

# WELCOME

Thank you for choosing

**UNITED CHILDREN ACADEMY**

United Children Academy believes that:

- ❖ All children are valuable members of society and represent our future.
- ❖ Each child is developmentally unique.
- ❖ Each child engages in learning experiences individually and at optimum times.
- ❖ By promoting innovative, high-quality programming in early childhood education, the developmental potential of each child is maximized.



- ❖ Good communication between families, teachers and children is essential for effective early childhood education.
- ❖ A progressive education/nurturing environment is critical to high quality childcare.
- ❖ By providing developmental programming in a nurturing environment, self-esteem, socialization, empathy, respect for self, others, and the environment, self-discipline, building blocks of knowledge and independence will be instilled in our children

**Welcome to United Children Academy.** You have chosen a School/Childcare Centre that puts the best interest of your child as its priority. We believe that you, as a parent, are your child's first and most important teacher. To extend your child's growth and development, we look forward to embarking on a partnership with you becoming part of your extended family.

To facilitate a smooth transition to our school/Centre, this "Handbook" will make known the policies adhered to by staff and families of the "United Children Academy"

There is a form at the end of this "Handbook" that states that you have read and understood and have agreed to abide by the policies written in the "Handbook". Please sign it and return it to the office. This is a requirement of the CCEYA. It will be kept in your child's file.

**United Children Academy** is a workplace childcare centre and operates for the benefit of the surrounding Communities.

We have an "open door" policy that encourages all forms of parent and Community communication, involvement, and feedback. We



encourage parents to be a viable part of our education at United Children. We are always here to listen and to help with resources, and strategies. We are also open to your ideas and concerns.

We monitor each child's development formally and informally as we go through our day. If we need to ask for outside help for developmental or behavioral query, we expect the full co-operation of the parents/guardians. There are many Resources in our community that will give our staff the added support and assistance needed to ensure optimum care and development for our children.

If we are advised to obtain some specialized services that are not covered in the Community, the cost will be borne by the parents.

We accept all children whose behaviour or difficulties do not interfere with a safe environment for others and/or do not prevent the school/childcare program from functioning in an effective and educational manner. (See the Withdrawal Policy)

## **Introduction:**

**United Children Academy** carries a license, renewed annually, issued by the Ministry of Education.

**United Children Academy** provides both high quality childcare service and an educational program for, preschool and senior preschool children.

## **This program promotes:**

- Optimum physical-motor, socio-emotional and cognitive development.
- The expression of individual children's styles of learning in ways which contribute to feelings of self-worth and self-esteem.
- Leadership in the field of Early Childhood Education and Community Health through innovative and quality programs.



## **Program Philosophy:**

Developmental change is a fact of human existence. Each child is not only developmentally unique but engages in learning experiences that happen at individually optimum times.

As a developmental program, United Children Academy will:

- Challenge the emerging capacities of each child.
- Support each child's unique pattern of interests, talents, and abilities.
- Offer learning experiences when the child is best able to master, generalize and retain that which is learned.
- Provide an environment that facilitate each child's self-esteem, independence, and self-discipline.

The primary responsibility of the staff is to facilitate each child's development. In the planned environment, children are invited to actively learn through play. This environment provides toys, blocks, sand, water, books, puzzles, art media as well as art, music, language, math and science experiences. As the children are involved with these materials and activities, alone or in small groups, they learn concepts, skills, understandings, and attitudes. Staff and children share ideas, equipment and feelings in a multi-aged social milieu.

## **United Children Academy Program Statement:**

**United Children Academy** is an enriched school/child care program which consists of The Ministry of Education's Policy Statement on Programming and Pedagogy made under the CCEYA. We follow a Play based learning model that reflects the Ontario Early Learning Framework (ELF).

We use the following resources to ensure the high quality of our program:

HEAD OFFICE 80 QUEEN STREET NORTH, HAMILTON, ON, L8R 3P6 | 905-777-1822 |  
[WWW.UNITEDCHILDRENACADEMY.CA](http://WWW.UNITEDCHILDRENACADEMY.CA)

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### ***How Does Learning Happen? (HDLH); Ontario Early Years Framework – Think, Feel, Act.***

We believe that early learning is important and that children are competent, capable, and rich in potential. We will help to interpret their learning and exploration through observation and documentation. We encourage the children to make decisions, act on those decisions and later reflect on those decisions. We believe in focusing on the development of the ‘Whole’ child and we have created an environment and program to maximize every **child’s full potential in all aspects of their development**. Children are competent, capable, curious, and rich in potential:

Children have the capability and the competence to learn a great amount of knowledge and skills at a very early age. We can help the children grow and succeed by creating and providing rich play experiences. Our knowledgeable and nurturing teachers understand that each child is an individual and through our programming we also provide an enriched, safe, and nurturing environment for them. Play provides the foundation for success. UCA and our staff demonstrate the values of respect for diversity, equity, and inclusion by actively promoting the engagement of all children and their families. We believe that every child belongs, and we are committed to providing fully inclusive environments.

We believe that to give children the best experiences in their early years, we need to provide a physically and emotionally SAFE environment. Our program must fully ENGAGE the children in active learning and making connections to everyday living. We must create experiences that CHALLENGE every child in their own unique way and to participate in many different experiences. We thrive on having the SUPPORT and encouragement from qualified staff and families.

### **What is “How Does Learning Happen?”**

“How does Learning Happen” is a guide about learning through relationships for those working in childcare. It is Ontario’s Pedagogy for the Early Years. It is intended to support pedagogy and program development. Pedagogy is the understanding of how learning takes place. How Does Learning Happen is a document, a professional Learning Resource and the philosophy and practice that supports that understanding of learning.



At **United Children Academy**, we optimize children’s learning and development by setting goals and expectations for the children around the four foundations set out in “How Does Learning Happen?” Ontario’s Pedagogy for the Early Years.

These four foundations are Belonging, Well-Being, Engagement and Expression.

- Every child has a sense of Belonging when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health and Well-being
- Every child is an active and Engaged learner who explores the world with body, mind and senses.
- Every child is a capable communicator who Expresses himself or herself in many ways.

### **What is Pedagogy and Emergent Curriculum?**

Emergent curriculum is a way of planning curriculum based on the children’s interest and passion at a certain point in time. Children thrive and learn best when their interests are captured. Learning occurs naturally. Planning emergent curriculum requires observation, documentation, creative brainstorming, flexibility, and patience on the part of Early Childhood Educators and Early Childhood Assistants. Rather than starting a lesson plan which is repeated every year regardless of age, developmental level or interests of the children, emergent curriculum starts with the children’s interest. Daily activities are planned to support children’s interests. In short, it is a child-directed and teacher facilitated to planning the curriculum.

Pedagogy is the understanding of how learning takes place and the philosophy and practice that support that understanding of learning. Curriculum (the content of learning) and pedagogy (how learning happens) in early years settings are shaped by views about children, the role of the educator and families and the relationships among them. Pedagogy is the way that children learn and what the Educator does to support the learning.



## Health, Safety, Nutrition and Well Being

**Well-being** – “Every child is developing a sense of self, health, and wellbeing” (HDLH, p. 12), including physical and mental health and wellness, and developing capacities such as self-care, sense of self, and self-regulation.

