C.A.C.H.É. Parent Handbook 2026

C.A.C.H.É.
Care Assisting Children's Health & Education

- Welcome
- Overview of How Does Learning Happen? (HDLH) Pedagogy
- C.A.C.H.É. Program Statement & Child Goals
- Child Care Fees & Payment Information
- Enrolment Information
- Attendance
- Parents and Families
- Health & Safety
- Child Care Programming
- Tips for Parents

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ACCREDITED WITH EXEMPLARY STANDING
ACCREDITATION AGRÉMENT CANADA

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C.A.C.H.É.
Care Assisting Children's Health & Education

Thank you for choosing C.A.C.H.É. Child Care. We are excited to have your child in our program. We thank you in advance for complying with our guidelines and look forward to learning and growing with your child as well as developing a positive relationship with him/her and your family over the months and years ahead.

Since 1979, Pathways Health Centre for Children has been providing licensed Preschool programming for children in the Sarnia Lambton community. In the beginning, a half-day program was offered for Preschool children ages 2.5 – 6 years identified with special needs who attended either morning or afternoon sessions. Over the years, the segregated half-day Preschool program evolved into a completely integrated and inclusive full-day child care service for children ages 18 months to 7 years.

Our child care has a Supervisor and a Director who are responsible for writing and enforcing policies and procedures, overseeing the daily operations of the child care centre and leading the C.A.C.H.É. team. Supervisor is a Registered Early Childhood Educator (RECE) with many years of experience in the child care field.

Our C.A.C.H.É team of educators is composed of **Registered Early Childhood Educators (RECEs)** and other persons with child related College/University education such as **Child and Youth Workers, Developmental Service Workers and** Registered Ontario Teachers who collaborate together to develop, implement and adapt the planned children's programs. This programming supports learning and development through positive interactions and strategies that are in line with the C.A.C.H.É Program Statement and Child Goals. They Staff also work together to ensure the safety and well-being of the children in their care in partnership with parents. Although not all staff are RECEs the entire team takes part in the same continuing education opportunities so that all are aware of current child care pedagogy i.e. How Does Learning Happen? and follow the guidelines of the Child Care and Early Years Act, 2014. Their diverse educational backgrounds contribute to a unique varied and dynamic child care environment that benefits all children and families in our care. C.A.C.H.É educators are also supported by onsite Food Service Workers to ensure that children receive nutritious snacks and meals that meet the legislated requirements of the CCEYA and Canada's Food Guide. These employees are trained in Safe Food Handling Practices through Lambton County Health Services.

All C.A.C.H.É. staff has current Standard First Aid and Infant/Child CPR Certification and all staff, students and volunteers working in C.A.C.H.É. must have completed a Police Check with Vulnerable Sector screening prior to employment/placement.

Our programming is guided by the Ministry of Education's **Policy Statement on Programming and Pedagogy made under the *Child Care and Early Years Act, 2014***. This policy statement names **"*How Does Learning Happen? Ontario's Pedagogy for the Early Years* (2014)"** as the document to be used for the purpose of guiding all licensed child care programs in Ontario.

An overview of what How Does Learning Happen? Pedagogy is about and how C.A.C.H.É. Child Care staff incorporates this pedagogy in daily programming is provided in this Parent Handbook.

Please read our Program Statement, Child Goals and other information we have included in this Handbook carefully.
We hope you find the Handbook helpful and it provides you with the information you need regarding our child care and our policies.
Should you have any questions or concerns, please feel free to contact us at any time.

Sincerely,
C.A.C.H.É Child Care Service Staff

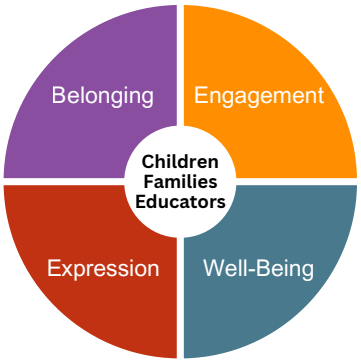
(519) 542-3471

CONTACT	EXTENSION
Supervisor/C.A.C.H.É. Office	1231
Assistant Supervisor / C.A.C.H.E. Office	1254
Director – Community Services	1262
Toddler Classroom	1282
Senior Toddler/Junior Preschool Classroom	1267
Preschool Classroom	1270

Overview of "How Does Learning Happen? Pedagogy

How Does Learning Happen?" (HDLH) Ontario's Pedagogy (the understanding of how learning takes place and the philosophy and practice that support that understanding of learning) ***for the Early Years*** is a professional learning resource that provides a common framework to help programs focus on knowledge from research, theory and practice on what's most important for children. **It encompasses a broad range of program philosophies and approaches, and may look quite different when put into practice in a variety of settings. HDLH** is based upon the following 4 Foundations:

1. **Belonging - Relationships and connections**
2. **Well-Being - Physical, mental health and wellness**
3. **Engagement - Curious, involved and focused**
4. **Expression - Communication in all forms**



While this pedagogical document is built on the above foundations, the groundwork for it is the 2007 publication ***Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings***, commonly referred to as **ELECT** or the **Early Learning Framework. ELECT** is recognized as a foundational document in the early years sector and sets out **6** principles to guide practice in early years settings while providing a continuum of development for children from birth to age eight. The **ELECT Principles** are as follows:

Principle 1: Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health and well-being.

Principle 2: Partnerships with families and communities are essential.

Principle 3: Respect for diversity, equity and inclusion is vital.

Principle 4: An intentional, planned program supports learning.

Principle 5: Play and inquiry are learning approaches that capitalize on children's natural curiosity and exuberance.

Principle 6: Knowledgeable, responsive and reflective educators are essential.

<u>Think, Feel, Act – Lessons from Research about Young Children</u>

Think, Feel, Act is a document consisting of six research briefs for educators working in early years settings highlighting the latest research in early childhood development, strategies to put key ideas into practice and reflective questions for educators. The topics covered in the six briefs are:

1. The Power of Positive Adult Child Relationships: Connection Is The Key.

2. The Environment Is a Teacher.

3. Pedagogical Leadership.

4. Calm, Alert and Happy.

5. Making Learning Visible Through Pedagogical Documentation.

6. Everyone Is Welcome: Inclusive Early Childhood Education and Care.

The common thread throughout the briefs is a view of the child as competent, capable, curious and rich in potential.

C.A.C.H.É. Child Care Program Statement and Child Goals

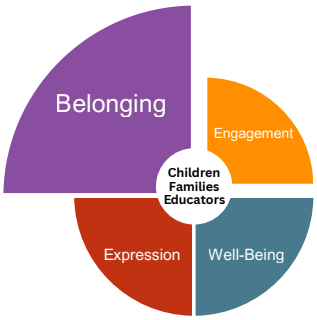
Guided by the documents ***How Does Learning Happen? (HDLH), Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings (ELECT) and Think, Feel, Act – Lessons from Research about Young Children*** the C.A.C.H.É. Childcare Service creates a learning environment in which:

- Children are viewed as competent, capable, curious and rich in potential and feel a sense of belonging. Where they are provided with the opportunity to succeed through developing a sense of self, health and well-being. This will foster and support children to become active engaged learners who explore the world with body, mind and senses and to become capable communicators who are able to express themselves in a variety of ways.

