

AAMJIWNAANG BINOOSIINYAG KINO MAAGEWGAMGOONS
THE CHILDREN'S LITTLE PLACE OF LEARNING

PARENT HANDBOOK

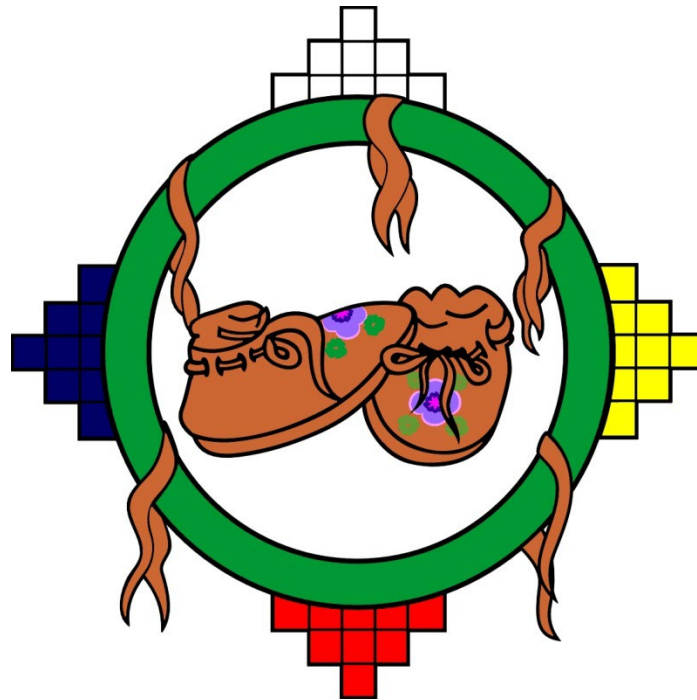


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DEAR PARENTS:

Welcome to Aamjiwnaang Binoojiinyag Kino Maagewgamgoons (Early Learning Centre).

The information contained in this Handbook describes the guidelines we believe are important to the life of your child while attending Aamjiwnaang Binoojiinyag Kino Maagewgamgoons.

Our philosophy is to provide a quality early years program for children in a learning and loving environment.

Aamjiwnaang Binoojiinyag Kino Maagewgamgoons helps children develop a sense of security, belonging, and support.

.....From the Staff

Part 1: ORGANIZATION AND PROGRAM STATEMENT

The ABKM clearly defines in writing, the mission and vision for the Program. These statements are developed to reflect the Program and community values and beliefs, as well as the needs of the community. The community and its leadership are actively involved in the development and regular review of the Program mission and vision.

MISSION STATEMENT

The ABKM is committed to providing high-quality early years programming for children ages 3 months to 5 years. Our focus is to provide a caring educational experience for the children, parents, families, and community of Aamjiwnaang. We are committed to the overall development of each child in our play-based program that is implemented in a comfortable, functional, emotionally warm, supportive, and safe environment. We value cultural identity and strive to ensure the unique qualities of individual children and their families are respected regardless of their cultural background, gender, belief, and attitudes.

VISION STATEMENT

ABKM provides a high quality, flexible, early years program for children where they are supported in a culturally diverse, kind, and caring environment.

VALUES AND BELIEFS

The ABKM provides services that are based on the values and beliefs of the community. The cultural norms, individual rights and respect for human dignity guide the Program in the development and implementation of services.

Our Commitment and Philosophy

Using the High Scope philosophy and teachings of the 7 Grandfathers, we encourage a holistic and cultural diverse quality care program by experienced Registered Early Childhood Educators and Aids. Programming is geared to each age group, small groups, and outdoor play, with a variety of resources for the children to explore, special activities, field trips, and formal child assessments.

ABKM Early Years Centre Program Statement

The Aamjiwnaang Binoojiinyag Kino Maagewgamgoons (ABKM) provides a warm and stimulating environment for children of all backgrounds and diversities to thrive and grow through positive, interactive experiences. We value the uniqueness of our center in preserving our Anishinaabek culture and language.

We use a play based, emergent approach that encourages active learning for all involved. This is based on the belief that children are “competent, capable of complex thinking, curious, and rich in potential” (HDLH,2014) and the understanding that children learn best by pursuing their own personal interests and goals. We see families as a vital part of their child’s journey in our center. We value RECEs as knowledgeable, reflective, and resourceful and view the environment as a third teacher in the room. We

promote and embrace a holistic development inclusive of these four foundational conditions for learning: social, emotional, cognitive, and physical.

The research and legislation of the following major early learning documents influence our program and pedagogy:

- How Does Learning Happen? Ontario's Pedagogy for the Early Years, 2014
- Early Learning for Every Child Today, Continuum of Development
- Ontario Early Learning Framework Think, Feel, Act: Lessons from Research About Young Children, Child Care and Early Years Act
- Our program staff are trained professionals with completed studies in the field of Early Childhood Education and are registered with the professional College of Early Childhood Educators. This includes mandatory participation in the College of ECE's Continued Professional Learning program (CPL). ABKM also employs a full-time Language and Cultural teacher.

GOALS

Our program aims to support and promote the health, safety and nutrition of children; to build and promote positive and responsive interactions among the children, parents, ABKM Early Years Centre providers and staff; to encourage the children to interact and communicate in a positive way to support their ability to self-regulate; to foster the children's exploration, play and inquiry; to provide child-initiated and adult supported experiences in which each child's learning and development will be supported; to incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, considering their individual needs; to foster the engagement of and ongoing communication with parents about the program and their children; to involve community partners and allow those partners to support the children, their families and staff; to support staff or others who interact with the children in the center in relation to continuous professional learning; to document and review the impact of the plan and strategies set out in the HDLH document.

IMPLEMENTATION PLAN

The Implementation Plan is rooted in the Provincial Policy How Does Learning Happen? with a strong focus on Indigenous knowledge, learning and practices. The HDLH? four foundations are listed with the community's interpretation and direction.

Well-Being

We value every child's journey in developing their own sense of self. We promote the health, safety, nutrition, and overall well-being of each child in our care. Indoor and outdoor play, active play, rest, and quiet time are part of every day and consideration is given to the individual needs of each child.

Nutrition

- Menus are planned per the guideline of the Canada's Food Guide to provide an assortment of healthy food items and to mentor healthy eating habits for children in the future. We also incorporate some indigenous foods into our menu occasionally and during cultural events.
- Menus change by season and operate on a 4-week rotation. They are posted for parents to view

daily. Occasional changes are noted.

- All meals and bottles for infants are recorded each day and communicated to parents. Infant teachers follow parent's requests for bottle feeding and meals.
- We nurture healthy development by providing healthy meals and 2 regular snack times as well as a nutritious snack available at any time during the day.
- Our menu items are limited in sugar and salt content.
- We provide a positive eating environment by allowing children to take advantage of a relaxed open snack where they are free to continue their play.
- A registered dietician is consulted when planning menus to ensure that menus are nutritious and appealing to the children.
- Educators provide a relaxed atmosphere to enjoy meals and engage in conversation.
- We accommodate to all dietary differences such as religious, cultural, allergies, sensitivities, and family preferences.

Health and Safety

- We meet and strive to exceed the guidelines and requirements that have been set out by the Health and Safety Children's Manual regarding hygiene, disinfecting procedures and sanitary practices.
- Allergies are posted as well as the Anaphylaxis policy in each classroom and other important areas (e.g. kitchen, staff room, activity room).
- Written procedures for fire and evacuation emergencies are clearly posted.
- Our staff provides a safe environment for each specific age group by providing age-appropriate toys and equipment and by properly supervising children during indoor and outdoor play.
- First Aid kits are equipped and available in each classroom.

Active Play and Rest

- We create safe and stimulating spaces, for active indoor and outdoor play that can be adapted as needed to support children's abilities or challenges. This allows for children to learn through play and exploration as well as support their growing sense of self.
- Indoor play activities are often extended into the playground to build on the children's interests within a natural environment. This gives the children more freedom and choice regarding their play and lessens transitions.
- We give consideration into the individual needs of each child by incorporating a regular rest and quiet time into the day.
- Each classroom provides a calming space that is based on the children's needs of well-being.
- Self-regulation is an important aspect of every child's development and well-being. We observe behaviour and interactions carefully. We support children in practicing strategies to regulate their emotions and deal with mild stress. We continue to evolve in finding new ways to help children remain or return to a calmer state of being.
- We communicate and collaborate with parents, community services and resource support, when required to assist in fostering social and emotional well-being and resilience for children and families.

- Our staff have attended professional learning opportunities regarding social and emotional health including conferences, workshops, training and formal continued education.
 - Our program schedule is flexible for limited transitions and stress.
- Early identification is key. By way of observation, communication with parents, and regular A.S.Q. screening, RECEs identify strengths and needs. Parents are informed of areas that may require further monitoring or possible referrals.

