

REKSAP Centres for Early Learning



Regina • Severn • Jockvale

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PARENTS' HANDBOOK **REKSAP Centres For Early Learning** *Updated January 2026*

Thank you for taking the time to read the Parents' Handbook. We hope that you and your child(ren) enjoy REKSAP Centres For Early Learning.

The Educators and Board of Directors of REKSAP Centres For Early Learning would like to emphasize how important it is for you, and your child(ren), to have a positive experience in the Centre. It is our goal to help each child develop to their fullest potential. We appreciate working with our parents to meet the needs of our families, keeping the interest of the children in mind always. If, at any time, you have any questions or concerns, please feel free to ask the Educators in person, or by telephone at * Regina 613-828-8743 * Severn 613-828-3039 * Jockvale 613-823-4848.

Please accept our warm welcome to your family.

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LIST OF ABBREVIATIONS

- a) REKSAP = REKSAP Centres For Early Learning
- b) Digibot = Digibot Management System
- c) CWELCCS = Canada-Wide Early Learning Child Care System
- d) TODS = Toddler

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- e) PRE = Preschool
- f) KGT = Kindergarten
- g) SA = School Age
- h) RECE = Registered Early Childhood Educators
- i) HDLH = How Does Learning Happen
- j) ELECT = Early Learning for Every Child Today
- k) OPH = Ottawa Public Health

1. PROGRAM PHILOSOPHY/LEARNING ENVIRONMENT

REKSAP Centres For Early Learning provide a safe, well-supervised facility with a comfortable atmosphere in which the daily program meets the needs and interests of the participating children. The program goals are to provide both individual and group learning opportunities in both indoor, and outdoor, environments. The curriculum is designed to allow flexible, spontaneous activities based on the children's interests. Following the [Early Learning for Every Child Today](#) (ELECT) and [How Does Learning Happen](#) pedagogy, our Registered Early Childhood Educators provide a stimulating, educational, play-based environment which guides the children's learning, enhances their knowledge, and meets their individual developmental needs.

From How Does Learning Happen:

Children are competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that they belong, is a valuable contributor to their surroundings, and deserves the opportunity to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services, that value and build on their strengths and abilities.

Families are composed of individuals who are competent and capable, curious, and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the first and most powerful influence on children's learning, development, health, and well-being. Families bring diverse social, cultural, and linguistic perspectives. Families should feel that they belong, are valuable contributors to their children's learning, and deserve to be engaged in a meaningful way.

Educators are competent and capable, curious, and rich in experience. They are knowledgeable, caring, reflective, and resourceful professionals. They bring diverse social, cultural, and linguistic perspectives. They collaborate with others to create engaging environments and experiences to foster children's learning and development. Educators are lifelong learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience, and their understanding of the individual children and families they work with. Every Educator should feel they belong, is a valuable contributor, and deserve the opportunity to engage in meaningful work.

2. LICENSING

REKSAP Centres For Early Learning are licensed under the Child Care and Early Years Act of the provincial Ministry of Education. REKSAP is required to meet all the regulations of this Act, and Health and Fire Regulations set forth by Ottawa Public Health, and the Ontario Fire Marshall.

The Program Advisor, from the Ministry of Education, monitors adherence to standards for safety, staff training, program quality and compliance with the Child Care and Early Years Act.

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3. CENTRE PERSONNEL AND BOARD OF DIRECTORS

Staff – Full-time staff of our Centre, are Registered Early Childhood Educators (RECE). Part-time staff have training and/or experience appropriate for their position.

Board of Directors - The Board of Directors that operate the Centre consists of parents, community members, Principals of Regina School and of Severn School, and REKSAP's Executive Director. Board meetings follow a monthly schedule, and an Annual General Meeting is held each year, at which time new members can be elected. All Board meetings are open, and general discussion is encouraged (within time limits), although only Board members have voting privileges. Board meeting minutes and by-laws are available upon request, at the Centres.

4. HOURS OF OPERATION and SCHOOL YEAR CLOSURES, HOLIDAYS & INCLEMENT WEATHER

Our program operates from Monday to Friday annually.

Toddler and Preschool program: 7:30 – 5:30 daily

Kindergarten and School Age program:

From September to June, we offer an early morning program starting at 7:30 a.m. The children are then accompanied to the school playground (weather permitting) where a teacher (from Regina/Severn School) is present until school commences. The 6-12 (Regina) and 6-12 (Severn) year-old children return independently to the program room where the Educators are waiting to greet them. An Educator meets the 4 and 5-year-old Kindergarten children at the Kindergarten classroom and transitions them back to our rooms. Our Centres close at 5:30 p.m.

Full-day programming is available during the March Break, PA Days and Summer Holidays from 7:30 a.m. to 5:30 p.m. Please note hours of operation may change due to staff shortage due to illness/capacity within the sector.

We observe the following **Statutory Holidays/Days closed:**

** Parent fees will be charged

New Year's Day	-January
Family Day	- February
Good Friday	- March/April
Easter Monday	- March/April
Victoria Day	- May
Professional Development / Summer Prep – the day following end of school year	
Canada Day	- July
Civic Holiday	- August
Professional Development/ September Prep – end of summer August/September	
Labour Day	- September
Truth and Reconciliation Day	- September (taken during winter holiday, in lieu of)
Thanksgiving	- October
Remembrance Day	- November (taken during winter holiday, in lieu of)
Christmas	- December 25

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Boxing Day
Winter Holiday Break

- December 26
- between Christmas and New Years

Inclement weather: Our Childcare Centres may be closed due to severe weather conditions or power outages. In such events, our staff will make every effort to communicate promptly with families. We will notify families through emails. Please note, no refunds will be given for unforeseen closures due to the inclement weather.

Infectious Disease Closure: Our Childcare Centres may also be closed in the event of infectious disease outbreaks. This measure is to ensure the safety of children, Educators, and families within our community. While COVID-19 is a known pandemic that could impact on our ability to remain open, other infectious diseases may also necessitate closures. As with weather-related closures, no refunds will be given for unforeseen closures due to infectious diseases.

5. SAFE ARRIVAL AND DISMISSAL POLICY

All children must arrive by 10:00 a.m. at REKSAP or will not be accepted for that day. If your child has a doctor's appointment, etc. please call to verify in the case an exception needs to be made.

Safe Arrival & Dismissal Policy Effective January 1, 2024 Version 1.2 (2023-12-20)

1. Accepting a child into care

When accepting a child into care, program staff must:

- greet the parent/guardian and the child.
- if shared by (or discussed with) the parent/guardian, document any one-time change to pick-up procedure during the child's check-in process on DigibotGO;
- check-in the child on DigibotGO.