- Families are recognized as the experts on their children. They are the first and most powerful influence on children's learning, development, health and well-being and provide diverse social, cultural and linguistic perspectives. Therefore, we believe strongly in the importance of working together with families so that they feel they belong, are valuable contributors to their children's learning and deserve to be engaged in a meaningful way.

- Educators are knowledgeable, caring, reflective and resourceful professionals. They collaborate with others to create engaging environments and experiences to foster children's learning and development and because they are lifelong learners they take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience and their understanding of the individual children and families they work with.

Goals for Children:



Relationships and connections

GOAL: Every child has a sense of belonging when he or she is connected to others and contributes to the world around them.

- We plan for and create a positive learning environment and provide experiences in which each child's learning and development will be supported.
- We engage with staff and others who interact with the children in C.A.C.H.É. to support continuous learning.

APPROACH

C.A.C.H.É. Management, Staff, Students and/or Volunteers:

- Strive to form authentic, caring relationships and connections with each child.
- Promote healthy relationships and connections among peers.
- Carefully review and reflect on actions and reactions to maintain the integrity of the program.
- Ensure to be responsive co-learners with children and to have compassion, concern and empathy for both children and their families.
- Pride themselves on providing an inclusive setting where every child, regardless of race, colour, religion, and economic status, physical or cognitive ability is afforded the opportunity to participate in all aspects of the program.
- Are committed to providing a safe, creative and friendly environment where children can develop and maintain social interactions with peers of all abilities and where the needs of the children and their families are successfully accommodated.

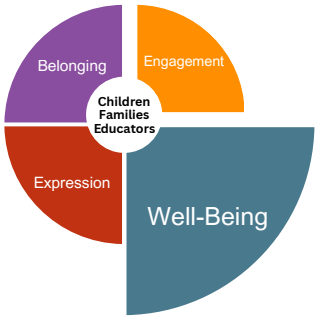
Children identified with *Special Needs:

- Some children require the involvement of professionals with specialized skills.
- Children identified as having a special need, are assigned a Resource Consultant through Pathways Health Centre for Children.
- Resource Consultants in consultation with the family, classroom educators, therapists and when necessary, professionals from outside agencies, develop, write and implement care plans (individual support plans) for each child.
- Through modeling and demonstration, children with special needs are supported so that they can participate in all aspects of programming, while typically developing children are taught how to include all friends into their play.
- Resource Support staff work in conjunction with our classroom educators to help ensure individual programming is implemented in the classroom environments so that it becomes a part of the program's regular activities.

*** These special needs may include but are not limited to physical disabilities, developmental delays, speech and language disorders, behavioural difficulties, medically fragile, hearing and/or vision impairments and autistic spectrum disorder.**

Continuous Learning:

- Pathways Health Centre for Children and C.A.C.H.É. Child Care Service, in partnership with its employees, promotes and supports continuing education to keep abreast of trends and developments, upgrade skills and competencies using technology on the job, improve a variety of skills ensuring "best practices" and learn and impart new methods or ideas related to the provision of service delivery, education and personal growth.
- Staff members are expected to share their acquired knowledge and skills with their colleagues upon return from an educational activity, either formally or informally.
- The expectation of all C.A.C.H.É. Child Care Staff is to continually seek out both formal and informal professional learning opportunities.
- Some formal continuous learning/training is a part of job expectations i.e. regulated recertification in First Aid/CPR, Epinephrine Auto-injector training, WHIMIS training and Hand Hygiene training for all C.A.C.H.É. staff, the Food Handler's course for dietary staff and G-Tube feeding, Ventolin treatment and Medication training for designated staff.
- Early Childhood Educators are mandated by their professional practice College to complete Continuous Professional Learning Program modules in order to maintain their college registration.



Physical, mental health and wellness

GOAL: Every child develops a sense of self, health and well-being.

- We promote the health, safety, nutrition and well-being of children.
- We 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.

APPROACH

C.A.C.H.É. Management, Staff, Students and/or Volunteers:

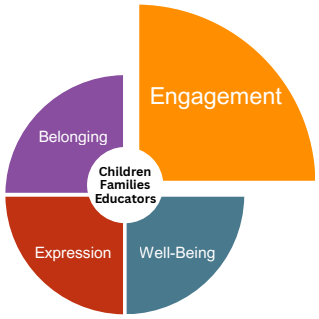
- Recognize that children are complex beings.
- Nurture children's healthy development and support their growing sense of self. Follow specific policies and procedures.
- Carefully monitor actions to ensure that a safe and healthy environment is provided for all children in care.

Nutrition:

- Believe good nutrition is vital to children's physical and mental development.
- Encourage the development of good eating habits from all the food groups that will support a lifetime of healthy eating.
- Provide nutritious snacks consisting of foods such as fruits, vegetables, cereal and milk and catered lunches usually with hot meals like lasagna, ham, rice and soup along with vegetables and fruits.
- Frequently invite children to assist in preparing their own meals to promote independence and interest in the process of fuelling their bodies and minds.
- Are aware that some children have specific dietary needs such gluten free and vegetarian diets and work with families to accommodate these needs. No outside food to be brought into C.A.C.H.É. as this reduces the risk of exposure to anaphylactic causative agents. The only exception to this would be Soy and or Rice Milk. If these products are brought into centre, they will be labelled with the child's name and in the original container.
- Ensure that water is available for the children to drink at all times throughout the day.

Daily Programming:

- Provide daily programming that is rooted in routine so that children know what is coming next. For example, lunchtime follows outdoor time; rest/quiet time follows lunch, etc.
- Lessen anxiety and enhance mental health by creating a calm, predictable environment where children have a sense of comfort and belonging.
- Are flexible, responsive and adaptive to assist each child to feel that they have a sense of control over their environment.
- Create the feeling that children and their interests are important to the adults around them.
- Support children in a variety of ways to facilitate success in the program and in all aspects of life.
- Learn to adapt & alter the environment for children with and without identified needs using a variety of methods such as visual & sensory strategies.
- Provide for children's need for a balance between active play, outdoor recreation, rest and quiet time.
- Set up the classroom environment so children can move seamlessly between activities involving their motor skills such as building with blocks, playing musical instruments to sitting looking at books or completing puzzles.
- Use outdoor play time as an opportunity to expand on children's learning and development and encourage physical activity to support optimal success and health in the future.
- Implement both spontaneous and planned learning experiences during this time.



Curious, involved and focused

GOAL: Every child will be an active and engaged learner who explores the world with body, mind and senses.

- We involve local community partners and allow those partners to support the children, their families and our child care staff.
- We foster the engagement of and ongoing communication with parents about the program and their children.
- We foster children's exploration, play and inquiry.
- We provide child-initiated and adult supported experiences.

APPROACH

Community Partners

C.A.C.H.É Childcare is part of the Pathways organization. This is very advantageous as it affords staff the opportunity to consult with and access the expertise of many different professionals specializing in child development.

We also partner with other community organizations:

- Lambton County Health Services
- Lambton College Co-op Placement Services
- EarlyON Child and Family Centres
- Parent and Professional Resource Centre
- County of Lambton Children's Services
- Lambton Kent District School Board
- St. Clair Catholic District School Board

People from these organizations assist us in providing a safe, healthy environment with quality programming that is accessible to all families and supports children on the path to reaching their highest potential.

