



Handbook

2020

Quality care is the right of every child.

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RATES

Our rates are pro-rated, flat, monthly amounts. As a non-profit organization, our rates are based on the cost of operating the programs.

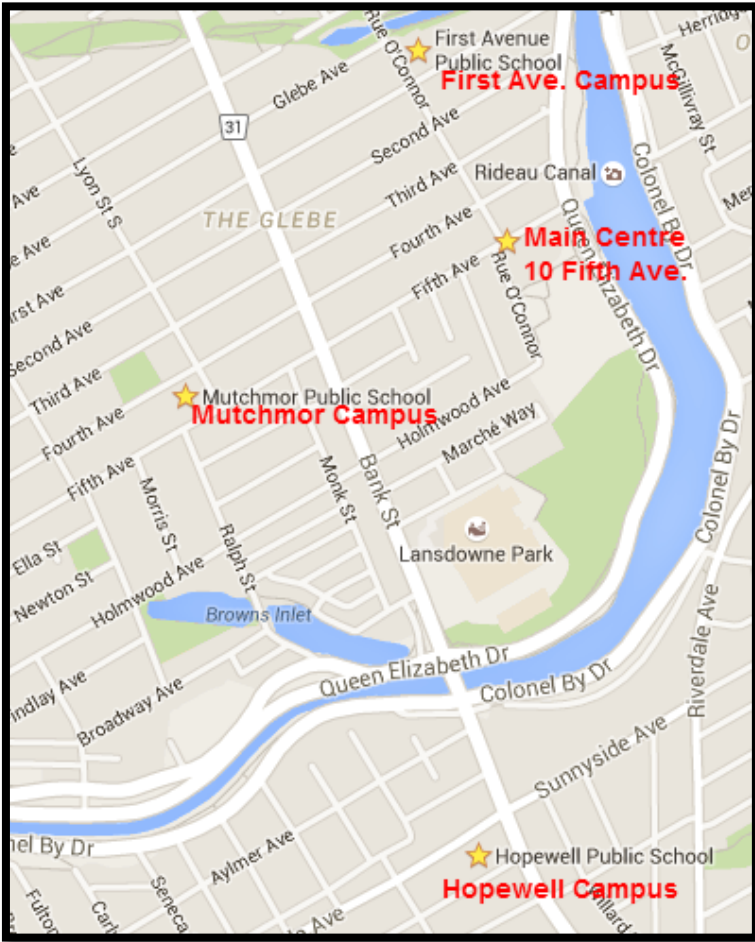
Current Rates for Our Programs:

Infant	\$1924.00
Toddler	\$1889.00
Preschool	\$1170.00
Kindergarten	\$546.00
School Age	\$477.00

The rates above are for the program your child is enrolled in, not for the age of your child.

Please note that the movement of children from one program to the next is dependent on spaces being available and the child's readiness. Your child may remain in a program, well past the licensed age range, if spaces are not available in the next program or your child would not manage in the next program.

MAP OF OUR LOCATIONS



OUR DAY CARE CAMPUS LOCATIONS

1. Main Campus-
2. Parents' Home Child Care of Ottawa Offices
3. Mutchmor Campus (located in Mutchmor public school)
4. Hopewell Campus (located in Hopewell public school)
5. First Avenue Campus— (located in First Ave. public school)

CONTACT INFORMATION



GLEBE PARENTS' DAY CARE

Quality care is the right of every child.

Web: glebeparentsdaycare.ca

Main Campus - 10 Fifth Ave. Ottawa, ON. K1S 5N5 **Fax:** (613) 233-9345

Parents Home Child Care of Ottawa—gpd_c_phcc@bellnet.ca (613) 233-1597

Group Care main campus: (613) 233-9268

Admin. Coordinator - (parent accounts) glebeparentsdaycare@bellnet.ca Ext. 100

Program Coordinator-(programs, & spaces) gpd_c_pc@bellnet.ca Ext.130

Financial Coordinator- gpd_c_fc@bellnet.ca Ext. 120

Room Extensions:

Infant	160	Kitchen	140
Toddler West	150	Lunch Room	119
Toddler East	170	Basement South	250
Preschool 24	240	Basement North	220
Preschool 16	210		

Satellite Locations

Mutchmor Campus: 185 Fifth Ave., Ottawa, ON K1S 2N1
mutchmordaycare@yahoo.com (613) 233-0124

First Avenue Campus: 73 First Ave., Ottawa, ON K1S 2G1
firstavedaycare@gmail.com (613) 236-4502

Hopewell Campus: 17 Hopewell Ave., Ottawa, ON K1S 2Y7
General - hopewell.gpd_c@gmail.com (613) 730-0515
Coordinator - hopewell.supervisor.gpd_c@gmail.com

OUR HISTORY

The Glebe Parent's Day Care originally resulted from the political activity of a number of community members in the early seventies who recognized the need for a quality non-profit childcare program in the neighbourhood. Community leaders were lobbied, needs surveys were undertaken and numerous applications for government grants were submitted. During the early years the centre operated on a shoestring budget and survived primarily because of the commitment of parents and staff. Staff were paid extremely low wages and childcare was a low priority on government funding agendas. The centre continues to be politically active promoting the development of quality non-profit childcare programs that are accessible and affordable to all families in the community.