Belonging

- We recognize that when a child has a sense of belonging, he or she is connected to others and makes their own unique contribution to the world. It is our goal to plan and create positive learning environments and experiences that support every child's individual learning and development.
- Our environment allows for children of all diversities and abilities to participate in program activities, trips and events while respecting their unique qualities.
- The cultural diversity of the community is respected and recognized as well as the uniqueness of every family regardless of cultural background, gender and belief.
- We promote Anishinaabek cultural enrichment through our Culture and Language department, creating opportunities within the classroom and community. We value the children's traditional language and culture. We support culture identity, sense of self and Anishinaabek world view.
- The Ojibway language is used with every age group informally and during group activities such as songs, stories and cultural events.
- We are attuned to children's changing emotions and physical states and respond in a warm and sensitive manner. We recognize the unique spirit of each child and support their individuality.
- We help parents make connections with local community partners i.e. Healthy Babies, Head Start, Health Center and Community center, Resource, elders and other parents.
- Parents and guardians are welcome to visit the daycare, to share their special talents and skills with us or assist on field trips and special events.
- All staff are supported in their continual professional learning through in house workshops, conferences, CPR and First aid training and online modules.



As professionals, we use the process of reflection to evaluate and identify areas for growth and leadership development.

We cultivate and maintain connections and relationships with the children in our program through warm, positive interactions and genuine interest in their play, emotions, interests, and uniqueness.

Every child deserves to have someone's eyes light up when they enter the room"

~ Dr. Jean Clinton, 2012~

- We build relationships with the parents through daily conversation for families to form trust, confidence, and a sense of belonging in our programs.
- We look for root causes of behaviour, support children’s efforts in joining in with their peers, help to relieve stressors and acknowledge positive interactions.
- We believe in and promote practices, policies, and environments that respect and support inclusion for a sense of belonging for all children.
- We include opportunities for children to connect to nature through outdoor exploration and by bringing some wonders of nature into our rooms.
- Activities are flexible and accommodating to the varying skills of each child.
- We are sensitive to the many different family structures that exist and consider these when interacting with children and planning activities.
- By including language and cultural activities in our program, we support and enhance the cultural identity of the children and families of the Aamjiwnaang community.

Engagement

- We believe that children are active and engaged learners. Our goal is to provide opportunities for children in our program to explore the world with body, mind, and senses to enhance their curiosity and inquiring minds.
- We provide experiences that foster the children’s exploration, play and inquiry. This includes long periods of play, invitations for investigation, and interesting open-ended materials such as “loose parts”.
- We consider the environment to be a “third teacher” and therefore we arrange space to ensure quality learning opportunities and participation.
- We respond to child-initiated experiences with a holistic approach, and this includes acknowledging the child’s physical, emotional, psychological and spiritual being. We recognize that one area can affect another.
- We plan, implement and support child-initiated activities based on the theory of emergent learning, always remaining open to the changing interests of the children.
- Rather than a “keeper of knowledge” approach, we are “co- learners” engaging with children in planning, participating, and learning.
- We engage in open and ongoing communication with parents about the program and their child at the beginning and ending of the day. We use a communication app called “Hi Mama”, and visible documentations and newsletters.
- The Continuum of Development from the document, Early Learning for Every Child Today (E.L.E.C.T.) is used as a reference for skill indicators in observation and documentation. Areas include 1. Social, 2. Emotional, 3. Communication, Language, and Literacy, 4. Cognitive, 5. Physical.
- We offer opportunities to connect with families and community such as cultural events and workshops, parent nights and social events.
- We involve parents with program planning by posting observations of children’s interests and scaffolding activities that build on these interests and developmental skills.
- Parents are encouraged to share their child’s interests that they may observe at home.

- We aim to constantly improve our ratio of connecting vs. correcting as a more effective way of interacting and forming positive relationships.

We support positive interactions using the principals of the Seven Grandfathers Teachings when interacting among children, parents, childcare providers, and staff.

HONESTY, TRUTH, HUMILITY, LOVE, WISDOM, COURAGE, RESPECT

Expression

We understand that every child is a capable communicator who expresses herself or himself in many ways. It is our goal to give every child a voice by fostering communication and expression in all forms.

- Beginning with infants in our care, we engage in “serve and return” exchange. We are aware of the research that demonstrates how our responsiveness to an infant’s communication “wires” the brain for learning.
- We foster communication and expression within our programs through music, imaginative expression, visual arts, dramatic play, storytelling, manipulative materials and more. We provide a language rich environment that supports the foundation for literacy.
- We provide labels for objects and play materials for early literacy skills such as letter recognition and print awareness.
- We offer children many opportunities to develop pre-writing skills through fine motor activities such as scribbling, stringing beads, puzzles and cutting with scissors.
- Through planned and spontaneous activities, we engage children in songs and rhymes.
- A language area is offered in each age group with a variety of books, puppets and other props
- We integrate the Anishinaabe language throughout the program daily. We value and aim to protect our language and cultural teachings to enhance a sense of identity.
- We engage in reciprocal communication with children, encouraging conversation rather than speaking for them. We assist children to finding the right words to express themselves.
- We strengthen conversation among their peers by encouraging children to listen and express themselves to one another.
- We provide time, space, and materials to encourage each child’s own unique expression.
- We take advantage of all opportunities for conversation such as diapering, mealtimes, etc., incorporating and emphasizing new vocabulary.
- We support the child’s ability to self-regulate by being attuned and responding to children’s varied cues and communication.
- We give every child a voice by understanding that children communicate in different forms.
- We consider art to be a form of expression and therefore provide opportunities for less structured art activities, allowing children to create from their own ideas.

We support positive and responsive interactions among children, parents, and staff. Through open and respectful communication, we can provide the best path for each child in our center.

Completed by the Program Statement Committee of Aamjiwnaang Childcare Center and parental input.

May 11, 2016

1.1 Education Plan

The child development pedagogy is designed to enhance the learning styles and learning environment of children. ABKM's early years' programs implement Ontario's pedagogy for the early years "How Does Learning Happen?", The Early Learning for Every Child Today, "Think, Feel, Act," and indorses principles that derive from the "Active Learning" educational approach viewing adults (educators/families) and children as being competent, capable, curious, and rich in potential.

The "Active Learning" approach involves children in direct, hands-on experiences with people, objects, ideas, and events. Through such self-initiated active learning experiences, children learn concepts, form ideas, and create their own symbols and abstractions. As conscious participant-observer's adults share control and initiative with children in well-designed outdoor and indoor learning environments and are guided by key development indicators (KDI's) that all children need to have as part of their intellectual/mental, physical, spiritual, emotional development. Adults also ensure the presence of the five essential elements of an "Active Learning" setting:

1. materials,
2. manipulation,
3. choice,
4. language from the child and
5. adult support.

These "5 ingredients of active learning" assure that materials are age and culturally appropriate, that there are many opportunities for children to freely manipulate the materials; that child can make many choices, discuss their own ideas, and pursue their own interests both with other children and adults; and children can rely on appropriate adult support to carry out ideas and to be responsible for their own efforts.

The Early Learning for Every Child Today (ELECT) is a Framework for Ontario Early Childhood Settings. This early learning framework sets out six principles to guide practice in early years' settings. It also provides a continuum of development for children from birth to age eight. ELECT is recognized as a foundational document in the early year's sector. It provides a shared language and collective understanding of children's learning and development for early years' professionals as they work together in various early childhood settings. The principles of ELECT have informed provincial ABKM Early Years Centre policy, such as the Ontario Early Years Policy Framework, as well as Pan-Canadian early learning initiatives such as the Statement on Play of the Council of Ministers of Education, Canada. ELECT principles are also embedded in the program document used in Ontario's innovative Kindergarten program.

Think, Feel, Act, are six research briefs for educators working in early years' settings which highlight the latest research in early childhood development, strategies to put the key ideas into practice and reflective questions for educators.

There is a common thread throughout the briefs: a view of the child as competent, capable of complex thinking, curious, and rich in potential. These briefs are intended to challenge the status quo and encourage critical reflection as we consider our work from different perspectives. As 'briefs', the

documents are not intended to provide an in-depth analysis of each topic, but instead, to pique your interest and highlight key ideas that are useful and relevant to your work. You are encouraged to use reflective questions throughout the briefs to stimulate personal reflection and team discussions. Educators and other professionals are invited to try out some of the suggested practices and exchange ideas with colleagues. These briefs are intended to get people talking about some of the big ideas that have such a significant impact on the experiences of children across the province.

