



Family Handbook

Du Rocher site

Service à l'enfance Aladin Childcare Services Inc.

2240 Russell Road, Ottawa, ON, K1G 1B3

Tel: 613-733-0590 Fax: 613-733-7551

Website: www.aladin.services

Dear Parents,

*Service à l'enfance Aladin Childcare Services Inc. is a not for profit, registered charitable agency licensed under the **Child Care and Early Years Act, 2014** (CCEYA), under the Ministry of Education of Ontario.*

Aladin is operated by a volunteer Board of Directors comprised of registered parents and members of the community.

This Family Handbook will provide you with information that will help make your family's experience with Aladin a positive one. It will help you familiarize yourself with the policies and procedures of Aladin. Please visit our website for the most current edition. We will notify families of any changes or additions by email.

Aladin Childcare Services extends a warm welcome to your family.

Sincerely,

The Board of Directors in conjunction with the Executive Director, the Management, Educational and Support Teams.

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General Information 2026

<u>Site</u>	<u>Programs offered</u>	<u>Base Daily Fees</u> <u>Per diems de base</u>	<u>Hours of Operation on School Days</u>	<u>Hours of Operation Summer</u>	<u>Languages of service</u>	<u>Address (Ottawa, ON)</u>
Russell Rd	Toddler	\$22.00	7:30AM-5:30PM	7:30AM-5:30PM	Mostly in English with some French	2240 Russell Rd. 613-733-0590
	Preschool	\$21.30				
	Kindergarten	\$12.00	7:30AM-8:10AM 2:45PM-5:30PM			
	School Age	\$21.74				
Pleasant Park	Kindergarten	\$12.00	7:15AM-8:10AM 3:00PM-5:45PM	7:30AM-5:30PM	Mostly in English with some French	Pleasant Park Public School 564 Pleasant Park 613-867-0590
	School Age	\$21.74				
Sainte-Anne	Infant	\$22.00	7:30AM-5:30PM	7:30AM-5:30PM	French only (one parent needs to read and speak French)	Sainte-Anne School 235 Beausoleil Dr. 613-241-0590
	Toddler	\$22.00				
	Preschool	\$22.00				
	Kindergarten	\$12.00	2:30PM-5:30PM			
	School Age	\$23.05				
Du Rocher	Infants	\$22.00	7:30 AM - 5:30 PM	7:30AM- 5:30PM	French only (one parent needs to read and speak French)	235 Donald Street 613-746-8194
	Toddlers	\$22.00				
	Preschool	\$22.00				

Please note that all sites are closed on the following days:

New Year's Day
Good Friday
Victoria Day
August Civic Holiday
Thanksgiving
Boxing Day

Family Day,
Easter Monday,
Canada Day,
Labour Day,
Christmas Day
the day after Boxing Day

- Two designated professional development days per year, per site.
- Russell Road is closed the last business day of June.
- Pleasant Park is closed on the business last day of June and August.
- Sainte-Anne kindergarten and school age programs are closed for the two weeks before school starts and the last PD day of the school year.
- All four sites are closed on the first PD day of the school year.

We are also closed between December 25th and January 1st inclusively.
Reminder memos will be sent to families prior to the closure days.

Special note on the Canada Wide Early Learning and Child Care Agreement

Aladin has partnered with the City of Ottawa for the Canada Wide Early Learning and Child Care System (CWELCC). As a registered participant in this agreement, between the federal and provincial governments, this will allow us to reduce our parental fees for eligible groups to a maximum of \$22 per day. Children that turn 6 years old between January and June qualify for the CWELCC fee subsidy until the end of the month that they turn 6 years old. Children born from July to December qualify for the CWELCC fee subsidy until the end of the month when they turn 6 years old. Official tax receipts will be issued by the last day of February.

OUR MISSION

Aladin Childcare Services exists to provide children from birth to 11 years old with a safe and age-appropriate environment. We welcome a diverse clientele and we offer them learning and early childhood education services that promote the social, emotional, physical and cognitive development of each child, in an inclusive atmosphere and a safe environment.

At our Sainte-Anne and du Rocher sites, our goal is to provide support and promote the well-being of French-speaking children in our communities. We are located in the heart of the neighborhoods of Lower Town, Sandy Hill, Overbrook and Vanier. We have developed and offer quality early childhood education services in French

We are an inspiration in the development and promotion of French-language children's services in Ottawa, and we proudly respond to the needs and concerns of families with young children. Our commitment and dynamism open up multiple possibilities that allow children to develop their own potential under the watchful eye of the various educators and stakeholders in our programs.

“Children learn through play and exploration. »

We want to offer the child and his parents an enriching and formative environment by promoting a yearning for learning, awareness of oneself and of others and a sense of accomplishment based on the natural curiosity of the child and his interests. We create this child-centered environment using the knowledge and skills of parents and staff. Depending on the needs of each site and on staff availability,

services can be offered in both official languages to children and parents, at varying degrees, which will differ over time.

OUR VISION/PHILOSOPHY

Aladin's vision/philosophy is based on the principle that the child, from birth to the age of 12, will develop in a warm and educational environment. We believe that it is through exploration and action that the child will learn to live in relation to the world around him. Aladin facilitates the development of the child by a choice of activities that are age appropriate.

Our main objective is to ensure that each child, including those living with special needs, develops a positive image of himself: interesting and safe activities will allow him to achieve this.

We will provide children and their parents with a nurturing educational environment, both inside and outside, that fosters a love of learning, awareness of self and others, and a sense of achievement based on the child's natural curiosity. We integrate the knowledge and skills of parents and staff to create an environment that is accessible and child-centred

Aladin is committed to striving to recognize ethnic, cultural, and linguistic variety, equity, and inclusion in all of its programs, staffing, and policies. Our early childhood education settings will provide safe spaces by promoting tolerance and inclusion for all people. Our agency provides early childhood education services to our future generations who come to us from all parts of the world and from all walks of life. One of our goals is to help and support all families, to give them the opportunity to raise their children in an open and welcoming environment, with values of trust, resilience, joy and happiness. We are open to listening, discussing, learning, changing and adapting to our ever-changing world and the families who are part of it and part of our community here at Aladin.

INCLUSION, DIVERSITY AND BELONGING AT ALADIN

The different Aladin sites are places where children come to know who they are joyfully. They provide ideal environments for connecting with other people with differing identities and living with special needs. Every day, we work to create living and learning environments that give every child and every employee the chance to thrive.

WE OFFER DIVERSIFIED LEARNING ENVIRONMENTS

Aladin features a pluralistic engagement. We recognize that there are many dimensions to human multiplicity and that these differences are rich in meaning, knowledge and beauty. It must not be forgotten that we are all members of the same human race and that we progress together towards similar goals of common welfare for all.

For children, from birth to school-aged children, our sites are places to cultivate habits of respect, understanding and solidarity. This project is essential to the success of our cooperative human journey. There are different life paths, individual and collective, to recognize, celebrate and promote. Aladin is constantly striving to provide fair and equitable educational practices. We want to address them in an

informed and effective way.