The centre was opened as a temporary summer day care program in the basement of the Glebe United Church in 1972. The centre then expanded into the basement of the Glebe Community Centre on Lyon Street on a permanent basis in May 1973, with infant, toddler and preschool programs. While the larger space was appreciated, this location was far from ideal as the centre was required to dismantle the equipment every night to allow for other community uses. Furthermore, there were no windows in the preschool room, and the playground was too small to accommodate all of the children in the centre. Although these were not the best conditions for a childcare centre, it was all that was available at the time.

Over the years the centre expanded its programs to meet community needs. The Hopewell Kindergarten started in September 1978. In September of 1997, with the complete renovation of the school and construction of a fully equipped day care space, the Hopewell Program expanded to include a School-Age component. The Mutchmor School-Age program started in 1978 and the Corpus Christi

Kindergarten/School-Age programs started in September 1989. The community continued to voice a need for quality, licensed kindergarten and school age spaces. As a result, in Sept 2001, the First Avenue Kindergarten and School-Age program opened its doors. In addition to these school-based programs, the Family Home Child Care Program was established in 1985 to provide a full range of childcare options to parents. The name was changed to Parents' Home Child Care of Ottawa in 2001 to reflect that they serve wide areas of the city.

Parents and staff tried unsuccessfully for many years to improve on the basement location at the Glebe Community Centre. In the early 1980's the centre received a \$600,000 federal grant to build a new centre, only to be told by city officials that there was no location in the neighbourhood zoned for a non-profit childcare centre. The federal grant was returned unused.

Efforts to find a suitable location were renewed in the mid-80's, and eventually city planners agreed that an area in Lansdowne Park would be allocated to the Glebe Parents' Day Care as part of the park's redevelopment plan. The community was consulted, negotiations with the National Capital Commissions were conducted, and the three levels of government were approached for funding. During this period the day care itself fundraised in excess of \$170,000 toward the project. Over the next four years all obstacles were overcome and the new centre was finally constructed during the winter of 1989 - 90. When the doors officially opened on August 7, 1990, a nineteen-year struggle for a specially designed and built childcare centre was finally over.

HOW WE OPERATE

- OUR STRUCTURE AND PROGRAMS

OUR STRUCTURE

The Glebe Parents' Day Care was established as a parent-staff cooperative based upon the philosophy that the opinions of all involved in the day care must be respected, treated equally, and encouraged. All current parents and staff are members of the cooperative. We are a non-profit, licensed, charity. A Board of Directors made up of parents, staff, and external members, administers the centre. The board meets monthly and the staff meets twice monthly. All concerns of the day care are discussed at these meetings to ensure maximum participation in the decision-making process. There are a number of committees such as hiring, personnel, and policy and procedures, that are composed of parents and staff. Parent and staff participation on our board and committees is essential for the smooth running of the centre. An Annual General Meeting is conducted every year where new Board members are elected and all parents and staff are expected to attend.

STAFF

It is the day care centre's policy to hire program staff who are Registered Early Childhood Educators. A committee comprised of parents and staff conducts all hiring. In keeping with the philosophy of equality, all staff are paid the same, with no increments or differentials. Since 1978, the staff has been represented by the Canadian Union of Public Employees (CUPE 2204). All hiring, grievances, pay and benefits are determined by a collective agreement between the union and the board of directors. Program, Administrative, and Finance Coordinators, who are located at the Fifth Avenue location, coordinate the Centre's activities.

STUDENTS AND VOLUNTEERS

The day care is a teaching centre offering training, coops and field placements for early childhood education, nursing, and high school students. We also offer volunteer opportunities for individuals who need volunteer hours, are interested in gaining experience in this sector, or who are interested in spending time with children.

SUPERVISION OF STUDENTS AND VOLUNTEERS POLICY

The Glebe Parents Day Care is committed to being a teaching centre for students and volunteers who are interested in learning about providing high quality experiences, learning opportunities, and social interactions for children.

The intent of this policy is to ensure the safety and well-being of the children at Glebe Parents Day Care in connection with students and volunteers.

The following guidelines and requirements must be followed:

- All students/volunteers 18 years of age or older must provide a current (within the last 90 days), clear Police Record Check before beginning her/his placement;
- All students/volunteers meet with the coordinator (or designated authority) before beginning her/his placement for an orientation
- All students/volunteers must read and sign Glebe Parent Day Care's (GPDC) program statement and all policies as required by the ministry of education. They must also review emergency procedures and any individualized support plans and medical action plans.
- All ECE students are supervised by a RECE (Registered Early Childhood Educator), other students and volunteers are supervised by a permanent GPDC staff member throughout the entire placement.
- Students/volunteers must follow the direction of the permanent staff.

SUPERVISION OF STUDENTS AND VOLUNTEERS POLICY (Cont.)

- Direct unsupervised access (i.e. when the adult is alone with a child) is not permitted for persons who are not employees of the child care centre unless special arrangements have been made between the parent and the centre;
- Placement students are not counted in the staffing ratios;
- Volunteers are not counted in staffing ratios;
- Students and volunteers will be given appropriate orientation, training, supervision and feedback.

DAY AND HOURS OF OPERATION

The day care opens at 7:30 a.m. The infant, toddler and preschool programs close at 5:30 p.m. The Kindergarten and School Age programs close at 6:00 p.m. It should be noted that in PHCC care might, in certain circumstances, be provided prior to 7:30 and after 5:30. In all cases, a request for extended hours must be made to the home visitor.