1.2 Individualized Support Plan

ABKM is steeped in the Indigenous belief that teaches, children are our gifts from Creator. Indigenous thought is centered around the four-sacred medicine teaching in respecting balance. The integrated system and support we speak of in early learning are in fact “our way”. The statement of “all of our relations” simply means we are all interconnected and related to all things. ABKM Early Years Centre guiding principles ensures that the process for learning will accommodate the individualized child’s support plan. We believe all children are special and all children have needs. Therefore, ABKM guarantees each child’s learning experience will be appropriate for their age and developmental level. ABKM’s inclusive process ensures that each child has a well-planned wholistic and monitored individualized support plan (ISP) and that adults explore and implement all the necessary steps to support children in participating to the maximum extent possible in the ABKM Early Years Centre program.

ABKM recognizes the need to include information on the individualized support plan on each child’s required supports, including specific aids (e.g., mobility devices, hearing aids) and modifications to the environment (e.g., specific furniture, additional staff).

ABKM will support the child to function and participate while in the care; through accessing and providing supports or aids, or adaptations or other modifications to the physical, social, and learning environment that are necessary to achieve the goals of the ISP.

HDLH? goals and approaches will be used to aid adults in program planning to consider ways to ensure each child can participate fully in the program and engage with peers in a meaningful way. HDLH? sets out a view of the child as competent and capable, curious, and rich in potential. Using this viewpoint, adults will focus on the strengths of each child rather than their needs and deficits.

Approaches such as pedagogical documentation will be used to help educators continue to learn about each child’s unique abilities, characteristics, and growth. HDLH? documentation will be shared with parents and other professionals to gain a deeper understanding of the child. Knowledge gained through documentation helps ABKM programs to create environments and experiences that best support the learning and development of each child. Information gathered through documentation will be used to update the individualized support plan, which is reviewed on an ongoing basis with changes over time and as the child’s abilities, needs and circumstances change.

1.3 Cultural/Language Curriculum Plan



The ABKM program staff incorporates the Ojibwe language and culture throughout the entire Program Curriculum. The participants of the program are immersed into an early year's program that is based primarily on the beliefs, culture, and language of the Anishinabek People's.

The ABKM administration, educational staff, parents and/or caregivers, in consultation with Elders and traditional educators will develop a process for implementing the language/cultural composite of the curriculum into the early learning programs. To assure the language/culture composite of the curriculum meets the needs of the participants all the time, the program staff evaluates the children, parents and/or caregivers to maintain that it has the proper Indigenous culture is represented in the program curriculum.

1.4 Life-long Learning

Training Plans and Training Guides are a vital part of Life-long learning practices that provide educators and other support staff, parents and/or volunteers knowledge of child development practices and cultural curriculum development.

The program's administration, educational and support staff, parents, and volunteers use training guides, to provide approved child development practices and cultural curriculum that will encompass the spiritual, emotional, physical, and intellectual being of the child. Professional development and training are provided and designed for educators, parents, volunteers, elders, and traditional teachers. The Training Plan provides individuals working with the children with the necessary skills and knowledge to meet the demands of early childhood education, in ABKM Early Years Centre settings. The College of ECE code of ethics and Standards of Practice states: "Early Childhood Educators value lifelong learning and commit themselves to engaging in continuous professional learning to enhance their practice."

The administration provides cultural training for early learning staff, volunteers, parents and/or caregivers. The cultural training can be conducted through independent study, workshops, seminars, and classroom instruction. Cultural training will come from local and outside Elders and Traditional teachers primarily in Ontario. The cultural training plan is inclusive with other training plans of the organization.

Annualized training plans will be developed in accordance with our traditional practices and beliefs for all adults who work with children, in areas of child development, Aboriginal cultural, in-service training, etc.

Registered Early Childhood Educators are supported and encouraged to maintain their Continuous Professional Learning portfolio with the College of Early Childhood Educators in Ontario.

1.5 Health and Sanitary Plan

The ABKM employees use applied and approved health and hygiene practices to maintain a safe place for participants to learn, grow and foster the importance of early identification of health concerns.

Parents enrolling children in the ABKM Early Years Centre program provide an up-to-date immunization record or a parental objection notification as part of the enrolment process.

Daily observations are made of participants before they associate with others to detect symptoms of ill health. When a child or adult is ill, they are separated from others and the symptoms of the illness are noted in the Daily Written Records (Journals) by staff. Participants, i.e. children are separated from others, i.e. children because of a suspected illness, i.e. a parent of the child takes the child home; or where it is not possible for a parent of the child to take the child home or where the child requires immediate medical attention, the child is examined by a legally qualified medical practitioner, or a nurse registered with the College of Nurses of Ontario. The daily written record (Journal) includes the arrangements made for participants, i.e. children with symptoms of ill health.

ABKM has a written procedure for the administration of drugs and medications to children who are enrolled in the ABKM program and an anaphylactic policy to reduce the risk of exposure to anaphylactic causative agents. The anaphylactic policy has a communication plan for the dissemination of information on life-threatening allergies, including anaphylactic allergies. There is an Individual emergency plan for each child with anaphylactic allergies with input from parent and physician, and annual orientation/training for employees on emergency procedures in the event a child has an anaphylaxis emergency. No child will be given medication or drugs without written parent and physician consent.

Responsibility to Reduce the Risk of Exposure

It is the responsibility of the Supervisor or Designate to ensure that:

1. A “no nut” policy is being adhered to and that signs are posted throughout the centre.
2. All parents, staff and visitors to the centre are aware that all food items (except personal lunch) cannot be brought to the centre for the children’s consumption.
3. ** Any special dietary needs for children due to allergies are to be discussed and agreed upon with the parent, Supervisor and Centre Cook.
4. Non-latex gloves for use by the staff, parents, and children (i.e. first aid kits, outdoor garbage clean-up, etc.) are available at the centre.
5. No balloons are used in the facility.
6. The policies related to food and latex are reviewed with all centre staff annually.
7. The list of foods to avoid is revised as necessary, depending on the allergies of the children enrolled.

It is the responsibility of the Early Childhood Educator to:

1. Ensure proper hand washing procedures are being followed.
2. Continue educating parents regarding no food items allowed at the childcare centre.
3. Look for hidden allergens in items such as play dough, stuffed animals, etc.
4. Know which children in the centre have allergies.
5. Be aware of signs and symptoms related to anaphylaxis.
6. Ensure that the list of foods to avoid is revised as necessary, depending on the allergies of the children enrolled.

It is the responsibility of the Centre Cook to:

1. Use proper hand washing procedures.
2. Ensure that all food purchased, prepared, and served for snacks and meals are free from all kinds of nuts.
3. Ensure that all pre-packaged food (i.e. store-bought cookies, ice cream, etc.) is free from risk of contamination of nut products.
4. Refer to attached Addendum A, regarding list of Tree Nut/Peanut Allergy Information.
5. Ensure that the list of foods to avoid is revised as necessary, depending on the allergies of the children enrolled.

Service animals are welcomed at ABKM in keeping with local health public policy. Furthermore, ABKM honours the educational value that comes from the animal and plant life in respect to “all our relations” and will follow local public health requirements for the use of animals and plants in a licensed ABKM.

ABKM believes that health and hygiene affect the overall wellness of the operations. Participants and employees are encouraged to adhere to the health and sanitary policy of the organization. Proper health and hygiene practices are posted throughout the Centre, i.e. proper handwashing posters are displayed at sinks, sick children’s policy is in the parent handbooks and displayed in each classroom.

ABKM is prepared always to deal with serious occurrences and emergencies requiring first-aid treatment. Every employee has certification in standard first-aid, including infant and child CPR and there is a first-aid kit and manual readily available to all staff. In addition, staff are familiar with the definitions of serious occurrence and reporting process, in keeping with the CCEYA and by following all recommendations of the Medical Officer of Health.

1.6 Mental/Emotional Health

The program staff in partnership with community agencies create a support service plan on how educational staff assist work with parents and children living with mental health issues. Staff are encouraged to attend training from local community partner agencies in early detection of mental illness in children. The administration through the supportive service plan and implementation procedures develops, implements, and monitors the mental health plan of children in the program.

1.7 Nutrition Plan

The nutrition component of the program establishes in children’s healthy nutritional habits at an early age. This component will provide children with a well-balanced nutritious meal and snacks daily, complete with lessons taught on a day-to-day schedule. The Nutrition plan is responsible for maintaining good service in keeping with the Canadian Food Guide Standards and First Nation Food Guide. The Nutrition Plan provides for the establishment and maintenance of records covering the nutrition services budget, expenditures for food, menus utilized, numbers and types of meals served daily with separate recordings for children and adults, inspection reports made by health authorities, recipes and any other information deemed necessary for efficient operation.