Our ethic of equity and inclusion is one of the basic elements of our educational approach. It pushes us towards a proactive pursuit in the result of improving our practices, our policies and our procedures, to better meet the needs and well-being of our families and our employees.

WE LIVE IN A PLURALISTIC SOCIETY

In their abundance of variety, the families we serve and our employees represent reflections of contemporary Canadian society. Our families are made up of many facets: their ethnic, cultural and linguistic backgrounds, their gender identities and expressions, their belief systems, their different family types and their many socio-economic realities and their children living with special needs.

We know that having equity measures in place in the early years sector and more specifically at Aladin benefits us all. When individuals find themselves able to realize their potential as a result of inclusion and diversity initiatives, it is a gain and enrichment, not only for that individual, but also for society as a whole.

Together, with its families, Aladin will take the actions required to promote social and cultural disparities and to keep its policies, procedures, programs and practices up to date using an equity and inclusion lens.

Together, with its families, Aladin will offer recommendations and follow-ups to improve the effectiveness of our equity, accessibility and inclusion measures, which we will put in place at our various service sites.

Together with its families, Aladin will develop goals to keep our organizational environment up to date with respect to diversity, equity, accessibility, and inclusion, through meetings, discussions, and training.

Every child and every employee need to have educational experiences that are positive and enriching and to have the opportunity to obtain a wide range of possibilities to achieve their fulfillment and to develop in all facets of the educational process.

Service guidelines

As a bilingual agency since its incorporation in 1984, Aladin Childcare Services, based in Canada's capital, has in its mission statement to serve both official linguistic and cultural communities. Aladin has four sites, two serving the anglophone community and two serving the francophone community.

The levels of service offered to our families, in both official languages vary by site and can change over time, depending on our families needs and on the availability of bilingual qualified staff.

Du Rocher site – This site offers educational services to children in French only. This site has the official French designation from the City of Ottawa. Staff who can do speak to the unilingual anglophone

parents in English and documents from Aladin are available to families in both official languages. One parent must be able to read and understand French to register at this site.

Pleasant Park site – This site offers educational services to children mostly in English and French speaking staff are an asset to have in a French immersion school, to enrich the program and to be able to offer some level of service in conversational French to the children before and after school. We do not have the official City of Ottawa French designation for this site.

Russell Rd. site- This site offers educational services to children mostly in English, with some French. A number of families at this site are from the francophone community, varying in percentage at any given time. We do not have the official city of Ottawa French designation for this site.

Ste-Anne site- This site must offer educational services to children in French only, as per the school board agreement. (CÉCCE, French Catholic School Board). This site has the official French designation from the City of Ottawa. Staff who can do speak to the unilingual anglophone parents in English and written documents from Aladin are available to families in both official languages. One parent must be able to read and understand French to register at this site.

We will strive to best serve our families, following our service guidelines. Our sites sometimes have staff that speak and understand different languages from around the world other than English or French. At times, they may speak to parents and their children in their mother tongues, whenever possible, and when needed.

Our program statement: *How does learning happen?*

Ontario's Child Care and Early Years Act, 2014 refers to the document as Ontario's Pedagogy for the Early Years, *How Does Learning Happen?* Our vision is to provide an environment where the child will be listened to, understood, respected and loved by being competent, capable, curious and rich in possibilities. He will have the chance to explore his environment while learning at an individual and group level with the support of the educator at his side. We respect the child in his integrity and in his personal journey.

Our vision: Is that children are competent, capable, curious and full of potential. The objectives in our program orientation document are:

- Promote the health, safety, nutrition and well-being of children
 - Support positive and caring interactions between children, parents, child care providers and staff
 - Encourage children to interact and communicate positively and support their ability to self-regulate
 - Promote children's exploration, play and inquiry
 - Provide experiences initiated by children and supported by adults
 - Plan and create positive learning environments and experiences that are conducive to the learning and development of each child
-
- Incorporate indoor and outdoor play, active play, rest and quiet times throughout the day, and accommodate the individual needs of each child within the educational center
 - Foster parent engagement and ongoing communication about the program and their children
 - Engage local community partners and enable them to support children, families and staff

- Support staff, and people who interact with children in the educational center
- Document and assess the impact of the strategies set out in the paragraphs on children and their families
- Describe the approaches that will be implemented within the framework of the program in order to achieve these objectives.

Here are the various objectives through its program

1. Promote the health, safety, nutrition and well-being of children

In terms of health, we offer a healthy and clean environment. Parents wash the sheets and mattress covers once a week, the staff disinfects the toys and the environment on a daily basis. We encourage children to practice good daily hygiene through hand washing. Having the health of all children at heart, it goes without saying that a child who is sick will have to stay at home in order to prevent the spread of diseases and/or viruses.

2. In terms of security, the staff positions themselves in such a way as to have a global vision of the children in the environment. An attendance register is used daily and this register always stays with the educators, whether inside or outside. We have daily, monthly, seasonal and annual yard inspections. We use transmitters to collaborate and help each other to have a safe environment. The staff ensures that the toys and materials used are safe.

3. In terms of food, we have a caterer who prepares snacks and dinners for children following Canada's food guide. Snacks include two food groups while dinner will contain the four required food groups either; vegetables and fruit, grain products, milk and alternatives, and meat and alternatives. We offer lunch to toddlers as well as snacks and we offer children in the extended day program an afternoon snack.

4. In terms of the well-being of the children, the staff of the center will welcome the child positively on a daily basis with a smile, a hello and a hug. The child will be welcomed and he will develop a bond of belonging to the center which will promote his learning. The educators ensure that the youngest children are provided with daily care for the vases. The child will have access to an environment adapted to his needs and those of his peers. The educator observes and takes note of behaviors and signs that are not usual for the group or for a child.

Support positive and responsive interactions between children, parents, agency and staff

1. To foster positive and receptive interactions between children, staff will be role models so that children can be in an environment conducive to positive exchanges. The educator develops empathy and compassion towards the children. Knowing that there are conflicts between the children, the staff listens and observes attentively in order to properly guide the child in his conflict resolution process so that it is a win-win experience.

2. To promote positive and receptive interactions with parents, staff develop a relationship of exchange, listening, mutual aid and participation. The parent being the first tutor of the child, he has a lot to offer our work team because he is the parent who knows his child best and he has knowledge and skills that he must share with the personal so that his child can grow and develop while being surrounded by people who are very important to him. Pedagogical documentation is essential to the involvement of parents. The staff will use different tools to communicate the discoveries and learning of their children on a daily basis in the program.

3. To foster positive and responsive interactions with the child care provider, the provider is open to constructive criticism and positive feedback. We believe that all families have a place in our service without any discrimination. We believe in the potential of everyone and offer our staff and families a healthy place free from

discrimination. We strongly believe that every human being who counts on us has something positive to bring to our family which is Aladin

4. To foster positive and responsive interactions with staff, we believe it is essential to listen to each other. Open, sincere, non-judgmental and receptive communication is the key to positive interaction. The staff encourages the creation of links, openness, collaboration and acceptance of the ideas of others within the work team.

