



PARENT HANDBOOK

Infants, Toddlers and Preschool



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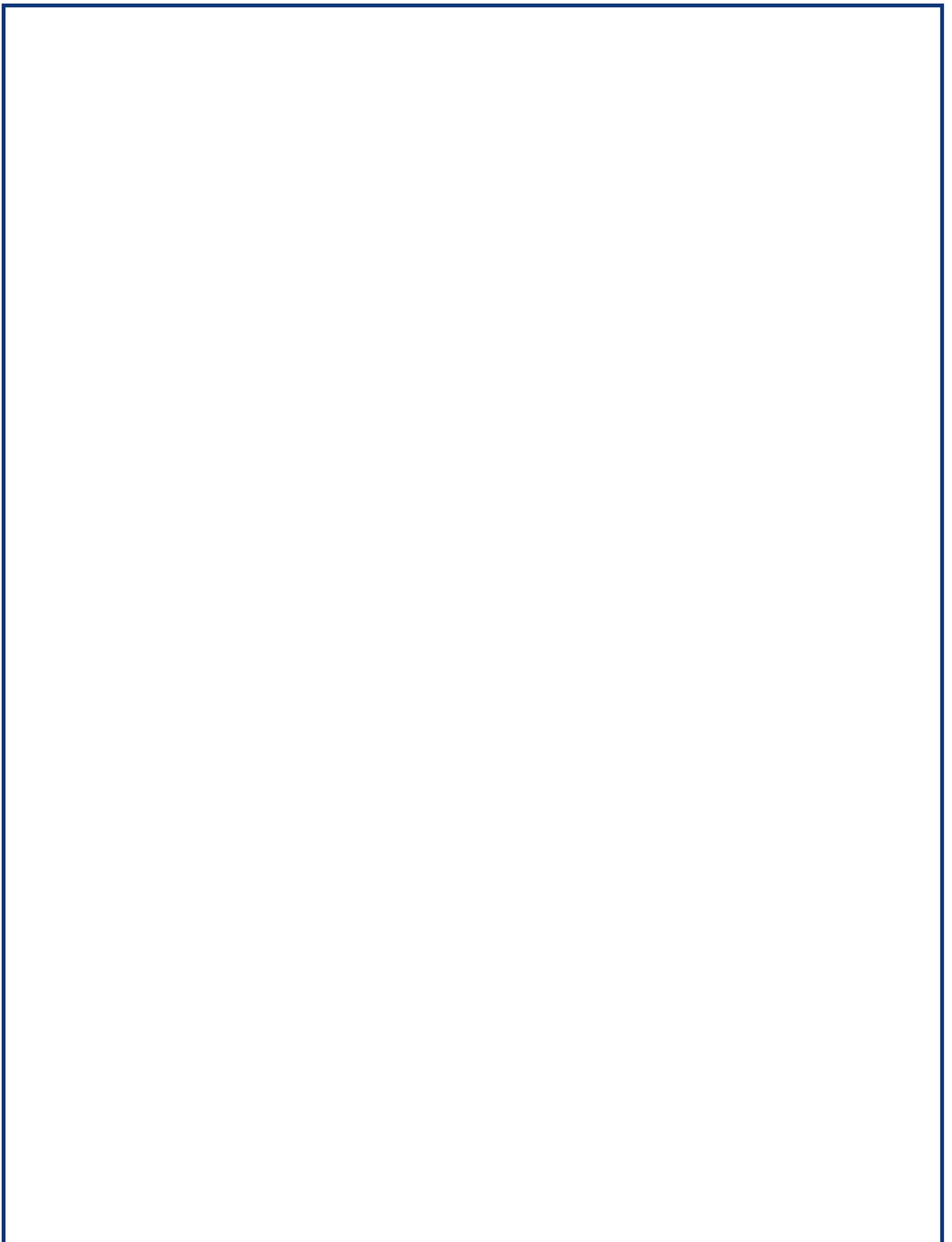


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CHILDREN'S CENTRE

PROGRAM STATEMENT

To ensure that we provide high quality experiences for families and children, our programming and pedagogy is guided by the How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014) document.

We believe that every child:

- Needs to feel a sense of belonging, feel connected to others and feel that they are able to contribute to their world.
- Needs to develop a strong sense of self, health and wellbeing.
- Is an active and engaged learner who explores the world with body, mind and senses.
- Is a capable communicator who can express themselves in many ways.

