

Algonquin College

Early Learning Centre

PARENT HANDBOOK



Licensed Under The
Ministry of Education

ALGONQUIN
COLLEGE

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THIS PARENT HANDBOOK EXPLAINS OUR POLICIES AND PROCEDURES. IT MUST BE READ, UNDERSTOOD AND SIGNED OFF IN YOUR CHILD'S REGISTRATION PACKAGE.

Welcome to Algonquin College Early Learning Centre (ELC).

The Algonquin ELC is licensed under the Ontario Ministry of Education, Early Years Division, and provides care for infants (6 weeks to 18 months), toddlers (18 – 30 months), and preschoolers (2.5 – 4 years). Our mission is to offer full-time spaces to families, with priority given to full time students and staff at Algonquin College. Our experienced Registered Early Childhood Educators (RECEs) foster children's learning, development, health and well-being in partnership with family members in a warm, safe and stimulating environment. The ELC is conveniently located at the Woodroffe campus. Parents have access to short term parking to allow for safe drop-off and pick up accessibility.

PHILOSOPHY

At the ELC we offer an inclusive, high quality early learning setting where children and families are seen as capable and valued contributors to their growth and development. Educators, families and children work positively together as co-learners, constructing knowledge together. This partnership is essential in creating a sense of community and belonging where learning is supported through responsive and caring attention to individual stages of development and interests. Play-based learning is central to our philosophy by offering a program which promotes inquiry and exploration.

PROGRAM AND CURRICULUM

The program and curriculum are guided by "How Does Learning Happen? Ontario's Pedagogy for the Early Years" (2014). Children have the opportunity to manipulate, investigate, solve problems and ask questions in our indoor and outdoor classrooms. The educators carefully observe individual children, and from their observations a challenging and developmentally appropriate learning environment is planned to provide child-led, adult-supported experiences and activities which reflect the interests and learning levels of the children. Each child will be supported and nurtured in all areas of development within a positive learning setting that encourages self-regulation. Pedagogical documentation of each child's active participation in the program will make their learning visible and will allow families to become involved through discussion and collaboration.

The health, safety and well-being of the children are a priority through the provision of nutritious meals and attention to the physical environment. All children are provided with the opportunity to rest on their own cot or crib. The ELC is an integral component of Algonquin College through the provision of experiential learning experiences for Early Childhood Education students. The College provides natural community partners for the ELC through various departments and resources. The program and practices of the ELC are documented and reviewed on a regular basis.

PROGRAM STATEMENT

Overview

The program and curriculum at the ELC are guided by “How Does Learning Happen? Ontario’s Pedagogy for the Early Years” (2014) (HDLH). We offer an inclusive, high quality early learning setting where children and families are seen as capable and valued contributors to their growth and development. Educators, families and children work positively together as co-learners. This partnership is essential in creating a sense of community and belonging where learning is supported through responsive and caring attention to individual stages and interests. Learning through play is central to our approach by offering a program which promotes inquiry and exploration.



In alignment with HDLH and the Child Care and Early Years Act, 2014* the ELC's program goals and approaches are outlined below:

***46(3)(a)** The health, safety, nutrition and well-being of the children is promoted through:

- A menu prepared using a variety of fresh ingredients in accordance with Canada's Food Guide and Menu Planning & Supportive Nutrition Environments in Child Care Settings (Ontario Dietitians in Public Health)
- Healthy living education emphasizing active indoor and outdoor activity
- Emergency call button on playground to access Algonquin College security services
- Secure facility with security cameras at front entrance, back hallway and in all playgrounds

***46(3)(b)** The program supports positive and responsive interactions among children, families and educators by:

- Establishing meaningful and genuine relationships in a welcoming environment
- Encouraging open, respectful communication and reciprocal sharing of information including an individual family orientation prior to a child's first day
- Acknowledging all children and families as capable and competent
- Modeling positive language, being at the child's level and maintaining eye contact
- Engaging families in their child's learning by including them in decisions
- Open door policy for families; mothers welcome to nurse throughout the day

***46(3)(c)** The program encourages children to interact and communicate in a positive way and supports their ability to self regulate by:

- Providing a safe environment for all children to express themselves
- Setting expectations that are developmentally appropriate
- Scaffolding children's learning by providing adjusted support
- Using consistent approaches and encouraging independence
- Reinforcing positive interactions and communication

***46(3)(d)** The program fosters children's exploration, play and inquiry by:

- Having an intentional, planned curriculum that supports all children's learning using HDLH and the ELECT (Early Learning for Every Child Today) framework
- Inquiring and reflecting on the documentation of children's learning
- Providing a wide range of materials, activities and experiences including loose parts and natural exploration of the surrounding area (ie: Forest Fridays and gardening)
- Encouraging exploration and risk-taking in a safe, supported environment