2. When a child has not arrived in care as expected

When a child does not arrive at the centre, and the parent/guardian has not reported the absence in advance via the parent portal, program staff will receive a notification on the DigibotGO staff app requesting confirmation that the child has not arrived. This notification will be triggered as follows:

1. **For school-age programs in the morning:** 15 minutes before transition to school
2. **For school-age programs in the afternoon:** 15 minutes after transition from school to childcare

3. **For infant, toddler and preschool programs:** 180 minutes (3 hours) after the centre opens

If program staff does not confirm the child's absence within 10 minutes and/or if their DigibotGO device is offline, the site supervisor will be required to confirm the child's absence. Once the child's absence has been confirmed:

- **Level 1** – Authorized parents/guardians will receive a notification asking them to confirm the child's presence or absence.
- **Level 2** – If parents/guardians do not confirm the child's absence within 20 minutes, the site supervisor will personally attempt to contact each person listed on the child's emergency contact listing in the



sequence identified in the child's file. If the supervisor is unavailable, the incident will be referred to a designated SADP lead.

- **Level 3** – If no parent/guardian or emergency contact can be reached, the site supervisor will contact one of the SADP leads designated by the organization. This SADP lead will determine next steps based on the situational factors. In the event that no SADP lead is unavailable, site supervisors will make a co-decision regarding next steps.

3. Releasing a child from care

Staff supervising the child at the time of pick-up must only release the child to a parent or authorized contact listed on the child's Digibot contact listing available in the DigibotGO staff app or on the child's printed emergency card. During the first three (3) interactions between a staff member and a parent/emergency contact, the DigibotGO staff app will require the staff to confirm the person's identity:

- by checking with another staff member, or;
- by checking the person's photo identification.

If the person is not listed as an authorized contact for pick-up, the educator must obtain authorization in person or verbally (by telephone, walkie-talkie, intercom, etc.) from the site supervisor or an SADP lead to release the child to this person. In this case, an automated email will be sent to parents/guardians to document the interaction and remind them to add the emergency contact via the portal.

4. When a child has not been picked up upon centre closing

If a child has not been picked up 15 minutes prior to the centre closing time, program staff will receive a DigibotGO notification to confirm that the child is still present. If staff does not confirm the child's attendance within 10 minutes and/or if their DigibotGO device is offline, the site supervisor will be asked to confirm the child's attendance. Once it has been confirmed that the child is still on site:

- **Level 1** – Authorized parents/guardians will receive a notification asking them to confirm that they are on their way.
- **Level 2** – If parents/guardians do not respond to the notification within 20 minutes, the site supervisor will personally attempt to contact each person listed on the child's emergency contact listing in the sequence identified in the child's file. If the supervisor is not available, the incident will be assigned to a designated SADP lead.
- **Level 3** – If no parent/guardian or emergency contact can be reached, the site supervisor will contact one of the SADP leads designated by the organization. The SADP lead will determine next steps based on the situational factors. In some cases, these next steps can include contacting one or more external agencies for guidance. In the event that no SADP lead is unavailable, site supervisors will make a co-decision regarding next steps.

5. SADP Incident Reports

Every time SADP steps are engaged, regardless of level, an SADP incident report will be generated. Incident reports will require an electronic signature from the site supervisor as well as a parent/guardian. At the centre's discretion, several high-level incidents may result in further warnings and/or termination of childcare services.

6. Dismissing a child from care without supervision

Staff will only release the child to a parent or authorized contact listed on the child's Digibot contact listing available in the DigibotGO staff app or on the child's printed emergency card. Under no circumstances will children be released from care without supervision.

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7. Parent/Guardian Responsibilities

Parents/guardians agree to:

- report their child's absence in advance via the parent portal;
- maintain their child's updated emergency contact listing via the parent portal;
- notify program staff of any punctual changes to their child's daily drop-off or pick-up procedures.

8. Program Staff Responsibilities

Program staff agrees to:

- adequately and accurately complete the child's check-in and check-out process;
- complete SADP attendance validation when prompted;
- complete identity verification when prompted.

9. Disclaimer

The purpose of this policy is to implement procedures to ensure the safe arrival and departure of children. It relies on the participation and collaboration of parents/guardians, program staff and management staff to function optimally. In addition, the organization uses several Digibot technological tools and features to support the implementation of this policy. Some factors may affect the implementation of these procedures, the accuracy of the information dispatched and/or the triggering of these automated processes - including power outages and/or network failures, equipment malfunction and manual oversights or errors. The childcare centre and Digibot will not be held responsible in the event of such a situation. Furthermore, as this policy stems from brand new requirements of the Child Care and Early Years Act, 2014 (Regulation 325/23 section 5, Regulation 137/15 section 50), the childcare centre and Digibot reserve the right to modify the policy at any time with reasonable notice.

10. Definitions

- **Site supervisor:** designates the site's Program Supervisor.
- **SADP Team Lead:** designates the centre's Executive Director.

Absences must be reported using the Digibot Attendance Tool (Absences and Vacation tab in the parent portal) – if your child is sick, please list the symptoms in the comments section.

If the Digibot Attendance Tool is not accessible, parents can report their child's absence using the following:

- Digibot Chat
- Email: regina@reksap.ca or severn@reksap.ca or jockvale@reksap.ca
- Phone: Regina – 613-828-8743 or Severn – 613-828-3039 or Jockvale 613-823-4848

Parents are to notify the centre if their child(ren) will not be attending REKSAP that day.

Kindergarten and School Age: Both REKSAP and the school (Regina Street Alternative School or Severn Avenue Public School) must be notified.

6. CHILD PICK-UP/RELEASE

Children must be picked up by the parent(s) prior to the closing time of the centre. According to the law, both parents have equal access to their child, and to the information about the child's development, health and welfare. The only time the Executive Director/Program Supervisor or staff can deny access of a parent to a

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child is when there is a written separation agreement, or a legal court order.

No child will be released to a person other than the parents without advanced written permission, or a phone message/Digibot Chat message to the program. **Picture I.D. is a requirement for identification and must be shown/provided upon pick up of a child(ren).**

When dropping off and picking up, please accompany your child to, and from, the REKSAP Centres For Early Learning rooms.

The Executive Director and staff will not release a child to a person if there is reason to believe the child is in any danger. Children will not be released to a person who is under 16 years of age. All permanent changes in Permission of Release must be made in writing in Digibot.

7. LATE PICKUP POLICY

The hours of operation for REKSAP Regina/Severn/Jockvale are from 7:30 a.m. to 5:30 p.m.

Parent(s) picking up their children after 5:30 p.m. will be considered late and must sign the Late Book.

After three signatures in the Late Book, parents will be given a First Notice letter that requires the parent(s) to state the reason for late pickups.

Parent(s) who are late a second time will be given a Second Notice letter, and the problem will be referred to the REKSAP Board of Directors. The Board of Directors may request that the parent(s) attend an upcoming board meeting to discuss the problem of late pickup.