Encourage children to interact and communicate positively and support their ability to self-regulate

1. Staff will support and guide the child in discovering their emotions. When the child will be able to identify his emotions whether they are: joy, excitement, sadness, being angry, etc. It will then be easier for him to express with words and express what he feels. We are aware that the environment has a great impact on the self-regulation of the child. The staff will take into account the level of stress that the child will experience in certain situations. A child who is well and feels normal stress will function well in the group and will be able to communicate and interact positively, but a child who has too high a stress level will not be able to resolve his conflicts. . The staff listens and observes the triggers of stress in the environment and works as a team with their colleagues in order to guide and support the child in the process of self-regulation. Again the staff should act as role models and simulate situations so that the child can become aware of his condition, for example: In the room we have a quiet place to rest when we are upset, we are angry, we are sick, we want to be alone, etc. So the staff will do modeling so that the child can quietly assimilate a way to self-regulate and it is very important that the environment is adapted for the group taking into account the individual needs of the children. On a daily basis, the staff interacts with the child by saying what they expect of them and not what they do not want. In addition, it helps the child to identify his emotions. Ex: We are walking, use your words, you would like to have a toy, you are angry, you need help

Encourage children's exploration, play and curiosity

- Staff are aware that the child is curious and that curiosity leads to discoveries and continuous learning. Our pedagogical approach is based on learning conducive to its overall development. This means that the staff provides the child with the necessary material and in a sufficient quantity so that he can explore and discover. The staff varies the physical layout of the rooms according to the needs and interests of the children and by this approach the staff stimulates the curiosity of the child. The child explores, discovers, starts again, tries again until he arrives at his learning, his discovery.

Deliver experiences initiated by children and supported by adults

- Knowing that the child is the first agent of his development and that the educator is a co-learner with the child, both walk together. The staff observes questions, reflects and documents to then analyze and make the changes or additions necessary to promote the process of discovery by providing material, having a discussion, modifying the environment, etc. In order for the child to initiate his own experiences and for the adult to accompany him, it is necessary to be aware that the child is capable and curious. The educator is the person who will accompany the child in his learning process by being attentive to his needs as he acquires his learning at the cognitive, social, emotional, physical and language levels.

Plan and create positive learning environments and experiences that are conducive to the learning and development of each child.

- Aladin believes that all children have the right to have access to a living environment that promotes positive learning and a place accessible to all by considering the individual needs of each child. To achieve this, staff need to make observations as well as reflective practices to create a supportive learning environment for all children. He must modify, create, reshape and this in a continuous way in order to continue to meet the needs of the children. He is in continuous learning; he participates in training and he has access to programming time to adequately meet all the requirements of the profession of educator. The management supports its staff, we work towards the same goal: Your child!

Incorporate outdoor and indoor play, active play, rest and quiet times throughout the day, and consider the individual needs of children receiving early childhood education services.

- The staff sets up the room so that the child can explore individually, in teams, in small groups and in large groups. The day is divided so that the child will have periods of indoor play, including quiet periods and more active periods. Staff provide opportunities for children to have a rest period of up to two hours and the child is allowed to sleep, rest or engage in quiet activities as needed. The child has the possibility of participating in active or calmer games according to his desire and his state of mind of the day or the moment. The staff arranges the room by offering different areas for exploration, whether quiet or a little more active.

Encourage parent involvement and ongoing dialogue about the program and their children

- We believe in involving parents as they are the first responders to their children. The staff takes the time to discuss their child's day with the parent either verbally or through a communication book. The dialogue also includes learning about the development of their child and the objectives to be achieved. This dialogue will take place twice a year through a meeting for parents who also want it throughout the year when the parent or educator feels the need. It is important to involve parents in the daily life of their child. Ex: On certain days in the year, we invite parents to come and have a snack with us and their child before going to the office. We communicate the children's discoveries and experiences through writing or images according to the possibility of the moment. Educators ask parents for advice in order to know the winning practices they use with their children at home.

Engage local community partners and enable them to support children, families and staff

- We work in collaboration with various community organizations such as: the Children's Inclusion Support Services (CISS), Children's aid. These collaborations help provide families and staff with support, healing, training and more. We strongly believe in partnerships and want to continue to connect with various partners in the community.

- Support staff and others who interact with children on a daily basis in the program as part of ongoing professional development.

- We believe that all staff contribute to the development of children, whether it is the educator, the substitute or other person who is in contact with them. Aladin is an organization that believes in continuous learning and in this sense we encourage and offer employees the opportunity to continue their professional and personal development by taking courses, training, workshops, conferences, and participating in meetings. An employee who grows professionally as well as personally is a happy employee!

Document and evaluate the impact of strategies on children and their families

- The program statement is developed as a work team with all staff members: educators, learners and others. Once a year the work team will review the program statement to ensure that the strategies are effective and the team will make the necessary changes and then approve the statement with or without changes. It is possible to modify the statement throughout the year
- The licensee ensures that new staff, students and volunteers are familiar with the program statement before interacting with children and whenever the statement is amended. In order to ensure that the strategies are applied on a daily basis by all staff, observations will be made as they occur and a form will be completed by the supervisor who will then discuss with the employee winning practices and practices that require improvement. We believe in the potential of everyone and in this vision the Aladin du Rocher site collaborates to the best of its knowledge for the well-being and development of your child.

References and information from *How Does Learning Happen? Ontario's Pedagogy for the Early Years* and the *Child Care Early Years Act* can be found by clicking the following link. <http://www.edu.gov.on.ca/childcare/>

Licensing

Aladin is licensed under *Childcare and Early Years Act*, (CCEYA) of the Ministry of Education of Ontario. We are required to meet all regulations of this act as well other legislation including:

the Health and Fire Regulations of the City of Ottawa,
the Employment Standards Act,
the Occupational Health and Safety Act,
the Freedom of Information and Protection of Privacy Act,
the Accessibility for Ontarians with Disabilities Act.

Staffing: RECE, Students and Volunteers

Aladin strives to hire Registered Early Childhood Educators for our educational programs. When this is not possible Aladin will hire individuals with relevant experience. From time to time, Aladin accepts students and volunteers. All volunteers and students 18 years of age and older are required to provide Aladin with a current Police Reference Check for the Vulnerable Sector. Students and volunteers are supervised at all times by an employee. They are never counted in the staff-to-child ratio or left alone with the children.

Waitlist and Priority Placement /Admission Process

- To apply, interested parents can visit our website at www.aladin.services and click the "How to Apply" tab. You will be directed to the City of Ottawa's [Child Care Registry and Waitlist](#) where all children must be registered in order to be considered for admission to Aladin. When a space becomes available, program placement is determined in the following order of priority: Children currently attending an Aladin program, siblings of children attending an Aladin program and for our new full fee families, we offer spaces based on the application date. For new subsidized spaces, we must follow the City of Ottawa's priority list. There is no fee to remain on this waitlist.
- For those currently at Aladin, every effort will be made to move the child into the appropriate program; based first upon readiness, then birth date, start date, or application date. Where possible we may create

another group. However, due to limited vacancies and space, this is not always possible, and we do not guarantee space for children as they age into older programs. For this reason, priority of space will be given to children under 11 years of age.