1.8 Parental Involvement Plan

The ABKM believes that the gains made by the child must be built upon by the family and community. To achieve this goal, the early years centre staff provides involvement of the child's parents and other members of the family in the experiences he/she receives in the program by giving them many opportunities for a richer appreciation of the young child's needs and how to satisfy them.

The success of the early years centre demands the fullest involvement of the parents, caregivers, and families of the children enrolled in its program. Successful parental involvement enters every part of the Program. Parents are reserved the right to engage in the decision-making process of the program, and in the development of activities that they deem helpful and important in meeting their individual needs and conditions. The danger of not providing opportunities for parents to make real decisions about their child's early learning experiences is that the goals of program will not be achieved. Moreover, with the program itself remaining a creative experience for the child, in a setting that is not reinforced by the needed changes to social systems taking place where the child will move after their educational experience leaves the child without long-term support and advocacy.



1.9 The Role of Staff and Parental Involvement

The Centre's staff will be critical when working directly with parents and the extended family. The workers will ask Elders to assist in workshops which cover topics in:

- Traditional Child Rearing Principles
- Positive Parenting in the traditional way
- Nurturing the Family through traditional teachings
- Discipline through Guidance
- Using Legends as a way of teaching life lessons to families
- Practicing cultural values
- Spiritual growth

The Elders know how important it is to create a harmonious world for the child, family, and their community. They were the central teachers of the community. Traditionally, Indigenous Education emphasized learning how to live together, rather than how to make a living. Blood relations never limited the family unit; it included many others for a variety of different reasons. The family unit still today is extended to include people other than blood relations. Elders will be asked to be on hand for advice as needed by the parents and staff and will be asked for input into the program planning.

1.10 Program Statement Monitoring Plan

1.10.1 Quality Assurance



The quality assurance process is wholistic in nature, promotes leadership and encompasses observation through reflective practice as the guiding principles in monitoring the objectives of the program plan. Leadership is the pathway to quality. Elders are an integral part of gathering knowledge and wisdom to determine quality. ABKM believes in an Aboriginal leadership model that is rooted in equality, equity, and best practices. For example, “We are all the same height”, the meaning of this statement is that all living things, “All Our Relations”, have a significant role in leadership and therefore effect quality. The meaning of “All Our Relations” is such that children, family, community, plant and animal life, the seasons and environment, etc. have equal standing and we are all inter-related.

The organization's monitoring plan utilizes Ages and Stages, High/Scope Child Observation Record (COR), and High/Scope Program Quality Assessment (PQA) as its preferred measuring tools. Furthermore, the organization recognizes the importance and respects additional assessment tools mandated by funders and community partner agencies.

1.10.2 Ages and Stages Questionnaire

ASQ: accurate, reliable developmental and social-emotional screening.

Ages & Stages Questionnaire (ASQ) provides reliable, accurate developmental and social-emotional screening for children between birth and age 6. Drawing on parents’ expert knowledge, ASQ has been specifically designed to pinpoint developmental progress and catch delays in young children—paving the way for meaningful next steps in learning, intervention, or monitoring.

The ASQ will be performed on every child from birth to age 6 enrolled in the ABKM Early Years Centre or early learning program to provide adults baseline data on the child’ development.

1.10.3 Child Observation Record (COR)

Educators and caregivers of young children need good measures of child development, because effective assessment informs teachers about children’s developmental progress and their response to teaching and caregiving practices. Good measures of child development can help parents and the public evaluate whether their investment in early childhood programs is justified. In addition, such measures help to define basic goals for the care and education of young children because they map out significant dimensions of child development for everyone concerned. The High/Scope COR child assessment system grows from this vision of effective, meaningful assessment for young children. The COR system consists of two instruments, the Preschool Child Observation Record (COR), and the Child Observation Record (COR) for Infants and Toddlers. Together these two measures provide comprehensive, continuous developmental assessment for children from birth to age 6 years. ABKM selected the COR due to its applicability in any developmentally oriented program, including but not limited to those using the High/Scope approach.

What Is the COR and How Does COR Assessment Work?

The educational content of High/Scope preschool programs is built around 58 Key Developmental Indicators (KDIs). The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

The COR assessment is based on six child development categories that represent broad domains of child development. For the Preschool COR, these categories are initiative; social relations; creative representation; movement and music; language and literacy; and mathematics and science. The Infant-Toddler COR has a parallel set of six categories: sense of self; social relations; creative representation; movement; communication and language; and exploration and early logic. Within each category, children are assessed on three to eight COR items that describe developmentally important behaviors. (The Preschool COR has 32 items, the Infant-Toddler COR has 28). Each item has five levels that indicate a typical developmental sequence for that behavior, enabling COR users to assign precise ratings to their observations of children. To carry out the assessment, teachers or caregivers spend a few minutes each day writing brief notes (called “anecdotes”) that describe significant episodes of young children’s behavior. They record their notes on printed forms or in computer files, and then classify and rate them per the COR categories, items, and levels.

Observation and Feedback

The Child Observation Record for Infants and Toddlers is an observational instrument that can provide well-rounded, systematic assessment in programs serving children from the ages of 6 weeks to 3 years. To provide a useful and accurate picture of children’s development and abilities, a high-quality assessment instrument must have four important components. It should be (a) developmentally appropriate, (b) reliable, (c) valid, and (d) user-friendly. Both COR instruments meet these requirements.

They are developmentally appropriate both in process, because they are based on observations that occur during a normal day, and in breadth of content, because they look beyond physical growth and language acquisition to all aspects of young children's development.

The Preschool COR is an observation-based assessment instrument for children aged 2½–6 years. It is designed to measure children's progress in all early childhood programs (including, but not limited to those using the High/Scope educational approach). It is divided into 6 major categories that are critical for school success: Initiative; Social Relations; Creative Representation; Movement and Music; Language and Literacy; and Mathematics and Science. Each category contains between 3 and 8 items, and each item has 5 developmental levels, ranging from 1 (the simplest) to 5 (the most complex). Teaching staff collect anecdotes for completing the COR during the normal daily routine, so the assessment process is seamlessly integrated with early childhood teaching and planning.

The Preschool PQA is an all-in-one program evaluation system with the following features:

- Assesses key aspects of program quality, including 63 quality dimensions in 7 domains: adult-child interaction, learning environment, daily routine, curriculum planning and assessment, parent involvement and family services, staff qualifications and development, and program management.
- Includes both classroom- and agency-level items, each rated on a 5-point scale reflects research-based and field-tested "best practices" in early childhood education and care.

Provides reliable, scientifically validated assessment proven in a wide range of early childhood programs and settings. • Can be used as a basis for program accreditation, reporting, monitoring, and training.

The Infant-Toddler Program Quality Assessment (PQA) is a research-validated tool that provides an accurate and authentic picture of a program's strengths and needs for improvement in a form that caregivers can understand and use. Form A of the Infant-Toddler PQA measures quality in ABKM Early Years Centre settings serving children in the zero-to-three age range. The form focuses on four key dimensions of quality:

- Learning environment
- Schedules and routines
- Adult-child interaction
- Curriculum planning and child observation

Users gather data to complete the form primarily through direct observation during everyday activities in infant and toddler rooms. Form A includes 25 assessment items, scored using objective 5-point rating scales. Each item includes specific, easy-to-understand quality indicators with detailed examples and explanations to guide scoring.



1.11 Space Facility Plan

ABKM's physical environment encompasses elements of the Anishinabek culture throughout the indoor and outdoor structure and equipment. These spaces are created, monitored, changed by the users (children/Adults) collectively. The indoor and outdoor learning environment reflects a cultural design with signs displaying the traditional colors of man, clans, natural landscaping, lots of grass, trees, wooden structures, play lodges, gardens and surrounding the building with the medicines and parking.

The program provides an appropriate space and time element for the development of large muscle skills and small motor skills per each child's development levels during work/play times. Children are provided with an array of space for development in reading and writing, singing and talking, sleeping, and eating, filling and emptying, fitting things together and taking things apart, changing space and arrangement of objects, observing, people places and things from different spatial viewpoints, experiencing and describing positions, directions, and distances in the play space, building and neighborhood, interpreting spatial relations in drawings and pictures, and photographs.

Example: Children are given the time for starting and stopping on signal, experiencing, and describing rates of movement, experiencing, and comparing time intervals, anticipating, remembering, and describing sequences of events.

The program extends the child's level of development using space and time. These practices incorporate the cultural teachings of the children as well as the child development levels of the individual.

A problem-solving wheel approach is used for all children experiencing challenges in the learning environment. All participants are engaged in the problem-solving techniques of the program when needed.

Program participants experience an environment that is modeled after the Aboriginal culture and its respect for all of creation and the natural environment.