A third infraction of the late pickup policy may, unfortunately, result in your removal from the REKSAP program.

8. ADMISSION

Those wishing to apply for a space in our centres must register with the Ottawa Child Care Registry and Waitlist managed through the City of Ottawa. You can contact them by telephone at 3-1-1 or

<https://onehsn.com/Ottawa>.

Policy

General

- REKSAP Centres For Early Learning will strive to accommodate all requests for the registration of a child at the child care centre.
- Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.
- No fee will be charged to parents for placing a child on the waiting list.

Procedures

Receiving a Request to Place a Child on the Waiting List

The licensee or designate will receive parental requests to place children on a waiting list via the City of Ottawa Child Care and Waitlist Application Registry www.onehsn.com/ottawa .

Placing a child on the Waiting List

1. The licensee or designate will place a child on the waiting list in chronological order, based on the date and time that the request was received.
2. Once a child has been placed on the waiting list, the licensee or designate will inform parents of their child's position on the list.

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Determining Placement Priority when a Space Becomes Available

1. When space becomes available in the program, priority will be given to children who have a sibling already enrolled at REKSAP Centres For Early Learning, and/or children who are registered at Regina Street Alternative School and Severn Avenue Public School.
2. Once these children have been placed, other children on the waiting list will be prioritized based on program room availability, age of the child (Ministry of Education ratios), REKSAP's ability to support specific needs and the chronology in which the child was placed on the waiting list.
3. Subsidized families are admitted based on their "accepted" status and priority ranking as determined by the City of Ottawa. Full fee families are selected according to the date of online application.

Offering an Available Space

1. Parents of children on the waiting list will be notified via phone call and email that a space has become available in their requested program.
2. Parents will be provided a timeframe of two (2) business days in which a response is required before the next child on the waiting list will be offered the space.
3. Where a parent has not responded within the given timeframe, the licensee or designate will contact the parent of the next child on the waiting list to offer them the space.

Responding to Parents who inquire about their Child's Placement on the Waiting List

1. The Program Supervisor will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
2. The Program Supervisor will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Maintaining Privacy and Confidentiality

1. The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.
2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

Our Centres will review applications in order of the Ottawa Child Care Registry and Waitlist date and these applications will be processed internally, giving priority to those children who are registered at Regina Alternative School or Severn Avenue Public School and/or have a sibling already in our centre.

Applicants will be contacted by telephone/e-mail when a space is available. Should an applicant turn the space down, they may choose to remain on the Ottawa Child Care Registry and Waitlist.

The Executive Director/Program Supervisor will meet with parents to discuss the program, contents of the Parent Handbook and review all required registration forms. The child and families' needs are discussed as well as the program's ability to meet their needs.

1. Parent fills out all required forms on Digibot once registration is confirmed. We work together with parents to ensure the needs of their child(ren) are met effectively and that they benefit fully from positive learning and social experiences within the centres. Full co-operation, and open and honest

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communication is expected. The following forms and accompanying policies are explained.

2. All forms are reviewed by the Executive Director/Program Supervisor upon completion. Withheld information is cause for discharge.
3. Toddler and Preschool children. The child's first two days in the centres will be from 9:00am to 11:00am allowing for a gentle introduction to a new environment. Parents are encouraged to spend some time with the children in the program. Close communication should be developed between the parents, the Educators, Program Supervisors, and the Executive Director.

Capacity

REKSAP – Regina: 15 Toddlers, 32 Preschool, 52 Kindergarten and 60 School Age

REKSAP – Severn: 16 Preschool, 52 Kindergarten and 60 School Age

REKSAP – Jockvale: 15 Toddlers and 24 Preschool

9. DISCHARGE

The following is a list of conditions that may necessitate the premature discharge of a child from the childcare program:

- a. A parent's failure to fulfill their financial obligations for a period exceeding two weeks.
- b. Intentional disregard by a parent to comply with the policies and procedures outlined by the childcare program.
- c. Behaviour exhibited by a parent that is abusive or harmful (physically or emotionally) to the children, staff members, other parents, or the childcare environment.
- d. Lack of co-operation and open communication with the staff (and the Board of Directors) of the Centre.
- e. Withholding information about the child(ren)'s needs, health, or physical wellness at admission and/or while enrolled at the Centre.
- f. Physical or emotional treatment of a staff member by a parent, or a child, which results in the staff member feeling intimidated, harassed, threatened, or abused.
- g. Inability of the Centre to meet a child's needs. (i.e., may need Program Assistant – CISS)
- h. Children will be discharged when they graduate from grade 6. (June)

10. WITHDRAWALS

REKSAP Centres For Early Learning requires two weeks written notice of withdrawal.

Payment of two weeks fee is required in lieu of written notice.

For Option 2 registrations:

- Option 2 registration follows the school year (September to June).
- Before and after school care is available on instructional days only.
- All Option 2 registrations end on the last day of school, each year.
- Should you wish for your child(ren) to attend REKSAP at a future date, please log in to your City of Ottawa Child Care Registry and Waitlist account and create an application for each child.
- Families will be contacted based on spaces available and in the order of application date to the waitlist.
- Parents must re-apply for Option 2 each school year as spaces are subject to availability and not guaranteed.

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Website:

<https://onehsn.com/Ottawa>

Help Line:

1-888-722-1540

11. FEES and CWELCCS (Canada-Wide Early Learning Child Care System)

1. Childcare fees are due on the first of the month.
 2. Pre-Authorized Debit form will need to be filled out on Digibot. E-transfer are accepted for outstanding Parent fees.
 3. If payment is not received by the 15th of the month, it is overdue, this will result in 2 weeks written notice of withdrawal of your child(ren) from the program.
 4. Fees www.reksap.ca
- **There will be a \$50.00 administration fee for N.S.F. pre-authorized debits/cheques (non-base fees).
5. Canada-Wide Early Learning and Child Care System

REKSAP Centres For Early Learning are enrolled in the Canada Wide Early Learning and Child Care System (CWELCCS); we will be following the City of Ottawa and Ministry of Education's guidelines.

Eligibility for Reduced Fees

Eligible children are entitled to a childcare fee reduction retroactive to April 1, 2022, up to a minimum of \$12.00 per day. Children aged 0-5 are eligible. In addition, children are also eligible if they are six (6) years old, up until a cut-off date determined as follows:

- If the child's sixth (6th) birthday falls between January and June, the child remains eligible until June 30th of that calendar year.
- If the child's sixth (6th) year birthday falls between July and December, the child remains eligible until the end of the month of their sixth (6th) birthday.

Canada-Wide Early Learning and Child Care System (CWELCCS) reduction applied to: Toddler, Preschool and Kindergarten rates.