- Once a new space is available, your Program Supervisor will email you an admission offer. It will instruct you to register your child through our website's Parent Portal and must be completed by the indicated deadline to secure service. Failure to do so may result in the offer being revoked. Full-fee paying families will be required to pay a deposit equivalent to 10 days of care which will be applied to your child's first month of care. For families with a fee subsidy, we must receive confirmation from the City of Ottawa Subsidy Office prior to the start date.
- Children must be able to participate in all aspects the program. We value accessible and integrated care for all children and we strive to meet the individual and group needs of the children in our care. When possible, with assistance and funding from Children's Inclusion Support Services (CISS), <http://afchildcare.on.ca/en/supports-and-services/childrens-inclusion-support-services/> our staff will make every effort to include children with special needs. Decisions related to admitting children with special needs are made on a case-by-case basis, and depend on factors such as the degree of support required, and our capacity to provide this support
- Ottawa Public Health requires that all children in group care have up to date immunizations. Proof of immunization is required for entry into the toddler and preschool programs.
- All children who want to attend the Kindergarten and School age programs, at either Pleasant Park school or at Sainte-Anne school, must be registered at these respective schools beforehand to be eligible for admission at these Aladin school-based sites.

Withdrawal/Discharge Policy

- The first month following a child's enrollment is considered a trial period to ensure that the center is sufficiently able to meet their overall needs. There are a variety of areas to consider such as the social, emotional, cognitive and physical well-being of a child, as well as that of other children. Without adequate support and resources to meet their needs, as well as behaviorally, the agency reserves the right to no longer offer our services to your child. It is never an easy decision and the agency will do its best to guide the parent to appropriate alternative care.
- We require a one month written notice of pending withdrawal of your child from our program. If the required notice is not provided, fees will be charged in lieu of the notice period.
- Children who reach their 11th birthday in the calendar year could be discharged with an end date of June 30th. Parents will be notified by April 1st.
- Failure to abide by our policies and procedures as laid out in the Family Handbook may result in a notice of discharge. We reserve the right to immediately dismiss a family in the event of a serious contravention of the Code of Behaviour.
- In the event of non-compliance with the code of conduct, the following sanctions will be applied, depending on the seriousness of the incident. It is important to note that our tolerance is zero for cases of violence.

- 1. Verbal warning to the child
- 2. Verbal Warning to Child and Parent or Guardian
- 3. Suspension of one or more days
- 4. Withdrawal from the center

Childcare Fees (Base fees and non base fees)

Parent fees for the school age programs are not covered by the CWELCC program and can change at any time and Aladin will provide a minimum of one month written notice. Billing is based on the number of days in a month, so will vary from 20 to 23 days. Payment is made through Pre-Authorized Debit agreement form (PAD) and will be paid on the 1st each month. A \$25.00 non base administration fee will be charged for non-sufficient funds (NSF). Aladin will provide written notice of overdue accounts to arrange a payment schedule. Failure to abide by this schedule, families may receive a notice of termination and a collection agency will be notified. The only other non base parent fee pertains to picking up your child after closing time and can be found in the **Late pick up policy** section.

Please note that all sites are closed on the following days:

New Year's Day	Family Day,
Good Friday	Easter Monday,
Victoria Day	Canada Day,
August Civic Holiday	Labour Day,
Thanksgiving	Christmas Day
Boxing Day	the day after Boxing Day

- Two designated professional development days per year per site.
- Russell Road is closed the last business day of June.
- Pleasant Park is closed on the business last day of June and August.
- Sainte-Anne kindergarten and school age programs are closed for the two weeks before school starts and the last PD day of the school year.
- All four sites are closed on the first PD day of the school year.

We are also closed between December 25th and January 1st inclusively.

Reminder memos will be sent to families prior to the closure days.

Aladin reserves the right to close beyond the above listed days in the event of emergency situations beyond our control, such as lack of water, heat, electricity or inclement weather. For those receiving subsidy, the City of Ottawa determines a limited number of Paid Days Away each calendar year. The City of Ottawa will bill families the full fee daily rate should they exceed the 52 allowable paid days away.

Refunds of pre-paid fees will only be provided when notice of withdrawal/termination in accordance with our policies has been provided or subsidy has been approved. Refunds will not be provided for sick, vacation and closed days. Statutory holidays are invoiced at the daily rate.

Space Sharing Policy

Space sharing may be an option for parents who are interested in part-time care. One full-time space may be purchased by multiple families, and shared. The Director/Supervisor will assist in matching up part-time parents when possible. Part-time children may be permitted to attend without sharing a space, at times when the program is not full. In the event that a full-time space is required and programs approach capacity, parents holding a part-time space will be asked to choose either to accept a full-time space or vacate the space.

Safe Arrival and Dismissal

If your child does not arrive at the childcare centre as planned, you must notify us daily if your child will not attend Aladin, either through the Digibot platform, by telephone or in person.

Safe Arrival and Dismissal Policy and Procedures

Purpose

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

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy:

- Aladin Childcare Services will ensure that any child receiving childcare is only released to the child's parent/guardian or an individual that the parent/guardian has provided either a written authorization that is in the child's file in the Digibot platform or a verbal authorization that the child can leave with them.
- Aladin Childcare Services will only dismiss children into the care of their parent/guardian or another authorized individual that is 13 years or older. The centre will not let any child under our care to leave the centre unaccompanied or by themselves
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures:

Upon arrival and departure, all children must be accompanied by a person of at least 13 years of age.

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on child's emergency listing in the binder or on Digibot platform or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up directly to an educator, supervisor or designate.
 - document the change in pick-up procedure in the daily written record.
 - sign the child in on the playroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the childcare centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the playroom must:
 - inform the Supervisor or their designate and they must commence contacting the child's parent/guardian no later than 10:00 am for children attending the full day or 15 minutes after their expected time of arrival from school.
 - Staff shall call the parents/guardians/emergency contacts in the order listed on the emergency contact listing. Parents/guardian will be called once and a message will be left. If there is no answering machine, a second attempt will be made within 15 minutes of the first attempt. If the child is arriving after school and their absence can not be confirmed by the parent/guardian, every attempt will be made to contact the school office (either in person or by phone) to determine if they were in attendance at school.
 - If the child's absence can not be determined by following the steps outlined above, the Supervisor or their designate will be notified to determine next steps. This could include calling the local police department.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived 15 minutes after the centre closes, staff shall ensure that the child is given a snack and activity, while they await their pick-up.

2. If there are more than 5 children, who have not been picked up at the time of closing, two staff members must remain. When infants are present, at the Sainte-Anne and du Rocher sites, the number of children shall not exceed 3 per staff, to meet the needs of each site. One staff shall stay with the children, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.

3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact any and all authorized individuals. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by one hour after closing, the staff shall contact the Supervisor or their designate to determine next steps. This could include calling the local police department (613-236-1222) or Children's Aid Society (613-747-7800).

Staff will only release children to the parent/guardian or other authorized person aged 13 and over. Under no circumstances will children leave to return home alone.