Within a warm, nurturing environment, children actively participate in positive, interactive experiences that are based on their current interests and real life experiences. Our programs are flexible and creative and provide children opportunities for decision-making and growth towards independence and responsibility.

We view children as resourceful and competent, capable of complex thinking and rich in potential. By observing the children's interaction and language, we learn about their interests, experiences and needs. By recognizing and acting upon teachable moments, the program staff engage children in planning activities that are meaningful and relevant to their world. With the guidance of the staff, projects are chosen that generate a sufficient amount of interest and curiosity to provoke children's creative thinking and problem solving, and are open to different avenues of exploration.

Developing the ability to self-regulate is an essential part of a child's healthy development. Understanding and helping children to develop self-regulation skills, is a key component of the Children's Centre. Self-regulation develops over time with maturation, experience and nurturing adult support.

Self-regulation is the ability to effectively monitor and modify one's own emotions, to focus or shift attention, to control impulses and to tolerate frustration or delay gratification.

A child must be calmly focused and alert in order to learn, communicate and self-soothe effectively. Good self-regulation skills are important for a child's social-emotional development, as research has shown that children who can successfully self-regulate are more resilient, have better relationships with others, and better academic outcomes.

We value positive and responsive relationships with families. By engaging families in a meaningful way, this partnership ensures that we are able to focus on their child's social, emotional, physical, creative and cognitive development in a holistic way.

We work in partnership with school boards and special needs resource agencies, such as All Kids Belong, to meet the individual needs of children and their families. By working collaboratively with parents and resource agencies, we ensure that strategies are implemented that reduce or eliminate barriers and effectively support each child's unique needs.

Our educators are warm, caring, qualified professionals who are carefully chosen through a selection process designed to determine their ability to meet the needs of children.

Educators participate in regularly scheduled professional learning opportunities throughout the year. Individually, and within learning communities, educators review, discuss, share and reflect on topics that are relevant to providing quality care for children and effective support for families.

PROGRAM STATEMENT GOALS AND APPROACHES

London Children's Program Statement is consistent with the Minister of Education's policy statement on programming and policy (0.Reg. 137/15), aligns with our policies and procedures, and is used to guide our work with children and families.

Children have a strong sense of self, health and well-being. Children are provided healthy snacks/meals daily. Food is not used as a reward or punishment and children are able to follow cues in regards to their own hunger or fullness.

Children are viewed as resourceful, competent, capable of complex thinking and rich in potential. Children are encouraged to feel powerful, independent, important and competent. They are provided with open-ended materials and sensory experiences that offer opportunities for exploration and discoveries.

Our indoor and outdoor environments allow for limited transitions, flexibility for rest periods, and periods of uninterrupted play where safe risk measure are practiced. Programming allows children the opportunity to sleep, rest or engage in quiet activities based on their individual need to regenerate or self-regulate.

Children actively participate in positive, interactive experiences that are based on their current interests and real life experiences. Programming and ongoing projects are generated from observations and children's emergent ideas and interests.

By recognizing and acting upon teachable moments, educators engage the children in planning activities that are meaningful to their world. Children are provided with open ended materials that allow for the natural flow of creativity and the opportunity to make representations of what they understand or imagine.

Children are supported in developing self-regulation skills. Educators demonstrate a calm, positive approach to guiding children, and provide them with the tools necessary to help them problem solve and communicate. They interact with children in a manner that maintains the child's sense of self-worth, respect and dignity.

Families are valued through positive and responsive relationships. Families are valued as contributors with unique knowledge, experiences and strengths. They are welcomed into the program and are invited to participate in the planning and sharing of ideas and resources. They see their lives, language and interests reflected in the program.

Families are engaged in a meaningful way to ensure that educators are able to focus on the children's social, emotional physical, creative and cognitive development in a wholistic way. Educators are mindful of building relationships to meet the individual needs of the child and family. By participating in ongoing communication with parents, educators exchange information and involve them in decision-making for their child.

All children are valued and have opportunities to participate with their peers, in activities that promote their emotional, physical, social and intellectual growth and development. Educators work in collaboration with school personnel, Family Centres and community resource agencies, such as All Kids Belong, to meet the individual needs of the children and their families.

Educators are warm, caring, qualified professionals, carefully chosen through a selection process designed to determine their ability to meet the needs of children. Educators participate in regularly scheduled professional learning opportunities throughout the year. Individually or within specific learning communities, educators review, discuss, share and reflect on topics that are relevant to providing quality care for children and effective support for families.

Program Coordinators document and review the impact of the approaches on the children and their families. Program Coordinators, or designates, conduct regular program visits to document, review and discuss with the educators, the impact of the approaches on the children and their families.