Base fees April 1, 2022, are as follows:

Toddler - \$60.33/day

Preschool - \$45.45/day

Kindergarten - \$26.01/day

The first rate reduction of 25% retroactive to April 1, 2022, will be based on these base fees and further reductions will also be calculated using these base fees. Any reduction in rates will be updated on Digibot in your 'Billing' section and on our website.

Our current rates, with the fee reductions applied, as of January 1, 2025, are as follows:

Toddler - \$22.00/day

Preschool - \$21.66/day

Kindergarten - \$12.29/day

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Jockvale Fees

Toddler - \$22.00/day

Preschool - \$22.00/day

Refunds or fee credits will be provided for:

- Family leave before month-end
- Overpayment
- Child changes age group
- Renovation closure

12. CHILDREN'S HEALTH

If your child contracts any communicable diseases, we ask that you notify the centre. Children who are ill, and could pass the illness onto the other children, are required to be removed from the centre until they are no longer contagious. Parents must notify the Executive Director/Program Supervisor/Educators immediately if their child has been hospitalized for at least 24 hours while enrolled in our centre. When your child returns to the centre, they must be able to participate in all areas of the program including outdoor activities and be symptom-free without the use of medication.

On arrival at the centre, or during the day, the Executive Director/Program Supervisor/Educators may judge that a child is "not well enough" to attend the centre:

- appearance of a fever
- vomiting or diarrhea
- congested cough or cold
- complaints of a bad headache or sore throat
- a suspicious rash or weeping sore
- red or runny eyes/ears

In such cases, the child will either not be accepted into the centre, or the parent(s) will be notified that the child must be picked up as soon as possible.

Return after illness:

- No fever for 24 hours without medication.
- No vomiting or diarrhea for 48 hours.

Ottawa Public Health

Guidelines for Schools and Child Care Centres on Communicable Diseases and Other Childhood Health Issues

Allergies

*If your child has allergies of any kind, please advise the Executive Director/Program Supervisor/Educators. All allergies must be documented on the appropriate registration and medical forms.

Lice/Nits Policy



If a child has lice (live bugs) they must be picked up immediately to be treated and to prevent further spreading.

1. Notice to Parents about Head Lice/Notice of Withdrawal will be completed and given to the parent.

2. The child must be treated immediately for nits/lice and the process must be repeated within 7-10 days.

Notice of Head Lice Treatment must be completed, signed, and returned after each treatment upon the child's return to the program.

13. MEDICATION

PRESCRIPTION MEDICATION POLICY

- Parents will fill out a permission form for administering prescription medication for their child. Form located on Digibot.
- All prescription medication will be in the correct labelled container, or it cannot be accepted.
- All prescription medication will be stored in locked prescription medication boxes (one in fridge, one in communication room/cupboard)
- Please notify staff by writing in the staff communications book that a child will be requiring prescription medication (including times of day).
- Designated staff in each room will administer prescription medication to child. Each time medication is administered the designated staff will document the date and time and sign off on the medication form on Digibot.
- Designated staff will be responsible to transport prescription medication with them when on field trips.
- When the child has finished the prescription medication, the bottle will be returned to the parent.

We are required by law to obtain written permission to administer prescription medication. If your child requires medication, forms must be completed with parent's signature on Digibot.

All medication must be in an original container as supplied by a pharmacist. The container must be clearly labelled with the child's name, prescription number (Rx #), name of the medication, the dosage of the medication, date of purchase, an expiration date of medication and clear instruction for the administration and storage of the medication. All medication must include the possible side effects and treatment.

We store all medication in a locked, metal container in the fridge or cupboard, except for EpiPens, emergency inhalers and emergency medications required for conditions such as diabetes and epilepsy.

EpiPens should always be carried by the child (EpiPen belt). Upon pickup, they should be stored in the emergency medication bag or taken home. During program hours, EpiPens are kept in an accessible area. When children are not present, EpiPens are stored securely in a locked cupboard.

Emergency inhalers are kept in an unlocked area during program hours and stored in a locked cupboard when children are not present.

Insulin pumps and pouches worn by a child, that do not require Educators to administer the medication, shall be labelled with the child's name. A copy of the medication's original container shall be kept on file so that in the case of an emergency, Educators are aware of the medicinal information.

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Emergency medications that a medical professional has determined must be readily available to treat conditions such as diabetes or epilepsy are kept on the child, or with the designated staff and, where applicable, are stored in a locked cupboard when children are not present.

Note: Administering medication involves risk, including illness, adverse reactions, or other complications. These can occur without fault from either the student at REKSAP, its employees, or the Board of Directors. By consenting to medication administration by REKSAP, you accept the possibility of such reactions. Following instructions from you or the pharmacy carefully may reduce this risk. If you consent, you assume sole responsibility for any physical reaction that might occur.

Accidental administration of medicine

While the requirements in *section 40* are in place to prevent any harm to children, accidents can still happen. If at any time medicine is given to the wrong child or a child has been given the wrong dose of their medicine, this should be reported to the supervisor, who should then notify a parent of the child right away. Licensees should follow any instructions on the label related to accidental administration, including calling 911 or going to the nearest emergency room if required.

If a child has any symptoms of ill health and/or says they are not feeling well after accidental administration of medicine, staff should call emergency services and follow the child care centre's serious occurrence policy. The incident should be recorded as required by the regulation.

14. FIELD TRIPS

Field trips are an important part of the program planning in an early learning program. They are designed to meet the children's developmental needs, and to enhance the projects/activities which the children enjoy in their daily program.

The Child Care and Early Years Act requires programs to inform parents of all field trips in advance, and to allow parent sufficient time to sign a consent form to permit their child(ren) to participate on each individual trip. The Child Care and Early Years Act is also very specific in its requirements of Child/Educator ratios, which thus dictates full participation in those field trips planned for the entire enrolment.

Should circumstances (i.e., health, etc.) prevent a child's participation in a field trip, it is the parent's responsibility to arrange alternate care. For field trips in which the entire group of children is to participate, it is impossible for the program to provide alternate care and still meet the Child Care and Early Years Act regulations. According to City of Ottawa guidelines, parents are charged fees on an enrolment basis, thus fees cannot be reimbursed for such days.

For field trips, transportation (if required) will be by chartered bus. Special permission for children to participate will be required on such occasions. **Children cannot be dropped off, or picked up, during the field trip.**

Mandatory - Police Check for all Volunteers

****Volunteers - Any individual who is engaged in the childcare program and interacts with children in care, but is not paid by the licensee, is considered a volunteer.

The following are examples of volunteers who require a vulnerable sector check:



- Parents assisting on an occasional or recurring basis with childcare programming, such as excursions, field trips, etc. Form online www.reksap.ca

15. CHILD GUIDANCE AND PROHIBITED PRACTICES

Educators' roles are multi-dimensional. The Educators, first and foremost, use a warm, responsive, and inclusive approach, building positive relationships with children, families, colleagues, and communities. Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families, in particular, to understand children as unique individuals. A solid understanding of child development is essential for Educators to apply the pedagogical approaches that are detrimental to quality early learning centres. Critical reflection, when used by Educators, promotes best practices in early learning.