### Meals:

Healthy meals and snacks are important for the children at **United Children Academy** are being catered by **Wholesome kids Catering**. Children need to eat often during the day to make sure they get all the nutrition they need to grow, learn, and play. Every child requires wholesome nourishment for their bodies, it is equally important to us that we feed their minds as well as their bodies. We offer each child complete, healthy, and well-balanced meals that are in accordance with the Canadian Food Guide for children to enjoy.

We provide a breakfast snack, hot lunch, and afternoon snacks. Breakfast snack is usually cereal, whole grain muffins, whole wheat pancakes, or multigrain breads, served with milk and fruit. The afternoon snacks are usually yogurt, fresh fruit and vegetables, fruit loafs, focaccia bread and dips, served with milk or water. Lunch is a variety of healthy choices prepared fresh every day. Our food consists of whole grain food, Trans fat free, and multicultural meal choices. We serve a variety of foods from around the world. Every child is encouraged to sample the food and expand their flavour palate. Mealtime is a learning experience where children can interact with each other and adults and learn self-help skills and try new foods. We supply 2% milk. Please discuss your child’s dietary needs with the staff. Please label all bottles and food supplies. We are a peanut and tree nut safe facility. Parents must provide written instructions for all children with special dietary needs. Lunches should include a nut free nutritious, well-balanced meal that meets the requirement set out in Canada’s Food Guide. Parents should pack all lunch bags with an ice pack, as soon they are received to the centre, the staff will verify the ingredients and refrigerate the packed lunch. Staff at the Centre are able to provide parents with copies of Canada’s Food Guide and suggestions for healthy snacks upon request. The bagged lunch adheres to Canada’s Food Guide. Lunch is provided in a labelled lunch bag/container, with name of the child, ingredients and food items. Foods that may have come in contact with nuts/contains are not allowed in the child’s lunch. United Children Academy celebrates every child’s birthday in the Centre. Parents are advised considering food allergies or restrictions among many children and educators our birthday cakes would be catered by Wholesome Kids food Caterers if you want to order.



## Health and Safety:

Keeping active is a very important part of our daily routine. We value that every child needs time to engage in physical activity to keep their bodies healthy. We encourage physical exercise and activities that promote healthy living and self-regulation.

The children receive both indoor and outdoor gross motor play. We see the importance of bringing the indoors outside while maintaining a safe and hazard free environment. Safety play is a very important role in play. Teachers are there to foster a safe and fun environment for each child. The teachers are knowledgeable of the health and safety requirements set out by The Ministry of Education.

At **UCA**, we provide an environment that is safe and hygienic. Public Health policies and procedures are posted and followed throughout the school by staff, children, and visitors. At the time of enrollment all parents must provide up to date immunization for their children. If a child is not being immunized, then an exemption form from the City of Hamilton Public Health needs to be submitted. Please note if there is a communicable disease outbreak the parents will need to find alternative care for their children until the outbreak is over. If a child is ill during the night with a high fever, vomiting and/or diarrhea, that child is requested to stay at home and not to bring the child to the school in the morning. Children should be symptom free for 24 hours before they can return to the school. When a child becomes ill at the school developing a high fever vomiting or diarrhea the school will notify the parents to take the child home. Childcare/School is not a healthy environment for children who are ill. **UCA** is a non-smoking facility.

Toys and equipment are cleaned and disinfected as required by **City of Hamilton Public Health**. **UCA** staff ensure that the school is cleaned at the end of the day. Monthly fire drills are practiced ensuring the safety of staff and students in the event of a fire. The Emergency Location is inside the **Hamilton Mosque/Islamic School** and the address is the 221 York Blvd, Hamilton, ON L8R 1Y6

The school is only allowed to administer prescription medication. A medication form must be filled out and signed by the parent before we can dispense any medication to a child.

## Support Positive and Responsive Interactions among Children, Parents, Child Care Providers and Staff





**Belonging** – “Every child has a sense of belonging when he or she is connected to others and contributes to their world” (HDLH, p.12).

Our interactions with children, families and staff are positive, continuous, and welcoming. We encourage all parties to maintain positive relationships during each exchange as it is important to make connections with one another.

### **Children:**

At UCA we value children as unique individuals. It is our goal for each child to succeed to the best of their ability. As educators we are here to support their ideas and enhance their learning. Our educators understand that children interact differently and at their own pace. We believe strongly in supporting and fostering positive peer interactions. We feel it is important for each child to express themselves freely as an individual. We want each child to be confident and able to make competent decisions. We give the children many opportunities to be social and interact with each other through small and large group experiences, through open-ended play, and through educators supporting the children’s growth in all aspects of the program. Research confirms that play is the primary way that all children learn. We believe that children learn when they are engaged, active interested and having fun. Every child is entitled to be given the opportunity to develop personal responsibility and social skills, to learn to problem-solve and to learn about diversity and inclusion. The skills of conflict resolution are important to lifelong learning. As competent individuals, children are active participants in resolving conflicts.

### **Families:**

We value the relationship with parents and guardians. We know the importance of working alongside parents to best accommodate each child’s individual needs. We use many methods of communication to stay connected: emails, phone, even personal chat during drops off or pick up., as well as family involvement in the classroom. Morning drops off and evening pick-ups, are great opportunities to get to know our families and children on a more personal level. We welcome families to meet with the teachers or supervisors if any questions or concerns are to arise. Collaborating with the families and engaging in positive interactions with them will give them the



sense of belonging and this will allow them to become contributors to their children’s learning in an educational setting. Having open communication is the best way to ensure we meet the needs of the families at our Centre.

**Staff:**

We view ourselves as a family at UCA. We work together to ensure the classroom schedule flows throughout the day. Staff are required to take part in professional development and monthly staff meetings which include team-building activities. Staff are always working together to share ideas and collaborate on weekly planning activities. We use a system of writing notes in our communication log to ensure that all staff are up to date on changes happening in the school, as well as any messages received from parents. Communication is key and we strive to do it in the most respectful and inclusive way.

**Encourage Positive Interactions and Communication to Support Children’s’ Ability to Self-Regulate**

**Expression** – “Every child is a capable communicator who expresses himself or herself in many ways” (HDLH, p. 12) through their bodies, words, and use of materials.

At UCA we encourage the children to interact with their peers and teachers in a positive manner. We provide opportunities for children to creatively express themselves in a variety of ways. We offer a play-based learning environment for the children to retain new information and to explore. While children engage in play they are learning and developing a variety of skills. A positive learning environment is essential to the success of each child. We value every child as an individual and treat them with respect. Our environment and teaching tools help aid the children in their personal development, express their emotions and foster self-regulatory skills. UCA promotes and teaches self-regulation every day when teachers are interacting with the children. We believe that regulating children’s thinking, emotions, and behavior is critical for success in their lives. Children also need to learn how to use self-regulation to communicate and respond to their emotions, thoughts, and behaviours. Self–regulation skills take time to develop, so it is very important that our educators hold developmentally appropriate expectations for the children’s behavior. Our educators use a variety of strategies for children to take what they already know and build more complex knowledge and skills. We role model positive communication and interaction strategies.