***46(3)(e)** The program provides child-initiated and adult supported experiences through:

- Play-based, active learning that provokes curiosity and excitement.
- Small and large group learning opportunities
- An adaptable and flexible environment
- Inviting/welcoming children to help, fix and clean items
- Emergent curriculum based on observations of children's learning and their interests



***46(3)(f)** The program plans positive learning environments and experiences in which each child's learning and development is supported by:

- Carefully planning, creating, and setting up inclusive classrooms and natural playgrounds where each child's learning and development is supported, including children with individualized plans
- Replicating home life in the settings and routines (ie: family style meals where children and educators eat together)
- Extending learning opportunities by maximizing children's spontaneous ideas and interests
- Valuing, respecting and recognizing the importance of diversity, values, and culture of the children, families and educators
- Displaying and sharing children's photos, artwork, and documented experiences



***46(3)(g)** The program incorporates indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and gives consideration to children's individual needs by:

- Providing age-appropriate experiences to challenge and extend each child's emerging and developing potential (i.e. ice slides and snow mountains)
- Viewing indoor and outdoor classrooms with the same level of importance
- Planning for individual needs within a group setting
- Providing a rest time for all children where the transition to the sleep room is calm and consistent

***46(3)(h)** The program fosters the engagement of and communication with families about the program and their children:

- Acknowledging that families are the experts in their children's lives
- Keeping the lines of communication open through daily interaction with each family and offering parent choice of method of communication (phone, email, in-person, text)
- Being responsive to parent inquiries, questions, and concerns in a respectful and non-judgmental manner; providing updates and reassurance when needed
- Documenting e-portfolios and children's learning stories through the secure and private platform of Storypark
- Offering parent workshops, led by ELC educators, 2-3 times per year on topics of general interest
- Posting photo documentation to make learning visible

***46(3)(i)** The program involves local community partners and allows those partners to support the children, their families and the staff by:

- Referring families and their children to support services and resources in the greater community and at Algonquin College (i.e.: First Words, Student Support Services, CHEO Access Team)
- Welcoming a Resource Consultant from CISS (Children's Inclusion Support Services) to observe the programs and discuss resources and provide guidance to support children's learning and development
- Providing observation rooms with one-way glass and headsets for students to observe best practice in ECE and encouraging families to access this unique opportunity
- Providing experiential learning opportunities for students in a variety of Algonquin College programs (i.e. ECE, Rec and Leisure, Paramedics, Dental Hygiene)
- Embedding truth and reconciliation by fostering relationships with indigenous peoples and engaging in outreach projects (ie Orange Shirt Day)
- Accessing Algonquin College spaces and resources (ie Three Sisters Garden, Ishkodewan Courtyard)
- Welcoming community child care programs and supporting their professional development and opening the centre for use by community groups (ie Community of Practice)

***46(3)(j)** The educators and staff at the ELC are supported in their professional development and continuous professional learning through:

- The opportunity to attend workshops, seminars and conferences at Algonquin College and in the community
- Accepting invitations to present at conferences and as guest presenters in the ECE program at Algonquin College
- Relevant PD opportunities are shared with educators through email and flyers
- Identifying professional development goals and plans through annual performance review

***46(3)(k)** The impact of the strategies and approaches identified in clauses (a) – (j) on the children and their families are documented and reviewed by:

- Ongoing observations, documentation and reflection of children's learning to plan for individual learning needs and within a group setting
- Daily involvement and communication with Manager/Acting Manager
- Educators are provided with non-contact time to prepare documentation to make learning visible and to communicate with and address any concerns and questions families may have
- Storypark platform is used to connect and share learning stories with families and general announcements with families
- Daily announcements are written on white boards outside of each classroom
- Feedback forms completed annually
- Team meetings and staff meetings are planned to discuss children, programming, centre initiatives and education in the field of ECE



OUR ROLE AS A TEACHING-DEMONSTRATION PROGRAM

The Algonquin College ELC holds an important role in the community as a model early learning program. The program is designed to demonstrate best practices to students in the Early Childhood Education (ECE) program and the Bachelor of Early Learning, Care and Development (BELCD) program at the College. ECE students access the ELC to complete observation and activity assignments and some may spend dedicated time at the centre on placement.

From time to time, other Algonquin students may have limited access to the Centre if clearance for a particular project has been obtained from the Manager. In the past, students from Advertising, Broadcasting, Child and Youth Worker, Recreation, Nursing, Dental Hygiene, Horticulture, Interior Design, Journalism, Performing Arts and Photography programs, have been permitted to use the Centre.