The environment is the context in which learning takes place. From the aesthetics of the space, to the type of furnishings and materials available, to the organization of time, the environment communicates a powerful message and contributes to shaping the actions that can be taken within it. Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways; this includes areas for quiet activities as well as physical activity (i.e., body breaks). Flexible scheduling allows for longer periods of uninterrupted play with fewer transitions resulting in calmer and more engaging experiences.

Children thrive in programs where they can engage in vigorous physical play in natural outdoor spaces and playgrounds that present manageable levels of challenge. It is important for these environments to be safe, however, it is also important for them to provide children with interesting opportunities for a reasonable degree of risk taking. Educators are knowledgeable and allow every child the opportunity to participate, and adaptations to the program or physical accommodations are made to promote the well being and engagement of each child.

Monitoring

1. Compliance and contravention are monitored closely, and staff must sign off twice a year (October/November and April/May) stating that they are adhering to policies and procedures. Summer staff not returning in September must have theirs completed by the end of August.
2. All staff must read, date and sign all policies of the centre as a condition of employment, and annually thereafter.
2. Regular classroom, playground and field trip observations of staff, students and volunteers interacting with the children will be conducted by the Executive Director/Program Supervisor of the centre. Observations are done on a daily/casual basis, with their awareness of the process. Meetings with individual staff are held to assist and support staff in developing critical reflection skills. The Executive Director/Program Supervisor will provide support to guide staff where necessary.
3. Staff evaluations take place within the first three to six months for every new employee and are conducted annually thereafter. All reviews are documented.
4. Collaborative inquiry practices are discussed at regularly scheduled staff and team meetings, and strategies developed together. This is a means to question theory and practice, discuss ideas, test theories, and share ideas. A written record is kept of all meetings.



5. All records related to the signing and reviews of policies will be retained at the centre for a minimum of three years.
6. A written record of all monthly staff meetings is kept on file and signed by all staff.

Prohibited Practices

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

- (a) corporal punishment of the child;
- (b) physical restraint of the child, such as confining the child to a highchair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the childcare centre or home childcare premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management 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 his or her self-respect, dignity or self-worth;
- (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) inflicting any bodily harm on children including making children eat or drink against their will. O. Reg. 126/16, s. 34.
- (g) sexual abuse, sexual misconduct or engaging in a prescribed sexual act, as those terms are defined in the Early Childhood Educators Act, 2007

"Prescribed sexual act" means an act of a sexual nature that is prohibited under the *Criminal Code* (Canada) and is prescribed by a regulation made under clause 45 (1) (c.2) of this Act; ("acte sexuel prescrit")

"professional misconduct" means,

- (a) sexual abuse of a child,
- (b) sexual misconduct,
- (c) engaging in prohibited acts involving child pornography,
- (c.1) engaging in a prescribed sexual act,
- (d) conduct that contravenes this Act, the regulations or the by-laws,
- (e) conduct that contravenes an order of the Discipline Committee, the Complaints Committee, the Council or the Registrar, or



(f) any other act or conduct prescribed by the regulations; (“faute professionnelle”)

“prohibited act involving child pornography” means any act prohibited under section 163.1 of the *Criminal Code* (Canada); (“acte interdit impliquant de la pornographie juvénile”)

“regulations” means the regulations made under this Act. (“règlements”)

“sexual abuse” of a child by a member means,

- (a) sexual intercourse or other forms of physical sexual relations between the member and the child,
- (b) touching, of a sexual nature, of the child by the member, or
- (c) behaviour or remarks of a sexual nature by the member towards the child; (“mauvais traitements d’ordre sexuel”)

“sexual misconduct” means inappropriate behaviour or remarks of a sexual nature by the member that is not sexual abuse of a child, where,

- (a) one or more children are exposed to the behaviour or remarks, or the member knows or ought to know that one or more children are likely to be exposed to the behaviour or remarks, and
- (b) a reasonable person would expect the behaviour or remarks to have the effect of,
 - (i) causing distress to a child exposed to the behaviour or remarks,
 - (ii) being detrimental to the physical or mental well-being of a child, or
 - (iii) creating a negative environment for a child exposed to the behaviour or remarks. (“inconduite sexuelle”) 2007, c. 7, Sched. 8, s. 1; 2014, c. 11, Sched. 3, ss. 1 (1, 2); 2018, c. 8, Sched. 8, s. 1; 2019, c. 3, Sched. 1, s. 1 (1, 2).

Safeguarding Children

To strengthen protection of children in all child care settings (licensed and unlicensed), additional Criminal Code (Canada) offences are being prescribed in regulation for the purposes of section 9 of the CCEYA.

Anyone working in or providing licensed child care who has been convicted of below-noted offences must notify their licensee immediately and cannot continue working in or providing child care.

- Section 152 invitation to sexual touching
- Section 153 sexual exploitation
- Section 153.1 sexual exploitation of person with a disability
- Section 160(1)(2)(3) bestiality
- Section 162 voyeurism
- Section 162.1 publication of intimate image
- Section 172.2 agreement or arrangement sexual offence against a child
- Section 271 sexual assault
- Section 272 sexual assault with weapon, threats to a third party or bodily harm
- Section 273 aggravated sexual assault
- Section 281 abduction of person under 14



without consent

- Section 170 parent or guardian procuring sexual activity
- Section 171.1 making sexually explicit materials available to a child
- Section 172.1 luring a child
- Section 286.1(1) obtaining sexual services for consideration
- Section 286.1(2) obtaining sexual services for consideration from an individual under the age of 18

Contravention of Practices

All adults, while at the childcare centre, are **required** to comply with the program's policies and the requirements set out in the Child Care and Early Years Act. Failure to comply with the Child Guidance and Prohibitive Practices policy may result in:

For Staff, Students and Volunteers:

A verbal warning, a written warning, termination of placement for students and volunteers, termination of employment for staff.

For others, including parents:

Verbal warning, other action deemed necessary by the childcare centre Board including, but not limited to the person not being allowed on the premises.

The following information may be considered by the Executive Director and Board of the childcare centre in determining which action is necessary.

- 1) The seriousness of the offense.
- 2) The risk, or harm, to the child.
- 3) The frequency of the occurrence.
- 4) Previous disciplinary action taken.

Where action is necessary, it will be taken immediately by the Executive Director of the centre in the case of staff, students and volunteers, parents and others, and by the Board in the case of the Director.