INCLUSION

LCC is committed to providing high quality, inclusive programs and practices that respond to the individual abilities and needs of every child. We know that children need to feel valued, have friends and feel that they belong. At LCC, we provide safe, caring environments where all children are valued and have opportunities to participate with their peers, in activities that promote their emotional, physical, social and intellectual growth and development. We foster each child's sense of belonging and feelings of self-worth through respectful and supportive relationships among staff, children, their families and the community.

LCC staff work in partnership with parents and special needs resource agencies, such as All Kids Belong, to meet the individual needs of children and their families. By working collaboratively with parents and resource agencies, we ensure that strategies are implemented that support each child's unique needs.

APPROACHES FOR GUIDING CHILDREN'S SUCCESS

Our aim is for the children and staff to have a safe and enjoyable time at the program. We establish reasonable limits for behaviour which are consistently monitored by all staff. These limits are appropriate to the developmental level of the child and consider the health, safety, and the rights of all individuals. A positive approach is used to guide the children, and each situation and child is considered individually. Our methods include: redirection, logical and natural consequences, limit setting, modeling, providing choices, anticipating situations, recognizing appropriate behavior and involving children in conflict resolution.

PARENT INVOLVEMENT is welcome in all aspects of the program. Feedback through questionnaires and daily communication with the program staff are valuable methods of contributing to your child's care. We encourage you to consider participating on our Program Advisory Committee, to help with fund-raising ventures or assist with field trips or special events. Parents participating in field trips or special events will be required to provide a current Vulnerable Sector Check.

SAFE SCHOOL'S CODE OF CONDUCT FOR PUBLICLY FUNDED SCHOOL BOARDS

As part of our lease agreement with the school boards, our program must abide by and follow the Safe Schools Act.

Standards of Behaviour

All members of the school community must:

- Demonstrate honesty and integrity;
- Treat one another with dignity and respect at all times, especially when there is a disagreement;
- Respect differences in people, their ideas and opinions;
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, gender identity, sexual orientation, age or disability;
- Respect the right of others;
- Show proper care and regard for school property and the property of others;
- Take the appropriate measures to help those in need;
- Use respectful language (ie: refrain from swearing) when speaking
- Seek assistance from a member of the school community, if necessary, to resolve conflict peacefully.

For more information on Safe Schools, please visit the following websites:

www.tvdsb.ca/safeschools

www.ldcsb.ca/Programs/safeschools/Pages/default.aspx

ADDRESSING MATTERS OF CONCERN – A Solution Focused Approach

We work in partnership with parents, school personnel and community partners to meet the individual needs of children and their families. We value positive, respectful and responsive relationships and foster engagement and ongoing communication with parent about the children and the program.

Open communication with parents is essential to a quality child care experience. Program staff will discuss your child's day with you and will ask for your feedback to ensure your child has a positive experience in our program. All issues and concerns brought forward are taken seriously and every effort will be made to address and resolve issues and concerns as quickly as possible. An initial response will be provided within two business days.

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents, children, staff, students and volunteers, except when information must be disclosed for legal reasons (ie: CAS, Ministry of Education, College of Early Childhood Educators).

London Children's Connection strives to meet the needs of all children and families enrolled in our child care programs. However, in certain situations it may become necessary for a discussion regarding alternate child care options. London Children's Connection does not make this decision lightly and makes every reasonable effort to meet each child's needs so that they can participate in a meaningful, purposeful and successful manner in the program.

Depending upon the nature of your concern, please follow the steps below:

| Nature of Issue/Concern | Steps to Report Issue/Concern |
|--|--|
| Program: ie: Schedule, sleep arrangements, toilet training, programming activities, feeding arrangements | <ol style="list-style-type: none">1. Raise the issue/concern directly with program staff.2. If the issue cannot be resolved, contact the Program Coordinator. |
| General Operations-Related: ie: child care fees, staffing, waiting lists, menus | Raise the issue/concern directly with the Program Coordinator. |
| Staff, Student, Volunteer | <ol style="list-style-type: none">1. Raise the issue/concern directly with the individual.2. If the issue cannot be resolved, contact the Program Coordinator. <p>All issues or concerns about the conduct of staff, students or volunteers that puts a child's health, safety and well-being at risk should be reported to the Program Coordinator as soon as it becomes apparent.</p> |

Should parent express an issue or concern directly with a staff member, the staff member will:

- Be attentive and listen carefully – show interest that you want to understand the issue/concern.
- Seek all pertinent information in order to identify and solve the problem together.
- Plan a mutually agreeable time to meet with parent when children are not present, if necessary.
- Contact their Program Coordinator for support if a resolution cannot be found.
- Document the situation, which will include the issue/concern and the steps taken to resolve it.
- Should the situation escalate, the Program Coordinator will contact the Program Manager to discuss next steps. Next steps may include contacting the Ministry of Education Program Advisor to inform them of the situation.