The day care is closed on the following holidays:

New Year's Day	Victoria Day	Thanksgiving Day
Family Day	Canada Day	Christmas Eve
Good Friday	Civic Holiday	Christmas Day
Easter Monday	Labour Day	Boxing Day
		New Year's Eve

The centre is closed from Christmas Eve until New Year's Day inclusive.

Certain years, depending how the calendar falls, we may be closed for an additional day. The day care will provide written notice to parents, of the actual days closed each year. This notice will go out at least two months before Christmas to allow parents time to plan

PROGRAM STATEMENT

We operate as a parent-staff cooperative where parents, staff and community members oversee the operations of the centre using a consensus-model management approach guided by a strong, dedicated network of committees, volunteers and board members.

Our centre is dedicated to a child-centred approach that fosters learning with the view that children are “competent, capable, curious and rich in potential”. As a staff -parent cooperative that relies on the expertise of parents, community members and staff to ensure our centre meets and exceeds the Ministry of Education’s licensing requirements under the Child Care and Early Years Act, our mandate is to maintain our grassroots philosophy of cooperation and partnerships while preserving our decades old belief that “quality childcare is the right of every child”.

Key Message and Mission Statement:

To support the overarching program goals under the CCEYA and the Ministry of Educations “How Does Learning Happen”, the Glebe Daycare is anchored by the following key messages:

- Each child is unique and has unique needs in their continuum of growth and learning and the “Convention on the Rights of the Child” (November 1990) remains a fundamental responsibility in that continuum
- Learning is achieved through exploration, play, inquiry and child-centred environments
- Value and support the Early Childhood Education profession through hiring policies, professional development and providing a healthy and safe workplace
- Implement best practices through reflective teaching practices and ongoing evaluations
- Preserve the cooperative spirit that is guided through our policies and procedures, while respecting the expectations guided by the Code of Ethics and Standards of Practice

We are committed to meeting the following program goals and approach as an index for success:

1) Promote the health, safety, nutrition, and well-being of the children by:

- Creating policies and procedures that ensures the guidelines and regulations of the following governing bodies are implemented and that best practices are followed:
 - Ottawa Public Health
 - Canada Food Guide
 - Canadian Standards Association Group
 - Child Care and Early Years Act
 - Ontario Disabilities Act

2) Support positive and responsive interactions among the children, parents, child care providers and staff by:

- Respecting the cooperative management model through consensus decision making, cultivating caring and positive relationships, being genuine and respectful in our professional interactions, demonstrating nurturing qualities in daily relations with children, parents, staff and childcare community at large.
- This shall be accomplished through open and regular communication, knowing and following our guiding principles under the centres Code of Ethics as well as Industry Code of Ethics and Standards of Practice will be visible in the daily and on-going operations of the centre.

3) Encourage the children to interact and communicate in a positive way and support their ability to self-regulate through:

- Appropriate role modelling using best practices as a guide for staff, offering children choices where applicable, encourage children to reflect and be accountable for their decisions, to use restorative practices as a principal approach to consequences and promote the child's right to be heard, respected and treated fairly by all staff and peers.
- Environments and play spaces will be purposefully planned to include access to a variety of experiences throughout the day that meets the needs of children within a group and as individuals, allowing opportunities for self-regulation, personal reflections, and freedom of choice.

4) Foster the children's exploration, play and inquiry through:

- Professional guidance that uses questioning and reasoning, concept-based instruction that is driven by "big ideas" rather than subject-specific content, leading students to consider the context in which they will use their understanding, bringing "real world" meaning to content knowledge and skills and helping students to become critical thinkers which is essential to their ability to creatively solve problems.
- To further encourage exploration, play and inquiry, educators will use various types of observation and documentation to inform their practice that will provide the platform for growth and success.

5) Provide child-initiated and adult-supported experiences by:

- Planned learning centres that minimize time limited experiences and explicit teaching modules. Best practices will include flexible groupings so that children can regulate social interactions and time spent in learning centres, child directed explorations with open access to supporting learning materials and resources, access to a natural and authentic environment that incorporates all areas of the learning domains defined in “How Does Learning Happen”.

6) Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported by:

- Providing environments that are purposely planned to spark the children’s natural curiosity and creativity. Children’s thoughts and opinions, regarding the set-up of their space is actively sought and incorporated. The children’s community, cultural backgrounds, and interests will be reflected in the program for a better sense of belonging.
- The play space is divided into different areas that are set up to offer and encourage different activity levels, stimuli, types of play, group size, etc. to give children the ability to find an area that best meets their need at any given time.
- Open ended materials are presented that provide the children with challenges; giving them the opportunity to problem solve, negotiate, and make decisions.
- A wide variety of interesting materials are readily available to the children to allow them to independently come up with play ideas and find creative solutions to challenges they may encounter.

- Making learning visible to the children, through written and visual documentation in the program, allows them to reflect on and share past experiences. This encourages them to expand on previous play and further their exploration and learning.
- 7) Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care by:
- Our centre recognizes the importance and tremendous learning opportunities offered by outdoor play. Children have a greater sense of freedom and willingness to explore and try new things in an outdoor setting. Supporting the children in developing a positive disposition related to outdoor activities and an appreciation for nature and the environment, has a lifelong, positive impact. As per the child care and early years act, all children in care for more than 6 hours per day, spend a minimum of 2 hours outside daily, weather permitting.
 - Activities and schedules are planned to promote periods of active play during the day. Having the opportunity to move and use their bodies in a variety of ways and situations helps children develop their full range of fundamental motor skills as well as promoting and encouraging an active, healthy, lifestyle. Most activities are child directed. When teachers introduce or lead active games and activities, children are encouraged to participate but may choose not to.