## Foster The Children's Exploration, Play and Inquiry

**Engagement** – “Every child is an active and engaged learner who explores the world with body, mind, and senses” (HDLH, p. 12)

We value the importance of planning, exploration, and reflection. The children are encouraged to make a conscious decision of what they would like to do during program planned activity time. The children are free to choose from the classroom materials and how they would like to use them. Staff ensure that children have a variety of materials to use that reflects the child's interest. Staff will use open ended questions to aid in the children's problem solving and enhance their creative ability. Our educators facilitate by encouraging cooperation, social interaction, and extension learning by asking lots of questions to further the child's experiences. Each educator connects with the children to build trust and make them feel safe and secure when they are in our care. They do this by always making themselves available to them, being responsive to the children's needs, and being caring, respectful and sensitive to each child. In reflection the children and parents will be able to see pictures and anecdotal notes of children learning and exploring. These will be posted around the centre to document and reflect on the children's learning. Our emergent curriculum is planned and responsive by the educators. By observing what the children are interested in, lots of classroom discussions, and creative brainstorming. Educators document observations of the children throughout the day in the children's individual Observation Booklets to help track the children's interest and developmental needs. This allows the children's experiences and learning to grow in many different creative directions. The benefits of planned and responsive “Emergent Curriculum” it ensures,

- Children's interests are the base of their development. They decide what they would like to learn through choosing their own play-based materials.
- Each child can express their uniqueness and individuality,
- The curriculum is an extension of the children's family life and celebrates the diversity of all families,
- It encourages parental involvement in our program and the children's learning.



- Environment offers a wide variety of planned and spontaneous age- appropriate activities based on the child’s development. The equipment and environment are set up for children to be encouraged to make choices based upon their current interests and is aesthetically pleasing for the children to feel calm and at ease.
- Encourages positive individual and group learning. Smaller groups allow educators to focus on more individual needs.
- Planned programming is responsive to the development, needs and interests of each child.
- A weekly program plan is posted in each classroom.

Our school aim is to create a welcoming, nurturing, and home like environment. The classroom is filled with some natural materials to provide a vast number of learning possibilities and to convey a sense of tranquility and reflect elements of nature. Wood furniture, cozy areas filled with plants, rocks, and shells fish (In a Fishbowl) provide peacefulness for all children and staff. Our classroom includes displays to touch and explore and a sense of warmth and comfort. The environment is set up to make every learning experience have meaning. Each learning area is designed to be inviting, nurturing, safe and aesthetically pleasing. Our classroom offers curriculum experiences in each of the following areas: Creative Art and Sensory, Language and Literacy, Manipulative, Cognitive and Fine Motor, Numeracy, Block and Construction, Dramatic and Pretend Play, Science, Singing and Story Telling and Physical Play Experiences.

During our daily play, the children will be engaged in story time, singing songs, music, and movement. There are many opportunities for the children to use their creativity to draw a picture or create art with different materials that are available to them. The children’s learning is extended to the outdoors by bringing materials from the classroom outside to extend their learning even further. Children will be taking community walking excursions to learn about their neighborhoods. Parents are invited to share their knowledge and skills with the children in the school. When the weather does not allow us our outdoor time alternative activities will be provided for the children. UCA has a daily schedule in place which we use to guide us throughout the day with our routines and program. Our daily schedule incorporates indoor play, outdoor play, and rest/quiet time. We understand that each child has individual needs that may require a change in the daily schedule.



### **Staff Will Provide:**

Staff will provide the children with an equal and inclusive learning opportunity. Our curriculum is geared to reflect the community around us as well as inclusion and equality. Staff provide developmentally and age-appropriate learning activities for the children to explore and manipulate. Staff use a combination of open -ended play-based materials along with teacher facilitated practices. For the children to take their learning to the next stage of development our educators play a role by observing and listening to the children carefully to determine what that child’s capabilities are at that moment or during the time they are engaged. This will be a doorway to allow educators to enhance the child’s exploration, play and inquiry by adding materials, words, questions and by participating in their experiences. During the children’s play and engagement inside and outside of the classroom, the staff members will be observing the children. They will be observing what they are doing and what they are saying.

- The staff will observe and document daily activities and behavior of the children.
- The staff document their observations in the children’s documentation files which include observation books, photo documentation and art documentation.
- Create environments that allow children to explore and learn independently.
- Adapt the program and materials to ensure that all children can engage in play on their own and with peers.
- Support children’s learning through positive interactions.
- Work with external partners (example Special Needs Resource Staff) to ensure the program meets the needs of all children.

### **Provide Child-Initiated and Adult-Supported Experiences**

**Engagement** – “Every child is an active and engaged learner who explores the world with body, mind, and senses” (HDLH, p. 12)



At UCA we engage children in active, creative and meaningful exploration and inquiry. Staff will be co-learners with the children. Play is children's work and is essential to healthy development. We understand that not all play is equal, and child directed play provides the best learning opportunities. We all learn best when we are engaged and interested in an experience. When staff listen and observe children, they can develop a deeper understanding of children's interests and perspectives. We offer children ample opportunity to direct their play and explore new ideas and expand old ones. The role of adults in children's play is to enhance the children's experiences, not to take over or determine the direction of the play. Adults support idea's, provide resources and materials, help children reflect on what they know and think, and provide emotional support and encouragement. The staff will be life- long learners.

### **Plan for and Create Positive Learning Environments and Experiences in Which Each Child's Learning and Development Will Be Supported**

**Engagement** – “Every child is an active and engaged learner who explores the world with body, mind, and senses” (HDLH, p. 12)

UCA creates a safe environment where staff and children can take risks in exploring their learning without fear of failure. We provide space and opportunities that are rich in potential for discovery, creativity, and learning. As a result of our view of children as competent, curious, and capable, our staff work as partners with children in the learning process. Great things are possible when staff and children can see themselves as both student and teacher. There is much to learn from children and through inquiry, open ended questions, provocation, and hands- on experiences, our staff extend children's learning and challenge thinking.

To respect, preserve and enhance children's learning we are developing a practice of documentation. Documenting children's learning allows them to see where they have come from, makes learning visible, and encourages children to revisit their ideas. In addition, the documentation helps the adults to better understand children's perspectives and ideas, and when appropriate work with children to encourage further exploration of knowledge and ideas. The ability to express thoughts, emotions, needs and wants is an essential part of healthy growth and development for children. Children who can express themselves in a variety of ways feel more competent, understood by others, are able to develop the ability to self-reflect and communicate more effectively. Expression is a complex and creative process. Many would say that the use of language is our primary way of expressing ideas and feelings; However, we believe there are many other ways for children to share themselves with others. The arts (music, dance, song and art), storytelling, conversation and behavior are all



forms of expression. Our staff understand the complexities of communication and work hard to enhance children’s abilities by offering children a variety of ways to explore and develop communication competence.

### **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**

**Well-being** – “Every child is developing a sense of self, health, and wellbeing” (HDLH, p. 12), including physical and mental health and wellness, and developing capacities such as self-care, sense of self, and self-regulation

UCA believes that every child is an active and engaged learner who explores the world with body, mind, and senses. Children and families can experience a variety of safe, age appropriate and interesting environments that nurture children’s healthy growth and development.

UCA fosters children’s emerging independence, self-confidence, and skill development. We Provide children with a variety of indoor and outdoor active play. We value the learning opportunities and health benefit of outdoor play. Children in full time childcare are required by the Ministry of Education to participate in outdoor play for a minimum of two (2) hours a day weather permitting. We provide children with a variety of learning experience develop their large muscles through activities that promote kicking, throwing, and catching a ball. Riding a tricycle or playing basketball. Helping children develop lifestyles. Learning is extended from the indoors to the outdoors supporting the children’s knowledge of nature and science. Throughout the day children will have rest and quiet times. We provide flexibility in daily scheduling to meet the individual needs of children, within the parameters of space availability and ratio requirements.