16. NUTRITION

Lunch

Lunch is provided for all toddler and preschool children. The menu is posted for three weeks in advance on the Parents' Bulletin Board, on the REKSAP website, and on Digibot. The Ministry of Education, the agency responsible for licensing programs, and Ottawa Public Health, oversee the menus. *Under special circumstances*, where a child in the toddler or preschool program has needs requiring food to be brought from home, consultation must take place prior to approval being granted from the Executive Director. A specialized plan for the child outlining their needs will be written, signed and kept on file. Reviews of the plan will be based on the timeline set by the Executive Director. Any changes made to the plan will be done in writing and in consultation with the family, RECEs, and the Executive Director, and be reflective of medical advice (where applicable). All staff must read and sign off on the plan in accordance with REKSAP policies. Any foods brought into the Centre must comply with all current food allergy restrictions and REKSAP's nutrition policy.

Kindergarten and School Children Requirements for Bagged Lunches (food from home)

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To reduce the risk of exposure to anaphylactic causative agents, REKSAP Centres for Early Learning is a peanut/nut free environment. Signs are posted to inform parents the school building is a peanut/nut free environment. Staff may check children's lunches to ensure no peanuts/nuts are contained but it is the responsibility of the parent. Should an item be found that contains nuts/restricted allergens, the item(s) will be bagged and sent home with a note to the parents. A replacement item will be provided from the Centre's kitchen.

-To avoid other allergens, children are not permitted to share their food with other children in attendance. Parents must consult with the staff before supplying food to the Centre (i.e., birthdays).

-It is the responsibility of the parent to check the Centre's snack menu which is posted on the Parent Information Board, REKSAP website, and Digibot.

Bagged lunch Requirements:

- Be nut-free, observant, and compliant, of any additional restrictions of the program.
- Child's name **must** be clearly written on each container/sandwich bag.
- Ice packs and a thermos must be used to ensure food safety.
- Should a child's lunch be forgotten/not meet nutritional requirements, a lunch/supplement will be provided from the Centre's kitchen and parents will be informed.
- Parents of children with food allergies/restrictions may be required, by the Centre, to supply alternatives dependent upon the nature of the allergy. All food items supplied by the parent must be labelled and kept in a sealed container labelled specifically for their child. A copy of the Centre's menu with restricted foods highlighted will be kept on file and made available to staff to reference. This will be discussed with parents at time of enrolment, or upon suspect or diagnosis of an allergy or sensitivity.
- The Centre will provide a tray for the child to use at **all** snack and mealtimes. The tray will be clearly marked with the child's name and allergy/restrictions written on the tray or on a label. Thorough cleaning and disinfecting of the child's eating area will be implemented at all snack and mealtimes. Further safety measures will be determined on a case-by-case basis (i.e. for severe allergies, an additional personalized tray wrapped to be removed by child at snack/meal times.)

Nutrition Policy

We have a legislated obligation to develop a policy on children's nutrition that is consistent with the Ministry's guidelines. Bag lunches from home should include a variety of foods from the following chart:

Food Groups	Amount Offered (attendance 6 hours per day)
milk and milk products	250 – 375 mls
meat and alternatives	60 – 90 mls
bread and cereals	450 mls or 2 ½ slices
fruit and vegetables	300 mls or 2 ½ whole fruit

The Centre will routinely provide nutritious morning and afternoon snacks, as well as a noon-time drink and supplements, as necessary. The menu will consist of dairy products such as milk, cheese, yogurt, whole grain breads, cereals and crackers, a variety of fresh fruit and vegetables. On occasion, our menu will include meat and alternatives such as hummus.

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The combination of snacks and noon-time meals should be equivalent to the guidelines set out in the chart above. Staff is expected to be vigilant regarding the content of bag lunches and advise parents when there are concerns regarding the nutritional adequacy of the lunches. Children will be limited to one “treat” choice from their bag lunch per sitting.

****DO NOT SEND OR STORE MEDICATION IN YOUR CHILD’S LUNCH BOX****

Snack

Nutritious snacks are served daily, one in the morning and one in the afternoon. The snack menu is posted for three weeks in advance on the Parents' Bulletin Board, on the REKSAP website and Digibot. The Ministry of Education, the agency responsible for licensing programs, and Ottawa Public Health, oversee the menus. Should circumstances (i.e., allergy) prevent a child from having a particular snack, the program will provide a substitute, to the best of our abilities. Any additional substitutions will be the responsibility of the parent and must comply with all allergy restrictions in place at the Centre.

Parents must consult with the Executive Director/Program Supervisor before supplying food to the Centre (i.e. birthdays).

Food Guide

<https://www.canada.ca/en/health-canada/services/canada-food-guides.html>

Healthy Lunch ideas

<https://www.canada.ca/en/health-canada/services/tips-healthy-eating-tips-families/healthy-school-lunches.html>

<https://www.foodnetwork.ca/back-to-school/photos/easy-school-lunches-to-pack-for-kids/>

<https://canadianfamily.ca/food/101-easy-kid-pleasing-school-lunches/>

Allergies

*If your child has allergies of any kind, please advise the Executive Director/Program Supervisor/Educators. All allergies must be documented on the appropriate registration and medical forms.

Sanitary Practices: Allergy Alert clean-up

- Tables **over and under**, chairs, and floor must be sterilized.
- Children with food allergies will have a tray labelled with their name and allergies, in permanent marker or with a label. Child will use tray at all snack/mealtimes. Further safety measures will be determined on a case-by-case basis [i.e. for severe allergies, an additional personalized tray wrapped to be removed by an Educator (TOD/PRE), or the child (KGT/SA) at snack/meal times.]
- **All lunches must be thoroughly checked for allergens.**
- Staff will ensure snacks are served using separate utensils for each item to avoid cross-contamination of allergens (eg. One set of tongs for fruit and another set of tongs for crackers)
- **All lunch/snack tables must be sterilized in the same fashion.**
- **After snack/lunch, each child/staff must wash their hands.**

17. PERSONAL ITEMS

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We ask parents to encourage their children to keep their toys at home. The exception is for Show and Tell. Please note that REKSAP will not be held responsible for personal items.

Children should wear clothing that is comfortable. There are outdoor periods each day (weather permitting) and we ask that the children be dressed accordingly.

It is advisable for parents to label their child(ren)'s belongings. For your child's protection, please place labels on the inside of their shoes, clothing, lunch boxes and knapsacks.

18. FIRE REGULATIONS

The centre adheres to the fire regulations as set out by the Ontario Fire Marshall, and the Ottawa Fire Department.

Fire Procedure:

1. A fire drill must be conducted monthly.
2. First Educator takes attendance list and emergency file and goes to appropriate exit.
3. Second Educator, checks bathrooms, turns lights off, closes door and goes outside.
4. "Rendezvous Points"
 - a) Front sidewalk
 - b) Playground
5. In case we are unable to go back into the building:

Regina - The Voyageur Apartments (across the street from school)

Severn – School Days * Woodroffe Highschool – Non-Instruction School Days * Metro @ Lincoln Fields

Jockvale – Ruth E. Dickinson Ottawa Public Library (located in Walter Baker Sports Centre)

**further information posted in each room.

19. ADHERENCE TO POLICY

If there is consistent disregard to policy by the parent(s) of child(ren) enrolled in the program, the Board of Directors can require that the child(ren) be withdrawn from the program.