Additional Procedures

Parent Responsibilities: report their child's absence prior to 9:30 am, maintain their child's emergency contact listing via the Digibot platform, notify the staff of any changes to drop off and pick up.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the childcare program staff in writing can pick-up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the childcare centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

For your child's daily departure, we will follow the process below.

For all programs, including Kindergarten and School Age:

Upon arrival, the parent must escort their child to the play room and verbally notify the educators that their child is in attendance. It is the parent's responsibility to put on or take off their outdoor wear upon their child's arrival and departure. On full program days, children should arrive no later than 9:30AM to fully participate in all aspects of the program. In the event of a late arrival, parents must speak to a supervisor prior to 9:30AM at which time late admittance will be left to the discretion of the supervisor or designate.

For Kindergarten and School Age programs only:

It is the parent's sole responsibility to inform Aladin that their child will not attend after school. Parents may notify staff in person, by phone, or voice message prior to their child's school dismissal time. This includes snow storm/freezing rain days, early pick up from school, appointments, off premise school activity, illness, vacation, etc. Emails are not checked regularly and are not an acceptable way to notify staff of an absence. Schools are not equipped to report absences to us. Children who have not arrived as scheduled will be considered missing and a search will begin. To verify your child's safety, the staff member will try to reach parents or emergency

contacts, the school office, and eventually the police, to report that your child is missing. This process may take a staff member away from the supervision of all other children, and so we please ask for your diligence and collaboration on this matter.

Upon departure, the parent must verbally advise the educators that they are leaving with their child. Parents must specify on the registration form who has permission to pick up their child without prior notice; only these individuals will be permitted to do so unless prior notice is received specifying otherwise. Photo ID will be required. Please note that these individuals must be at least thirteen years of age. It is the parent's duty to inform all individuals dropping off and picking up of Aladin's procedures. Emergency contacts will be called when parents cannot be reached in a timely manner in case of illness or an emergency situation. For this reason, it is imperative that contact information be kept updated through the Digibot system.

School Bus Transportation

Parents are required to arrange school bus transportation to and from Aladin with their child's school administration. When arranging for pick up and / or drop off, the bussing address for the Russell Road site is 2485 Dwight Crescent. In the event of school bus cancellations, the Kindergarten and School Age programs will operate before and after school as usual. Please note that children who attend Sainte Geneviève school will not receive morning care but may attend at 2:45 provided parents transport them to Russell Road.

Late Pick Up Policy

Parents must notify Aladin of pending late pick up, at their earliest opportunity. A late fee will be charged to anyone that hasn't left the premises at closing time; a non base \$10.00 for the first five (5) minutes or part thereof and a non base \$5.00 for every subsequent five (5) minutes or part thereof. All families are subject to late fees (full fee and subsidized). All charges are to be paid in cash or by PAD agreement within 48 hours. Any charges not paid or any recurring late pickups may result in termination of service.

We will make every effort to contact parents and emergency contacts. In the event that your child has not been picked up one hour after closure, the authorities will be contacted (i.e., Ottawa Police Services/ Children's Aid Society).

Access to Child and Premises

Aladin shall not prevent a parent from having access to their child except if the staff believes, on reasonable grounds, that the parent does not have a legal right of access to the child; or in the circumstances prescribed by the regulations of the *Child Care and Early Years Act (CCEYA)*.

Aladin shall not prevent a parent from entering the premises except if the staff believes, on reasonable grounds, that the parent does not have a legal right of access to the child; if the staff believes, on reasonable grounds, that the parent could be dangerous to the children at the premises; if the parent is behaving in a disruptive manner; or in the circumstances prescribed by the regulations of the CCEYA.

By law, staff cannot withhold a child from their biological parent unless a court order is on file.

Hours in Care

At Aladin, we work in partnership with parents to provide an environment to promote the optimum development of each child. The educators strive to provide the best programming for the growth of all children. At the same time, we believe it is important that the hours that children are in our care be limited when possible.

If the educators believe that a child would benefit from less time in care, we may suggest shorter days or a day off.

We all look forward to a change of pace in our lives and so does your child. Just as you look forward to your vacation from work or school, your child needs a break also. Please keep this in mind when planning your family vacations. If it is possible for you, plan one week here and there and/or a few long weekends during the year.

A family receiving a subsidy with the City of Ottawa must be aware of their rights and responsibilities. Every child with a fee subsidy receives an allotment of 52 days each calendar year (from January to December) for absences from the childcare program. Absent days include days when the child is sick, on vacation or any other absence. Statutory holidays or days that the childcare program does not offer service are excluded. Parents should be aware that:

- Absent days may not be banked and carried over from year to year
- The number of days away is pro-rated for the calendar year based on the number of months left in current year and amount of care to be used, and
- In cases of joint custody, each parent is entitled to the prorated number of absent days based on their custody arrangement (for example, 50-50 custody means each parent would get half of the allotted days)

A family may request additional days of absence if the child has a documented special need or illness that will require additional time away from the program. A request for additional days of absence can be made through a Subsidy Coordinator from the City of Ottawa at SubsidyCoordinators@ottawa.ca prior to exceeding the 52 absent days. If the request is not approved, the family will be required to pay the full fee for the number of extra days the child was absent.

Health

As per the City of Ottawa Health Department a child cannot attend the program if they have any of the following symptoms:

- A fever of 101° F/38° C or higher
- Vomiting
- Diarrhea
- Any medically undiagnosed rash or skin irritation
- Eyes/ears that are oozing any form of discharge
- Strep throat
- Bad headache or sore throat
- Croupy cough
- Communicable diseases such as impetigo, measles, pink-eye, etc

If any of the above symptoms develop, the child must stay home until they are symptom free for 24 hours, 48 hours should there be an outbreak. Parents are asked to report symptoms to Aladin for tracking purposes. If any of the symptoms develop while a child is in our care, parents will be notified and are expected to make arrangements to pick up their ill child as soon as possible. We suggest scheduling immunizations on a Friday afternoon to give your child the weekend to recover from possible side effects. For the well-being of all children, the staff may not accept a child upon arrival who exhibits such symptoms or appears not to be well enough to participate in all aspects of the program, including outdoor play. Aladin will report required communicable diseases to the City of Ottawa Public Health Department. Communicable disease and outbreaks will be posted.

Anaphylaxis, Allergies, and Medical Conditions

If a child has an allergy that may produce anaphylactic shock or other life-threatening reactions, Aladin must be provided with unexpired allergy medication that staff will carry in emergency bags. Should a child be prescribed an epinephrine auto injector such as EpiPen® or Allerject®, we ask that Kindergarten and School Age children carry a second unexpired auto injector at all times. The Pleasant Park and the Sainte-Anne sites are peanut and tree nut free zones; no food containing these substances will be permitted.

If a child suffers from an allergy or medical condition, it must be clearly indicated on their registration form and individualized plans completed. Parents must ensure that any changes in allergy and medical information be updated by accessing their child's online registration and inform staff directly.