### **Foster the Engagement of and Ongoing Communication with Parents about the Program and Their Children**

**Belonging** – “Every child has a sense of belonging when he or she is connected to others and contributes to their world” (HDLH, p.12).

UCA provides parents with regular communication in a variety of formats. We provide opportunities for parents to engage in their child’s learning. We respect and value parents as the primary experts of their child’s well-being and development.



## **Involve Local Community Partners and Allow Those Partners to Support the Children, Their Families and Staff**

**Belonging** – “Every child has a sense of belonging when he or she is connected to others and contributes to their world” (HDLH, p.12).

UCA provides opportunities for children to explore their community and make connections to the real world. The centre works closely with any support staff or local community partners who interact with the children at the childcare in relation to continuous professional learning. It is important for us to communicate with these support staff and the families for us to create and implement strategies to support the well-being of the children. These strategies will be documented and reviewed by all parties (childcare staff, support staff and families) in a way that will best suit the specific child. UCA provides learning opportunities and practical work experiences to members of the community through placements and educational training for students and volunteers. We invite special guests and community services into our centre to expand the learning experience for each child. These resources allow us to offer a range of support and services to the families within our centre.

## **Support Staff, Child Care Providers or Others Who Interact with the Children at a Child Care Centre in Relation to Continuous Professional Learning**

**Engagement** – “Every child is an active and engaged learner who explores the world with body, mind, and senses” (HDLH, p. 12)

We believe that it is important for our staff and childcare providers to be fully equipped with the proper and up-to-date training in the field and upgrading their learning frequently in order to provide the best quality care for the children. At UCA we hire staff on a non-discriminatory basis providing individuals of all backgrounds the opportunity to be employed at UCA. We provide our staff with as much training and Professional development opportunities as possible. We provide them with resources to upgrade their skills to keep up to date on knowledge and skills pertaining to the childcare field. Before staff commences their employment, they are required to complete certain training and education. We provide ongoing professional learning through monthly staff meetings with all of our employees. These meetings give staff the opportunity to discuss and reflect on our daily practice, children, and staff engagement, how our pedagogy and implementation is occurring daily and suggestions and collaboration on what needs improvement and plans to





improve. During our monthly meetings, we discuss any upcoming professional development workshops and resources that the staff would like to participate in.

### **Document and Review the Impact of the Strategies Set out in the Above Clauses on the Children and Their Families**

UCA understands that pedagogical documentation is a way for our program staff to learn about how the children think, learn, and develop. Our staff's daily observations of the children in the program are used for information for future planning. Documentation is a way to value children's experiences and help them reflect on those experiences. It is an opportunity to make children's learning and understanding of the world visible to themselves and other children, to their families and program staff. It is a reflection on developmental growth and a process for staff to co-plan with children about their learning. It is a dialogue with families about the children's ongoing learning experiences. Documentation can also be a self-reflection opportunity for staff as they participate in continuous learning. We encourage families to provide the school with informal feedback on an ongoing basis and give families the opportunities to review their children's progress throughout the year. Our school is continuously growing in numbers, new children, families, and staff. As our centre grows our program statement will be reviewed annually by the director and staff to ensure that we are diligently improving our program to best meet the needs of the families within our centre. through observations in the programs. The approaches set out in the program statement will be implemented on an on-going basis during the operation of the program.

### **Prohibited Practices**

All employees and students are to use the behaviour guidance strategies that support children to develop appropriate emotional and social skills and comply with the UCA **"Program Statement"**.

UCA **and the Child Care Early Years Act prohibit the following practices and**

### **Constitute Contravention:**



- Corporal Punishment of the child. Any form of corporal punishment of the child (such as: hitting, spanking, grabbing, kicking, squeezing arms or ears, pushing, pulling, shaking, pinching, biting) by any employee, by any child or by any group of children
- Physical restraint of the child, such as confining the child to a high- chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- The locking; the exits of the school for the purpose of confining a child or confining the child in an area or room without adult supervision unless such confinement occurs during an emergency and is required as part of the licensee’s emergency management policies and procedures. The use of a locked or lockable room or structure to confine a child for any length of time without adult supervision unless such confinement occurs during an emergency and is required as part of the licensee’s emergency management policies and procedures.
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that will humiliate, shame, or frighten the child or undermine a child’s self-respect, dignity, or self-worth.
- The deprivation of a child’s basic needs including, food, drink, shelter, sleep, toilet use, clothing, or bedding. The use of food should not be used to discipline children at snack or lunchtime.
- Inflicting any bodily harm on children including making children eat or drink against their will.

## Approved Practices

When negative or unacceptable behaviour occurs, the role of the staff is to assist the child by...

- Establish positive relationships with all children



- Model appropriate behaviour always
- Remember that each child is different, and try to vary their approach or method of dealing with the children, depending on their individual needs given a particular situation
- Be patient and calm in their behaviour, actions and responses and avoid raising their voices.
- Encourage and praise desired behaviour
- Set clear limits, maintain them consistently and follow-up when limits are broken.
- Arrange the program so that the children are guarded against potentially dangerous situations
- Allow children choices between clearly defined options when possible
- Encourage the children to verbalize their feelings, fears and anxieties
- Use positive language to try and redirect behaviour by focusing on what the child can, should do, or likes to do
- Help children identify acceptable behaviour.

### **Compliance and Contravention**

Compliance and Contravention of this policy and procedures will be monitored as per the Employee Compliance and Contravention Monitoring Policy.

### **Program Review and Evaluation**



UCA staff will ensure that they meet the Child Care and Early Years Act, regulations to provide high quality Child Care to their families. UCA strives to meet the City of Hamilton Assessment for Quality Improvement evaluation in all the classrooms.

The Program Statement will be reviewed and Signed- Off by all staff and students/volunteer prior to commencing employment and placement with UCA and annually thereafter and any time there is a change made in the document. A copy will be kept in their staff file. Copies of the Program Statement and Parent Handbook are provided to all families at the time of enrollment and when any changes are made, as well as to any parents considering whether to enter into an agreement with UCA.

### **Implementation Policy:**

- Staff will implement approach stated in our statement (caring, nurturing, understand and value children as capable young individuals)
- Staff understand that they **will not implement prohibited practices.**

### **Prohibited practices**

Ontario Regulation 137/15

48 No licensee shall permit, with respect to a child receiving childcare at a Childcare centre it operates or a premise where it oversees the provision of childcare,

- a) Corporal punishment of the child
- b) Physicals restrain of the child, such as confining the child to a highchair, car seat, stroller, or other device or 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 used only as a last resort and only until the risk of injury is no longer imminent.
- c) Locking the exits of the Childcare centre/school or home Childcare premises for the purpose of confining the child, or confining the child in an area or room without adult supervision/ unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policy and procedures,



- d) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine his or herself-respect dignity or self-worth.
- e) Depriving the child for basic needs including food, drink, shelter, sleep, toilet use, clothing; or bedding; or
- f) Inflicting any bodily harm on children including making children eat or drink against their will.