1.12 Organization and Program Operations Plan

ABKM Review and Compliance

ABKM is a licensed operator with the Ministry of Education under the ABKM Early Years Centre Early Years Act. This section of the manual describes ABKM's responsibilities to the day-to-day operation and management of the program, financial and personnel administration of each such early year's centre. ABKM's organization and employee plan describes who is responsible for program management and the role of designates to achieve and maintain compliance with the requirements set out under the CCEYA.

The organization monitoring control process is a measure for ABKM to maintain full compliance through the program policy review. Administration employees are trained in implementing monitoring controls designed to inform individuals working with children on current policy. This is done through orientation and reviews each record is signed by a person who conducted (e.g., administration; supervisor) and participated (e.g., employees, students, volunteers) in the review.

Annually the administration reviews the Program Policy Manual (PPM) and plans to ensure that it is current. The Council has an annual review of the PPM and any new policy during Council orientation/meetings.

Organization and Administration

All employees of ABKM hold influential positions in their ability to promote the vision, mission, and objectives of the organization. The structure of the organization allows all staff members to interact closely with the parents, the families, and the participating children. Selection of staff members must be based on a number of criteria including an awareness of the Aamjiwnaang community life styles; sensitivity regarding the daily struggles faced by families; a basic knowledge of the spiritual belief system held by Anishinabek people, recognition of the involvement of the extended family in the parenting role; support for the promotion of Ojibwe language and culture with children; a willingness to learn about the special needs of children with special needs; understanding of the role of Elders within the community; and most importantly, the desire and ability to work as a team member for the betterment of Aamjiwnaang families. Other specific skills and qualifications will be identified for each staff position, while an over-riding quality must be an affinity for young children.

1.12.1 Roles of Staff in Facilitating Child and Family Development

The Education Coordinator monitors the ABKM Early Years Centre agreement with the Ministry of Education and ensures that the ABKM Early Years Centre plan is fully implemented. This position is responsible for the orientation and direct supervision of the ABKM Early Years Centre supervisor.



The ABKM Early Years Centre Supervisor is responsible for monitoring and supervising all activities within the ABKM and must be approved by a Minister Director. This position develops, maintains, and delivers a high-quality ABKM Early Years Centre program that will meet the needs of Children with respect to the Child Care and Early Years Act, as well as the policies and procedures of the ABKM program.

Special Needs Resourcing will interact with children and families with special needs and assist in the enrolling of children and developing their Individualized Support Plan. This position is responsible for liaising with health services and social service agencies to refer, advocate and follow-up on case management. In addition, the SNR ensures implementation of high scope in our classrooms.

Additionally, this worker's duties include classroom assistance and centre visits to ensure the needs of the child and family are being met. This position will work cooperatively with the supervisor and the educational team regarding case management follow through and reviews.

The Registered Early Childhood Educator develops, plans, and implements daily schedules of activities to enhance the children's social, emotional, physical, creative and intellectual development. The educational staff are also responsible for interacting with parents and families to report on their child's progress and for daily recording of children's progress and keeping the team and parents advised. They are also responsible for maintaining health and safety standards in the classroom and outdoor play area.

The Educational Assistant provides positive interaction in play activities and develops and implements the delivery of the ABKM Early Years Centre program. These positions are responsible for assisting the RECE staff in daily recording of children's progress and keeping the team advised. They are also responsible for maintaining health and safety standards in the classroom and outdoor play area.

Receptionist supports the day-to-day ABKM Early Years Centre operations by maintaining files, communications, schedules, files, and other secretarial duties assigned by the ABKM Early Years Centre supervisor.

The Cook ensures that the health and safety standards are maintained. This position utilizes the Canada Food Guide and the Ojibwe Food Guide to ensure healthy meals and snacks are prepared and that the space and kitchen equipment utilize are safe and clean in keeping with the approved health standards and CCEYA licensing requirements.

The Janitor/cleaning person ensures that the health and safety standards are maintained. See Supervisor for list of duties.

1.13 Contravention of the Program Statement and Plans

ABKM uses proven quality assurance measures to assess and evaluate the Program Statement, Implementation Plan, and Individualized Support Plan: parent surveys, staff meetings, administrative reports, work plan reviews, Ages and Stages, Child Observation Records, documentation records, Program Quality Assessment, and reviews of serious occurrence reports.

In addition, the Program Statement is posted in the Early years centre, website, and the parent handbook. ABKM's orientation process of volunteers, staff, parents, students, and others in partnership must read and sign that they understand the organizations objectives, Program Statement, Implementation Plan, Individualized Support Plan, and Contravention Policy.

1.13.1 Breach of the Program Statement and Implementation Plan

1. Staff who do not follow and respect the Program Statement Implementation and Individualized Support Plans are subject to disciplinary action and could result in termination.

2. Adults and community partners who do not follow and respect the Program Statement, Implementation and Individualized Support Plans are notified by the administration in written form with a plan for change to maintain a healthy relationship. Flagrant misuse of the Policy could result in discontinuation services/partnership and a report to the proper authorities.

1.13.2 Reporting Breach of the Program Statement, Implementation, and Individualized Support Plans

Individuals reporting a breach of the Program Statement, Implementation and Individualized Plans are to follow the ABKM Grievance Policy.

1. Consult with ABKM Early Years Centre supervisor and/or administrator.
2. Supervisory staff must document a strategic plan to problem-solve the issue(s) and inform the Education Coordinator.
3. If necessary, the Education Coordinator may consult with the Band Manager.

1.14 Program Statement, Implementation, and Individualized Plan's

Annual Review Form

An annual review of the Program Statement, Implementation policy and Individualized Support Plan is required under the CCEYA. Staff, students, volunteers, and community partners, review and acknowledge (sign) they have read, understand, and abide by the Policy.

1.15 The Community and its Leaders

ABKM encourages and supports the community's role in providing input and assistance to Program planning, evaluation, and improvement. Community Leadership, the political body of the community, has the responsibility of receiving, understanding, and approving the standards and policies for the delivery of the Program. Community leadership provides overall direction in this way, rather than becoming involved in the day-to-day operations of the Program. Community leadership can use standards and policies as tools to respond to requests and complaints from community members. These tools provide the basis for decision-making and conflict resolution.

The community, through its leadership, is responsible for ensuring that an ABKM Early Years Centre service is available to all community members. The community respects the traditional healing and holistic culture of its members. The role of the family as caregiver and supporter is respected.



Service Providers

Service Providers, whether Program staff or staff on contract, are accountable and responsible for delivering safe, effective care to clients of ABKM. Program staff are responsible for knowing the standards and policies and adhering to them in their daily activities. ABKM Program staff participate in the review and revision of policies to ensure that the quality of services provided is consistent with Program, legislative and professional standards of care. Provide services that meet legal requirements and standards of practice, and are consistent with Program standards, policies, and procedures. Regularly monitor the quality of Program service delivery, collect, record and report quality indicators to Program management. Participate in Program planning, implementation, and evaluation. Provide education to the community members about Program services.

ABKM Supervisor is responsible and accountable for the development, delivery, evaluation and administration of the Program and services. The Supervisor has the responsibility of implementing the approved policies and ensuring adherence always, and of monitoring, reviewing, and updating policies on a regular basis. The Supervisor participates, with the staff, in the review and revision of policies on a regular basis.

Introduction

The Aamjiwnaang First Nation supports childcare for families that are high quality, flexible, affordable and that are integrated with the cycle of the community.

The childcare program is offered by the Council as the license holder under the Ontario Provincial Governments Childcare and Early Years Act (2014) and ideologies on Early Childhood Education.

ABKM provides:

- Opportunities for individual self-expression
- Recognition that each child is an individual
- Respect for personal privacy
- Respect for each child's cultural, and family background

Daily Operation

7:15 a.m. to 5:00 p.m.

Monday to Friday

Ages of Children

The children at ABKM range from three months of age to four 5 years with facilities to accommodate the following number of children:

32 Preschoolers (2 1/2 to 5 years)

10 Toddlers (18 months to 30 months)

6 Infants (3 months to 18 months)

Closure/Holidays

ABKM will be closed for all statutory holidays and over the winter Holidays, following the same schedule as the Lambton-Kent School Board.

We will also be closed for five Professional Development days per year, as well as the following Public Holidays:

- Good Friday
- Easter Monday
- Victoria Day
- Solidarity Day (June 21)
- Canada Day
- Civic Holiday
- Labour Day
- Thanksgiving
- Residential School Survivor Day
- Remembrance Day



Emergency Closure

- **Weather** – Inclement winter weather
- **Utility Disruption** - e.g. Boil water advisory, gas, electricity outage
- **Natural Disasters**
- **Environmental Disasters**

The Supervisor will post an announcement on the social media and Hi Mama app.