- Children in our Infant, Toddler, and Preschool programs have a daily rest/quiet time. Children in our infant program sleep on their own schedules; they are able to sleep when they need to. For children in our toddler and preschool programs, there is a rest period in the afternoon. This time does not exceed 2 hours. Children who do not fall asleep after a period of time are able to rest or engage in limited, quiet activities.

8) Foster the engagement of and ongoing communication with Parents about the program and their children by:

- Building a strong, respectful and reciprocal relationship with families
- Providing an environment that is inviting and welcoming to families; staff will maintain open communication with parents through daily short discussions, emails, notes, email distributions and newsletters. Each class posts a calendar, other regular posts and updates on communication board.
- Hosting annual parent meetings and maintain website with current and relevant information
- Parents are welcome to visit and are encouraged to participate in their child's classroom (fieldtrips, e.c.t).
- We have a Board and committees that parents are encouraged to get involved in.

- 9) Involve local community partners and allow those partners to support the children, their families and staff
- Children's librarian from Sunnyside library visits the programs bringing stories, songs and puppets.
 - Staff members are members of the College of E.C.E.s which provide ongoing professional development and resources.
 - We partner with the Early Childhood Integration Support Services (ECISS), Early Words, as well as other Children's health services when working with a child with special needs.
 - We regularly have students from community colleges completing placements in our programs
 - We invite child development professors from colleges and universities to annual meetings to share new findings and research on child development. In this meeting parents and staff are invited.
 - Regularly and ongoing communication with local recreation and community centers/programs.
 - Programs located in local schools will build positive relationships with schools, sharing resources available in that school.
 - We hold an annual fundraising project that invites families and local community partners, everyone is welcome to take part and contribute.

10) Support staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning (CPL)

- Monitor the College of ECE website for current and required CPL's
- Maintain a tracking chart for all staff training and professional development
- Keep copies of training certificates in each staff person's personnel file
- Encourage staff to remain relevant in the field through union sponsored training, CECE professional development and other opportunities offered by third party PD organizers
- Current and relevant evidence based research will inform the standard of practice in all programs operated by the GPDC
- HDLH will be used as an on-going professional document to guide and inform our practice and provide the foundation for continuous professional learning

11) Document and review the impact of the strategies set out in clauses (1) to (10) on the children and their families.

- Document observations for review during annual review of Policies and Procedures and Licensing Renewal
- Make recommendations to Board of Directors and its committees in response to the observations in the annual review

OUR PROGRAMS

“THE NEIGHBOURHOOD HUB”

The Glebe Parents’ Day Care has developed a “neighbourhood hub model” childcare centre. The centre provides programs for children between the ages of 6 weeks and 12 years. The programs meet the overall developmental needs of children. The centre operates in a community setting, which establishes the optimal conditions for a social, cultural, creative and intellectual learning process. The Glebe Parents’ Day Care is licensed by the Ministry of Education under the Ontario Child Care and Early Years Act which sets standards for health, safety, nutrition, programming, staffing child/staff ratios and physical premises.

OUR PROGRAMS

INFANT PROGRAM

(6 weeks - 18 months) - Main Centre - 10 Fifth Avenue

This is a special program geared specifically to each child’s individual needs, rather than a uniformly rigid schedule. Infants in group care have unique opportunities for early socialization and stimulation. The Infant Room is licensed for ten babies with four qualified staff in a stimulating and secure environment.

TODDLER PROGRAMS

(18 months - 2 1/2 years) - Main Centre - 10 Fifth Avenue

There are two Toddler Programs at our 10 Fifth Ave. location. Each is licensed for fifteen children. Children are encouraged to cooperate and act independently while developing cognitive, life, and creative skills. Three qualified staff in each program guide the toddlers through this phase of their development in a warm and stimulating atmosphere.

PRESCHOOL PROGRAMS (2 1/2 - 5 years)

Main, First Ave, and Hopewell Campuses

Our centre has four preschool programs operating at three different locations. The Main Campus has two preschool programs; one is licensed for twenty-four children, the other is licensed for 16. The Preschool Programs at the First Ave. and Hopewell Campuses are each licensed for 16 children. A caring and inviting environment is presented in our preschool programs that provide children and families a sense of belonging. Programming is based on the interest and abilities of the children who are in the group. Our experienced teachers guide children in their ability to self-regulate and in the development of a strong sense of curiosity and an interest in continual learning.

KINDERGARTEN & SCHOOL AGE PROGRAMS

(4 – 12 years) Hopewell, Mutchmor, & First Ave. P.S.

The centre offers kindergarten and school age programs in Hopewell, Mutchmor, and First Ave. public schools. These programs are for children aged 4 – 12 years of age. Each employs qualified staff and is designed to complement the school curriculum by focusing on the children's creative, social and emotional development. The programs offer an environment that is nurturing, energetic and enriching. The programs operate as a before and after school program during the school year. They open at 7:30 a.m. and close at 6:00 p.m. On school holidays, professional development days and during the summer months, these programs provide full day care. All children in these programs must be enrolled in one of our area schools - Hopewell, Mutchmor, or First Avenue.