DUTY TO REPORT

The duty to report is an ongoing obligation. If there is reasonable grounds to suspect that a child is or may be in need of protection, by law, a report must be made to the Children's Aid Society. The duty to report overrides the provision of any other provincial statute.

PROGRAMS

An **Infant program** is offered at Jean Vanier Children's Centre and White Oaks Children's Centre for children ranging in age from 0–18 months. The individual needs of each child are met promptly and sensitively, through an abundance of cuddles and stimulating learning experiences. Secure emotional attachments and strong, nurturing relationships are developed between children and program staff.

Our **Toddler program** offers care for children ranging in age from 18 months to 2 ½ years. The individual needs of each child are met through the development of strong, nurturing relationships. As well as being exposed to many exciting activities daily, the children learn self-help skills such as dressing, eating and toileting.

Our **Preschool program** offers care for children ranging in age from 2 ½ - 5 years. In our children's centres, we embrace the emergent curriculum approach to early childhood education. This is a child focused and teacher framed approach to learning. Within a warm, nurturing environment, children participate in positive experiences which are based on their current interest and real life experiences. Our programs are flexible and creative and provide children opportunities for decision making and growth towards independence and responsibility.

In order to accommodate each child's needs, our home-like environments provide a variety of stimulating and rich learning centres, which include; writing, creative arts, sensory play, discovery, dramatic play, reading, blocks, woodworking and computers. Ample time is provided in the learning centres to ensure children have enough time to develop their ideas and work on their skills.

A **Montessori program** is offered at Pond Mills Children's Centre for children 3-4 years of age. Our Montessori program offers children the opportunity to explore the world through movement and senses. By providing practical life experiences, sensory materials and academic materials, children learn to understand abstract ideas with a minimum of adult explanation.

LUNCHES AND SNACKS

Nutritious lunches and snacks are purchased and prepared daily for your child. By following Canada's Food Guide, a rotational menu is planned and posted for your reference. As some children enrolled in the program may have life-threatening food allergies, with the exception of infants not yet on table foods, outside foods may not be brought into the centre.

In partnership with parents and in collaboration with community partners, every effort will be made to accommodate your child's food allergies and/or dietary restrictions. All possible strategies to reduce the risk of exposure to allergens is practiced, however, it is not possible to reduce the risk to zero.

HEALTH AND ADMINISTRATION OF MEDICATION

All prescription medication must be in the original container with a prescription label that is clearly marked with your child's name, date, name of medication, and the instructions for storage and administration. Program staff will only administer medication according to the instructions on the prescription label. Non-prescription topical creams must be in the original container, clearly labelled with a list of ingredients. Program staff will not accept a non-prescription topical cream if the contents include an identified allergen for any child enrolled in the program. Homemade treatments, essential oils or topical creams will not be administered. A medication form must be completed and signed by the parent /guardian prior to administering medication to a child. Our staff will document and initial: the dosage, time given, and any side effects observed each time medication is administered. Please ensure that the medication is passed on to the Program Staff for safe storage.

For children who have an anaphylactic allergy, severe asthma, diabetes or seizures, an Action Plan will be established between the parent and the Program Coordinator and reviewed with program staff.



All ongoing medication information and action plans must be reviewed, signed and dated by the parent annually, or if changes are made, to ensure the information is accurate and up to date. We may ask you to follow specific guidelines to ensure the safety of all children in our care.

ILLNESS OF A CHILD

The *Child Care and Early Years Act* stipulates that:

- a) Prior to admission, each child must be immunized according to the local medical officer of health.
- b) When a child is ill, the parent/guardian must be contacted immediately and is required to pick up their child from the program to protect the interest of the sick child and to prevent further infection.

London Children's Connection follows the guidelines as set out by the Middlesex-London Health Unit. If your child becomes ill during the program and is unable to actively participate in program activities, they will be isolated from the rest of the group. Care will be provided until you can be contacted and your child can be taken home. If we are unable to contact you, we will telephone the emergency contacts on your child's registration form and request that they pick your child up from the centre. We would then continue to try and contact you to inform you of the situation.