SUPERVISION OF STUDENTS AND VOLUNTEERS

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

Requirements under the Child Care and Early Years Act:

Ontario Regulation 137/15 under the Child Care and Early Years Act (CCEYA) states that every volunteer or student at a childcare centre is supervised by an employee at all times and is not permitted to be alone with any child who receives care at the child care centre.

Policy

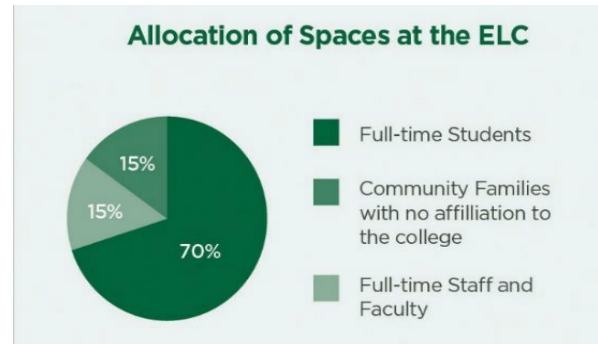
- Every volunteer and student is supervised by an ELC employee at all times.
- An ELC employee is always present with the children to meet ratio requirements and to respond in case of emergency. (Volunteers and students are never left alone with children).
- Placement students are not counted in the staffing ratios of the centre.
- Volunteers are not counted in staffing ratios of the centre
- Police checks for the vulnerable sector are required for all students and volunteers having direct contact with children in the centre.

WAITING LIST POLICY

The waiting list at Algonquin College Early Learning Centre is managed by the City of Ottawa Child Care Registry and Wait List which can be accessed at www.ottawa.ca/daycare.

The mandate of the centre is to prioritize spaces for full time students and staff at Algonquin College.

The allocation goal is:



The manager of the Early Learning Centre administers the waiting list and determines who is offered a space. The order is determined by the following procedures and exceptions may apply to balance ages and needs within the specific program group:

- Sibling priority: At all times, siblings of children presently enrolled will receive priority if space is available in the age group required. This priority does not extend to siblings of children who have withdrawn from the Early Learning Centre.
- Spaces for students: As most students qualify for childcare subsidy, spaces are offered based on subsidy priority (as determined by the city of Ottawa) for families who have been accepted and approved for placement. Families where both parents are AC students will receive highest priority. The next highest priority will be the student with the highest subsidy priority. Please note that subsidy priority can change from day to day therefore a child's position on the wait list can also change; expected program completion date is also considered when spaces are offered.
- Spaces for staff/faculty and community families: Staff/ faculty and community families are offered spaces in order according to the date their child was placed on the waiting list. Part-time staff and faculty will be given priority if there are no full-time staff/faculty on the waiting list to meet the 15% quota. If there are no staff/faculty on the wait list additional students will be offered spaces.

Families are contacted by email if a space is available. If there is no response from a family after 24 hours, the space will be offered to the next family on the list.

If a family wishes to remain on the waitlist after declining a space, the date of registration on the waitlist will be adjusted to the date the space was declined.

Prospective parents will be given information with respect to their child's position on the wait list verbally or by email by the program manager. Wait lists will not be shared with parents to maintain the privacy and confidentiality of the children and families on the list.

Families will remain on the waiting list unless a parent requests that their child be removed.

A fee or deposit is never charged before a child is offered admission to the Early Learning Centre. The waiting list policy will be reviewed annually and as necessary.

Getting You Started

ORIENTATION MEETING AND INTEGRATION PERIOD

An orientation meeting will be arranged for parents of children who have been offered a space, prior to enrollment, to familiarize families with the surroundings; answer questions; and complete registration forms, including immunization records and emergency contact information. An educator will meet with you to discuss the program curriculum, your child's development, and home routines to ensure a positive transition to the centre. A deposit equaling two weeks fees is payable currently by those paying a full fee. This deposit will be applied towards the last two weeks of your child's care.



An integration period will help your child adjust happily to the ELC. The educator and parents will establish a schedule that best meets the needs of the child. For your child to develop a trusting relationship with their new educators, (s)he must be sure that you are also comfortable in this environment. Therefore, it is imperative to spend time **with your child** in the program during the first week of attendance.

We recommend that your time be as flexible as possible during your child's first week. This will pay dividends later with your child's feelings of security in their new environment and will allow you time to get to know the educators.

THE IMPORTANCE OF PARENT INVOLVEMENT

We have an Open-Door policy for parents. The Observation Rooms are open for your use (excluding sleep time) to watch your child. The ELC staff value your input and participation in your children's education and care.