PARENT'S HOME CHILD CARE OF OTTAWA (PHCC)
10 Fifth Avenue

Parents' Home Child Care of Ottawa (PHCC) operates out of the main building with two Home Advisor / Coordinators, and an Administrative Coordinator. Our homes are situated in the areas of Alta Vista, Walkley/Hunt Club, Elmvale Acres and to points south of these areas.

PHCC provides activities which are patterned on a home environment, each child having opportunities for growth and development in physical, social, emotional and intellectual areas. Children are placed in carefully selected and supervised homes that provide positive learning environments that help to enhance children's cognitive development through fine and gross motor skills, quiet and active play, and indoor and outdoor activities.

PHCC is licensed by the Ministry of Education under the Ontario Child and Early Years Act. Infant, toddler, preschool, kindergarten and school aged children have access to Agency homes, and subsidies are available.

Our Home Advisors make both scheduled and unscheduled visits to each Provider's home. PHCC provides free training opportunities for our Providers several times a year. As per the Smoke Free Ontario Act, all our providers are non-smokers and all the homes are smoke free.

OUR POLICIES AND GENERAL INFORMATION

*(*Policies edited for length. Full version of policies available on our website or from our main office.)*

ADMISSION AND WAIT LIST POLICY-

When a space becomes available in a program, all efforts will be made to move children internally before looking at our waiting lists for a new child. Internal movements may be discussed between the two programs involved to ensure that the new child will be ready for the program.

Once all internal movement has happened, children will be offered spaces based on the following priorities:

- #1 Staff's children
- #2 Siblings of children currently enrolled in the centre.
- #3 Children returning from leave of one year or less.
- #4 PHCC and siblings of children in PHCC.
- #5 External Waiting List

Program considerations could affect any of the above priorities and, in certain circumstances the program coordinator must use her judgment in applying the above priorities. This could include age of child, male/female ratios in the program, etc.

Priority #2 - Siblings of children currently enrolled will be offered space based on familial start date, and provided that the family is considered to be in good standing.

Priority #3 - Leave of absences for children leaving and re-entering the programs cannot exceed one year. The new familial date for such children will be the original admission date minus the time period of the leave. If the leave exceeds one year, the child will be placed back on the external waiting list.

Priority #5 – Non subsidized children on external waiting list are offered spaces primarily based on their registration dates. Subsidized children are offered spaces based on the priority assigned by the city. Program considerations may sometimes affect this.

Waiting lists – Our centre maintains its own waiting list for children who fall into our priorities 1 to 4. This allows us to easily identify and plan for these children. For children who are in priority #5, external waiting list, we use the city of Ottawa’s centralized waiting list. Please note that all children who require a child care subsidy, regardless of priority, must also be signed up on the city’s centralized waiting list as this is the process for applying for a subsidy.

There are no fees charged to be put on any waiting list.

Visiting Schedule – visits are set up to help children adjust to a new program. For children who are moving internally these visits will be set up between the staff in the child’s current program and their new program. Ideally it would follow similar to the external visiting procedure policy, but this may not always be possible due to the number of children in the new program. Children will however be required to have a minimum 1 morning visit, one afternoon visit, and one visit over a meal. The program coordinator may be called upon to help during these visits, particularly if there is a chance the program could be over in numbers for a short time. The times will also be set with her ahead of time to ensure that she is not already committed to another program.

All external children will follow the Visiting Procedures

ADMISSION GUIDELINES - VISITING PROCEDURE

Often when children first start at a day care they experience a certain amount of anxiety and distress. The staff at the day care feels that a gradual introduction to the program helps make the child feel a great deal more secure and also enables the parents to get to know the program and the teachers. Parents are required to schedule visiting days with the staff in the program. We ask that on these days you are available to pick up your child early if they are having difficulties with the integration.

General visiting schedule – actual schedule will be determined for each child by teachers in communication with parents

1. The first day consists of approximately a one-hour visit in the morning during which the parent is present for the full hour.
2. On the second day, the child visits alone for 2 hours.
3. The third day the child visits alone and stays for lunch. Please talk to your child's teachers to find out when lunch is and when a good time would be to pick them up.
4. The fourth day the child visits alone and stays for rest time. Generally a good time to pick up on this day is between 2:00 and 2:15.
5. The fifth day is the same schedule as Day 4.

It often takes a couple of weeks for children to feel more at ease. If you have any questions or concerns, feel free to approach the teachers in the program in which your child is enrolled.

ARRIVAL AND PICKUP

Young children depend on regular routines for their own sense of security. It is recommended that parents establish fixed hours to pick up and drop off the children. When children arrive, the parent must notify the staff of the child's arrival. Similarly, when picking up children, parents must ensure a staff member knows the child is leaving. Unless otherwise arranged by telephone, children will not be released to any person other than those specified on the admissions form. Parents are required to sign children in and out. It is essential to notify the centre if the child will not be coming to day care.

CLOTHING AND POSSESSIONS

Children must arrive with suitable clothing for active and sometimes messy play. Each child should have a complete spare set of clothing, which is placed in the child's locker. All clothing must have the child's name on it. Weather conditions must be kept in mind (mud, snow, etc.) and children must be dressed in seasonal clothing as the children go outside every day. All personal items must be labelled with the child's name. We try our best but cannot guarantee that items will not be misplaced. Please do not bring irreplaceable items to the centre.