C.A.C.H.É. staff is open to opportunities that may be available for the children to get involved and learn about organizations and people that make up our community. Staff facilitates children's regular interaction with:

- Residents – "Grandmas and Grandpas" - of Twin Lakes Terrace, Trillium Villa Nursing Homes and Fairwinds Lodge
- Librarians from the Sarnia Public Library.
- Members of the local fire and police departments.
- Therapy dogs through St. John's Ambulance.

Family Engagement

C.A.C.H.É. Management, Staff, Students and/or Volunteers:

- Believe in the importance of working together with families to best facilitate and assist a child's development.
- Are always eager to receive communication from home.
- Regularly provide on-going progress reports to parents through verbal communication and/or written reports.
- Provide white boards in each classroom outlining the day's planned activities, what the teachers observed the children doing and what further plans were made based on their observations to further build on the children's interests and enhance their learning.
- Make available visible written records (incident reports) of significant events that occur during the day located by the Sign In/Out books in each classroom for parents/caregivers to reference.
- Plan and attend annual family Christmas festivities, Graduation ceremonies, and Parent open houses.
- Participate in Family Service Plans and Parent Teacher Interviews.

Communicating with Our Families

Maintaining communication between our child care team and families is important.

- Providing parents / caregivers with daily updates through the Lillio communication app.
- If a family chooses not to utilize the app, staff will communicate verbally at drop off and pick times, or via phone call.
- Lillio will be used by our C.A.C.H.É. educators to record activities and updates throughout the day. Everything from naps to snacks, it will provide you with a complete history of your child's experience in our program with photos stored safely and securely in a journal format. Whether it be at work, home or on the go through Lillio mobile app, you'll receive real-time updates on your child's activities to your email and smartphone. Updates of your child will automatically be sent to you via email.
- Our monthly activity calendar, special event flyers (I.e. Christmas party) and our newsletter will be emailed or uploaded through Lillio. For parents who share custody of their children, we are happy to send a copy for each parent, upon request. Any other information about the child's daily activities is expected to be shared between parents/caregivers.
- C.A.C.H.É. Facebook Page
- Family Information Board (located inside C.A.C.H.É.

Value of Play

At C.A.C.H.É. Child Care we recognize the value of play and understand that play is learning for life. Almost everything that children learn during their first six years is learned through play. From the time they are born, without anyone telling them how, children stretch, pull, push, and move from place to place. Play develops children's skills, teaches them to relate to their peers, and develop their own personality. Children have a profound need to play, climb, and run, use their Imagination, test themselves, challenge others and above all to enjoy themselves.

With this in mind we create environments both inside and outside where:

- Children are presented with opportunities for:

- Incidental learning i.e. learning that is gained by watching other children and adults interact with the environment and imitating their actions on a daily basis.
- Child-directed learning i.e. children select and initiate their own activities from a variety of learning areas prepared by the classroom educators.
- Teacher-supported learning i.e. classroom educators create and present activities in direct response to the children's interests.

Educators:

- Are attuned to what children know, what they wonder about and their working theories about the world around them. Engage with, observe and listen to children. As a result of discussion with children, activities are presented that create possibilities for further exploration in increasingly complex ways.
- Become co-learners with children – constructing knowledge together.

Communication in all forms

GOAL: Every child is a capable communicator who expresses himself or herself in many ways.

- We encourage the children to interact and communicate in a positive way and support their ability to self-regulate.
- We support positive and responsive interactions among the children, parents and child care staff.

APPROACH

C.A.C.H.É. child care is designed to assist children to self-regulate by:

- Offering quiet areas inside and outside the classroom environments that they can retreat to when needed.
- Providing spaces outside the child care setting such as the Snoezelen and Sensory rooms for children experiencing sensory difficulties to go where they have the opportunity to gain control by receiving the sensory input they require . Arranging sessions with certified yoga instructors to assist children in developing coping skills, self awareness, mindfulness and self-calming strategies.

At C.A.C.H.É. expressive and receptive language is facilitated through the use of a Total Communication Approach where speech is combined with visual strategies and/or sign language. Visual schedules of the expected routine, task and sentence strips are incorporated throughout the child care environment and are available to be used by all children and adults. Benefits of using this approach include but are not limited to:

- Serves as a gentle reminder of expected behaviour(s).
- Fosters self regulation as children are able to modify their actions based on the visuals.
- Avoids verbal repetition that leads to children "zoning out".
- Enables children to move around the room independently supporting follow through with personal choices.
- Assists with language comprehension.
- Contributes to a decrease in anxiety around transitions as children can view what has been done and what is still to come.
- Provides visual cues for children to easily reference at all times.
- Single picture symbols, task and sentence strips also promote pre-reading skills.

We believe that communication between our service and our families is very important. C.A.C.H.É. classroom educators:

- Appreciate it when significant events that happen at home are shared with them whenever possible.
- Accommodate parent's schedules to allow for parent-teacher child updates.
- Regularly send a record of children's participation in the day's activities through Lillio.
- Ensure that details about a child's day are communicated in a positive manner even when there were struggles/challenges.
- Encourage families to share their unique culture and values.
- Complete written records of significant events that occur during the day e.g. incident reports, menu changes, special visitors, etc. and record information detailing classroom activities on large communication boards.
- Document children's activities through posting photographs taken throughout the day/week to foster discussion between families and children, educators and families and children and educators.

Implementation of Program Statement & Child Goals

In order to ensure that the Program Statement is being implemented and goals are being established, C.A.C.H.É. Child Care Staff, Supervisor and Director will adhere to the following:

- Provide opportunities for child care staff to engage in critical reflection and discussion with others about pedagogy and practice and to support continuous professional learning.
- Regularly monitor the teaching practices of staff as well as their compliance with the child care's policies and procedures, program statement and child goals by scheduling individual meetings to discuss annual employee performance reviews and by completing Program Statement Implementation checklists for each employee.
- Read the program statement and child care policies and procedures manual prior to employment, then on an annual basis thereafter and/or when updates occur. Staff will be required to sign stating that they have read the material and will adhere to the statement and the policies and procedures of the C.A.C.H.É. Child Care Service as well as Pathways Health Centre for Children.
- Review and sign off on Specialized Care Plans and Individual Support Plans for all children who require them prior to employment, then on an annual basis thereafter and/or when updates occur.
- Participate in the Pathways mandated Staff Performance review process once a year, complete Employee Program Statement Implementation checklists when required and meet with the Supervisor or Assistant Supervisor to discuss personal progress, compliance strategies, barriers, etc.
- Attend scheduled Staff meetings on a monthly basis and any educational opportunities that have been arranged for the child care staff.
- Support positive and responsive interactions among the children and parents by planning and attending parent/family events such as the children's Christmas concert/party and graduation ceremony; making themselves available, whenever possible, to parents at arrival and departure times or when parent teacher interviews /family service plan meetings are held; providing information about children's daily activities through photographs and written documentation.
- Encourage children to interact and communicate in a positive way and support their ability to self-regulate by providing support and encouragement.
- Foster children's exploration, play and inquiry by providing a variety of activities and an environment rich in content.
- Provide child-initiated and adult supported experiences through careful child observation and then use those observations to create a positive learning environment based on the interests of the children and supported by all adults within the child care setting.