If you have special skills or knowledge to share with us please let us know! Parents are a wonderful resource for ideas and activities.

We encourage parent feedback, and your questions and concerns are important to us, should you have an issue or concern please speak with the educators directly in your child's program. They will address your issue or concern as soon as possible. If a parent feels that their issue or concern has not been addressed to their satisfaction, or further discussion is required, please speak with the manager or the acting manager. In all cases follow-up will be provided to the parent verbally or by email.

Please note: The educator's first responsibility is to the children in the program. Therefore, opportunities to talk at arrival and departure time may be limited. If you wish, you may arrange for a convenient time to discuss issues at a later time. Another option is to leave the staff a written message. Staff will communicate to parents in several ways including phone calls, newsletters, and verbal and written reports.



CHILD OBSERVATIONS

Each child enters the Centre with his or her own unique history, personality, and abilities. All children develop new skills at their own pace, and observations of your child and their interests are the basis for planning developmentally appropriate experiences in all the developmental domains. Our educators plan the program based on the continuum of Early Learning for Every Child Today (ELECT). The educators also strive to provide an experience that embodies the 4 foundations of How Does Learning Happen? (HDLH) – Belonging, Well-Being, Expression, and Engagement. These documents are referred to and shared between educators and families on a regular basis to promote communication regarding your child's learning.

Observations and planning for your child's overall development is an on-going process. We complete regular observations of your child's growth and development and share that information with you on Storypark and in displays throughout the centre. This information is also used by the staff to develop curriculum to meet your child's developmental abilities and challenges. The shared documentation allows an opportunity for the parent and the primary educator to discuss your child's development.



DAYS AND HOURS OF OPERATION

Our early learning and care program is open daily, from 7:30 a.m. to 5:15 p.m., Monday through Friday. Education and care are offered year-round except for:

- Weekends
- Statutory holidays
- Open at 11 am on August 28, 2025, AC Employee Event
- The first Monday of *Fall Academic Break* in October for Staff Professional Development Day
- Christmas Break (one week as per college closure)

Please note the ELC may occasionally close due to extreme weather conditions. If the College closes early, the ELC will also close, and families will be called to pick up their children.

ARRIVAL AND DEPARTURE POLICIES AND PROCEDURES

Please enter and leave the Centre by the Main Entrance. We ask that you make the educator aware of your arrival in the room and let educators know of any changes to pick-up. It is recommended that the parent spend a few minutes settling the child into the program. Please say "goodbye" to your child before leaving. The staff will help if your child is upset at your departure. At the end of the day, the parent is required to notify an educator that the child is leaving.

Drop offs and pick-ups are a great time to connect with your child. Please do not use your **PHONE during these times.

Parents **MUST** let educators know if the child will be absent by 9:30 each day. This can be done by phone or by sending a message through Storypark or by email.

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 including:

1. Making contact with families by phone/text/Storypark or email to inquire about absence after 9:30am and/or intended plan for pickup by 5:10pm
2. Where the staff has not been able to reach the parent/guardian by 5:15pm, they will attempt to contact other emergency contacts on the child's file to confirm the child will be picked up in a prompt manner
3. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file, the staff will proceed to calling the Children's Aid Society of Ottawa at 613-747-7800. Staff will follow The Children's Aid Society's direction with regards to next steps

Please keep your Registration Form up-to-date. Anyone unfamiliar to our educators will be asked to provide identification.

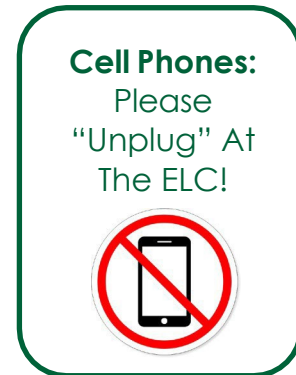
Please Note: According to the law, both biological parents have equal access to the child and to information about the child. The Centre Staff can only deny access to a biological parent when there is a written separation agreement or a legal court order. A copy of this is required for the Centre.

Staff will not release a child to a person if there is reason to believe the child is in danger, e.g. if the person is intoxicated or violent.

LATE PICK-UP POLICY

The Centre closes at 5:15 p.m. Parents should endeavor to reach the Centre by 5:00 p.m. at the latest to ensure an easy departure. In the event that lateness becomes a problem the following procedure will take place:

1. A verbal or email reminder from the Manager about closing times
2. A written letter or email from the Manager regarding late pick-ups
3. A final letter or email indicating discharge date



PARKING AND DOOR PASSES

Upon registration, parents are responsible for purchasing a Door Pass for a non-refundable cost of \$10. Algonquin College Students or Staff may have their Algonquin College Cards activated in place of purchasing a Door Pass.