FIELD TRIPS

The children are able to explore their neighbourhood by going on periodic walks to parks and libraries. Special trips are organized throughout the year to sugar bushes, beaches and apple orchards, etc. Parents are notified and must sign consent forms for all outings. To enable extra excursions, some of our programs request that parents contribute towards the cost of these trips and activities, if possible, through donations. We have a fieldtrip policy that outlines special requirements and ratios programs must follow to help ensure the safety of the children and staff.

NUTRITION

A nutritious midday meal is provided for infants, toddler and preschoolers. Morning and afternoon snacks are provided for all ages. Children's dietary needs and allergies are posted in the cooking and serving areas. Weekly menu plans are posted for the current and following week to assist you in menu planning at home for children attending the programs at the main centre. Kindergarten and school age children bring lunches from home on full days. In PHCC, parents provide food for children less than one year of age. Parents are required to provide formula for infants.

DISCHARGE POLICY

At the Glebe Parents' Day Care, a child is no longer eligible for a placement at the Centre or its satellite programs for the following reasons:

1) Child is beyond program age and/or space is no longer available as per the school age policy that requires an annual review of space allocation.

2) Parents/Guardians have reason to terminate the placement and have given four weeks written notice or payment for a four week period in lieu of notice.

3) The program does not meet the needs of the child. Not all children are suited to group care, whether because of personal character, emotional difficulties or other reasons. In addition, the group size as well as staff ratios do not allow individual attention to children of particular needs. In such situations, after consultation with staff, the parent and board members, a parent may be asked to seek assistance from outside agencies or to find alternate care, if the program cannot meet the needs of the child.

4) Parent/Guardians do not accept or follow policies of the G.P.D.C. or display offensive verbal outbursts/attacks or behavior contrary to the centre philosophy. From time to time there are parents/guardians who consistently and deliberately disregard the established policies of the Glebe Parents' Day Care. In these instances, the parents/guardians may be asked to seek other care for their children.

CODE OF BEHAVIOUR

This code applies to all children currently enrolled at the GPDC and its satellite programs and their families. It has been developed to ensure a quality experience for all Centre children, staff and families. (The term 'family' may include others besides parents who are responsibly involved with the child.)

CENTRE PHILOSOPHY:

- Childhood is a precious stage in the life cycle.
- The paramount responsibility of the Glebe Parents' Daycare Centre is to provide a safe, healthy, nurturing and responsive environment for the children in our care.
- We are committed to promoting awareness of many races and cultures as well as non-sexist attitudes in an environment of mutual respect, caring and cooperation.
- We support children's development by cherishing individual differences, by helping them learn to live and work cooperatively and by promoting their self-esteem.
- We are committed to developing a program that responds to children's social, cognitive, physical and emotional development.
- We consider aggressive behaviour unacceptable as a form of social interaction. We consider aggressive behaviour to include both physical (biting, hitting, kicking, punching and spitting) and verbal (screaming and offensive language) outbursts/attacks.

CODE:

As stated in the Centre Philosophy, the Glebe Parents' Daycare Centre is built on a foundation of interpersonal respect between children, staff and families. Accordingly, staff, children and their families are expected to adhere to all Glebe Parents' Daycare Centre policies and procedures and to refrain from aggressive behaviours as defined by the Centre Philosophy.

Parents must agree to respect the policies and philosophy of the Glebe Parents' Daycare Centre. They must have read and understood article 4.02: Respectful Workplace (see below) of the Collective Agreement between the Employer and the unionized staff of the Glebe Parents' Daycare (CUPE Local 2204).

Article 4.02: Respectful Workplace

The staff at the Glebe Parents Daycare are unionized employees under CUPE Union Local 2204 and are covered under a Collective Agreement. The following excerpt has been taken from the Collective Agreement and all parents and staff are required to be familiar with.

(1) The Employer and the Union jointly affirm that every employee shall be entitled to a respectful workplace. The environment must be free of behaviour such as discrimination, harassment, disruptive workplace conflict, and disrespectful behaviour.

The principle of fair treatment is a fundamental one and both the Employer and the Union will not condone improper behaviour on the part of any person, which would jeopardize an employee's dignity and well being or undermine work relationships and productivity. In addition, the parties agree that a respectful workplace includes a safe and healthy workplace.

(2) Definitions:

Although disrespectful behaviour, disruptive workplace conflict and harassment can be defined, in practice, they overlap. The following definitions although not all-inclusive, have been designed to accommodate the different types of concerns that may arise.

(a) Disrespectful behaviour is improper behaviour that is unwelcome and inappropriate in the workplace. It may happen once or continue over time and can include:

- Rude comments and swearing as well as spreading unfounded or misinformed rumours that damage a person's reputations;
- Actions that invade privacy or personal property or unwelcome gestures; and
- Display or distribution of electronic material that offends.

(b) A disruptive workplace conflict is defined as an on-going dispute or communication breakdown between two or more individuals that impacts their ability to work productively and cooperatively in the workplace.

(c) Harassment is any behaviour that demeans, humiliates or embarrasses a person and that a reasonable person would know would be unwelcome and includes:

- verbal abuse;
- Actions such as touching or pushing;
- Comments such as jokes and name calling;
- Verbal threats, accusations coercion; or
- Displays such as posters and cartoons that offend
- It may be a single incident or continue over time.

(d) The parties also agree that there shall be no discrimination or harassment as defined by the Ontario Human Rights Act.