Where parent(s) feel that policies are not being followed, the Executive Director is to be notified first. The first notification may be verbal. If action does not seem to have been taken, the second notification to the Executive Director shall be in writing. If, after this second notification has been issued, the problem still exists, the parent(s) involved may approach the Board, first verbally, providing the Board with proof of the second notification to the Executive Director, and if still dissatisfied, a letter shall be written to the Board asking for a solution to the matter. The Board will then review the matter and, as necessary, arrange for statements from the parties involved, and also seek external professional advice. A decision will be made, and all parties concerned will be notified, in writing, of the decision.

20. SUPERVISION OF VOLUNTEERS & STUDENTS POLICY

INTENT

- : To help support the safety and well-being of children in licensed Childcare Centres.
- : To provide direction to Childcare Centres regarding the supervision of volunteers and placement students.
- : To require Childcare Centres to develop and implement a policy for the supervision of volunteers and



placement students in their Centres.

REQUIREMENTS

- : Child guidance policies and procedures to be reviewed with volunteers and students before they begin providing care, and annually thereafter.
- : A written procedure for monitoring child guidance practices is in place.
- : Individual plans for children with anaphylaxis and the emergency procedures are reviewed prior to commencement of care, and annually thereafter.
- : Criminal reference checks are required for all *volunteers*.

POLICY STATEMENTS

- : No child will be supervised by a person under 18 years of age.
- : Only employees will have direct unsupervised access to children.
- : Volunteers and students will not be counted in the staffing ratios.
- : All volunteers and students will be required to read program policies and procedures and to sign an acknowledgement form. Parent volunteers will read and sign Parent Volunteer Form.
- : The expectations of volunteers and students are provided in detail in the personnel manual.
- : The roles and responsibilities of the supervising staff are provided in detail in the personnel manual.
- : The operator is required to review the policy annually.
- : The operator shall ensure that the policy is reviewed with employees before they begin their employment and at least annually thereafter, and with volunteers or students who will be providing care or guidance at the centre before they begin providing that care or guidance and at least annually thereafter.

The operator is responsible for the implementation, review and evaluation of this policy.

21. Serious Occurrence Procedures

Serious Occurrence Procedures (M.Ed.) will be followed, as necessary. The Serious Occurrence Notification Form is posted on parent board for a minimum of 10 business days. If the form is updated with additional information such as additional actions taken by the operator, the form remains posted for 10 days from the date of the update.

22. Parent Issues and Concerns Policy and Procedures

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Parents/guardians are encouraged to take an active role in our childcare centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, Educators, and staff, and foster the engagement of, and ongoing communication with, parents/guardians about the program and their children. Our Educators are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by REKSAP Centres For Early Learning and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Where parents feel that policies are not being followed, the Executive Director is to be notified first either verbally or in writing as soon as parents/guardians become aware of the situation. The Executive Director will respond to the notification within 3 business days. If the Executive Director is unavailable to respond within the 3 business days, the Program Supervisor will respond in lieu.

If the outcome of the response is unsatisfactory, the parent must then formally state their grievance in writing to the Executive Director. The Executive Director will then respond in writing within 3 business days.

Members of the REKSAP Board of Directors are unable to discuss issues and concerns from parents outside of a formal board meeting as per the signed Conflict of Interest Guidelines for membership of the REKSAP Board of Directors.

If the outcome of the response is still unsatisfactory, the parent involved may ask for the RESKAP Board of Directors to get involved. A letter of explanation from the parent must be sent to the RESKAP Board of Directors at least one week in advance of the meeting. The Board will then review the matter and as necessary, arrange for statements from the parties involved, and will respond in writing within 2 weeks.

If the grievance is not resolved in the two weeks following the Board meeting, the parent has the right to request a special meeting of the Board. The Board will schedule a special meeting within a month of receiving the request and all parties may also seek external professional advice.

At this meeting, a decision will be made, and all parties concerned will be notified, in writing, of the decision.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

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

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Conduct

Our centre maintains high standards for positive interaction, communication, and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, or staff feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a Child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

23. EMERGENCY MANAGEMENT POLICY and PROCEDURES - Posted in every classroom

***Instructional School Days: REKSAP Centres For Early Learning follow the emergency management policies and procedures in accordance with the Ottawa Carleton District School Board.

***Non-Instructional School Days: REKSAP Centres For Early Learning follow our own Emergency Management Policy and Procedures

If it is deemed 'unsafe to return' to the childcare Centre, the **evacuation site** to proceed to is located at:

REKSAP – Regina: Voyager Apartment 320 Croyden Ave 613-726-0094 (across from school)

REKSAP – Severn: School Days – Woodroffe Highschool – Non - School Days – Metro Lincoln Fields

REKSAP – Jockvale: Ruth E. Dickinson Ottawa Public Library 100 Malvern Drive 613-580-2940 (located inside Walter Baker Sports Centre)

Parents/Guardians:

1. Will be notified by phone.
2. Further information will be given in person when child(ren) is picked up.
3. Notice may be posted on doors, on the answering machine, and/or posted on website.

24. MESSAGE TO PARENTS

We do not require but do welcome parent participation in our daily program. REKSAP Centres For Early Learning has an open door policy and welcomes parents to come during centre hours. Parents may further participate in the program by accompanying the children on field trips, and by becoming members of the Board

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of Directors, which holds monthly meetings.

Please note: For health and safety of children, families, and staff, parent participation will be suspended during instances of illness outbreak and/or OPH restrictions.

Finally:

We want you to know, to understand, to discuss with us, our program.

We want you to look often into our busy, happy, creative centre and see your child at play/learning.

We want you to realize the validity of that play and the importance of what your child(ren) are learning.

Parents and Educators together can help your child develop their full potential.

25. PROGRAM STATEMENT

REKSAP Centre for Early Learning's programs are licensed under the Child Care and Early Years Act (CCEYA) of the Ontario Ministry of Education (MOE).

REKSAP's Registered Early Childhood Educators (RECEs) play multidimensional roles within the programs, guided by the 'Code of Ethics and Standards of Practice' set out by the College of Early childhood Educators (CECE). REKSAP Centres for Early Learning adheres to the Child Care and Early Years Act (CCEYA) in regard to prohibited practices such as corporal punishment, deliberate harsh or degrading measures, deprivation of a child's basic needs, confinement, and the use of lockable rooms.