Thirty-minute parking is available for Arrival and Pick-up in the ELC Parking Lot at the west side of the Centre. Gate Cards are available for registered parents at a non-refundable cost of \$25.00. Gate Cards will be deactivated when children are discharged from the program.

The ELC is not responsible for tickets issued by Algonquin College parking officers.

NO SMOKING/VAPING POLICY

Algonquin College is a smoke-free, clean air campus. Security patrols are in place to enforce the policies regarding smoking and vaping.



Space Retention Policies

WITHDRAWAL POLICY

As the Centre's budget depends on continuous full enrolment, **written** notice of permanent withdrawal is required by 10:00 am, 10 business days *in advance* of last day. The deposit paid at enrolment will be used as payment for your child's last 2 weeks of care. If less than 2 weeks' notice is received, the initial deposit is non-refundable. Refunds are provided if a parent has paid more than 10 days in advance (including deposit) of their withdrawal date.

Last day of enrollment cannot fall during our holiday closure (the last week of December).

Please note: Personal items must be picked up within 30 days after withdrawal. The ELC will donate items that are not picked up.

DISCHARGE POLICY

On occasion the centre is unable to meet the child's and/or family's needs. If this is the case, discussions are held with the parents to find possible solutions within the program. Although it is the exception to the rule, the ELC would provide you with a minimum of two weeks' notice of discharge if enrolment cannot continue.

Failure to provide fee payments and/or failure to participate in orientation/registration process may also result in discharge from the program. The deposit made will account for the required 10 days' notice and **will not** be refunded to the family.

STUDENT PARENT POLICY

This policy ensures that the ELC serves as many student parents as possible with our resources.

Algonquin College Student parents retain their child's space for the period required to finish **one full college program of their choice, as originally stated by the Program of Study on the Student Parent Form**. At the end of the student parent's final semester, extended length of time at the ELC will be considered by the manager. Continued care and education of the child will depend on individual circumstances, and it is up to the discretion of the manager.

If a student parent withdraws from their program of study at AC they will be asked to withdraw their child from the ELC. Student parents will be required to provide proof of full-time enrolment at AC each term. **It is the parent's responsibility to inform the ELC of any changes to their student status.**

Children attending kindergarten in September will be asked to withdraw their children in the first 3 weeks of August to allow sufficient time for new student parents to transition their children before starting their College classes.

VACATION SPACE RETENTION POLICY

As our program operates a cost-recovery budget, we are **unable** to retain spaces for vacationing families. If the child is withdrawn for extended periods of time the child must be re-registered on The City of Ottawa Centralized Waitlist. There is no guarantee of available space.

Payment Information

DAILY FEES

The Algonquin College Early Learning Centre is participating in the Canada- Wide Early Learning and Child Care System (CWELCC).

Daily Base Fees Effective January 1, 2025

Infant:	\$22.00
Toddler:	\$22.00
Preschool:	\$22.00

FEE POLICY

At Registration, full fee parents are required to provide a two-week deposit. Upon withdrawal, this fee becomes payment for the last two weeks of your child's care. If there has been an increase in fees since the time of deposit, the additional amount will be charged. Fees are charged for unexpected closures of the centre due to weather or other unforeseen circumstances. Payment is required for all statutory holidays as well the December College closure between Christmas and New Years Day.

Monthly payments are due by the 10th day of the month. Monthly and year-end tax receipts are provided. We accept credit/debit and e-transfer.

Nonpayment of fees may result in discharge.

SUBSIDY INFORMATION

Subsidies are available for qualifying parents from the City of Ottawa. Information is available at www.ottawa.ca/daycare or by calling 311.

SUBSIDY DAYS AWAY POLICY

The City of Ottawa Child Care Subsidy Office will pay for a total of 36 days away annually. This includes all days away from a centre including sick and vacation days (Centre closures are not counted towards days away). If you transfer from another centre your paid days away are transferred with you. If your child starts during the year, you are allotted the equivalent of 3 days away a month (i.e. if you start in June you are allotted 21 days). If all days away are used, it is the responsibility of the parent/guardian to pay the daily rate for all other days away from the Centre to the City of Ottawa. Extra days may be granted on a case-by-case basis by the City of Ottawa in the event of extraordinary medical needs.

Health Policies

SANITARY PROCEDURES

Good hygiene practices are vital to the health of children in group care. Sanitary Procedures are followed as stated in the City of Ottawa Public Health Environmental Health Standards for Child Care Facilities.