OUTDOOR LEARNING

Experiences in nature are very important to the development of young children. It enhances physical health, intellectual development and emotional well-being, and increases focus and academic achievement. Learning outdoors provides opportunities for curiosity and wonder, and provides a different and meaningful learning environment.



Our daily program schedule allows children the opportunity to participate in outdoor activities every morning and afternoon. To help your child feel comfortable and ready to explore and learn in the outdoors we ask that you provide appropriate clothing for the weather each day (ie: rain boots, raincoats and splash pants for wet days: snow pants, boots, hats, extra mittens, etc. for cold, snowy days).

It is advised to keep an extra set of clothing on site for your child so that children have the freedom to explore and create while eliminating the stress of getting dirty or wet. All items must be clearly labeled with your child's name. Every effort will be made to locate misplaced or missing items; however, we cannot be responsible for lost items.

During summer months, children must wear a hat, preferably with a wide brim or neck flap to protect their sensitive ears and neck. To reduce the risk of injury as children participate in outdoor activities, children must wear secure footwear such as running shoes or sandals with a full ankle strap and rubber grip bottoms.

We request that you provide a bottle of sunscreen to the program to help ensure that your child is protected from the harmful rays of the sun. Due to allergies and skin sensitivities, the sunscreen must be in the original container, clearly labelled with your child's name. We recommend using a broad spectrum UVA and UVB sunscreen, with SPF #30 or higher. Please ensure your sunscreen does not contain any nut ingredients. As there is a waiting time for sunscreen to become affective, we request that you apply sunscreen on your child, prior to coming to the program. Should you choose to send your child with a water bottle, please ensure that it is clearly labelled with your child's name.

EXCURSIONS are made throughout the year to special places of interest. Notice will be posted in advance of the excursion, informing you of the destination, time and date. You will be required to sign a permission form allowing your child to participate.

PERIODS OF REST

The well-being of all children in our programs is supported through programming that supports each child's varied psychological and biological rhythms by providing materials, time and space for active play, rest and quiet time.

Rest is an important part of the day for all children. The need for sleep and/or rest time varies greatly among children. Preschool and toddler aged children may sleep for up to two hours daily. If children are unable to sleep after half an hour they can get up from their cots to participate in quiet activities for the remainder of the period. Children enrolled in a kindergarten program are permitted to sleep, rest, or engage in quiet activities, based on their individual needs.

All infants under 12 months of age will be placed on their back for sleep, until they are able to roll from their back to their stomach or sides on their own. Any request to place an infant in a different position for sleep (ie: on their side or stomach) will require a written letter from the child's physician.

Please inform the Program Coordinator of your child's sleep preferences and/or required accommodations. We work in partnership with parents to ensure that the duration of each child's rest period while participating in our program, does not disrupt normal sleep patterns at home.

MONITORING COMPLIANCE AND CONTRAVENTIONS

On a monthly basis, the Program Coordinator or designate visits the program to observe and document compliance with the implementation of program policies and procedures, Program Statement goals and approaches and Individual Support Plans. Follow up support is provided as required.

PROHIBITED PRACTICES

Under No circumstances is the following permitted:

- a) Corporal punishment of a child.
- b) Use of harsh or degrading measures or threats or use of derogatory language directed at or in the presence of a child that would humiliate, shame or frighten a child or undermine his/her self-respect, dignity or self-worth.
- c) Deprivation of a child's of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.
- d) Locking the exits of a child care program for the purpose of confining a child, or confining a child in an area or room without adult supervision.
- e) Inflicting any bodily harm on children including making children eat or drink against their will
- f) Physical restraint of a child

FIRE DRILLS are practiced once per month. Fire drills are recorded and initialed by the Program Coordinator. Posted by each exit door, is a detailed outline of the emergency procedures followed in case of evacuation of the centre, as well as the evacuation site. Please familiarize yourself with this information.

LICENSING is obtained through the Ministry of Education (MEDU) to operate our Children's Centres. The program is inspected and licensed annually and a license is issued upon successful completion of the licensing procedure. More information about licensing is available on the Ministry website at www.edu.gov.on.ca/eng/parents.

PROGRAM HOURS

Our Children's Centres operate every school day from 7:00 am – 5:30 pm. The programs do not operate on statutory holidays. Full-day care is offered on PA Days, during March Break, throughout the summer and between Christmas and New Years.