- Introduce children to new ideas, interests, facts, concepts, skills and experiences to widen their knowledge and life experiences.
- Provide indoor and outdoor play daily (2 hours/day weather permitting) as well as a time to rest and sleep if needed i.e. quiet and active times, always being mindful of each child's needs and parental direction.
- Direct parents to resources outside of the child care service, if necessary, such as Pathways Health Centre for Children, Family Counseling Centre, St. Clair Children and Youth, etc. to support their children and families.
- View the community as a valuable resource. Plan learning opportunities to engage the community in the children's programming and seek out opportunities to share knowledge and learn from others.
- Build a climate of trust, honesty and respect in the child care environment. Work collaboratively with all child care staff to provide a safe, secure, healthy and inviting environment for children and their families. Maintain healthy professional relationships that encourage growth and offer support and mentorship.

Monitoring of Staff Program Compliance

As part of the CCEYA, C.A.C.H.É. Child Care is required to have a written record of the monitoring of employee implementation/compliance with the program statement, child goals, policies and procedures. The practices of each full-time equivalent C.A.C.H.É. educator will be monitored semi-annually through independent completion of Employee Program Statement Implementation checklists as well as unscheduled classroom observations by the C.A.C.H.É. Supervisor or Assistant Supervisor. The self evaluation checks will include the employee's specific examples of how he/she was able to support and accomplish the children's goals described in the C.A.C.H.É. Child Care's program statement. Part-time or casual call-in educators will complete checklists semi-annually or annually depending on the frequency of time worked.

An oral review of all completed checklists will be conducted with the Teacher or Teacher Assistant, Supervisor and/or Assistant Supervisor and will be signed by all parties. These records will be retained for 3 years.

***Students on placement will complete at least one Program Statement Implementation checklist and review with his/her demo-teacher before placement completion.**

Prohibited Practices

The following are prohibited practices in the C.A.C.H.É. Child Care setting:

- Locking the exits of C.A.C.H.É. for the purposes of confining a child, or confining a child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of Pathways/C.A.C.H.É.'s emergency management policies and procedures.
- Corporal Punishment – hitting, kicking, pinching, squeezing arms, etc.
- Depriving a child of food, drink, sleep, bedding, clothing, shelter or use of bathroom facilities.
- Using abusive language – swearing, yelling or screaming at the children (or in their presence).
- Inflicting any bodily harm, humiliating, degrading, using harshness or anything that would undermine a child's feelings of self-worth or self-respect including but not limited to forcing a child to eat, sleep or use the toilet.
- Threatening or using sarcasm.
- Physical restraint of a child, such as confining a child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, **unless the physical restraint is for the purpose of preventing a child from hurting himself/herself or someone else and is used only as a last resort and only until the risk of injury is no longer imminent.**
- Lack of Confidentiality.
- Speaking about a child in front of him/her.
- Speaking about a child in front of other children.
- Discussing a child with anyone other than his/her parents and professionals with direct child involvement without signed "Request for Release of Information".
- Discussing a parent's handling of a situation with another parent.
- Sexual Abuse, Sexual misconduct and prescribed sexual acts (as defined under the **Early Childhood Educators Act, 2007)*.

All staff, placement students and volunteers are guided by the C.A.C.H.É Program Statement & Child Goals and policies & procedures including positive Conflict Resolution & Prohibited Practices which they review and sign annually.

Contravention of Child Care Policies and Procedures and Prohibited Practices

If, at anytime a staff member, student or volunteer were to implement any of the **Prohibited practices** or fail to comply with **C.A.C.H.É.'s policies and procedures** the following steps will be taken following a review of the incident or incidents by the Supervisor and or Assistant Supervisor :

- Staff - Initiation of the Pathways Progressive Discipline procedure.
- Students - Immediate contact with a student's secondary school/college supervisor.
- Volunteers - Notification of the incident to the Volunteer Supervisor at Pathways.
- Discussion with the C.A.C.H.É. Supervisor and Assistant Supervisor with the appropriate 3rd party in attendance i.e. Secondary/College Supervisor or Volunteer Services Supervisor - notes of the discussion will be kept on file.
- A trial period will be given whereby the staff, student or volunteer improves management methods while the Supervisor/ Assistant Supervisor and/or Senior Staff member observes.
- If no improvement is shown within a set time frame and if the staff, student or volunteer shows little attempt to alter behaviour or clearly disagrees with the above, then termination will be required.

If a serious incident has occurred where a staff has blatantly defied the policies of C.A.C.H.É. and/or Pathways or the rights of a child then an immediate suspension of duties will occur. A follow-up investigation will occur. The Supervisor, in consultation with the Director of Community Services at Pathways, will make a decision of termination if it is deemed necessary. Any allegations of abuse will be addressed as per the child abuse policy.

Contravention of Program Statement Implementation

If a staff member, volunteer or student is observed or reported to be in non-compliance with any aspect of the C.A.C.H.É. Program Statement and Child Goals:

First occurrence:

- A meeting will be arranged with the C.A.C.H.É. Supervisor or Assistant Supervisor to discuss the incident in a solution focused manner. Strategies will be identified to assist the staff member, student or volunteer in following the Program Statement and Child Goals appropriately. The mutually agreed upon strategies will be recorded. A copy will be given to the staff person, student or volunteer and another copy will be retained in the C.A.C.H.É. office.
- A trial period will be given whereby the staff, student or volunteer improves compliance. A senior staff member in conjunction with the Supervisor and/or Assistant Supervisor will carefully monitor progress.
- A follow up discussion with the necessary parties will take place after a pre-determined period of time.

Second occurrence:

- Staff - If, following a thorough investigation by the C.A.C.H.É. Supervisor, there continues to be concerns regarding an employee's failure to follow the child care's program statement and child goals, initiation of the Pathways Progressive Discipline procedure may occur.
- Students - Contact with a student's secondary school/college supervisor.
- Volunteers - Notification of the concerns to the Volunteer Supervisor at Pathways.
- Discussion with the C.A.C.H.É. Supervisor and Assistant Supervisor with the appropriate 3rd party in attendance i.e. Secondary/College Supervisor or Volunteer Services Supervisor - notes of the discussion will be kept on file.
- Following the discussion and review of strategies if no improvement is shown within a set time frame and/or the staff, student or volunteer shows little attempt to alter behaviour or clearly disagrees with the above, then termination will be required.

Child Care Fees & Payment Information

Canada Wide Early Learning Child Care System

Pathways Board of Directors has approved C.A.C.H.É.'s participation in the Canada Wide Early Learning Child Care program. In March 2022, Ontario signed a historic deal with the federal government that will lower licensed child care fees to an average of $10 a day by September 2025. As a first step, families will see an average 25% reduction in their fees retroactive to April 1, 2022 Further reductions are expected in January 1, 2023, and reaching an average parent fee of $10 a day by 2025 - 26 for licensed childcare spaces.

Base Fees for Service (up to December 31, 2022)

Group	Age	Fee (old)	Reductions - First Step April 1, 2022	Reductions - Second Step January 1, 2023	Reductions - Third Step January 1, 2025
Toddler	18-31 months (2.5 years)	$54.30 per child per day	$40.73 per child per day	$25.66 per child per day	$22.00 per child per day
Preschool	2.5-6 years	$53.10 per child per day	$39.83 per child per day	$25.09 per child per day	$22.00 per child per day

Invoices are sent out around the 20th of the month for the upcoming month.
Preferred Method of payment is through the pick list for your financial institution or through EFT.
Payments made via credit card, debit, debit visa, or cash are made at the business office. The Pathways business office hours are Monday to Friday between the hours of 8:00 and 4:30. Receipts are issued upon payment.