Hand washing is a proven effective tool to reduce transmission of disease. Hands are washed, by staff and children:

- before and after diapering
- before and after handling food
- before and after wiping noses
- after using the washroom facilities



IMMUNIZATION POLICY

Prior to admission, each child must be immunized as required by the local Medical Officer of Health. Parents must provide their child's immunization record to the ELC and to [Ottawa Public Health](#). Please inform us and provide an updated immunization record when your child receives new vaccinations to keep your child's file up to date. If your child is not immunized, you must provide a notarized exemption. Children must have their record or exemption on file at the ELC to attend their first day at the centre. This is in accordance with regulations under the Child Care and Early Years Act.

ALLERGY POLICY



The Centre is designated as a "nut-free" building, no nut products, including oils, butters, nutmeats or other food or cosmetic products are permitted. Please respect this policy, as a child's life may depend on it. For example, if your child has peanut butter for breakfast, ensure that all traces are washed from their hands and face, and their teeth are brushed before arriving at the centre.

All staff are trained to give an EpiPen injection for children with life threatening allergies. EpiPens travel with the child as they move through areas the ELC (indoors and outdoors) and are taken on field trips & walks on campus.

The ELC has a policy where there is **no food brought from home** permitted in the centre. However, there may be exceptions to this policy for infants (cereal, formula, breast milk) and for children with medical needs. Exceptions are assessed on a case- by -case basis and are approved by the manager. Parents who send food/beverages to the ELC must:

- send the food/beverage in its original container with ingredients clearly labelled
- check the ingredients on the food/beverage to ensure there are no nuts or traces of nuts
- clearly label the food/beverage with their child's name

SCENT FREE SPACE

The ELC is a scent-free environment. Persons entering the building on a regular basis (staff, students, and families) are reminded not to wear scented products. Products that produce scents can adversely affect persons (including children) who suffer from allergies, asthma, or other breathing issues. To respect children, families and staff please refrain from wearing perfumes or hair products with lingering scent. This policy includes second-hand smoke from cigarettes and cannabis.

ADMINISTRATION OF MEDICATION

Children with medical needs (ie anaphylaxis, asthma) are required to have an individualized plan completed on advice of their family doctor which will include:

- steps to be followed to reduce risk of the child being exposed to any causative agents or situations that may exacerbate their medical condition
- a description of any medical devices used by the child and any instructions related to its use
- a description of the procedures to be followed in the event of an allergic reaction or other medical emergency

Should your child require medication while attending the Centre, you must fill in an Authorization for Medication Administration Form. All medication must be prescribed by a doctor and be in the original container. It will be administered by an educator in the program and stored in a locked medication box. We are not permitted to give medication to a child without signed authorization of the parent.

Children who are starting a new prescription or who have had any new vaccinations, need to be monitored at home for 24 hours, in case of adverse side effects, before returning to the ELC.

SICK CHILDREN POLICY

In the best interests of your child and the other children and staff at the Centre, they must be kept at home when they have **any** of the following symptoms:

- temperature of over 38.5 c. or 101 F. in the morning – child must stay home until they have been fever-free for **at least 24 hours** (without the use of fever reducing medication), and have no additional symptoms
- rashes that you cannot identify or that have not been diagnosed by a physician
- vomiting and/or diarrhea: *watery or greenish bowel movements that look different and are more frequent than usual (Type 6 or 7 on the [Bristol Stool Chart](#))* – child must stay home until bouts of vomiting or diarrhea have stopped for a **minimum 48 hours**
- discharge from ears
- discharge from or redness in eyes
- swollen neck glands
- new, worsening and/or consistent cough – child must stay home until the cough has **improved for at least 24 hours** and have no additional symptoms
- runny or stuffy/congested nose – child must stay home until the runny/stuffy nose has **improved for a least 24 hours** and have no additional symptoms
- any contagious condition as diagnosed by a physician
- unusual paleness, irritability, unusual tiredness, or listlessness

A child must be able to participate in all aspects of the program and be able to manage throughout routines and transitions.

Important Note:

As the [spread of germs](#) can happen from **Direct Contact** (touching hands with an infected person); **Indirect Contact** (toys, surfaces, tissues that have been touched by an infected person); and **Through the Air** (when an infected person coughs or sneezes) – ELC educators may request a child be picked up if they are not able to manage the spread of germs in the classroom setting.

Sometimes a child may be ill without obvious indicators or begin to show signs of illness overnight. If this occurs, please inform your child's educators of the symptoms and of any diagnosis made by a physician as soon as possible. This information may need to be reported to the City of Ottawa Health department. Information is posted anonymously for the benefit of other parents.