**Staff who are observed in any of the above “prohibited practice” will be addressed either verbally or written and maybe dismissed.**

### **Staff:**

United Children Academy exceeds strict government regulations concerning staff qualifications: minimum qualification of all our staffs is RECE diploma / A member in good standing with the Ontario College of Early Childhood Educators. Or Completion of a post-secondary program in Early Childhood Education or Child Development – certificate, or diploma or degree. All our staff’s must possess current First Aid and infant/child CPR certifications; Satisfactory criminal record check, including a vulnerable sector search and Up-to-date immunizations

### **a) Code of Ethics, our Teachers:**

- Promote health and well-being of all children
- Enable children/students to participate to their full potential in environments carefully planned to serve individual needs and to facilitate the child’s progress in the social, emotional, physical, and cognitive areas of development-
- Demonstrate caring for all children in all aspects of their practice
- Work in partnership with parents, recognizing that parents have primary responsibility for the care of their children, valuing their commitment to the children and supporting them in meeting their responsibilities to their children-
- Work in partnership with colleagues and other service providers in the community to support the well-being of children and their families-



- Work in ways that enhance human dignity in trusting, caring and co-operative relationships that respect the worth and uniqueness of the individual-
- Pursue, on ongoing basis, the knowledge, skills, and self-awareness needed to be professionally competent and
- Demonstrate integrity in all their professional relationships.

#### b) **Staffing:**

All our staff at **United Children Academy** is RECE (Registered Early Childhood Educators) minimum or above will be maintained for staff qualifications for the preschool grouping. Our dedicated team is trained and chosen for their philosophy, their experience, their demonstrated skills, their commitment of quality childcare and their willingness to strive for the very best.

- **Supervisor:** An R.E.C.E. staff who is responsible for the overall operation of the School/Centre daily. She reports to the Board of Directors
- **Co-ordinator:** An R.E.C.E. staff who works with the children and assists the Supervisor when needed. In the absence of the Supervisor, she/he is responsible for the school/Centre. She reports to the Supervisor.
- **Chef/Cook:** Someone who has been trained with the Food Protection and Handling Course (Public Health) and understands what will facilitate children receiving the best nutrition possible. By law, we must provide 2/3 of the child's daily nutritional requirements.

**Students/Volunteers :** People who are here to gain experience or just wanting to have a positive influence in the life of children. **They do not count in ratio.**

- All students/volunteers must have a current criminal reference check, including Vulnerable Sector screening, completed within the last 6 months.
- All students/volunteers must provide proof of up-to-date immunization prior to being placed at the Centre.
- Students and Volunteers must review the Program Statement and all policies as required under the CCEYA prior to commencing their placement.



- Students and volunteers are not counted in staffing ratios at any time during their placement at the Centre and all students and volunteers will be supervised by an employee at all times
- **Students and volunteers will not be left alone with children at any time and will be supervised by staff at all times.**

**Teaching Team:** Staff of **United Children Academy** work together as a team. We believe that to provide your child with the very best in care we must approach our work with shared goals.

**Services Offered: Ages of the Children Served – Teacher Child Ratio:**

We offer both full time and part time programs in our preschool programs. Our part time program consists of 2-3 days per week. Our 2 day per week program runs on Tuesdays/Thursdays. Our 3 day per week program runs on Mondays, Wednesdays and Fridays.

United Children Academy has 24 spaces for the following groups of children:

Group	Ages	Number of children	Number of staff
Preschool	30months to 6 years	24	3 ½

- The ½ staff is a support staff.

**July & August**

Every week will have a special theme.

**Bring your own nut free meals**



<b>Time 8 AM to 6 PM</b>
<b>Cost Weekly</b>

**Days and Hours of Operation:**

Both part-time and full- time care is provided. **United Children Academy** is open from Monday to Friday (except for all statutory holidays) 52 weeks of the year. All rooms are open from 7 A.M. to 6 P.M.

<b>January</b>	<b>New year Day</b>
<b>February</b>	<b>Family Day</b>
<b>April/March</b>	<b>Good Friday and Easter Monday</b>
<b>May</b>	<b>Victoria Day</b>
<b>July</b>	<b>Canada Day</b>
<b>August</b>	<b>Civic Day</b>
<b>September</b>	<b>Labour Day</b>
<b>September 30th</b>	<b>National Day for Truth and Reconciliation</b>
<b>October</b>	<b>Thanksgiving Day</b>
<b>December</b>	<b>Christmas and Boxing Day</b>

To allow our staff to plan for the holidays and not have unnecessary staff on the site, and when Dec. 24 and Dec. 31 land on a workday, **United Children Academy** will close at 1: 00 P.M.





## Admission and Discharge:

The following must be completed and filed by UCA prior to the admission of each child.

### Fees ( CWELCC enrolled )

United Children is enrolled Canada-Wide Early Learning and Child Care Plan, which includes children up to the age of six years old, will see a cap on fees to a maximum of \$22.00 per day starting January 1<sup>st</sup> 2025 , with this change, we will be moving away from our monthly rate to a daily rate.

Kindly calculate the number of work days on each month inclusive of statutory holidays and fees will continue to be paid on the 1st of each month for the following month's care and must be transferred to [unitedchildrenacademyinc@gmail.com](mailto:unitedchildrenacademyinc@gmail.com)

These new rates go into effect on January 1, 2025.

January	23days	22/day	\$506
February	20 days	22/day	\$440
March	21 days	22/day	\$462
April	22 days	22/day	\$484
May	22 days	22/day	\$484
June	21 days	22/day	\$462



July	23 days	22/day	\$506
August	21 days	22/day	\$462
September	22days	22/day	\$484
October	23 days	22/day	\$506
November	20 days	22/day	\$440
December	23 days	22/day	\$506

All full -time fees are based on a month. Sick days, and any other day the student cannot attend school, the parents will be charged. There are no makeup days at United Children Academy. Please note, if there are children who want to enroll fulltime and there is no spot available due to part-time clients. Part-time clients will be given a chance to enroll full-time, if they chose not to do so, Full time clients will be given priority and the part-time parents will need to find other arrangements; therefore, withdraw from United Children Academy.

**Late Pick Up Penalty:**

**United Children Academy** closes at 6 P.M. After this time, parents are charged \$25.00 for the first minute and \$2.00 for the subsequent minutes that will be given to the staff on duty for the extra time they must spend. Please do everything in your power to arrive, dress your child and leave the School/Centre by 6 P.M.

Parents will be asked to sign a form, agreeing to the late charge. If the fee is not in the office

before Friday, an invoice will be sent.

If there is no contact from parents by 6:10 P.M. staff will begin to call Emergency Numbers. If there is no contact by 7 P.M. staff will inform the Supervisor and the Children's Aid Society and follow their instructions. **Every staff will implement this policy.**

**Withdrawal Procedures:**

Families are required to provide one month written notice to the centre supervisor prior to withdrawal or making changes to child care arrangements. If appropriate notice is not provided, fees will continue to be charged to the account for the one month notice period. Should the supervisor of the program, in consultation with the director, determine that a child cannot adjust to the program, or if the parent has not upheld the terms of the Child Care Contract, termination of services may occur.

The process of termination for all children will include any or all of the following steps:

Documentation of incidents

- Meeting with appropriate parties
- Consultation with outside agencies
- Referral to an outside agency
- Suspension
- Removal from the program
- Notification to appropriate government agencies (e.g. Children's Services Consultants/Board of Directors)

The safety of all children is our primary concern. The provision of our service is conditional upon the compliance of parents and children with our Code of Conduct outlined in the Child Care Contract. If it is determined that we can no longer provide care, a signed, written notice of permanent withdrawal will be provided to a family one month in advance. However, behaviour that poses a safety hazard will not be accepted and may result in immediate termination of service.