PROHIBITED PRACTICES

The following practices are prohibited by anyone at the Glebe Parents Day Care:

- corporal punishment of a child
- deliberate harsh or degrading measures to be used on a child that would humiliate a child or undermine a child's self-respect; and
- deprivation of a child of basic needs including food, shelter, clothing or bedding
- lock or permit to be locked for the purpose of confining a child, the exits of a day nursery operated by the operator or location where private- home daycare is provided by the operator
- use a locked or lockable room or structure to confine a child who has been withdrawn from other children

Use of any of the above methods would be considered extremely serious. If a staff is observed to be using any of the above methods, we would follow- Discharge, Suspension, and Discipline procedure of the Collective Agreement between Glebe Parents' Day Care and CUPE Local 2204

***LATE POLICY**

A parent is considered late any time after closing hours; 5:30 for Infant, Toddler, and Preschool programs, 6:00 for Kindergarten and School Age programs. The program clocks will be considered the official clock. Parents are expected to sign the late book when they arrive after closing time and will be given a copy of the Late Policy.

After the second late, parent(s) will receive a phone call from the Program Coordinator or Satellite staff to discuss repeated lateness.

After a third late, parent(s) will be asked to sign the late book, and will be contacted by the coordinator to set up a meeting between the parent, program staff, and coordinator to discuss their continued lateness. At this point a contract will be put in place and signed by all at the meeting. The contract will state the family's plan on how they will avoid being late again. The family will also be made aware of the consequences for the next time they are late (discharge). At this point the Board will be informed of the families continued lateness.

After a fourth late, the family will be discharged as per the center's discharge policy.

EMERGENCY MANAGEMENT

The Glebe Parents Day Care has emergency management policies and procedures in place to guide us in managing all types of emergency situations.

Our first priority during emergency situations is the health and safety of the children, families, visitors, and employees of our centre. That being said, we also understand the importance of communicating with parents regarding the welfare and location of their children in these situations.

Depending on the circumstances, different forms of communication will be used. When possible, parents will be contacted individually by phone or email. For larger or wider spread emergencies, we will attempt to use various forms of general communication such as: tweets on our twitter account, facebook posts, messages on our voicemail system, radio/media alerts, and signs posted outside our facilities.

CONFLICT RESOLUTION – **PARENT ISSUES AND CONCERNS POLICY**

Philosophy

The philosophy of the centre is to encourage open communication among staff and parents in the centre. It is hoped that all issues can be discussed on the basis of mutual respect and concern for the care of the children. However, from time to time conflict does arise. In these cases, before the process gets to a point of stalemate, the centre has developed a process that involves considerable communication within a widening circle of people who are not immediately involved in the conflict. It is hoped that through this communication process a resolution can be achieved that everyone can live with and respects legitimate differences of opinion. This process requires compromise and understanding. It is assumed that all parties start from the basis of resolving the conflict in the spirit of cooperation and not winning and losing.

However, the quality of the care children receive, as defined by the Ontario Child Care and Early Years Act, is of the utmost importance and this element takes precedence over all other considerations.

Process

a) The parties involved are encouraged to meet and resolve their differences by open communication between themselves.

b) If step A does not resolve the problem then the issue shall be referred by either party to the program coordinator or a representative of the personnel committee. Within one week of the program coordinator or a representative of the personnel committee being notified of a complaint the program coordinator or a representative of the personnel

committee will organise a meeting and take minutes of what is discussed and decided upon. All parties will then receive a copy of these minutes.

c) If this process does not resolve the conflict and one of the parties wants to pursue the issue further. The party that wishes the process to continue will supply the program coordinator or a representative of the personnel committee as quickly as possible up to a maximum of two weeks with a written description of the source of the conflict and an indication of what the party expects from the day care center to secure a resolution. A meeting will then be organised by the Program Coordinator or a representative of the Personnel Committee with a representative of the Board (as appropriate to the situation), the Program Coordinator, and the parties involved (as appropriate). The Program Coordinator or a representative of the Personnel Committee will then confirm by correspondence to the parties involved the results of this meeting.

d) If this process does not resolve the conflict one of the parties will supply the Board of Directors with another letter describing the further action that the party would like the Board to consider. The issue is then brought to the next board meeting for resolution. The Board could decide to do one of the following:

- 1) Decide to deal with the issue through resolution at the meeting,
- Or
- 2) Delegate authority to act on the complaint to a standing or ad hoc committee of the Board.

HEALTH POLICIES

Please keep in mind that the centre provides group child care and does not have the staff to provide continued one on one attention or special programming. If your child is not feeling well enough to be part of our normal activities, we will not be able to meet their needs; therefore they cannot attend the program. We understand that this can be a real stress for families. We strongly suggest you have back up plans in place if you are unable to be away from your daytime obligations when your child is unwell.

***ADMINISTRATION OF DRUGS POLICY**

The day care will administer both prescription and non-prescription drugs to children, in accordance with the provincial legislation. This requires that parents provide:

- 1) Written authorization, including the dosage and times any drug is to be given, and
- 2) Medication in the original container, clearly labelled with the child's name, name of the drug, the dosage, the date of purchase and instructions for storage and administration of the drug(s)

***HEALTH REGULATIONS**

1. Any child developing a fever during the day must go home immediately. An auxiliary temperature of 100.4°F (38°C), or a rectal temperature of 101.3°F (38.5°C) is considered a fever. The child must be free of fever (un-medicated) for 24 hours before re-admittance to the day care centre.
2. Any child who has had two liquid bowel movements (diarrhea) must go home. 24 hours exclusion after last liquid bowel movement.