We require that parents prepare and arrange for **emergency backup care** in anticipation of these situations.

Should your child become ill while attending the Centre, we will call you to come and pick your child up. Prompt pick-up is important, as your child may need to visit his/her physician. It is therefore important that we know where to always find you during your child's day. If you will be away from your regular class/work, please let us know at drop off or phone in to check on your child. In cases where we are unable to reach the parent, their listed Emergency Contacts will be contacted to come and pick up the child who is unwell.



SUN SAFE POLICY

Please provide sunscreen, broad-brimmed hats and "cover-up" clothing for your child for outdoor play in the summer. We ask parents to provide sunscreen for their child to use at the centre. Parents are requested to apply it on their child before leaving in the morning and educators will apply it on children before afternoon outdoor play. Outdoor activities take place before 11 a.m. and after 3.00 p.m. to reduce exposure to ultraviolet rays. The staff is encouraged to be good role models for the children by wearing appropriate clothing and headgear.

CLOTHING AND POSSESSIONS

All clothing and possessions are to be clearly labeled with child's name. Children require the following items:

- Diapers (if needed)
- Appropriate footwear - supportive shoes with velcro or elastic closures and covered toes, no 'light-up' shoes
- Seasonal clothing for outdoor play:
 - ✓ Summer: Cool clothing such as shorts and T-shirt (shoulders should be covered, to protect from the sun), sunhat, closed toe sandals (NO FLIPFLOPS) or running shoes
 - ✓ Winter: Snowsuit, warm boots, 2 sets of waterproof mittens, neck warmer and hat
 - ✓ Spring\Fall: Raincoat, rain boots, splash pants and a hat

For Toddlers and Preschoolers, clothing should be easy to manage to support your child's efforts to dress themselves. Self-help skills foster independence and a sense of accomplishment.

For Infants, simple clothing makes for faster and less distressing dressing for the child, staff and parents.

All children require at least one complete change of clothing to be kept in their cubby, including socks and underwear. When clothing is changed, wet/soiled clothes are placed in a plastic bag for parents to launder at home. Please replace clothing as necessary.

NUTRITION

Good nutrition is essential for growth and it is an integral part of our program.

Infant Program:

When children enter the Centre as young babies, they are typically drinking formula or breast milk. We encourage nursing mothers to continue breastfeeding after the child has entered the Centre. Parents are asked to bring in their own prepared formula or expressed breastmilk, clearly labeled with the child's name on the bottles (extra formula for backup).

Introduction of solids usually occurs at three to six months, on the advice of the child's physician. Cereals and freshly pureed foods prepared in our kitchen will be provided and are used as much as possible. At seven or eight months, the child is usually sitting well and has been introduced to a range of foods. Finger-foods are introduced, as well as homogenized milk and water in a cup.

For parent's information, fluid and solid intakes are recorded on the infant's daily information chart. We ask you to provide the educators with verbal and written information regarding your Infant's changing diet by updating the infant's nutritional checklist.

Toddler and Preschool Programs:

The Centre provides a nutritious morning snack, a hot lunch and an afternoon snack, planned and prepared daily in our kitchen by our qualified cook. Weekly menus are posted outside the Kitchen as well as on Storypark for families to review.



Child Safety

PROHIBITED PRACTICES

To support positive interactions and relationships between children, families, staff and the community it is important to understand and be aware of prohibited practices.

The following prohibited practices are never permitted at the Early Learning Centre:

- Corporal punishment of a child (which may include but is not limited to, hitting, spanking, slapping, pinching);
- Physical restraint of children (which may include but is not limited to confining to a high chair, or car seat for discipline or in lieu of supervision, unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
- Locking the exits for the purpose of confining a child, or confining to the area or room without adult supervision, unless such confinement occurs during an emergency;
- Use of harsh, degrading measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, scare or frighten a child or undermine self-respect, dignity, or self-worth;
- Depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- Inflicting any bodily harm on children including making children eat or drink against their will

DUTY TO REPORT

Registered Early Childhood Educators work with a vulnerable population and it is among their responsibilities to build positive, trusting relationships with families and children. As such, they are in a unique position to recognize possible signs of child abuse, neglect and family violence. The Early Learning Centre staff are aware of, and prepared to act on, their legislated duty to report suspicions of neglect, harm or abuse towards children.

CRIMINAL REFERENCE CHECK POLICY

All staff, students on placement, and volunteers are required to have a clear police check for the vulnerable sector on file according to the Child Care and Early Years Act, 2014.

BEHAVIOUR MANAGEMENT POLICY

Children are disciplined in a positive manner at a level that is appropriate to their actions and stage of development to promote self-discipline, ensure health and safety, maintain equipment, and respect the rights of others.