Absent Days Policy

An absent day is defined as any day a child misses his/her scheduled day. This includes but is not limited to vacation, illness or appointments.

One absent day a month is given at no cost for non-subsidized families. (i.e. If a child is absent in June it will reflect on September's invoice. Any additional absent days during the month will be charged at the normal daily rate. Absent days do not get carried over month to month.
Pathways and C.A.C.H.É. Child Care are NOT responsible for administering absent days for children who are subsidized through the County of Lambton. The amount of absent days are set and governed by the County of Lambton, Social Planning & Children's Services Department.

Refunds/Credits

Refunds/Credits will be given when the following occurs: any billing errors, if there has been an over payment, and if there is an unplanned closure i.e. snow day.

Tax Receipts

Tax receipts are available from the Business Office upon request regardless if a child is currently enrolled in the child care or has withdrawn from the program part way through the year. Receipts are sent to families by e-mail.

Enrolment Information

Hours of Operation and Holidays

Our hours of operation are between 7:30 a.m. and 5:30 p.m., Monday through Friday. C.A.C.H.É. Child Care Service is closed the following statutory and civic holidays:

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

We are also closed for 2 weeks at Christmas and for a Centre wide professional development day on a date that will be communicated to you well in advance.

Admission Procedure & Waitlist Policy

The County of Lambton offers OneList which is an online centralized child care application and information service for families looking and applying for child care. Parents can apply to enroll their child (ren) in C.A.C.H.É. Child Care using this service. When an appropriate space becomes available in our program the Supervisor/Assistant Supervisor will contact families to notify them of the opening and arrange a time for parents to tour the facility, ask questions and complete the necessary application forms. As per Ontario Regulation 137/15 75.1 (1) , C.A.C.H.É. Child Care will NOT charge or collect a fee or deposit from families for the placement of their child on the waiting list for admission into the program. Parents are able to check their child's status on our waitlist by contacting the C.A.C.H.É. Supervisor/Assistant Supervisor.

If financial assistance is required and the process has not yet been started we can assist families in applying to obtain subsidized fees through the County of Lambton Children's Services for this early learning experience. Please note that families who are dependent on subsidized support for children's attendance at our child care will not be permitted to begin placement until the Pathways Business Office has been notified by the County that guaranteed payment is in place. Full fee paying families are required to pay for the first month of care prior to their child's first day of attendance.

Emergency Contacts

On your child's application form you will be requested to provide information regarding emergency contacts.

We are required by the Ministry of Education to ensure that each child has the information of at least one emergency contact person in the event that the parent/guardian is unavailable or cannot be reached. Parents must provide the child care with the name and contact information of at least one person other than themselves.

At the time of admission please share any specific restrictions, instructions or custody arrangements with the C.A.C.H.É. Supervisor/ Assistant Supervisor concerning release or access to your child and be prepared to provide legal documentation concerning custody arrangements. We also request that you provide the Supervisor with information on any changes that may occur thereafter.

Updated Child Information Packages

Each January you will be asked to fill out a new intake package so that the information we have on file is current including Specialized Care Response Plans e.g. Seizures, Anaphylaxis, etc. but please keep us informed throughout the year if there are any changes to your address, child custody status, allergies/food sensitivities, etc. As a requirement of our Child Care license we are responsible for having current child information on file.

Withdrawing Your Child from Care

We require four weeks written notice from parents who plan to withdraw a child from C.A.C.H.É. Child Care Service for any reason. If the required notice is not received, parents will be charged for four weeks following the day notification is given whether or not a child attends his/her scheduled days. If the child's placement is subsidized through Lambton County Children's Services

two weeks' notice is needed. The same guidelines apply to families receiving subsidy i.e. the County will continue to subsidize the placement for two weeks following the notification date whether or not the child is in attendance. Once the County discontinues subsidy payment for any reason, the person named on the subsidy agreement is responsible for payment of all additional days owing.

Attendance

Arrival and Departure Procedures

Upon your child's arrival or departure from C.A.C.H.É. we ask that you let one of the staff present know that you are leaving or taking your child. We also remind you to please follow the proper procedure for signing your child in and out of the child care. To sign in please note the time of arrival, estimated time for pickup, who is scheduled to pick up and your initials. At departure time please sign out in the same place documenting the actual time of pick up and your initials. This procedure is in place not only for billing purposes but it is in fact a licensing requirement. Failure to comply with this requirement can result in a substantial fine to the child care by the Ministry of Education as it is considered a very important safety precaution. If another adult is picking up please note their name on the bottom of the attendance sheet and make them aware that they will be asked to present identification before your child will be released to them. If you forget to leave the note or your plans change throughout the day a quick phone call to your child's classroom or the C.A.C.H.É. office will also work. These measures are in place for the safety of your child. Children can be brought to the child care anytime after 7:30 a.m. and picked up at any time before 5:30 p.m. Please understand that we are only licensed to care for children between those hours and therefore we cannot take responsibility for any child outside of those hours.

We understand that every family's schedule is different but we respectively ask that whenever possible you have your child at school by 9:00 a.m. Programming in each classroom begins approximately at that time which can make it difficult for the Staff to give your child the attention he/she may need upon arrival when they are already involved in an activity with other children.

Entrance to C.A.C.H.É.

The doors to the C.A.C.H.É. entrance (off Murphy Rd.) will be LOCKED between the hours of 10:00 a.m. and 3:00 p.m. This is to help minimize the number of unauthorized people entering the building via C.A.C.H.É. If you need to access the child care during those hours please use the doorbell on C.A.C.H.É. entrance and the Supervisor/Assistant Supervisor will let you in.

Late Pick-up Policy and Procedure

In the event that a parent/guardian does not pick up his/her child from the C.A.C.H.É. Child Care Service, by the end of the day, the C.A.C.H.É. staff person in charge will follow these guidelines, according to the Child Care Service Policy:

- Use clocks within the child care to track time.
- After fifteen (15) minutes, attempt to contact the parent(s), guardian, caregiver, and/or person designated on the Sign In/Out form.
- If unsuccessful, attempt to reach the emergency contact that is on file.
- After 6:30 p.m. if all attempts at reaching an authorized person to pick up the child continue to be unsuccessful, notify the Sarnia-Lambton Children's Aid Society.

Non Base Fee

Parents are required to notify the child care as soon as possible, if they are unable to arrive by closing time. If a child is left past 5:30 p.m. without notification from parents, a late fee of $1.00 per minute will be charged beginning at 5:31 p.m. This fee will be added to the family's monthly child care bill.

If repetitive late pickups occur the C.A.C.H.É. Supervisor will meet with the parent to discuss and determine whether the child care hours meet the family's needs. If continued lateness is expected or continues the Supervisor will support the family to explore alternate child care arrangements that are more suitable to the family's needs. A notice of withdrawal from care may be issued for unresolved patterns of lateness.

Snow Days/Inclement Weather

Please listen to the radio or check Pathways website. If it is announced that "Pathways Health Centre is OFFICIALLY CLOSED" the Centre is completely closed to employees and children. NO services are available and you will not be charged for the day.