NOTE: a child suspended from school may not attend a child care centre located on the same



site during the suspension.

**Vacation Policy**

We are a year-round program and only close for Statutory Holidays and are open the remainder of the year. Your child is welcomed to take vacation but to keep his/spot all fees still apply. All vacation days are paid for, there are no make up days.

**Snow/Bad Weather Closures**

During the winter months, please be aware that we may close down the centre due to extreme weather conditions. When a severe winter storm is projected, Supervisor will inform all Parents of a time delayed opening of 7am for the following day. Parents are to phone the Centre, by 6:45am the morning of a winter storm and listen to the answering machine for updated information regarding the Centre’s operations. If the local schools have shut down due to the weather, we will also be closed. Please take into consideration the safety of our staff and families within the Centre. In such cases which we hope are few, Childcare fees will not be reimbursed. All parents will be notified well in advanced if we need to close the Centre early.

**Vaccinations Policy**

In order to for a child to attend United Children Academy, they must be up to date with the immunizations specified for their age according to the Publicly-Funded Immunization Schedule

Age	Required Vaccines
2 Months	DTP, Hib, Pneumococcal, Rotavirus
4 Months	DTP, Hib, Pneumococcal,



	Rotavirus
6 Months	DTP, Hib
After 1st Birthday	MMR, Men-C, Pneumococcal
15 Months	Varicella
18 Months	DTP, Hib
4-6 Years	DTP, Hib, Varicella

If a child was to be exempted from receiving immunizations due to a guardian's conscience and/or religious beliefs, all proper written documentation must be submitted to the Child Care Centre office prior to starting.

If a child is overdue for a scheduled vaccination, Child Care Centre may inform the family that the child is not able to attend until proof of vaccination has been submitted.

**Enrolment Requirements**

Before your child can be officially enrolled in **United Children Academy** you must complete and provide the following documents:

- Signed Parent Contract and Rate Agreement
- Completed Child Profile & Copy of Immunization Record (or Signed Waiver)
- Signed Consent Forms (those that are applicable)
- School Registration Fee must be paid (\$175)

\*Spaces will not be held by verbal contract, school administration fee along with the first and last payment. must be paid as soon as your register your child. Fee is non-refundable.



We do require that the parent/guardian and their child (ren) visit our Centre prior to enrolment. This process allows your child (ren) to become more familiar with our daycare and staff (where applicable). **United Children** does have an assessment done before enrolment of child (ren) they are to be left in our care for 20minutes free of charge as a trial basis, before leaving them for a full day. This is a great opportunity for the teachers to get to know the child and build upon a positive platform.

### **Waitlist Policy and Procedure**

**United Children Academy** has the capacity to accept certain numbers of children into the program. When the program is full, **United Children** keeps waiting list comprising of the parents/guardians' names, email, and phone numbers along with their child's names and age. This information on the waiting list will be made available to the supervisor and held in a manner that maintains the privacy and confidentiality of the children listed. The family is placed on the waiting list in a sequential order. **UCA** will ensure to let parents/guardians where their child is, on the waiting list as soon as they are placed. When space is available in the program, the family listed first on the waiting list will be notified of the open space. After initial notification to parents of the availability for their children, parents will have five (5) days to fulfill the registration requirements before submitting a completed application form. If time expires and registration requirements have not been met, then the next family on the waiting list will be notified for the same opening.

#### **Order of enrollment:**

- Siblings of children already enrolled including siblings of alumni within 10 months of graduation
- UCA staff, (their children)
- Families are asked to contact the centre every 6 months to update their application
- Families can call the centre to see where they are on the wait list

- No guarantee of a spot once on the waitlist
- There is no Fees AND/OR deposits are not charged for the placement of a child's name on a waiting list.

**Medication and Medication Administration Policy:**

Children with Medical Needs A child with medical needs is defined as a child who has one or more chronic or acute medical conditions which requires the child to have additional supports, accommodations or assistance. All children who are enrolled who have a medical condition which would be included in the definition noted above (i.e. Diabetes, Asthma, Seizures, etc.), will require the “Individualized Plan for Medical Needs” form (see below) to be completed by the parent(s)/guardian(s), United Children Academy Management, a Physician or Health Professional, or any other person who can be assistance. This form must be renewed annually. Once handed in to the office, all employee’s, volunteers and student’s must read and sign off on the plan prior to employment/placement or as soon as the plan is received

In cases when children need medication administered the following guidelines will be adhered to:

- The authorization of parents will be obtained and signed for before the administration of any medication.
- Parents will provide the medication.
- The medication shall only be in the original package.
- The package must have:
  - (a) the child’s name
  - (b) name of drug medication

© dosage of drug or medication

(d) date of purchase

(e) instructions for storage and administration

- Parents will give a schedule of the amounts and times of the medication to be given
- One person will be in charge of all the drugs and medications.
- The school will store the medication in accordance with the instructions on the label.
- The medication will be administered in accordance with the instruction on the label.
- The medication will be in a locked container, inaccessible to children at all times.

**Non-prescription medications** must be accompanied by a doctor's note, signed by the Doctor, include the above information and the specific amount of time.

**Emergency Medication:** (asthma puffers, etc.) must be readily accessible, travel with the child (recommended to be with the staff and attendance board) include the above information, and inaccessible to the children. Emergency medication information must be indicated, the staff in the room of which the child is in are responsible for the administration and documentation of the medication.





## **Illness and Emergencies**

Staff, when welcoming children in the morning, will check the child for any obvious communicable illness or unusual bruises. If any are discovered, and after communication with the parent(s), the staff will complete a child sickness form.

The **UCA's** health policy is carefully defined in appreciation of parents' workplace responsibility but not neglecting the health of the children in our care. Children who are ill must remain at home until symptoms of illness have been clear at least 24. The child who is unwell is also more prone to infection and communicable diseases. Young children are still building up immunities. Other children are at risk to pick up whatever the sick child has.

Parents must keep a child at home at least 24 hours when s/he is suffering from a fever, eye infection, diarrhea, or vomiting. With diarrhea s/he must have a solid bowel movement before returning. If a child becomes ill during the day, parents will be notified and asked to take their child home as soon as possible. When a child's temperature reaches 38 degrees twice in an hour, parents will be called and be expected to pick up as soon as possible. When a child has two loose bowel movements, the child will be sent home. In case of an outbreak, at the first loose bowel movement, the child will be sent home. When an outbreak occurs, these regulations will become more stringent.

In accordance with the Childcare Early Years Act, a signed and fully documented medical certificate and emergency consent form is part of the Registration package. Children cannot be admitted without a completed medical form. To be updated as needed



Childcare Early Years Act also requires that the children play outside for 2 hours every day. If your child is too ill to participate in the outdoor part of the program, s/he is too ill to attend the **UCA**.

Staff will administer any prescriptions that children require must be in the original bottle (provided the parents sign and provide written instructions on the Medical Form, provided by Staff). If parents request the **UCA** to administer an "over-the-counter" drug, a medical doctor must approve (in writing) the administration of this drug and it will be attached to the Medical Form. Medication must come in the original bottle / container.

Ongoing medical treatment (i.e., EpiPens, inhalers) must be documented on the Special Medical Treatment Form.