Access to Care

Parents intending to enroll their children at the ABKM must:

- 1. Complete an Application Form**
- 2. Attend a meeting with the Supervisor to:**
 - a. Review the Parent Handbook with the Supervisor.*
 - b. Tour the facility to become familiar with the setting and daily routine.*
 - c. Complete the registration package including all waivers.*
 - d. Bring the child being enrolled for a visit to familiarize them with the staff, children, and facility.*
- 3. Registration fee of \$10.00** will be charged when a start date has been provided.

Signing In and Out

Staff are required to sign a child in/out with their first and last initial and the time of day on the attendance sheet provided for each group.

ABKM is responsible for your children from the time they are signed in and ends when they are signed out, on a daily basis. We use a program called HiMama, to communicate with parents/guardians about your child's day with us.

Daily Attendance Book

The daily attendance book must be signed, and the time entered whenever your child is picked. During an emergency evacuation, the attendance book will be used to check child attendance.

If they are not signed in, they may be left in the building, or if they are not signed out, staff risk their own lives to locate a child who has already gone home.

Arriving Late

On days when your child is ill or will be arriving later than the usual, let us know by 10am so that we will be aware of the situation and plan for the various snacks and lunches. If your child has a doctor's appointment, please inform the staff the day before.



Absent for the Day

If your child is going to be absent, please notify us as early as possible. When letting us know of the absenteeism, please let us know if your child has or had any infectious illness, so we can take the appropriate precautions and notify other parents of the exposure if necessary.

Releasing Children

No one will be allowed to take your child from ABKM unless we have written approval, signed by the child's parents or guardians giving that authorization or by phone call.

People that may pick up your child on a regular basis must be put on your child's **Enrolment Form** and **children under the age of 16 are not permitted to collect children.**

If the situation should arise, where someone arrives to collect a child and there is no written or verbal authorization for them to do so, the following steps will be taken:

1. ***Staff will find out the person's identity and check the Daily Journal for written approval of this arrangement.***
2. ***If there is no written authorization the child's parents or emergency contact numbers will be contacted for verbal permission.***
3. ***If the parents or emergency contacts cannot be contacted, the child will not be allowed to go with this person.***
4. ***Children will not be released to anyone under the influence of alcohol or any substance.***

This procedure is established to protect the child and their family.

Arrival and Departure

When entering or leaving ABKM, please ensure that the classroom door is shut properly.

Each time you bring your child to ABKM parents are asked to come into their child's room, as the staff would like to greet both you and your child.

Saying Goodbye:

When you are ready to leave your child, please say goodbye and do not sneak out. Let your child know that you will be coming back at a time they can relate to e.g. after lunch, rest time or afternoon snack as children have no concept of "soon".

Please feel free to stay as long as you want to settle your child, but once you have said goodbye, please follow through and proceed to leave.

Children need to build a sense of trust with the caregivers and need to know that their parents feel confident in their new surroundings before they will feel secure. By sneaking away, rather than saying goodbye to your child, the separation process will only take longer.

The staff is always available to comfort a distressed child and will do everything possible to settle your child. Please feel free to call during the day to see how your child is getting on.

Staff is aware of how unsettling leaving your child can be for parents and are more than happy to discuss any concerns you may have.

Leaving your Child with a Staff Member:

It is a regulation that the children must be brought into the room and left with a staff member. **Please ensure you are not leaving your child with a volunteer or student.** This is to ensure children are adequately supervised at all times. Again, when you collect your child, the staff will want to say goodbye to you both as well to provide communication about your child's day.

Credit Days

During period April 1 to March 31 each year, your child may have 10 Credit days, for which you do not pay, not including statutory holidays. These days may not be carried forward from year to year. We ask that you provide us with two weeks' notice when your child will be absent for more than 5 days.

In addition, ABKM will be closed for the Winter Break, you will not be required to use credits for these days. You will be notified of the exact dates by flyer each year.

Withdrawal

To withdraw your child from ABKM, a written notice must be received two weeks prior to the requested termination date. If a written notice is not received, full program fees will be charged.

If you would like to reduce your child from full-time to part-time, two weeks written notice will be required. If a written notice is not received, full fees will be charged.

Supervision of Volunteers and Students

ABKM ensures that every volunteer or student is always supervised by an employee and is not permitted to be alone with any child who receives care at ABKM.

Parking and Traffic Safety

When entering and exiting the parking lot please drive carefully and slowly following the directional arrows.

- Turn your vehicle off when arriving at ABKM and take your keys out of the ignition.
- The parking lot is only to be used by parents for drop-off and pickup. Cars left during the day will be towed.
- Ontario traffic law requires children to wear child restraints while travelling in a car. Please buckle up for safety.

Fees Policy

Registration Fee

- A non-refundable \$10.00 fee will be charged upon enrollment of each child.

Monthly Fees

- Is determined based on the number of days your child is enrolled to attend.
- Billing will be sent out on the 15th of every month for the next month ahead.
- **Fees are to be paid in full on the first of the month.**

Late Fees

- A notice will be placed on the entry doors to remind parents that payment is due by the end of day on the 15th.
- Late payment cannot be accepted any later than the morning of the 16th of the month otherwise childcare cannot be provided.

Withdrawn

- Parents wishing to withdraw their children must provide 2-week notice. If the notice is not provided, full fees will be charged.
- If your child is withdrawn due to unpaid fees, you will be placed at the bottom of the waiting list until another spot becomes available.

Closures

- Fees will not be charged when the Centre is closed for statutory holidays or any closures related to weather, utility disruptions, or natural/environmental disasters

Sick Time

- Children are allowed a maximum of 10 days for holiday and sick time; no fees will be charged.

Overtime

- **Late fees will apply if children are picked up after 5:00pm.**
- A \$1.00 per minute after 5:00 pm until final departure.
- Fees must be paid immediately to the staff that are caring for your child(ren) or before the child attends the following day or the childcare cannot be provided.
- After three times of arriving after closing to pick-up your child(ren), a letter will be issued advising you of a two-week suspension in services to your family.

Payments

- Only debit payments can be received at the ABKM Early Years Centre at pick up time or EMT finance@aamjiwnaang.ca
- Cash payments can be made at the Aamjiwnaang First Nation Band Office.

- Receipts for income tax purposes will be issued monthly, a \$10.00 charge will be issued for a year-end receipt.

Changes

- Any changes or revisions to the Fees Policy or Fees Schedule families will be provided a minimum of two weeks' notice.
- Parents will be notified by letter of any increases at least one month in advance of the increase implementation date.

Fee Schedule		
Pre School Room		
<i>Band Members</i>	Full Day	\$10.00/day
<i>Non-Band Members</i>	Full Day	\$35.00/day
Toddler Room		
Band Members	Full Day	\$10.00/day
Non-Band Members	Full Day	\$35.00/day
Infants		
<i>Band Members</i>	Full Day	\$10.00/day
<i>Non-Band Members</i>	Full Day	\$35.00/day

Subsidy

Subsidy is available for parents that are in school or working. The subsidy rate is based on income. Please see the Supervisor for details.

Fundraising

We have a staff fundraising committee who organize fundraising activities throughout the year e.g. *raffles, chocolate drive, BINGO's, etc.* Parents will be requested to assist the staff in fundraising activities. The money raised goes towards providing for special events such as Christmas parties for your children.

Enrollment Procedure

Families should make an appointment with the Supervisor to visit Aamjiwnaang Binoojiinyag Kino Maagewgamgoons and to fill out a registration form. Spaces will be offered according to availability in the appropriate room and in accordance to the priority of access guidelines.

Should current families require additional ABKM Early Years Centre days, their names will be placed on the waiting list and priority will be given to them when an additional space becomes available.

Waitlist Policy

ABKM administration does not collect a fee or deposit for the placement of a child on its waiting list for admission at ABKM.

- When a parent is interested in obtaining ABKM services, and space is not currently available, the parent and child's name will remain in the ABKM registration data base until a spot is available.
- A priority waitlist is generated, and parents can determine their status on the waitlist at any time by contacting the ABKM Supervisor.
- As spaces become available, parents will be contacted per the placement of their name on the waitlist
- Aamjiwnaang members will have priority.
- Children with special needs or a medical referral will be given second priority when a spot becomes available granted that they have their name on the waitlist.
- Children who are not of Indigenous Ancestry will be given third priority when a spot becomes available granted that they have their name on the waitlist.
- When a vacancy becomes available every effort is made to fill that opening promptly. A space cannot be held for a fee if a family does not need care immediately.

Waiting List

When a vacancy becomes available, it will be filled with the first family on the waiting list following the Priority of Enrolment.

If the family at the top of the wait list is not ready to take the space available, they will remain at the top of the list and the available space will be offered to the next family on the waiting list following the priority of Enrolment.