Parents and Families

Parental Involvement

It is the policy of C.A.C.H.É. Child Care Service that parents are recognized as the leaders of their child's team and the most important contributors to their child's development.

Parent-teacher communication/engagement is emphasized in our environment to ensure parents are kept up-to-date on events helping to shape the growth and development of their child.

Communication between C.A.C.H.É. Staff and Families is facilitated through:

- An "open-door" policy for families to visit the program.
- Informal conversations between staff and families at arrival and departure times.
- Communication notes sent home on a regular basis.
- Daily documentation of the activities the teachers have provided, what they observed the children doing and what further plans they have made based on their observations to further build on the children's interests and enhance their learning is displayed in each classroom.
- Posting photos of children engaged in activities and/or special classroom events in places visible to families.
- Occasional phone calls home.
- Bi-Monthly newsletters.
- Family requested parent teacher interviews.
- Open Houses throughout the year including but not limited to the children's Christmas party and Graduation Ceremony.

***Family Service Plan meetings are arranged for C.A.C.H.É families with children enrolled in the Toddler or Preschool programs receiving Early Childhood Education Resource Support Services through Pathways within the first 2 months of admittance to the caseload and when deemed necessary by the family or clinicians thereafter.**

Parent Issues and Concerns

As a service within Pathways, the C.A.C.H.É. Child Care takes all complaints seriously, considering this an opportunity to listen to feedback from parents and caregivers, review our processes and improve our services.

We encourage parents and caregivers to communicate directly with their child's teacher to resolve concerns and complaints. If a satisfactory resolution cannot be found, the C.A.C.H.É. Supervisor/Assistant Supervisor will be informed and take action in accordance with the following procedure.

If the complaint cannot be resolved by the attending staff person and the Supervisor/ Assistant Supervisor, the complaint will be discussed with the Community Services Director. Following the discussion, the decision will be made whether or not to record this as an incident.

The Community Services Director at Pathways reviews the incident form in consultation with the C.A.C.H.É. Supervisor/Assistant Supervisor and the staff involved in the complaint. The parent/caregiver is contacted to explore the best way to resolve the complaint. The parent/caregiver can choose to discuss the issue over the phone or is welcome to come in to the Centre for a meeting to work together with staff to resolve the issue.

In cases where a parent is not satisfied with the response to his/her complaint/concern regarding C.A.C.H.É.'s compliance with requirements set out under the Child Care and Early Years Act, 2014, they will be informed on how to contact the appropriate representative from the Ministry of Education – Child Care Quality assurance and Licensing Regional Office. When the complaint/concern involves a C.A.C.H.É staff member, the parent(s) will be advised on how to file a complaint with the College of Early Childhood Educators. Additional information can be found on the Ministry of Education Website: www.edu.gov.on.ca/eng/.

In cases where the complaint relates directly to government policy or procedure, the Executive Director of Pathways will assist the parent/caregiver in directing them to the appropriate MPP, Ministry or the Provincial Ombudsman.

Health and Safety

Your Child's Nutrition at the Centre

Our program offers a variety of nutritious foods for lunch and morning and afternoon snacks. Foods selected promote good health and give each child the opportunity to enjoy new foods as good eating habits are established. The menu incorporates the healthy eating guidelines of Canada's Food Guide. Please refer to our 21 day rotating menu for the planned snacks and lunches. Any alterations that are made to the daily scheduled menu will be recorded on the "Menu Changes" form posted near the Sign In/Out binders and should be reflected in the Communication documents sent home with your child.

Meal times for all children are viewed as an opportunity for positive social interaction. Meal times also provide learning experiences and support the development of self-help skills such as independently preparing and serving food as well as feeding themselves.

Although times can alter slightly depending on the day and which classroom your child is placed in approximate meal times begin as follows:

Morning snack	9:00
Lunch	12:00
Afternoon snack	3:00

Allergies and Sensitivities

Upon enrolment in our child care, it is very important that families inform us of any special diets, food, drug or other allergies and/or sensitivities a child may have.

While Pathways and child care staff are aware of allergies and sensitivities, we cannot guarantee a totally risk-free environment. To that end we discourage sending in food items from home except in special circumstances that are pre-approved by the C.A.C.H.É. Supervisor/ Assistant Supervisor. No outside food to be brought into C.A.C.H.É. as this reduces the risk of exposure to anaphylactic causative agents. The only exception to this would be Soy and or Rice Milk. If these products are brought into centre, they will be labelled with the child's name and in the original container.
If your child has an allergy that requires the administration of an EpiPen, please notify the Supervisor/ Assistant Supervisor immediately to ensure that the necessary documentation and actions are taken to ensure your child's health and safety. You will be required to provide written and specific details of your child's allergy and symptoms of an allergic reaction from a medical practitioner including a prescribed EpiPen. The Anaphylactic Emergency Response Care Plan with the child's photo and personal allergy information will be posted and/or accessible in each C.A.C.H.É. classroom, food preparation areas and any other locations frequented by the children including the Playground to ensure all staff is aware and can respond appropriately to any potential reactions. A copy of the C.A.C.H.É. Anaphylaxis Policy and Procedure and all required documents will be provided to you.

To ensure the well-being of children who have anaphylactic allergies, it is imperative that a child's EpiPen is always available to the child care staff. A child who requires an EpiPen due to a severe allergy will not be accepted into care without their prescribed and current EpiPen. If a child no longer requires an EpiPen, a note from a medical practitioner confirming this information will be required. These practices are in place for the health and safety of your child.

Children's Immunization

Licensed child care centres are required to collect and retain up to date immunization for all children not attending school. Please ensure that you provide current and up to date immunization information to the child care.

While we respect the right of families to make decisions on the immunization of their children, and the sharing of this information, families will be informed that, in the event of an outbreak of communicable disease in the community, they may be excluded from service by order of the Medical Director if they are unable to provide proof of current immunization or appropriate antiviral treatments. C.A.C.H.É. Child Care will adhere to the direction set by Lambton Public Health that is mandated to handle outbreaks of communicable disease in our community. In cases where parents/guardians decline to have their child (ren) immunized either

on the grounds that the immunization conflicts with their sincerely held religious convictions or conscience or where a legally qualified medical practitioner gives medical reasons as to why a child should not be immunized a required Ministry approved form must be submitted.

***All C.A.C.H.É. Staff receive EpiPen training before beginning employment and on an annual basis thereafter.**

When Your Child is Sick

If your child is showing ill symptoms at home (e.g. unexplained rash, vomiting, diarrhea, etc.), your child should not attend the child care and should remain home, usually for 24-48 hours symptom free or until they are well enough to return, participate in the program and no longer carry the risk of infecting others. We ask that parents please notify us if your child is sick and the symptoms he/she is demonstrating. We are required to notify families and all employees of Pathways Health Centre for Children when we become aware of a C.A.C.H.É. child or staff person diagnosed with a communicable disease. Our notification process does not identify the name, age or classroom of the affected child or children.

*We also notify families and Pathways employees when a C.A.C.H.É. child or children have contracted contagious infections such as Pink Eye, Fifth's Disease, Hand Foot and Mouth Disease and when a case of lice has been reported.