In accordance with the CCEYA's Ontario Regulation 137/15, subsection 46(3) (a-k), REKSAP Centres For Early Learning programs strive to:

1. Provide quality early learning and care for families and a sense of community through positive, responsive and caring relationships among the children, parents and staff.
2. Meet the individual needs of the whole child while supporting development in a way that promotes self-regulation, health, safety, nutrition and well-being.
3. Foster child-led activities which allow for exploration, play and inquiry in Educator implemented experiences.
4. Incorporate a variety of learning opportunities, including active play, rest and quiet time for both the indoor and outdoor environments, taking into consideration the individual needs of the children in the program.
5. Use reflective practices to evaluate the programs' impact on the children and their families, and address where improvements can be made.
6. Support Educators to further their knowledge through professional development opportunities.

Working collaboratively Educators (RECEs and Educational Assistants), embed the principles of Early Learning for Every Child Today (ELECT) and How Does Learning Happen (HDLH) into all aspects of the programs. These documents provide pedagogical approaches that support children's learning, development, health and well-being. Pedagogy refers to the process of understanding and supporting learning (how learning happens). Through pedagogical understanding of relationships between children, families, environments and Educators; REKSAP Centres for Early Learning optimizes learning and healthy development; thus, supporting belongingness, engagement, expression and well-being.

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REKSAP Centres For Early Learning believes that children are competent, capable, curious and rich in potential. To support each child in their development REKSAP is committed to incorporating the following into all programs:

- Positive and responsive interactions between the children, families and Educators, with a focus on building relationships through ongoing conversations and communication.
- Working together with families, to best support their children in their growth and development through connection and understanding. REKSAP welcomes families to join their children in the classroom to participate in their learning.
- Embracing the cultural and social diversity of REKSAP families and staff, as well as promoting acceptance of all perspectives in a respectful manner.
- Modelling language and labelling emotions, providing the children with examples of societal expectations and peer interactions.
- Providing a wide variety of open-ended activities and strategies in order to ensure a quality learning environment with respect to the abilities, talents, interests and differences of each individual child.
- Use of knowledge of children's development and frequent meetings to discuss strategies, environment and resources to enhance learning through play.
- Supporting children's attempts to take reasonable risks, test limits and gain a sense of their own abilities through play and social interactions.
- Adaptation of activities to allow every child to participate regardless of their skill and/or development level.
- Using observation and pedagogical documentation in addition to the children's input to create an environment that is mindfully set up to allow for exploration and engagement.
- Presenting opportunities for children to grow their abilities through activities that allow them to take initiative and face challenges within set boundaries. When this is done with enthusiasm and persistence, they are able to cope and adapt to change, allowing them to develop skill sets that are related to their own capabilities and success.
- Providing children with proper nutrition to improve concentration, promote growth, build strength, provide energy and establish healthy eating habits. Following Ottawa Public Health guidelines, children are provided with positive eating environments where they are offered a wide variety of food.
- Enjoyment of free play, music, story, snack, creative and group games for children of all ages, both in the classroom and outdoors, where Educators participate as co-learners inviting the children to investigate, imagine, problem-solve and create.
- Exposing children to rich experiences through community partners. From parent volunteers to local performers REKSAP endeavors to show children that they have a place in their community. Each REKSAP location is fortunate to be able to help children develop a sense of belonging by exploring the community through walks to places such as local parks, libraries, grocery stores, mailboxes and fire halls.
- Documentation of learning, shared with parents via Digibot and within each classroom, with explanations of the skills and development that is happening.
- Reflective practices for Educators ensure that they are continually learning and growing. REKSAP supports staff in this by providing information about upcoming professional development opportunities. Staff are then invited to share their new knowledge with others at monthly staff meetings, where time is reserved for professional learning.
- Together with teaching teams and whole staff meetings, Educators are encouraged to review how strategies are impacting the programs and the centres. This allows for changes and improvements to

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be made in order to provide care that is reflective of not just licensing requirements, but also best practices. Staff input is valued as REKSAP Centres For Early Learning builds program goals and expectations as a team. This provides the children, families and Educators the best chance at success.

All Educators, Educational Assistants, supply staff and students are required to read and sign the Program Statement prior to employment and/or prior to being in the program with the children. This will happen not only on an annual basis, but as the Program Statement changes. Reading and signing the Program Statement gives staff an understanding of practices at REKSAP Centres for Early Learning.

All expectations set out in the Program Statement are followed through by every staff member. These are implemented in each classroom setting. Through observation and documentation, supervisory positions ensure staff are implementing the expectations set out in the Program Statement. Ensuring all staff are supported by having discussions at staff meetings, as well as keeping documentation will maintain the high standards REKSAP Centres for Early Learning has for its staff.

Educators are required to keep documentation on programming and the children within their programs in support of showing that they have an understanding of the Program Statement.

Program Supervisors will review the sign off sheets annually and support the staff should they have any questions or concerns regarding the Program Statement (including Educators, Educational Assistants, supply staff and students).

Educators will review the document How Does Learning Happen and ELECT on a regular basis, reflecting on their roles as Educators within the program and reviewing their documentation on children.

Throughout its 40+ years in the community, REKSAP Centres for Early Learning has dedicated staff who are passionate about early learning and have professional pride. REKSAP Centres for Early Learning are a prime example of quality early learning and care and creates a vibrant learning environment. Positive growth and development of both the children and Educators are reflected through the solid reputation within the child care community in Ottawa.

All Educators, Educational Assistants, supply staff, volunteers and students are required to read and sign the Program Statement prior to employment and/or prior to being in the program with the children. This will happen not only on an annual basis, but as the Program Statement changes. Reading and signing the Program Statement gives staff an understanding of practices at REKSAP Centres For Early Learning.

All expectations set out in the Program Statement are followed through by every staff member. These are implemented in each classroom setting. Through observation and documentation, supervisory positions ensure staff are implementing the expectations set out in the Program Statement. Ensuring all staff are supported by having discussions at staff meetings and team meetings, as well as keeping documentation will maintain the high standards REKSAP Centres For Early Learning has for its staff.

Educators are required to keep documentation on programming and the children within their programs in support of showing that they understand the Program Statement.

REKSAP Centres for Early Learning



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Executive Directors and Program Supervisors will review the sign off sheets annually and support the staff should they have any questions or concerns regarding the Program Statement (including Educators, Educational Assistants, supply staff and students). Educators will review the document How Does Learning Happen and ELECT on a regular basis, reflecting on their roles as Educators within the program and reviewing their documentation on children. Throughout its 30+ years in the community, REKSAP Centres For Early Learning has dedicated Educators who are passionate about early learning and have professional pride. REKSAP Centres For Early Learning are a prime example of quality early learning and care and create a vibrant learning environment. Positive growth and development of both the children, and Educators, are reflected through the solid reputation within the childcare community in Ottawa.