Staff ensures that consistent Behaviour Guidance is practiced for all children. Techniques of prevention and intervention are developed and implemented by each program, which are pertinent to the group and the individual child.

Corporal punishment, verbal degradation, confinement, and deprivation of basic needs (including food, clothing or bedding) are forbidden, under the Child Care and Early Years Act. Contravention of this policy by staff and students on placement will result in disciplinary action.

SERIOUS OCCURRENCE

Service Providers delivering services that are funded or licensed by the Ministry of Education are responsible for delivering services which promote the health, safety and welfare of the children being served. This responsibility in turn requires the Service Provider to be accountable to the Ministry, specific to demonstrating that their service delivery is consistent with relevant legislation, regulations and/or Ministry policy.

The following Serious Occurrence Categories will be reported to the Ministry:

- Death of a Child
- Life-threatening injury or illness
- Allegation of Abuse and/or Neglect
- Missing or Unsupervised Child(ren)
- Unplanned Disruption of Normal Operations (fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown, other emergency relocation or temporary closure)

To support increased transparency and access to information, a Serious Occurrence Notification Form is posted at the centre every time there is a serious occurrence, and the form remains posted for a minimum of 10 business days.

The Serious Occurrence Notification Forms are retained for a minimum of three years from the date of the occurrence and are available to current and prospective families.

INCIDENT REPORTS

The children are always supervised, but incidents do occur on occasion. If the injury is minor, simple First Aid (e.g. application of ice or a bandaid) will be applied. An Incident Form is filled out by the supervising educator and signed by the parent. This completed form is placed in the child's file and a copy is provided to the family upon request.

If the injury is significant but not major, staff will call the parent as soon as possible to discuss medical treatment and/or to request that the parent pick up the child for closer observation. If the injury is deemed serious, emergency medical attention will be sought, and the parent will be notified immediately.

EMERGENCY PROCEDURES

Staff are trained in emergency procedures. Children and staff participate in monthly emergency drills and the procedure is posted in each area. A classroom in Building B of the College is the designated shelter for emergency evacuations.

In the event of emergency conditions (i.e. blizzards, fire) parents should be prepared to pick up their child early or make arrangements with their child's emergency contacts. Parents will be contacted by telephone.

Please note: In the event of evacuation, student and employee parents at the College are not to enter the Early Learning Centre. Please proceed to the designated evacuation area. You may pick up your child after attendance has been taken.

CONDUCT

The ELC maintains high standards for positive interaction and communication with children, families, employees, students, and community members. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a family, employee, student, or volunteer feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Manager or the Dean of the Faculty of Health, Public Safety and Community Studies and/or Algonquin College Security Services.

SECURITY PRECAUTIONS

The Early Learning Centre is a secure facility, and all families are required to purchase a swipe card for the front door. The cost for the door card is \$10.00. Algonquin College Student and Staff cards can be activated at no cost. All students accessing the Centre are required to wear an ID badge. Algonquin security staff is close at hand in the event of an emergency. We are a "limited access" area in the College.

POLICY OF CONFIDENTIALITY

Information collected from parents/guardians is for Program Staff only and is of the type to aid in providing appropriate and quality early childhood education. Information is kept in confidence, and only released with consent of the parent/guardian.

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of families, children, employees, 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).

A component of the Early Childhood Education Program curriculum is observation of child behaviour and development. Students are instructed in the importance of complete confidentiality in matters pertaining to information obtained both verbally and written.

Children's records are the property of the ELC. They are maintained in a locked cabinet, and only removed with the consent of the Manager. Parents/guardians have access to their child's records when requested. In addition to the above policy, the College is governed by the Freedom of Information and Protection of Individual Privacy Act, 1987.

Staff At Algonquin College Early Learning Centre

April Bone	RECE	Toddler Program
Monique Ecroyd	RECE	Infant Program/Support Staff
Liane Gallop	RECE, M. Ed	Manager
Carrie Lynn		Cook
Angela Lowe	RECE	Preschool Program
Tessa Santoni	RECE, BFA	Toddler Program
Jhon Romero	RECE, BA	Infant Program
Leslie Rogers	RECE, B. Sc. (Honours)	Infant Program
Shahina Siddiqi	RECE	Infant Program
Carol Sowa	RECE	Preschool Program
Julia Spence	RECE, BA	Support Staff/Administration
Mike Waddington	RECE	Toddler Program
Paige Wattie	RECE	Preschool Program

Website

For more information, you can visit our website:
<https://www.algonquincollege.com/early-learning-centre/>

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