Risk reduction strategies:

The following strategies are intended to minimize the risk of exposure to the allergen for the anaphylactic child without depriving them of normal participation in the daily program:

- If the allergy is life threatening, all steps will be taken to eliminate the allergen as much as possible from menus
- Discourage the sharing of food and utensils
- Hand wash before and after eating
- Wash and disinfect tables before and after eating
- Avoid allergen in activities and materials such as play dough, art activities and sensory play
- Depending on the allergen - the allergic child should not clean up other children's food, nor should they participate in clean up of the outdoor playground
- Keep a box of safe snacks for unplanned special occasions

Administration of Medication

No child is permitted to carry any type of medication in their back pack or on their person. The only exception is for prescribed life-saving medications such as asthma medication or emergency allergy medication for Kindergarten and School Age children.

All medication must be prescribed by a doctor and must come in its original container provided by the pharmacist. Over the counter medications with drug identification numbers (DIN) such as Tylenol, Benadryl, medicated eye drops, or ointments and creams are deemed prescribed when accompanied with a doctor's note. Prescription labels and doctor's notes must contain the following information;

- Child's name
- Name of medication
- Dosage
- Time(s) of administration
- Date purchase and/or expiration
- Instructions for storage and administration

Parents must complete and sign a Medication Authorization Form on which staff will record the dates, times, dosage, and side effects.

If medication is expired or forgotten, your child will not be permitted to attend until it has been provided or replaced.

Administration of over-the-counter products

We can administer the following over the counter products to your child, with a signed authorization parental form. These products include:

- Moisturizing skin cream
- Lip balm
- Sunscreen
- Insect repellent
- Hand sanitizer
- Diaper cream

You will need to fill out and follow the instructions set out in the *Over-the-counter authorisation form* on Digibot before any of these products are applied to your child.

Head Lice Policy

Based on the City of Ottawa's Public Health policy, Aladin is responsible to inform all parents if there are any cases of head lice. A notice board will confirm the number of children with head lice in each program. Children must have the first of the two required pharmaceutical lice shampoo treatments to return to the program. Please speak with your pharmacist for an appropriate treatment. As a precautionary measure, it is best practice to inspect your child's hair on a weekly basis. More information can be found on the web site at: www.parentinginottawa.com.

Accidents

When an accident involving a child occurs in the program, the educator will administer First Aid as required. An accident report will be completed by the staff and signed by the parent. Parents will receive a copy of the accident report within 24 hours of the occurrence. If an injury is more serious in nature, the parents will be contacted immediately and informed of the situation. If you are not readily available or cannot be reached, and if emergency medical treatment is necessary, 911 will be called and the child will be accompanied by a staff member in an ambulance and parents will be asked to meet the staff at the hospital. Until your arrival, medical staff will assume responsibility and will take appropriate steps to deliver emergency care. This could include injections, anesthetics or surgery for your child. Your child depends on you in an emergency; please ensure that online contact information is always kept up-to-date.

Serious Occurrence

Aladin, while striving to provide a safe environment for the children in our care, acknowledges that a serious occurrence may take place. All serious occurrences are reported to the Ontario Ministry of Education Child Care Quality Assurance and Licensing Offices.

The definitions of serious occurrence categories are:

- Death of a child
- Allegation of abuse and/or neglect
- Life-threatening injury or illness
- Missing or unsupervised child(ren)
 - Child was found or child is still missing
- Unplanned disruption of normal operations
 - Fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown

- Other emergency relocation or temporary closure

When an incident occurs, a non-identifying form will be posted on our parent information board near our licence, for 10 business days. Families directly involved will be advised prior to the posting.

Activities off the Premises

To support the children's interests and curiosities, children can participate in *planned* and *spontaneous* activities, such as neighbourhood walks to parks and playgrounds. If parents are interested in joining us, please review the *Field Trip Policy*. The supervisor must receive an original Police Record Check for the Vulnerable Sector, less than 5 years old, before the day of the outing. For outings that require the use of buses, due to bus capacity, volunteers may be limited. It is the parent's responsibility to make alternate childcare arrangements if they do not wish their child to participate.

Sleep and rest policy

We recognize that every child's need for sleep or rest can vary from day to day. We strive to meet the individual needs of each child who are in our care. We will consult with parents regarding their child's need for rest or sleep at the time of registration. Whenever the educators observe that the child's needs have changed, or at the request of a parent, we will make the necessary changes to the schedule. The rest period will be after lunch and will not exceed a period of 2 hours. Each child in the toddler or preschool group will have a bed and sheet available which is cleaned and disinfected by staff members every week. Each infant's nap schedule is different and will be set according to their needs. We will follow parents' directions for this routine. For infants 14 months or older, we recommend an afternoon nap to ease the transition to the toddler group. Please note that a separate room is reserved for napping infants under 1 year old. Parents will need to provide a blanket, which will be sent home every Friday for cleaning. Any child who is not required to sleep or unable to sleep will be able to engage in quiet play, such as reading, plasticine, puzzles, drawing, etc.

Sleep Supervision Policy

Aladin has a written policy and procedures for sleep supervision - Ontario Regulation - 137/15 (section 33.1) for children in child care.

Each employee must sign and review the sleep supervision policy and procedures once a year. Aladin makes sure to review the Sleep Supervision Policy with parents at the time of enrollment.

Sleep procedure:

- Each child is assigned to an individual crib or cot in accordance with the regulations.
- For infants 0 to 12 months old, a firm mattress and fitted sheet is used in a crib.
- Infants 0-12 months of age are placed on their backs while they sleep, following the recommendations in the "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada". If the infant turns onto its belly or to the side, it is not necessary to put them on its back. Aladin follows the requirement for an infant's sleeping position unless the program has received a written recommendation from the infant's physician that the infant be placed in another sleeping position.
- Each child under 12 months enrolled in an early childhood education center is placed in a sleeping position that complies with the recommendations set out in the document entitled "Joint Statement on Safe Sleep": Preventing Sudden Infant Deaths in Canada".
- Parents of children under 12 months of age will be notified at the time of registration of Aladin's obligation to ensure that children under 12 months of age benefiting from the Aladin educational childcare service are placed in a sleeping position in accordance with the recommendations set out in the document entitled "Joint Statement

on Safe Sleep: Preventing Sudden Infant Deaths in Canada” unless the child's physician has compelled written recommendation.

- Parents of children will be made aware of Aladin’s policies and procedures for children's sleep.
- The employee periodically performs a direct visual inspection of each sleeping child by being physically present by his side while he sleeps, and seeking to detect any indicators of distress or unusual behavior.
- There is sufficient lighting in the room or in the rest room to perform direct visual inspections.
- Parents are consulted about the child's sleep practices at the time of registration and at any other appropriate time or at the parent's request.
- Any significant changes in the child's sleep patterns or behavior while sleeping will be communicated to parents and will lead to adjustments in the way the child is monitored while asleep.

System in place to immediately identify children in the rest area or room.

Each room or rest room has a chart with the name of each child assigned to their bed. This chart is displayed in the room.

Details on how to perform direct visual inspections of each child during the sleep period:

1. Each sleeping child is subject to a direct visual inspection.
2. Staff perform a visual inspection periodically, every 15 minutes for infants and every 30 minutes for toddlers and preschool children.
3. The staff notes on the visual inspection log that the visual inspection has been completed for each child.
4. The sleep inspection log confirms that each sleeping child has undergone a direct visual inspection. This document is kept in the room for verification of sleep supervision.