If a child becomes ill while at the **UCA**, s/he will be temporarily cared for and monitored in the **UCA**'s staff room/office depending on where supervision can be done, while every effort will be made to contact the parents and/or guardians. They will be advised to come and pick up their child as soon as possible.

### **Clothing/Dress Code**

Children should come dressed in comfortable, season appropriate clothing that can get dirty, since some activities we do daily are messy. A spare change of clothes is required for all children in case of soiling of clothes. Children under the age of 3, and those who are potty-training require at least three changes of clothing (including socks, uniform clothing). We want to keep your children happy and comfortable.



Students are required to always wear a school uniform while attending school at **United Children** or any school-sponsored activity such as picture day. A higher standard of dress encourages greater respect for and results in a higher standard of behaviour. All staff members are required to enforce the dress code. The administration/designee will be the final judge whether a student's clothing meets policy. Children who do not come to school in Uniform will be given a call home, the teachers are required to call the parents and address the concern. It is the responsibility of the parents/ guardians to advise their children of the appropriate dress in accordance with the **United Children Academy** "Dress Code"

**Dress Code Policy** A separate set of indoor shoes is always required at the Centre for each child. Feet are required to always remain covered by "Public Health" when indoors. The indoor shoes preferably be all black in color, they can be slip on shoes. Indoor shoes also protect your child's feet in the event of a fire drill in the winter months/rainy days.

Please also remember whenever weather permits the children are taken outside for minimum 2 hours per day. Please ensure that you have proper outerwear provided for your child so that they are comfortable and do not miss out on outdoor play. If a child does not have proper outdoor apparel they will have to remain indoors with another teacher/classroom if there is extra staff available; otherwise, the student is to wait in the office with the Supervisor. This happens all too often in the wintertime because of a lack of snow pants and hats and mitts, please leave an extra pair of these items with us if you can or be sure to bring them every day.

#### **First-day checklist**

**Please Label all items.** (United Children Academy is not responsible of lost items that belongs to your child) **Items Needed from Home**

1. Blanket



2. Diapers/Rash Ointment (Training pants or pull-ups for those who are potty training, please keep in mind any creams which contain Nuts/Tree Nuts/sesame oil/fish oil will all be sent home for allergy purposes)
3. Spare Clothing – including underwear and socks, at least 3 complete sets for those potty-training age and under
4. Sunscreen/Sun Block, and a wide-brimmed hat
5. Weather appropriate clothing - jacket/splash/snow pants/hats/mitts, boots etc. –lack of weather appropriate clothing will prevent your child from enjoying our outdoor play time, please ensure you dress your child for outdoor play every day.
6. Please refrain from allowing your child to bring toys from home.
7. Water Bottles

**Nutrition:**

All our planned menus for the current and following weeks will be in a conspicuous place in our Centre including any substitutions noted on the posted menus. A menu shall be kept in our records for at least 30 days after the last day for which it is applicable. Parents must provide written instructions for all children with special dietary needs. Lunches should include a nut free nutritious, well-balanced meal that meets the requirement set out in Canada’s Food Guide. Parents should pack all lunch bags with an ice pack, as soon they are received to the centre, the staff will verify the ingredients and refrigerate the packed lunch. Staff at the Centre are able to provide parents with copies of Canada’s Food Guide and suggestions for healthy snacks upon request. The bagged lunch adheres to Canada’s Food Guide. Lunch is provided in a labelled lunch bag/container, with name of the child, ingredients and food items. Foods that may have come in contact with nuts/contains are not allowed in the child’s lunch. United Children Academy celebrates every child’s birthday in the Centre. Parents are advised considering food allergies or restrictions among many children and educators our birthday cakes would be catered by Wholesome Kids food Caterers if you want to order.



## **Anaphylactic Policy**

The Director will ensure that the supervisor/designate and/or all staff, students and volunteers receive training from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication. Where only the supervisor/designate has been trained by a parent, the supervisor/designate will ensure training is provided to all other staff, students and volunteers at the child care centre. Training will be repeated annually, and any time there are changes to any child's individualized plan and emergency procedures. A written record of training for staff, students and volunteers on procedures to be followed for each child who has an anaphylactic allergy will be kept, including the names of individuals who have not yet been trained. If a child returning from school does not arrive to the child care centre with their emergency allergy medication: Parents are to advise the program supervisor if their child develops an allergy and requires medication, of any change to the child's individual plan or treatment or if their child has outgrown an allergy and no longer require medication. Individual Plans will be revised yearly as directed by the parent or physician. The children with anaphylaxis must have back up Epi-pen on-site.

## **Sleep Supervision for Children:**

**United Children Academy is obliged to follow the above recommended sleep position unless a written letter from a child's doctor is provided to recommend other sleep positions. Preschool have their own individual cot assigned at the time of enrollment. Cots will be labelled with the child's name.**

**Sheets are changed on a weekly basis and blankets are sent home every week to be washed. Teachers will monitor children sleeping periodically (15-20 mins) during rest time. Staff will walk around the room and look at each individual child who is asleep. Teachers are to look for abnormal behavior (note breathing or changes in breathing pace, ensure blanket is not covering the child's face or a change in body temperature.) Sleep room/area will have sufficient lighting to be able to conduct visual checks. Programs have been provided with night lights or are required to roll up the blind if the night light is not sufficient.**

**Teachers will document children's sleep every 15-20 minutes, on the provided 'documentation form.' United Children teachers will not force children to sleep, children who are not asleep, will be given a quiet activity, unless written consent is**



**given from the parent to encourage child to sleep. Children who do not sleep at all will be given an activity at the start of rest time.** Consultation with the parents at the time of enrollment is a must. With Preschoolers, parents will be consulted on their child's sleeping habits and arrangements. Preschoolers will nap a maximum of 2 hours per day.

**Please refer to the schedule provided by the parents during enrollment, which outlines the sleep patterns.**

**Teachers are to document conversations with parents that pertain to nap time.**

Any changes in the child's sleeping are communicated to parents (sleep pattern schedule/length of time.) teachers will **document sleep on the child's individual daily form.**

**Playground Policy:**

Daily Outdoor Play Ministry regulations stipulate that outdoor play is part of our daily routine. Children in full time childcare are required by the Ministry of Education to participate in outdoor play for a minimum of two (2) hours a day weather permitting. If a child is too ill to play outdoors due to an acute illness, they should remain at home until full participation is possible. Our programs will continue to participate in outdoor play during mildly inclement weather (e.g. light rain, cold weather conditions). Parents/guardians should ensure the child comes ready to participate by providing clothing suitable for physical activity, the weather, and the season. A second set of clothes should be kept in a labelled bag at the Centre. The children's learning is extended to the outdoors by bringing materials from the classroom outside to extend their learning even further. Children will be taking community walking excursions to learn about their neighborhoods. Parents are invited to share their knowledge and skills with the children in the school. When the weather does not allow us our outdoor time alternative activities will be provided for the children. UCA has a daily outdoor schedule in place which we use to guide staff/parents throughout the day with our routines and program.

**Parent Issues and Concerns Policy and Procedures**



Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, Parents/guardians, child care providers and staff foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction. All issues and concerns raised by parents/guardians are taken seriously by **United Children** and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible. Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved. An initial response to an issue or concern will be provided to parents/guardians within 5 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial, and respectful to parties involved.