Each time your child is dropped off at C.A.C.H.É., staff is required to do a basic health check to ensure your child is able to participate in the program that day. If your child is not well, we will ask you to take him/her home and encourage you to visit a medical practitioner if necessary.

Staff practices daily infection control measures to prevent and manage illness to the best of our ability. We encourage you to do the same by using the hand sanitizers available at all entrances to the Centre and by keeping your child at home when they are not well.

Should your child become sick while in our care, the staff will monitor him/her and inform you. Depending on the type of illness, the staff or Supervisor/ Assistant Supervisor may contact you to arrange your child to be picked up for their own well-being. These practices support a healthy and safe environment for children, parents, staff and visitors to C.A.C.H.É. It is common for some children to be more susceptible to illness in the first few months of attendance. We recognize that this can be concerning and stressful for parents therefore we encourage you to ensure that you have plans in place in the event that your child may not be able to attend care. With time, most children develop immunity and adjust to being in a group environment.

For more information regarding common childhood illnesses and exclusion times, please refer to "**A Guide to Common Childhood Infections**" from the Lambton Health Unit included in this Handbook.

Medication

Whenever possible, families are encouraged to manage their child's medication use outside C.A.C.H.É. Child Care. On occasion, this is not possible and children require current prescribed medication and emergency medication dosing when not in the care of their families. Pathways Health Centre for Children will ensure that training is given to designated C.A.C.H.É. staff persons in the appropriate preparation, administration and documentation of medications. Medications considered appropriate for our staff to administer include oral and topical routes (including ear and eye drops). Medication that requires rectal, tube, injection and inhalation routes require specialized permission and training through consultation with the Manager/ C.A.C.H.É. Supervisor and Medical Director.

If your child does require medication, while in our care C.A.C.H.É. Staff will administer prescription medication only. Prescription medication must be provided in the original bottle/packaging, clearly labeled with your child's name and instructions for administering. Parents must complete and sign the appropriate medication administration forms before the medication can be administered by our staff. Non-prescription or over the counter medication must be accompanied by a written prescription by a medical practitioner. New medication administration forms will need to be completed and signed for any changes in medication or medication instructions.

For the safety of the children, we ask that parents hand any medication directly to the staff so that it can be securely stored away from the children's reach. Parents are responsible for the safe disposal (i.e. take home or to a pharmacy) of any medication that has expired or is no longer required to be administered to the child while in our care.

Playground Safety

We ensure that the playground remains safe and clean and the equipment is kept in a good state of repair. We want the outdoor play environment to be adventurous without being dangerous. Canadian Standards Association (CSA) Standard for Children's Playspaces and Equipment is adhered to by all staff.

Separate playground areas are designed and designated for children ages 18-30 months (Toddler Playground) and 31 months – 6 years (Preschool Playground). Staff ratios will remain appropriate for age groupings i.e. Toddlers - 1 teacher for every 5 children and Preschoolers – 1 teacher for every 8 children. When the School Age program is taking place the children in that group are permitted to use the designated Preschool Playground but not at the same time as the Preschool age children. The playground is designed so that staff can maintain constant supervision of the children and the play structures do not in any way obstruct the clear observation of the children.

A C.A.C.H.É. staff member conducts a daily visual inspection of the playground and observations are recorded. If dangers are noted steps are immediately taken to rectify the situation. If the playground is deemed unsafe for the children to access it will be closed until conditions are improved and alternate arrangements will be made for the children to participate in active play. Parents will be made aware of the situation.

In addition to the daily playground inspections C.A.C.H.É. staff will conduct more comprehensive Monthly Playground Inspections and log the results and required actions.

Seasonal Maintenance Inspections of the Playground site and equipment are conducted by the C.A.C.H.É. Child Care Supervisor
/Assistant Supervisor and the Centre's Maintenance Supervisor in preparation for summer and winter use. Results and actions taken will be documented.

An annual inspection of the playground will be conducted by an independent CSA certified playground inspection company i.e. 3rd
Party Inspection. A detailed report is sent to the Maintenance Supervisor at Pathways.

Emergency Preparedness

C.A.C.H.É. Child Care, in partnership with its parent organization Pathways Health Centre for Children, is committed to providing a safe environment for children, staff and families. To that end, centre wide emergency drills are conducted on a monthly basis. Each month 1 of 5 emergency codes is practiced e.g. Code Red – Fire, Code Blue – Medical, Code White – Dangerous Intruder/Shelter in place, Code Yellow – Missing Person and Code Black – Bomb Threat. In addition to the monthly centre wide emergency drills C.A.C.H.É. child care service is responsible for conducting its own monthly fire drills in accordance with licensing regulations.

If a real emergency should occur parents will be contacted as soon as possible to inform them of the situation and to advise them on next steps.

The Emergency Shelter for Pathways Health Centre for Children is Fairwinds Lodge.

Video Surveillance System

A Video Surveillance System (VSS) uses cameras throughout the Centre to enhance security practices to protect the personal safety of employees, volunteers, clients, families and members of the public.

Children's Accidents and Injury While in Care

While at the centre, the children are supervised at all times. Despite close supervision, some accidents may occur as your child explores and develops new skills and abilities. If your child is injured at the centre, the staff will provide immediate first aid, as needed. If the situation requires attention beyond basic first aid, we will contact you or the emergency contact person(s) on file. If required, we will call 911 to summon an ambulance to transport your child to the nearest hospital.

Staff will provide an incident report documenting the accident or injury. A parent or guardian's signature is required on the form to verify that you were informed of the incident. A copy of the signed report will be provided to you.

If your child has an accident or injury at home, please inform the staff when you drop your child off the following day so we are aware of the incident.

Duty to Report

Every person in Ontario is required under the Child and Family Services Act to report his/her belief that a child may be in need of protection: “A person who believes, on reasonable grounds, that a child is, or may be in need of protection shall forthwith report the belief and information, upon which it is based, to a society.”

The legislation specifically requires individuals who perform professional or official duties with respect to children such as the “operator or employee of a day nursery” to report suspicions of child abuse. If in the course of their professional duties, the C.A.C.H.É. Supervisor/ Assistant supervisor and/or staff have reasonable grounds to suspect that a child may have been abused, the suspicion, and the information upon which that suspicion is based, must be reported immediately to the Sarnia-Lambton a Children’s Aid Society. A professional who works with children can be charged and fined for failing to report. It is the responsibility of the child protection agency to investigate and follow-up on the situation, as necessary.

Smoking and Electronic Smoking Devices - Smoke-Free Ontario Act

To ensure the safety and comfort of our staff, clients, volunteers and guests, Pathways Health Centre for Children including C.A.C.H.É. Child Care Service operates as a smoke free and electronic smoking device free zone.

An electronic smoking device is defined as: Any electronic product that can be used to simulate smoking in the delivery of nicotine or other substances to the person inhaling from the device, including but not limited to an electronic cigarette (e-cigarette), electronic cigar, electronic cigarillo, or electronic pipe, and any cartridge or other component of the device or related product.

All smoking and or the use of e-cigarettes is prohibited within Pathways Health Centre for Children buildings including the C.A.C.H.É. Child Care Service, within 9 meters of an entrance or exit of Pathways buildings, within the Centre van and within a vehicle where Pathways staff are transporting clients.