Ages and Stages Questionnaire (ASQ) Evaluations

Each child at ABKM is evaluated on a regular basis. This provides the parents with knowledge of the child's development. Evaluation forms are kept in the child's file and are available only to parents upon request. Infants up to 12 months are evaluated on an ongoing basis, with an Ages and Stages (ASQ) report sent to parents every three months.

Children 1 year to 2 1/2 years are evaluated on an ongoing basis with a report made every three months. Children 2 1/2 to 5 1/2 years are evaluated with a report, every six months.

Record and Forms

A file is maintained for each child that contains such things as address, telephone number, emergency contact numbers and pertinent medical data such as immunization records that help us to provide care and protection for your child. Your help in keeping these records current is important to us, please let us know if there are any changes to any of the information you have provided. In cases of allergies or specific dietary needs please submit in writing from your physician, information and any changes to your child's allergy or diagnosis.

Confidentiality

All information regarding children and families is considered a privilege and confidential. Each child's file shall contain ***registration and application; enrollment forms and parent consent forms; medical forms; development assessments where applicable; and other information collected which is pertinent to the child/ family.*** Parents may have access to their child's file at any time. The child's files are the property of ABKM and as such the Supervisor will allow staff access to information at her discretion.

Access will be allowed to the following official, with proper identification: Coroner's Office, Courts in response to a warrant or a court order; Ombudsmen; authorities vested in provincial or federal statutes; Minister and officials to whom he/she has delegated authority.

No other access to records shall be allowed without specific written consent of the parent.

Programs

The program is designed to meet the needs of each child and to challenge them at their developmental level. To provide experiences that do this, several centers of activity are set up; namely: dramatic play, creative area, music, library, science, blocks, manipulative toys (table toys) as well as indoor and outdoor active play center. Through the interaction of the children, the environment, the classroom teachers, the child develops physically, socially, emotionally, and intellectually. The daily program plan for each group is posted in the classroom.

ABKM operates on the premise that all children will arrive throughout the morning, attend regularly, and attend on their scheduled days during each week, with the exception in cases of illness or vacation or unless otherwise discussed with the Supervisor. This assists in the teachers in planning activities, meals, sleep times, etc. and helps give the child the reassurance of a routine.

Special Programs

ABKM offers diversity in our program plans. This sometimes includes going off site for special trips, or activities within the community. When we are going to be going off site, we will ask that the parent or guardian to sign a permission form granting us permission to take your child off site. If the special event is within walking distance from ABKM we will notify the parents by memo at least one week prior to the event. From time to time we may ask you pay a nominal fee to offset the cost of transportation or other expenses.



Cultural Celebrations

Throughout the year diverse cultures and their celebrations may be discussed in circles and stories.

Staff are also encouraged to attend professional development training on Indigenous programming.

Our environment includes a variety of books, music, clothing, crafts, posters, games, displays and songs that reflect Indigenous culture.

Daily Routine

Meals

We provide the children with a morning snack, a full lunch, as well as an afternoon snack. We follow a 4-week menu rotation that has been approved by a Nutritionist and offer a wide variety of culturally diverse foods. All snacks contain at least 2 food groups, and all lunches contain all 4 food groups.

Children are encouraged to try a bit of everything on the menu each day, but it is the child's choice as to what they will try and choose to eat. Educators will model eating with the children at snacks and lunches to help encourage children to try foods they are unsure of.

Parents are reminded to provide speciality food, Lactose free milk, milk and/or formula for any child not eating the foods listed on the menu. The Infant and Toddler children will be served Homogenized milk.



Enjoying lunch outside!



Supplies

We ask parents with children in diapers to please send their child with disposable diapers, disposable wipes, and diaper cream if necessary.

Clothing

The most important consideration for clothing choice is ease of laundering, comfort, and suitability for the season. Please make sure your child has a complete change of properly labeled clothing in case of an accident or spill. Shoes are preferable to slippers during the winter months. Your child will play outside

for two hours per day, weather permitting, to meet regulations set out by the Child Care and Early Years Act. Please send your child with appropriate clothing for the weather.

Field Trips

At the time of registration, parents are asked to authorize off-site field trips for their child. The staff will remind parents verbally the day before each trip, and in addition, there will be a notice posted on the parent board inside the ABKM lobby, and digit platforms. If parents would like additional information, they are asked to speak with the Supervisor directly.

Spontaneous Walks

The staff regularly take the children on spontaneous walks throughout the day, off-site. Parental consent would be obtained at the time of registration.



Photographs

Staff members take photographs and/or use video recording of the children while at play during the day i.e. birthdays, special days and first and last days of enrollment for documentation. Photographs are used for documentation. Last name of children is not used when photos are on display throughout the centre, online classroom, and HiMama. Parental consent will be obtained at the time of registration. ABKM allows ECE students field placement opportunities. They may use photographs for documentation purchases.

Transportation

ABKM expects parents/guardians to transport children to and from ABKM in a safe manner (e.g. car seat, booster seat, seat belts, etc. All-Terrain Vehicles are not a safe means of transporting children. If staff observe unsafe transportation, they will report the incident to the police.

Health and Safety (Illness)

Prevention of illness is the basis of our health policy. By ensuring that all parents follow our health policies strictly we are ensuring the best possible environment for each child's development.

The Child Care and Early Years Act (2014) stipulates that prior to admission, each child must be immunized as recommended by the local Medical Officer of Health and must also submit a medical certificate confirming a complete medical assessment (for more details see Immunization Form).

Children who are ill must not be brought in, as the day is too demanding for a sick child. Parents must find alternative care for a child who is ill or who has a contagious disease. A child who is not well is more prone to infection and communicable disease. Young children are still building their immunities. Parents must keep a child at home if the child has a fever, is vomiting, or has diarrhea, nausea, or any contagious illness for **48** hours with **NO SYMPTOMS** in accordance with the Health and Safety Children's Manual of Sarnia Lambton Health Unit. Children must be kept at home for the period specified on the chart of infectious disease and contagious illness. A parent will not be permitted to administer medication to

prevent fever while child is at daycare.

If a child has diarrhea, the child must be taken home after the third incident in one day. The child must remain at home until he/she have completely recovered with no diarrhea for 48 hours and stools are normal without medication. This is in accordance with the Health and Safety Manual, Child Health and Dental services, and the Department of Lambton Health Unit. The teacher will carry out a regular health inspection of your child. As requested by the Department of Health, the teacher has the right to refuse admittance if your child appears sick. If the child has been admitted and is showing signs of illness that may affect the health of others, he/she will be withdrawn from the program and will be placed in an isolation room under the supervision of staff until the parent arrives. Parents will be contacted immediately and will be required to pick up their child as soon as possible.

A signed and fully documented immunization form and Emergency Consent Form must be presented on the first day of school. **NO CHILD WILL BE ADMITTED WITHOUT THESE FORMS.**

Illness

If your child is ill, keep him or her at home and inform us that the child will not be coming in that day. Please inform the Program Supervisor of the type of illness.

If your child becomes ill or is injured at the Aamjiwnaang Binoojiinyag Kino Maagewgamgoons you will be notified to attend immediately.

If children become ill with any communicable disease while in attendance, general information will be made available on the group's clipboard. This will help to keep parents informed.



Blood Transmitted Diseases

Appropriate procedures will be followed in the event of a serious accident or blood spillage.

Disposable gloves shall be worn when always handling blood spillages. Ongoing staff education and in-service training for infectious control guidelines shall be made available.

Immunization

It is the responsibility of the child's parents / guardians to ensure that the child's immunizations are up to date. Please keep us informed by completing the Immunization Update Sheet available from the rooms. Children who are behind in their immunizations may not attend daycare until it is updated.

Head Lice

When a child is found to have head lice or nits, you will be contacted, and the child is required to leave until all nits have been removed. Staff will check children to make sure they are clear of all nits.

Medication

No medication will be administered by staff. If this is impossible, the parent of the child involved is responsible for administering the medication. No medication may be stored or left on the premises.

Administration of Medication In Special Circumstances

When there is any life-threatening circumstance that involves a child, who is enrolled at the ABKM we will store the medication in a cabinet located in the Supervisors office.

It will be the parent's responsibility to provide us with written instructions. Examples are epi needles, asthma inhalers.

The Administrative staff and the staff directly working with the child will be informed of the proper procedure for administering the medication. Only the Administrative staff and the staff working directly with the child will administer the medication.

At the time the medication is administered, the details will be documented in a log located in the child's file.

Attempt to Meet a Peanut Free Environment

If you have any concerns regarding your child's allergies and/or diet, please contact the Supervisor. We want to ensure that all children are protected against their food allergies. Please do not bring snacks that could have peanut products for special days involving your child.