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

**Conduct:** Our Centre maintains high standards for positive interaction, communication and for role modelling for children. Harassment and discrimination will therefore not be tolerated from any party. If any point parent/guardian, provider or staff feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the situation to the supervisor and/or the licensee.

**Concerns about the Suspected Abuse or Neglect of a Child:** Everyone including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect. If parents/guardians' express concerns that a child is being abused or neglected, the parent will be advised to contact the local Children Aid Society (CAS) directly. Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report: requirement under Child and Family Services Act.



**Emergency Management Policy:**

During Emergency situations that require evacuation of the child care Centre, the meeting place to gather immediately will be located at United Children Academy students/staff/students and volunteers will assemble in the rear entrance of Queen’s Garden parking lot. Back Parking area off Peter St, UCA staff/students and volunteers will assemble in the rear entrance of Queen’s Garden parking lot. If it is deemed ‘unsafe to return’ to the child care centre, the evacuation site to proceed to is located at **Hamilton Downtown Mosque/ Islamic School at 221 York Blvd, Hamilton, On L8R 1Y6**

All children shall remain at the evacuation site until their parents, or alternate approved party, arrives to pick them up. All the children will accompany their teachers to the evacuation site, even if the parents are already present to ensure they are properly accounted for on the attendance record.

The Supervisor or Assistant Supervisor will notify all parents/guardians of the emergency, and that that all clear has been given by Emergency Service Workers as soon as possible when deemed safe. If a disaster occurred which did not require evacuation, the Manager, Supervisor or Assistant Supervisor will inform parents/guardians of the incident in a memo which will be posted outside of the classrooms, as well as sending it out via email to all emails of parents/guardians we have on file. If regular operations are not able to resume as per usual after the situation, the Director, Supervisor or Staff must contact all parents/guardians via phone to inform them of the situation, as well as information on when and how regular operations will resume as per usual once it has been determined.

If the site is deemed unsafe to return, the Manager, Supervisor or Staff will be in charge of posting a note for parents/guardians on the front entrance of **United Children Academy Child Care Centre** with information on where the evacuation site is located so they can pick up their child(ren), once safe to do so. Upon arrival to the evacuation site, the Manager, Supervisor or Assistant Supervisor will notify parents/guardians of the situation, evacuation and the location they are able to pick their child(ren) up from. When possible, the Manager or Supervisor will update the **United Children Academy Child Care Centre** voicemail as soon as possible to inform parents/guardians that they have been safely evacuated, including the details of the evacuation site and contact information for the main contact.

**Serious Occurrence Policy**

Serious Occurrence Notification Form Posting Effective November 1, 2011, in addition to the current Serious Occurrence reporting procedures set out in the Child Care and Early Years Act, all child care centres will be required to post a Serious Occurrence Notification Form in a common area where all parents, staff and visitors can see **Posting Process and Key Timelines.**





1. After following the Serious Occurrence Reporting Procedures (e.g. Serious Occurrence Initial Notification Report being completed on CCLS and submitted to the Ministry within 24 hours of occurrence), the Supervisor must complete a Serious Occurrence Notification Form and post in a common area within 24 hours of incident occurring.
2. As more information is received by the Centre, the Supervisor is required to update the Serious Occurrence Notification Form (e.g. addition actions taken or investigations are completed).
3. The Serious Occurrence Notification Form is posted is to remain posted for a minimum of 10 business days. If the form receives any updates (e.g. additional actions taken) the form must remain posted for an addition 10 business days from the date of the update.
4. Once the Serious Occurrence Notification Form is taken down, all completed forms must be kept available and on file for two years from the date of the occurrence for prospective parents, licensing, and Hamilton Region Children’s Services Staff upon request.

**Protection of Personal Information and Privacy** It is the Supervisor’s responsibility to ensure that all information posted on the Serious Occurrence Notification Form remains confidential, and does not reveal any personal information. No children’s names, staff names, initials, age or date of birth, age group or classrooms are to be used on the Serious Occurrence Notification Form.

### **Parent, Volunteers and Students in the Centre Policy**

Effective September 6, 2011, all childcare Centre’s and operators will be required to develop and implement a policy for the supervision of volunteer and placement students in childcare programs. Reg. 262 under the CCEYA provides that every owner/operator shall ensure every child who is in attendance in a childcare setting is always supervised by an adult. UCA has developed the following policy and programs to comply with the direction of the Ministry and Regulation 262.

This policy sets the framework and the program which applies to all agency volunteers and placement students who have been approved or accepted by UCA board of Directors.

**UCA may have volunteers and/or Early Childhood Education students working within the organization along with staff throughout the year. At all times, volunteers, placement students and parents must be under the direction and supervision of UCA staff. They will never be left alone with the children. No child or children will be supervised by any person less than 18 years of age.**

**All volunteers including parents who have contact with children are required to have a “vulnerable sector check”**

**No child or children will be supervised by someone who is not an employee of UCA.**

**Only employees of UCA will have direct unsupervised access to children.**



All staff is required to review the organization’s procedures and practices regarding the supervision of volunteers, participating parents, and students at UCA. All staff will review their roles and responsibilities when directly supervising and working with volunteers, participating parents, and students and/or placement/students in their classrooms annually. The Executive Director/Person in charge/assigned staff member of the childcare will be responsible for ensuring that volunteers, participating parents, and students are provided an orientation to the organization, appropriately trained, and supervised. Volunteers, participating parents, and students have a responsibility to contribute to their orientation by seeking information, asking questions and assistance as required. All volunteers, participating parents, and placement students must agree to follow all the directions and guidelines provided by staff and management of UCA.

In the case of disagreement over the direction provided by a staff member the volunteer, participating parent or placement student may address this issue in writing with the assistant Director or Executive Director/Manager.

**What we expect from our volunteers’ participating parents or students:**

- We expect you to help UCA fulfill philosophy of providing a high -quality childcare program and learning experience.
- We expect you to perform your role to the best of your ability
- We expect you to follow UCA policies and procedures and standards of practice, including health and safety.
- We expect you to follow the organization’s anti-harassment, anti-discrimination policies in

relation to all children, staff, clients, other volunteers, and students

- We expect you to maintain the confidentiality of all information shared with you related to the organization, including its students, volunteers, staff, and clients
- We expect you meet the time commitments, schedule, and standards which have been mutually agreed to and signed off
- We expect you to provide or agree to undergo a Police Reference check and agree to sign off on all applicable policies and procedures

**Information Sharing Consent and Privacy**

The collection, use, and disclosure of parents’ and children’s personal information by a centre is for the purpose of providing childcare services to children enrolled in centre programs. The centre will protect the privacy of all UCA families. Parent Handbook personal information in its possession in compliance with prevailing privacy legislation and in accordance with the **UCA Privacy Policy**. An e-version of Parent Handbook is posted on a [www.unitedchildrenacademy.ca](http://www.unitedchildrenacademy.ca) or will be emailed to parents. However, a hard copy of Parent handbook is also available free of cost to prospective parents who are unable to access the e-version.



**PARENT AGREEMENT**

I/We have read and understand and agree to abide by the policies written in this handbook.

**Child's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent/Guardian Name: (1)** \_\_\_\_\_

\_\_\_\_\_

Please Print

Signature

**Parent/Guardian Name: (2)** \_\_\_\_\_

\_\_\_\_\_

Please Print

Signature

Please return the signed copy to the office and keep one with the Handbook.