation and prioritizes the safety, privacy, and emotional well-being of every child.

Parents are expected to respect this policy to ensure a positive and stable environment for all families served. If there is a breach of this policy, Heritage Green Child Care Inc. reserves the right to modify or withdraw child care services.

Addendum Child Care and School Age Program Rates
As of September 1st , 2026

Child Care & School Age Program Rates (as of September 2026)

Program/Site	Under Age 6 (CWELCC Rate)	Ages 6+
Child Care Sites		
Infant Room	$22	-
Toddler Room	$22	-
Preschool Room	$21.26	-
Mount Albion		
Before School	$12	$9
After School	$12	$11
Before and After School	$12	$20
PD Day/Camp	$19.85	$44.50
St. James		
Before School	$10	$7
After School	$12	$13
Before and After School	$12	$20
PD Day/Camp	$19.85	$44.50

Notes for Families:

- **CWELCC Eligibility:** Children remain eligible for CWELCC reduced rates until June 30 of the year they turn 6.
- **Universal Rate for Age 6+:** Beginning September 2025, there is a universal rate of $20 per day for Before and After School care for children age 6 and over.
- **Fee Subsidy:** Families may qualify for a child care fee subsidy through the City of Hamilton. To check eligibility or apply:

  📞 Call: 905-546-4870

  🌐 Visit: www.hamilton.ca/childcare

Fee Reductions Toward $10/Day:

CWELCC has provided phased fee reductions beginning in 2022, with the goal of achieving an average fee of approximately $10/day by March 2026.

At this time, the Government of Ontario and the Federal Government have confirmed that the current fee framework and funding allocations are only guaranteed until December 31, 2026. Until that date, our centre's CWELCC-approved fees will remain capped at $22 per day. Any changes after December 2026 will depend on future government announcements and funding agreements.

Non-Refundable Fee:

There is a $100 non-refundable fee that is due at time of registration that will be applied to your first month of fees. The $100 is non-refundable once the parent/guardian has signed all forms pertaining to their child's enrollment and has established a start date.

We hope that this handbook outlines our policies and procedures for you. It is important to the staff of our Centre that you are clear on the information printed so that you and your child get the most out of this Child Care experience. Please note that any exception to the proceeding policies and procedures must be obtained by the Board of Directors.

Please be sure to read this handbook and sign all consent forms. Remember, if you have any questions, feel free to ask the staff.

Welcome to our Centre.