SAFE ARRIVAL of children in the program is ensured by requiring that you or your designate take your child directly to the staff member on duty each morning. You are required to initial and indicate the time of your arrival on the 'Sign In' record as verification of your child's arrival. The duty of care is not transferred until your child is signed in.

SAFE DEPARTURE of children is ensured by requiring that you or your designate pick up your child from the program. You will be required to initial and indicate the time of departure on the 'Sign Out' record as verification of your child's departure.

Written notice is required if someone other than the registered parent/guardian or those who are identified on the registration form is to sign out a child. This person will be required to show picture ID. A child will not be released to someone who does not have permission to sign him/her out. The parent / guardian / emergency contact(s) will be called should this situation arise. Anyone under the age of 16 years will not be permitted to pick up your child.

INFORMING THE PROGRAM COORDINATOR when your child will be absent is essential. Written notice must be given to the Program Coordinator in advance. In circumstances where written notice is not possible, please call the Program Coordinator.

CHANGES IN REGISTRATION INFORMATION must be relayed to the Program Coordinator immediately. In the event of an emergency, your child's safety could depend on the accuracy of this information (ie: address, phone number, work information, emergency contacts). When changes occur, you will be requested to sign and date the updated registration form as verification of accuracy.

TRANSITIONS from one age group to another will depend upon availability of space, as well as the age and/or developmental level of the individual child.

In preparation for a child to make a transition, the Program Coordinator will schedule a time for parents to:

- Meet their child's new teacher
- Review menus (if different from current group)
- Discuss proposed date of move
- Share information regarding new program routines
- Communicate any special circumstances or health considerations

Prior to the transition, a few short visits will be scheduled to help your child become familiar with new room.

PROGRAM CLOSING TIME has been established in consideration for the children and the length of their day, and to correspond with parent's needs. If an unexpected situation arises and you are unable to pick up your child by 5:30 p.m., please arrange for another adult to do so. This person must be identified on your child's registration form.



CENTRE CLOSURES may result due to severe inclement weather conditions, power failure or circumstances beyond our control. Please listen to a London radio station for announcements of school closures. If during the program hours the centre is not able to operate due to power failure or similar circumstances, you will be contacted immediately.

VACATION TIME

If your child is enrolled in the Children's Centre program for a consecutive period of 12 months, you will be entitled to take two weeks' vacation without charge. You are encouraged to take vacation time in blocks of not less than five (5) days. It is our intent to encourage families to take advantage of some quality vacation time together each year. Please note that unused time may not be carried over to the next calendar year.

STATUTORY HOLIDAYS / PROGRAM CLOSURE DAYS

Our program observes the following statutory holidays:

| | | | | |
|----------------|--------------|------------------|---------------|---------------|
| New Year's Day | Good Friday | Labour Day | Christmas Day | Canada Day |
| Family Day | Victoria Day | Thanksgiving Day | Boxing Day | Civic Holiday |

In addition, the centre is closed:

- a) For a few extra days during the Christmas Break. This varies yearly, depending on the dates of Christmas Day and New Year's Day. Notice of this closure will be posted well in advance.
- b) For an organization-wide professional development day on Easter Monday.

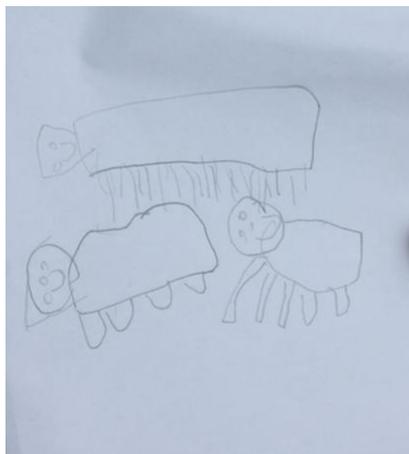
CHILD CARE STAFF

Our warm and caring staff are qualified professionals, carefully chosen through a selection process designed to determine their ability to meet the needs of young children. All program staff have an Early Childhood Education Diploma and is a member in good standing with the College of ECE. Staff are required to have a valid first aid certificate, infant/child CPR, an up-to-date immunization record and a Vulnerable Sector Check prior to employment.

PROFESSIONAL DEVELOPMENT

London Children's Connection is committed to ongoing professional development and staff are supported in the implementation of our innovative approach to program planning, through imbedded professional learning and participation in ongoing professional development.