Nutrition

Parents of children who have allergies or dietary restrictions are required to provide nutritionally balanced lunches and snacks from home. All lunch bags, food containers and water bottles must be labelled with the child’s first and last name. (“*Mabel’s Labels*” is a recommended option). An ice pack must be used to maintain nutritive value and prevent contamination. Staff will monitor lunches and snacks from home to ensure they are nutritionally balanced according to [Canada's Food Guide](#) and will discuss with parents if there are concerns regarding the nutritional adequacy.

Children are curious and want to try new food. Children that have experienced a variety of different food tastes, textures and colours when they are young, are better eaters and also better nourished. Good eating habits learned in the early years can last a lifetime. Current and upcoming menus are posted on the bulletin board. Any changes will be noted on the menu. Menus are kept on file for 30 days from the last day for which it is applicable.

Infant, Toddler and Preschool programs: children receive two nutritionally balanced snacks and a lunch based on Canada’s Food Guide. Water is served at all snacks and milk is served at lunch. Water is available throughout the day to maintain a healthy level of hydration.

Kindergarten and School age programs: children are given the opportunity to have a healthy morning snack from home and Aladin provides a nutritious afternoon snack, daily. Water is available throughout the day and a refillable water bottle is recommended throughout the year and is required during the hot summer months. On full days, such as PD days, and during Winter, March and Summer breaks, children will need to bring their nutritionally balanced lunch. Microwaves are not available to reheat any food.

Clothing

The CCEYA mandates children play outside for a minimum of two hours while in full day care and 30 minutes for after school programs, weather permitting. Please ensure children are dressed, including footwear, appropriately for the weather.

All clothing must be labelled with your child's first and last name. The following chart lists the specific requirements for clothing in each program:

Programs **Clothing Requirements, including indoor and outdoor footwear**
All items should be labelled with child's first and last name

- Infants:**
- Food (milk, formula or food)
 - Diapers and Wipes
 - 3 or more sets of change of clothes (please check daily) - including socks and underwear
 - blanket
 - additional mittens in winter
 - hat without ties or cords
 - neck warmer - no scarf outside the snow suit
 - indoor shoes and outdoor footwear, depending on the season

- Toddlers:**
- Diapers and wipes
 - 3 or more changes of clothing (please check supply daily) –
 - including socks and underwear
 - blanket
 - extra mittens in winter
 - hat without ties
 - neck warmer - no scarves on the outside of a snowsuit
 - indoor shoes and outdoor footwear, depending on the season

- Preschool:**
- 2 changes of clothing - including socks and underwear
 - blanket
 - extra mittens in winter
 - hat without ties
 - neck warmer - no scarves on the outside of a snowsuit
 - indoor shoes and outdoor footwear, depending on the season

- Kindergarten:**
- School Age:**
- 1 change of clothing - including socks and underwear
 - extra mittens in winter
 - hat without ties
 - neck warmer - no scarves on the outside of a snowsuit
 - indoor shoes and outdoor footwear, depending on the season

*****ALADIN IS NOT RESPONSIBLE FOR LOST ARTICLES.*****

Outdoor clothing with cords or strings is not permitted due to the increased risk of strangulation. Any clothing that is deemed unsafe by staff will be removed and parents will be advised. We highly recommend neck warmers although scarves may be tied inside jackets and snowsuits. No tie-on hats may be worn but Velcro is an acceptable alternative.

For greater safety and mobility, we will ask that children's footwear meet the following criteria and if safety hazards are observed, staff will address their concerns with the parent.

- Flat non slip, non-marking sole
- Will remain secure while running or jumping, for example; running shoes or sandals with a secure enclosed heel/secure back strap
- Proper seasonal footwear such as waterproof rain or winter boots

Code of Behaviour

Children and families will respect the personal rights and property of one another. Inappropriate displays of physical, emotional, or verbal behaviours, whether it is child to child, child to adult, adult to child, or adult to adult will not be tolerated. Contraventions may result in a written report which could lead to suspension and/or discharge of service. Should an individual cause damage to the property or contents of Aladin, the school board, or of others, compensation will be the responsibility of the parent. In the event of non-compliance with the code of conduct, the following sanctions will be applied, depending on the seriousness of the incident. It is important to note that our tolerance is zero for cases of violence.

1. Verbal warning to the child
2. Verbal Warning to Child and Parent or Guardian
3. Suspension of one or more days
4. Withdrawal from the center

Prohibited Practices:

Educators will use positive redirection and guidance to assist the child in expressing feelings in a socially acceptable way.

Aladin prohibits the following at all times in accordance with the *Child Care and Early Years Act (CCEYA)*:

- a) corporal punishment of the child;
- b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting themselves or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- c) locking the exits of the premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine their self-respect, dignity or self-worth;
- e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- f) inflicting any bodily harm on children including making children eat or drink against their will.

Duty to Report Child Abuse

It is the legal responsibility of every person including staff, parents, volunteers, students, or support personnel to report the reasonable grounds to suspect abuse to the Children's Aid Society of Ottawa (613-747-7800). Persons failing to report the suspicion of child abuse are subject to legal action and a fine if convicted. The four areas covered under the term child abuse are physical, sexual, emotional abuse, and child neglect. Any child abuse incident will be filed as a Serious Occurrence, as defined by the CCEYA.

Emergency Management

To offer a secure environment for the children in our care and for all staff, Aladin has developed emergency management policies and procedures that outline staff roles and responsibilities if an emergency occurs. Depending on the type of emergency, staff will evacuate children according to approved procedures and meet in the predetermined area where attendance of all children and staff will be taken. In the event that the children cannot return to the building, they will be relocated to the designated emergency shelter:

SITE	SHELTER	ADDRESS
Russell Road Site	Hawthorne Meadows Nursery School	2244 Russell Rd.
Pleasant Park Site	Pleasant Park Baptist Church	414 Pleasant Park Road
Sainte-Anne Site	Lowertown Community Centre	40 Cobourg Street
du Rocher Site	Saint Charbel Church	245 Donald Street

Parents will be notified of the emergency by telephone and/or email when arrangements must be made to pick up their child from their site or designated emergency shelter, depending on the type emergency. All sites conduct and document fire drills in accordance with the regulations as set out in the CCEYA.

Parking Lot Safety

To reduce risk of injury, we ask that driving speed be reduced to a minimum and that cars be parked in designated spaces. Children are to remain with parents at all times. Children must be transported in approved car restraints at all times and never to be left unattended in a vehicle. If it is observed that a child is left unattended in a vehicle or a child is not in the proper restraint and the vehicle leaves the premises, staff may phone the police or the Children's Aid Society to report the incident. In Ontario, children under the age of 8, who weigh less than 36 kg (80 pounds) and are under 145 cm (4 foot-9 inches) tall, must be secured in an appropriate child seat or booster seat. Following the provincial and municipal regulations, turn off your gas-powered vehicle and do not let it idle in the parking lot, year-round. You cannot park beside any play yard or any playrooms, where the pylons are in the parking lot.