Safe Drinking Water Act, 2002 Policy

As required by the Ontario Regulation 243/07 Section 5 (2.1) under the Safe Drinking Water Act, 2002, it is the policy of C.A.C.H.É. Child Care Service to flush the water system feeding the day care centre on a daily basis to ensure that stale water that may contain higher levels of lead is evacuated. This is to provide increased protection for children age six and under, who are particularly vulnerable to the effects of lead. In April 2014 C.A.C.H.É. Child Care Service was granted a Notice of Reduced Lead Sampling through the Ministry of the Environment Drinking Water Programs Branch to reduce annual water testing to every 3 years. Testing must take place between May 1 and October 31 every third year. If excess levels of lead are found in the samples, C.A.C.H.E. Child Care Service will provide appropriate information to families and take appropriate measures to ensure the children do not consume lead-tainted water.

Volunteers and Students

In accordance with the Child Care and Early years Act, 2014, it is the policy of the C.A.C.H.É Child Care Service that volunteers, secondary & post-secondary school students who are NOT paid staff members cannot have direct unsupervised access to the children. Therefore they may not:

- Remove a child from the Child Care premises without C.A.C.H.É. employee accompaniment.
- Be counted in the staffing ratios either in the classroom or on the playground.
- Supervise a child/children if that person himself/herself is less than 18 years of age.

Child Care Programming

Outdoor Play

In accordance with the Child Care Centre Licensing Manual and the Child Care and Early Years Act, 2014 children who receive care for six hours or more need to spend at least two hours outdoors, weather permitting. During inclement weather children attending C.A.C.H.É. are afforded the opportunity to engage in large motor activities in one of the many gym spaces within Pathways.

It is important that children be dressed for the various types of weather to ensure they can actively participate in outdoor programming. Please ensure that adequate and suitable clothing and footwear is provided year round for your child.

At times, due to the weather, children's outdoor time may be extended or shortened to ensure that children are active, engaged and comfortable. Staff monitors the children's comfort and activity level in the varying weather conditions to determine the length of time children will remain outside. We strive to provide outdoor environments that provide children with various levels of activity to suit the time of year and weather. Extra drinking water, water activities and additional quiet experiences in the shade are implemented during the summer and more physically active, high energy experiences are implemented during the colder winter months.

C.A.C.H.É. implements sun safety practices and encourages parents to provide child safe sunscreen and protective clothing such as a wide-brimmed hat for outdoor times. The staff will assist children to apply sunscreen to the exposed skin areas prior to going outside.

Rest/Quiet Time

Each child in the Toddler and Preschool groups who receives child care for six hours or more in a day will have a rest period not exceeding two hours in length and will be permitted to sleep, rest or engage in quiet activities based on his/her needs.

There are accessible areas in each classroom where children can go when they feel the need for quiet time.

During the application process parents/guardians will be consulted on their child’s individual sleep/rest preferences e.g. positioning during sleep, use of stuffed animals, personal blankets, back rubs, etc. Children will be assigned individual cots and linens. Each child will be permitted to use personal items that enhance feelings of comfort and security. C.A.C.H.É. staff will perform periodic direct visual checks of each sleeping child by physically moving throughout the room. They will be looking for indicators of distress or unusual behaviours in children. Time of visual checks will be documented and initialed by the staff person conducting the check. Comments regarding a child’s behaviour during sleep will also be noted and significant changes in a child’s sleeping patterns or behaviours during sleep will be communicated to parents. Staff and parents will consult on any necessary adjustments to the manner in which the child is supervised during sleep.

C.A.C.H.É. Aquatics Lifeskills Program

Children enrolled in C.A.C.H.É. Child Care who are of Preschool Age i.e. 31 months to 6 years are eligible to take part in the Aquatics Lifeskills Program. This program takes advantage of the onsite Therapeutic pool at Pathways and focuses on the following water safety areas:

- Learning pool rules.
- Why it is important to always swim with an adult.
- What’s safe and unsafe in the pool environment.
- Safe entries and exits to the pool.
- The importance of wearing a lifejacket.
- Exploring floatation and movement in different directions.

Children will also have time to practice their skills and engage in fun fitness activities. This aquatic program is in addition to the current services offered to preschoolers in C.A.C.H.É. and participation is not mandatory. There is a registration fee per session. Financial assistance may be available to those who qualify.

Outings

From time to time, excursions to places in our community that are within walking distance of Pathways Health Centre for Children are planned as part of the children's program. Members of the staff provide supervision, and every precaution is taken to ensure the safety of the children. Parents must sign a consent form for outings upon enrollment in order for their child to participate.
Although care for children whose parents do not give consent for outings can usually be arranged within the child care classrooms there may be times that parents will be asked to find alternate care for their child for the duration of the trip.

C.A.C.H.É. Policies and Procedures

According to Ontario Regulation 137/15 Subsection 1.2 of the Child Care Licensing Manual, 2019 child cares are required to develop the following policies and procedures to support the delivery of programs:

- Playground Safety Policy
- Anaphylactic Policy
- Sanitary Practices
- Sleep Supervision
- Serious Occurrence
- Medication Policy
- Supervision of Volunteers and Students Policy
- Program Statement Implementation Policy
- Staff Training and Development Policy
- Criminal Reference Check/Vulnerable Sector Check Policy
- Fire Safety/Evaluation Procedures
- Waiting List Policy

A full version of these policies and procedures as well as the C.A.C.H.É. Parent Handbook in its entirety can be found on our Pathways website at www.pathwayscentre.org.

Hard copies of the Handbook and the policies and procedures are available in the C.A.C.H.É. office or through email upon request.

TIPS FOR PARENTS

Be Sure To Sign Your Child In and Out Every day!

Parents play an essential role in the success and safety of the children in our programs. Please consider the following expectations carefully:

- Make certain that we always have current emergency contact names and telephone numbers;
- Advise educators of any allergies, medical conditions and medication your child may have received before coming to the child care centre;
- Consult with staff members if important changes occur in school or at home throughout the year;
- Arrange for alternative care when your child is not well enough to participate fully in the program;
- Call the centre if your child is going to be absent before 9:30 a.m. Please let us know if the absence is due to illness and if so the nature of the illness;
- Pick up your child on time. Call us if you are detained and pay late fees as required.
- Be sure to read all notices posted on the Parent Board (outside the child care office) and on the bulletin boards located near all classroom sign in/out books.

For your child's comfort and safety, please:

- Send indoor and outdoor footwear. Running shoes are preferred in the playground for safe climbing on the equipment and other active play. Indoor shoes are necessary in case of unexpected trips outside e.g. fire drills, for safety on slippery floors and to assist in maintaining a clean physical environment;
- Send clothing which is suitable for indoor and outdoor play. We will go outside every day, providing the weather cooperates and it is important that your child is dressed appropriately;
- Send a supply of diapers and wipes if your child is not toilet trained;
- Send a complete change of clothing in case of an 'accident' or messy play. Please mark ALL clothing items with your child's name. This includes shirts, pants, coats, shoes, boots, mittens, etc.;
- Send in a back-pack or school bag that is big enough to accommodate your child's personal items;
- Check the basket in your child's "cubby" for communication from C.A.C.H.É. Staff and for your child's artwork. It may also be used for leaving toys from home and/or other articles that are not permitted in the classrooms;
- Newsletters are sent home on a bi-monthly basis. Please let us know if you have any suggestions for information you would like to receive through our newsletters.

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