VOLUNTEERS AND STUDENTS may participate in a child care opportunity by fulfilling the requirements of the Vulnerable Sector Check, participating in a Policy and Procedure review, and at the discretion of London Children's Connection. All volunteers and students participating in a child care opportunity will be under direct supervision of staff and will never be left alone with the children. All students and volunteers will participate in tasks and responsibilities that are directly related to their school curriculum / volunteer position.



VISITING ANIMALS AND RESIDENT PETS

The Thames Valley District School Board and London District Catholic School Board do not allow dogs on school property.

Service animals that accompany persons with disabilities shall be permitted entry to all services and facilities that are open to the public. If it is not readily apparent that an animal is a service animal, London Children's Connection may request a letter from a physician or nurse confirming that the person requires the animal for reasons relating to their disability.

EMERGENCY MANAGEMENT

An outline of the emergency procedures that are followed in the event of evacuation, as well as information regarding the evacuation site, is posted in each program room. Please familiarize yourself with this information.

If an evacuation occurs (ie: false fire alarm) and the program can remain on site, parents will be verbally informed upon arrival to pick up their child. If an evacuation requires the program to move to the emergency evacuation site, parents/guardian's will be informed by telephone as soon as it is safe to do so.

SERIOUS OCCURRENCE NOTIFICATION

The safety and well-being of your children is our highest priority, however, in spite of all the best precautions, incidents can sometimes happen. A "Serious Occurrence Notification Form" will be posted in a visible area on site, for 10 days, when an incident occurs that is deemed a serious occurrence, as per the government's definition. A serious occurrence does not mean that the program is out of compliance with licensing requirements or that the children are at risk at the centre.

EMERGENCY EXPENSES, such as any expense incurred in handling an emergency illness of a child, will be the responsibility of the parents/guardians. Parents will be informed of all accidents, as well as requested to review and sign an "Accident Report". Please inform staff as soon as possible if medical treatment was sought after an injury in our program.

REQUESTS FOR COPIES OF ATTENDANCE AND/OR SIGN-IN/OUT must be made in writing by the requesting parent's legal counsel. There will be a fee charged to the ordering party.

SMOKE-FREE ONTARIO ACT requires licensed programs to comply with this regulation; therefore, no person may smoke or hold lighted tobacco, smoke or hold lighted medical cannabis, smoke or hold a designed product or substance, or use an electronic cigarette, in any location where childcare is provided by London Children's Connection, whether or not children are present.

ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT (AODA)

London Children's Connection fully supports the AODA (Customer Service) Act. Should you require assistance in accessing information regarding our programs and services, please contact your Program Coordinator.



Home-made instruments

REGISTRATION

REGISTRATION AND ORIENTATION PROCEDURE

We request that you visit the centre prior to enrollment in order to meet with the Program Coordinator, review your registration forms and observe the program. Your child should accompany you to familiarize him or her with the staff and the surroundings. The full registration package must be completed prior to your child participating in the program.

PLEASE NOTE:

1. All forms must be fully completed prior to your child's start date.
2. Parent / Guardian #1 on the registration form is the designated parent / guardian who will receive all written correspondence. This parent will also be issued the annual income tax receipt by the end of February. Should you request a duplicate income tax receipt beyond the past calendar year, there will be a fee charged.
3. Payment arrangements for the school year must accompany the registration package in order to process your child's enrollment.

DETERMINING OUR FEES

As a non-profit organization, fees are set at an amount that will cover the operating costs of the program.

PAYMENT METHODS

Payment for your child's enrollment is due in advance of care.

1. A completed Pre-Authorized Debit (P.A.D.) form is required at the time of registration. Automatic withdrawals for your child's monthly child care fees will be processed the first business day of each month

Feel free to contact your Accounts Coordinator by the P.A.D. cancellation date shown on the last page of the Year at a Glance calendar, should you anticipate an issue with your payment. There will be a service fee for returned Pre-Authorized Debit.

2. If Pre-Authorized Debit is not possible, a series of post-dated cheques must be submitted prior to your child's start date. Cheques are to be dated for the first of each month. There will be a service fee charged for each cheque that is not cleared through the bank. Payment to replace returned items is required immediately by cash, certified cheque or money order.

Payment is required for all statutory holidays, as well as for all days your child is scheduled to be in care, regardless of illness or absence (please refer to the "Vacation" section for exceptions).

Services may be terminated by the Centre if policies are not followed, fees are not paid, or if the program is unsuitable for your child.

WITHDRAWAL FROM THE PROGRAM

We require that you notify the Program Coordinator in writing, two weeks prior to withdrawing your child from the program. A refund will be issued for any resulting overpayment, provided the required two weeks' notice is given. In lieu of notice, two weeks fees will be required.