Smoke Free Policy

Childcare centres are required to comply with the rules of the *Smoke-Free Ontario Act*. The Act prohibits smoking or holding lit products, including electronic/vapour cigarettes, anywhere on the premises, which includes in the childcare centre, on the playground and in the parking lot, whether or not children are present. Enforcement of the *Smoke-Free Ontario Act* is the responsibility of the tobacco control inspectors from local public health units. They will carry out inspections and investigate complaints made by our agency. An individual could be subject to a maximum fine of \$5000.00.

Concerns/Issues Policy and Procedure

In order to help all those that deal with Aladin Childcare Services (the agency), and to present opportunities for their input regarding the quality of services offered to children and to encourage their collaboration, the agency has a concerns/issues procedure that applies to parents, staff and volunteers that deal with our agency. Issues brought up can be program related, staff related, operational or any other concerns and/or issues regarding the agency's services.

The agency wants to promote an adequate and objective treatment of all concerns/issues. Through the establishment of rules, policies and guidelines, the Executive Director ensures the follow-up to concerns/issues received and assumes their supervisory role as manager of the agency.

As part of a conflict resolution approach, to really know if the conflict will be recognized as a formal concern/issue, here are some criteria you need to consider. Is the information that you are transmitting truthful, useful, does it do any good, and is it constructive? If you answer no to one of these criteria, you may not have concerns/issues on your hands.

All concerns/issues are important; however, the procedure can be gradual. Some may be received verbally and others may be written. However, all concerns/issues must be followed up on and dealt with expeditiously.

A) Guiding Principles for the processing of a concerns/issues

The agency collects and processes concerns/issues from a parent, employee or volunteer of the agency concerning a staff member, parent or volunteer of the agency. The complainant is the person making the concern/issue and the respondent is the person who is the subject of the concern/issue.

A parent, employee or volunteer may lodge concerns/issues to report an act or situation in the agency that leads to the belief that there is a breach of an obligation imposed by the *Child Care and Early Years Act*, or if they find any fact or situation that threatens the health, safety or welfare of the children who are under our care.

B) How to forward your concerns/issues

The agency ensures the availability of a concern/issue handling service during its business hours. To this end, the Executive director, the director, the site supervisors or their alternates are the persons designated to receive a concern/issue.

C) How your concerns/issues will be processed

Designated persons or their alternates deal with and diligently pursue the concern/issue. The person who receives the concern/issue allows the complainant to explain the nature of their concern/issue, provides the required information or documents, and if necessary, directs the complainant to the appropriate contact person or organization, and verifies the validity of the concern/issue with the persons involved.

D) How to file your concerns/issues

A complainant may present a concern/issue verbally or in writing. A complainant cannot present a concern/issue on behalf of another person, unless it is in the name of a child. The complainant is required to identify themselves; no anonymous concern/issue will be considered. The designated person who receives the concern/issue reassures them of the confidentiality of the concern/issue. Only those directly involved will be informed of the concern/issue.

For any concern/issue received, whether verbal or written, the designated person opens a file using the

Concerns/Issues Recording and Tracking Form to collect all relevant information. They must first determine its nature in order to identify the procedure to be followed for its treatment. In all cases, they note the complainant's findings. When the concern/issue is written, the designated person sends an acknowledgment of receipt to the complainant, if they have provided their email address.

E) How your concerns/issues will be reviewed and processed

As a first step, the complainant must discuss their concern/issue with the Executive director or a member of the management team (the director or the site supervisors). The follow-up of a conflict resolution process with the persons concerned could be used. It is expected that most of the concerns/issues can be resolved satisfactorily through this informal process.

If, after the initial meeting, the complainant fails to resolve the concern/issue satisfactorily, they may, within seven (7) working days of the informal discussion with the Executive director or a member of the management team, submit their concern/issue in writing using the form for *Registration and Follow-up of Concerns/Issues*. To be heard, a meeting for this purpose with a member of the management shall be convened within ten (10) working days thereafter. The defendant must be advised that there is a concern/issue against them so that they can present their version of the facts. For any concern/issue received, a member of the management team will review the facts of the complainant and the defendant.

If the concern/issue is retained, at the second meeting, the Executive director or a member of the management team will carefully review the concern/issue, reflect on the file and have considered all the elements that make up the concern/issue, make a final, binding decision, without appeal, and shall deliver it to the complainant and the respondent in writing within ten (10) working days of such meeting.

For concerns/issues of abuse, mistreatment, assault or other similar occurrence of a child, the person directly testifying to a breach of this nature must promptly report the incident to the agency's Executive director, to the Children's Aid Society (613-747-7800).

F) Report on the Concerns/Issues process

The Executive director shall inform the President of the agency of all concerns/issues received. They will present the concerns/issues in detail and specify the actions taken to resolve it.

G) Record keeping

All concerns/issues files collected by the agency, and documents showing their follow-up, are confidential and kept under lock and key at the agency's place of business. Only the Executive director and the current members of the Executive committee of the board of directors will have access to these documents, when necessary, for the purposes of the responsibilities entrusted to them by the *Ontario Corporations Act*, without contravening the *Freedom of Information and Protection of Privacy Act of Ontario*.

H) External agencies

If your issues and/or concerns are regarding agencies external to Aladin, you can contact:

Ministry of Education: Program Advisor, Ottawa Region, Child Care Quality Assurance and Licensing, Early Years and Child Care Division

Complete Aladin policies and procedures are available upon email request to your child's program supervisor.

As a parent, you may have questions/concerns that you'd like to share from time to time. Please feel free to connect with your site supervisor

Du Rocher site: Euphrosine 613-746-8194 email : superviseure.dur@aladin.org

Pleasant Park site: Angela 613-867-0590 email: supervisor.ppk@aladin.org

Russell Rd. site: Tracy 613-733-0590 email: supervisor.rus@aladin.org

Sainte-Anne site: Paule 613-241-0590 email: superviseure.sta@aladin.org

Finance: Katherine email : finances@aladin.org

Jennifer: Director 613-733-0590 email : direct@aladin.org

Dawn: Executive Director 613-733-0590 email: dged@aladin.org

To communicate with the Board, the president is Nick email: nickdowns16@yahoo.com

Thank you



REGISTRATION AND FOLLOW-UP OF CONCERNS/ISSUES FORM

Concern/issue number: _____ Location / site: _____

Date of concern/issue: _____ Time: _____

Concern/issue received by:

Name of complainant:

Address:

1. Details of the concern/issue:

2. Decision on the admissibility of the concern/issue:

Concern/issue forwarded to:

Unfounded concern/issue: _____ Concern/issue not accepted: _____

Reason for refusal: hearsay, lack of evidence, no direct witness, false statement, and retribution concern/issue.

Concern/issue founded: _____ Concern/issue retained: _____

Reasons for acceptance: observable facts, eyewitness accounts, objective report, credible information.

3. Details of reasons:

4. Means taken to address the situation:

5. Follow-up:

6. Decision of the Board of Directors:

7. Filed closed on: _____

Signature of the person responsible:

Name (print please): _____

Date: _____