3. A child with repeated vomiting with or without other symptoms must go home. 24 hours exclusion after last vomiting session.
4. Any potentially infectious condition i.e. eye infection, suspicious body rash, etc. must be seen by a doctor. The child will be readmitted when a note has been obtained from the doctor stating that the condition is not contagious
5. If a child is unusually irritable or tired the parents will be notified and staff will use their discretion to send the child home for the remainder of the day.
6. In order to reduce transmission of possible communicable diseases, please keep your child home and see your doctor immediately if you suspect that your child may be ill. Many childhood diseases are communicable at the onset, therefore exposure to childhood illnesses can be reduced if children are kept home at the onset. Frequent hand washing is also highly recommended whether or not your child is sick.
7. Any child too ill to participate fully in child care activities should be cared for at home. If during the day, a teacher determines that a child is not well enough to participate, they will be sent home.

Please note that the 24-hour exclusion period does not include the day your child is sent home.

**Please note that any recommendations put into place by Ottawa Public Health will override any of our policies for the time frame given to us by Public Health.

***ALLERGY POLICY**

GPDC does not claim to be, nor can it be deemed to be free of, food items and non-food items that may lead to a severe allergic or anaphylactic reaction. GPDC will make every reasonable effort to reduce the risk to children with severe allergies or anaphylaxis in accordance with this policy.

GPDC will ensure that we continue to:

- Promote, through education, the avoidance of known allergens as much as possible.
- Have an emergency plan in place to deal with anaphylactic reactions.
- Emphasize risk reduction by encouraging and supporting thorough hand washing practices.
- Ensure staff annually the allergy policy and complete their EPI-pen training.
- Ensure all staff, students, and volunteers review all new medical action plans and annually thereafter

When a child enrolls or is newly diagnosed with a life-threatening allergy in any of the programs of the Glebe Parents' Day Care, a meeting will be set up as soon as possible. At the 5th Ave. location, this meeting will include the program coordinator, at least one program staff, kitchen staff and the parents. At our satellite locations the meeting will include the program staff and the parents. This meeting is to discuss the allergy and our ability to manage it.

We require written information from the allergist or physician outlining the severe allergy and how to manage a reaction. An emergency medical plan must be filled out.

We require children with the life threatening allergies to have two Epi-pens at the day care. If a child does not bring the Epi-pens to day care, we will not accept the child.

***PARENT PAYMENT POLICY**

Upon acceptance of a space at the GPDC, parents are required to submit a non-refundable deposit equal to a full month of care. This fee will be applied to a parent's first month of fees provided they do not withdraw before their child's first day of care.

Childcare services are paid in advance, and fees are payable on the first of the month. The preferred method of payment for fees is through pre-authorized debit. Keeping your account in good standing ensures that your child's quality day care service is secured, enables your participation in the governance of the day care and ensures acceptance for siblings of your child to attend the day care in the future.

If a payment is made by cheque and it is returned because of Non-Sufficient Funds (NSF), the family's account will incur a surcharge of \$50.00. If the day care receives two NSF cheques in the course of a calendar year, we may require all future payment be made by an alternate method.

Any fees that are incurred, that are not covered by a subsidy, are the responsibility of the parent.

Special Notes:

- Only families whose accounts are in good standing may hold positions on the board or on committees that have any decision-making authority.
- We will only admit siblings of current children if the family's account is in good standing.

SUBSIDIES

Any fees that are incurred, that are not covered by a subsidy, are the responsibility of the parent.

i.e., Non qualification, changes in qualification, suspensions due to parents' delinquency of daycare policy, insufficient notice of withdrawal, excess holidays.

NOTICE OF WITHDRAWAL

Parents are billed for their daycare fees up to and including their child's last day enrolled at the centre. Families must provide two months written notice to terminate childcare arrangements. "Notice Of Withdrawal" forms are available upon request.

PUBLIC RELATIONS

The centre is sometimes used for the purpose of public relations when TV, radio and the press request to take pictures in the centre. If you do not wish to have your child's picture taken please do not sign the permission portion of the registration form. On occasion, we are invited to participate in specific media events that are child care related. Separate release forms are distributed for these events and parents have the option to not participate.

POLITICAL COMMITMENT

The centre has traditionally been involved in the wider day care movement, lobbying for a universally accessible, non-profit, affordable childcare system in Canada. Centre staff and parents have been encouraged to participate in provincial and national associations, which share these objectives, and the centre has supported the many activities organized by these associations.

PARENTAL INVOLVEMENT IN THE DAY CARE IS IMPORTANT!

As a parent staff cooperative, all parents and staff are members and have the rights and obligations to be informed and involved in the running of the centre. This means that parents and staff need to participate on the Board of Directors and its committees. The involvement of parents and staff with fundraising activities and other events helps to promote a sense of community and to ensure the continued stability of the centre. Parent participation in these activities is strongly encouraged to promote the smooth functioning of the parent/staff cooperative. We require parents to volunteer the equivalent of 1½ hour per month. This can be done monthly or in a couple of longer blocks. Upon registration and throughout your child's tenure in the centre, questionnaires and notices are circulated to inform parents of the areas where we need parent volunteers and participation. Parents and Staff are required to attend the Annual General Meeting at which time any required Board members are elected for the following year. For more information on how you can volunteer for the centre, speak to a staff member.

Thank you for
choosing to join the



for your
child care needs!



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