A space cannot be guaranteed if you wish to temporarily withdraw your child. In the event of a temporary withdrawal, your child's name will be placed on the waiting list.

For parents enrolled for Pre-Authorized Debit, notice of your child's withdrawal must be received by the 15th of the month to ensure cancellation of your next scheduled automatic withdrawal.

CHILD CARE FEE SUBSIDY

If you are receiving child care fee subsidy, assistance will continue based on approval from your subsidy provider (City of London). You must notify your subsidy provider:

- To arrange approval if your child will be absent five (5) or more consecutive days (ie: illness or vacation)
- To arrange approval for consistent absent days (ie: every Friday)
- To arrange approval for a change in your child's enrollment, transfer to another program or care provider
- When you withdraw your child from care
- If there are changes to your address, phone number or employment information

Note: If you do not receive prior approval for any of the above situations, subsidy will not pay for these absent days or changes, and you will be responsible for paying all full fees to London Children's Connection directly. Refer to the information sheet that you received from your subsidy provider for further details.

Sibling Requests

Siblings do not automatically receive child care fee subsidy. If your Program Coordinator has contacted you to confirm your request for sibling care, you should contact your subsidy provider, who will confirm eligibility. Your Program Coordinator will be notified by your subsidy provider regarding your eligibility.

Interested in Child Care Fee Subsidy?

Application forms are available from your Program Coordinator or by contacting the City of London at (519) 661-4834. Forms are also available on the City of London website at www.london.ca/childcare.

WAITLIST POLICY

London Children's Connection supports the utilization of London's centralized on-line child care waitlist (oneHSN). To provide families with quick, easy access to the oneHSN waitlist, LCC provides a direct link on our website. If parents require support to help them navigate through the waitlist site, LCC staff are available to assist you by contacting us at (519) 471-4300.

When registering children in our programs, we first look to meet the needs of the families currently registered (transfers between LCC programs, siblings, and/or moving children from one age group to another).

Once parents have completed the on-line waitlist, Program Coordinators are notified of the request by e-mail. Program Coordinators review the oneHSN waitlist regularly and as opportunities to fulfill new applicants needs become available, families are contacted in order of application submission date and the ability to meet requested child care needs. Parents are welcome to call if they have questions, or to enquire about their status on the waitlist. Confidentiality is maintained at all times.

RESOURCE LINKS

Ministry of Education Information on Child Care: www.edu.gov.on.ca/childcare/

How Does Learning Happen? Document: www.edu.gov.on.ca/childcare/HowLearningHappens.pdf

Middlesex-London Health Unit: www.healthunit.com



LONDON CHILDREN'S CONNECTION
Children's Centres
Program Fee Schedule – Effective September 1, 2018

| | | |
|--|-----------|--------------------|
| INFANT CARE | 1:3 ratio | \$1,245.00 / month |
| TODDLER CARE | 1:5 ratio | \$1,140.00 / month |
| PRESCHOOL CARE | 1:8 ratio | \$1,030.00 / month |
| MONTESSORI PROGRAM (Pond Mills Children's Centre only) | 1:8 ratio | \$1,030.00 / month |

LONDON CHILDREN'S CONNECTION
Children's Centre Locations

| CENTRE | ADDRESS | PHONE NUMBER |
|---------------------------------------|------------------------|---------------------|
| Ashley Oaks Children's Centre | 121 Ashley Crescent | (519) 680-2727 |
| Bonaventure Meadows Children's Centre | 141 Bonaventure Drive | (519) 455-8171 |
| Byron Somerset Children's Centre | 175 Whisperwood Ave. | (519) 641-6118 |
| Cedar Hollow Children's Centre | 1800 Cedarhollow Blvd. | (519) 452-1939 |
| Jack Chambers Children's Centre | 1650 Hastings Drive | (519) 850-0744 |
| Jean Vanier Children's Centre | 1019 Viscount Road | (519) 471-7004 |
| North London Children's Centre | 1444 Glenora Drive | (519) 438-5977 |
| Pond Mills Children's Centre | 819 Shelborne Street | (519) 681-0121 |
| Rick Hansen Children's Centre | 70 Ponderosa Cres. | (519) 668-7093 |
| Westminster Children's Centre | 626 Osgoode Drive | (519) 681-5307 |

| | | |
|------------------------------|-----------------|----------------|
| White Oaks Children's Centre | 565 Bradley Ave | (519) 685-1460 |
|------------------------------|-----------------|----------------|