Medical Emergencies

If your child requires medical attention or hospital care, you will be notified, and you are expected to attend to your child immediately. All parents will be requested to authorize ABKM employees to arrange for emergency transportation, and to administer such first aid or assistance. If the parent or emergency cannot be contacted, a staff member will accompany the child to the hospital. Parents are responsible for the cost of an ambulance.



Accident and Illness

All accidents that occur at ABKM are recorded by staff in the Logbook. An Accident Report form will be issued to parents and must be signed by the Supervisor and parent. If required, parents will be contacted at the time or otherwise verbally informed when they come to collect their child.

If a child becomes ill throughout the day a record is documented on signs and symptoms and you will be contacted and kept informed. You may be asked to collect your child if symptoms persist. Parents are asked not to bring sick children to the ABKM. No child will be permitted to attend the for the prescribed period if they have an infectious disease as outlined by the Department of Human Services "Minimum Period of Exclusion from School, Pre- School and Child Care", you will receive from the staff.

Emergency Management Policy

ABKM has an Emergency Management policy and procedure for staff and children. The Policy and procedure address how staff will manage emergency situations such as fire, tornado, chemical/gas leak, lock down, shelter in place etc. Parents will be notified of the emergency by phone using the emergency contact information provided during registration. Each month the early years centre practises evacuations to ensure staff and children are familiar with the procedure.

It is essential that parents sign their child in and out on the attendance clip board.

Upon evacuation, staff is to take the Attendance clip board and do a head count according to what children are signed in/out on that day. A copy of the evacuation procedure is displayed on the notice board, as well as in every child's classroom.

Sun Screen and Insect Repellent

To ensure all children are protected from harmful UV and insect bites, ABKM will supply each classroom with sunscreen and insect repellent that staff will apply to each child at the beginning of each outdoor activity period. Parents will be requested to sign the permission form that is included in the registration package, authorizing the staff to apply the sunscreen lotion and insect repellent.

Parents in the Classroom

Parents are welcome to visit at any time. Teachers and the Supervisor are interested in your child's progress and will be happy to talk with you about any concerns you have.

Steps for Resolving Conflict

Rationale: It is the adult's job to help the children remain focused on the problem-solving process.

Approach calmly:

- Observe as you approach; prepare yourself for a positive outcome.
- Be aware of your body language; it says a lot about your intentions and feelings.

Acknowledge feelings:

- Give recognition to the feelings children are expressing, by using simple, descriptive words.
- Use words that also reflect the intensity of their emotions

Gather Information:

- Tell children you want to hear from each of them.
- Ask open-ended questions that help them describe the details of the actions or materials that are part of the problem.
- Listen carefully for the details and needs children are describing; they are key to finding the solution.

Restate the problem:

- Using the details and needs children have described, restate the problem, clarifying any issues by asking for more detail, and reframing any hurtful language.
- Check with the children to see if they agree that you have identified the problem.

Ask for ideas for solutions and choose one together:

- Help children think through the specifics of cause and effect so that complicated or general solutions become concrete and possible to carry out.
- Children may suggest, for example, "They can share." A suggested solution like this needs further exploration so that the actions that will happen are clear to all concerned.

Be prepared to give follow-up support:

- Children may need help in implementing the solution, or difficulties may arise because one of the children is still carrying angry feelings that need further acknowledgement.
- Check with each of the children to see if the problem has been solved.

Behaviour Management

Positive Discipline Guidelines

It is our view that given positive encouragement, children will learn to grasp the concept of limits and that these limits help them learn logical consequences. The children learn the importance of their own space and individuality, therefore learning about their own actions and how these impact upon themselves and others.

Children will be expected to exhibit behaviour that comes within a framework set up to recognize the rights of individuals, and the rights and needs of the group.



- 1. To ensure that the behaviour management of children is applied equitably to all children.**
- 2. To ensure continuity.**
- 3. To ensure consistency.**
- 4. To ensure that individual needs of children are met.**

ABKM reserve the right to withdraw a child from participating for the following reasons:

- ✓ Consistent violent behaviour
- ✓ Parents not following up on behaviour recommendations
- ✓ Parent's refusal to consent to outside assistance for their child's behaviour

Prohibited Practices

- No operator shall permit,
- Corporal punishment of a child; including hitting, spanking, pushing, shaking, pinching, biting, grabbing, or slapping.
- Deliberate use of harsh or degrading measures on the child that would humiliate the child or undermine a child's self-respect; a child must not be humiliated either physically or verbally, through sarcasm, taunting, teasing or degradation.
- Deprivation of a child of basic needs including food, shelter, clothing or bedding. Food must not be used as a punishment or threat at lunch or snack. Access to liquids (water, juice, etc.) must always be available to the child. A child must not be punished or reprimanded in any way for failing to use the toilet. A child must not be punished in any way for failing to fall asleep at rest time.
- Locking the exits of the ABKM for the purpose of confining the child; a child must not be placed alone in a room.
- Use a locked or lockable room or structure to confine a child if he or she has been separated from other children.

Violence and Harassment

ABKM adopted a policy that deems the work place a Violence Free Zone. This policy means that violence of any type is not allowed.

The definitions of violence include hitting, threatening words, threatening actions, etc. Parents and staff members are instructed to telephone the police, if necessary.

2.9 Grievance Procedure

Open communications between parents and staff of the ABKM is especially important in meeting the needs of the children in their care. Parents are encouraged to feel free to discuss any questions or concerns regarding the ABKM Program or the care of their child with the staff of the ABKM.

We recognize from time to time a misunderstanding or a concern regarding service delivery may arise. Parents are encouraged to bring their concerns to the attention of ABKM staff so that a resolution can be sought. Every attempt at finding a solution will be made.

However, there may be a time when the parent is not satisfied that their concern has been addressed to their satisfaction. The involvement of the parents and staff is essential to achieve the aim of open communication and conflict resolution.

The following procedure has been developed to resolve any grievance a parent may have.

Step 1: Please speak openly to the staff person involved about your concerns. If you are not satisfied with the outcome:

Step 2: Please inform the Supervisor that you would like to meet with her to discuss your concerns.

Step 3: Please request a meeting with the Education Coordinator to discuss your concerns.

Step 4: Please document your concerns in writing and submit the form to the Band Manager who will review the documentation.

Policy 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 Sarnia- Lambton Children's Aid Society (CAS) directly at (519)336-0623.

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*.

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.)

Parent Issues and Concerns Policy and Procedures

Nature of Issue or Concern	Steps for Parents and/or Guardian to Report issue/ Concern	Steps for staff and/or Licensee in Responding to the Issue/Concerns:
Administrative	Please bring the administrative concern to the Supervisor either Verbally in person or over the phone, in writing via e-mail or letter including details outlining the concern/issue	<ol style="list-style-type: none"> 1. Supervisor or delegate will address the parent concern 2. Supervisor or delegate will respond to the concern/issue within 48 business hours either verbally in person or phone call or by e-mail 3. If an investigation is required Supervisor will conduct the investigation and share the findings with the parents/guardian as soon as the investigation is complete 4. If the parent/guardian is not satisfied with the outcome they may continue starting at step 3 outlined in the Grievance Policy.
Classroom Program	Please bring concern of the classroom Program to the classroom teachers' attention either verbally in person or over the phone, in writing via e-mail or by letter with details outlining the concern/issue	<ol style="list-style-type: none"> 1. The classroom teachers will address the parent/guardian's concern 2. The classroom staff will respond to the concern within 48 business hours either verbally in person or phone call or by email 3. If an investigation is required, the classroom teachers and Kate will conduct the investigation. The classroom teachers will share the information with the parent/guardian as soon as the investigation is completed. 4. If the parent/guardian is not satisfied with the outcome they may continue starting at step 2 outlined in the Grievance Policy
Menu or Dietary Concerns	For all menu or dietary concerns please bring the concern to the Supervisor either Verbally in person or over the phone, in writing via e-mail or by letter with details outlining the concern/issue	<ol style="list-style-type: none"> 1. The Supervisor will address the parent/guardian's concern 2. The Supervisor will respond to the concern within 48 business hours either verbally in person or phone call or by email 3. If an investigation is required, the Supervisor will conduct the investigation. The Supervisor will share the information with the parent/guardian as soon as the investigation is completed. 4. If the parent/guardian is not satisfied with the outcome they may continue starting at step 2 outlined in the Grievance Policy

<p>ABKM Early Years Centre Staff</p>	<p>For all Concerns pertaining to the staff of the Early years centre please bring the concern directly to the staff in which the concern/issue is regarding</p>	<ol style="list-style-type: none"> 1. The staff member will address the parent/guardian's concern/issue 2. The staff will respond to the concern within 48 business hours either verbally in person or via phone call or by email 3. If an investigation is required, the staff member and Supervisor will conduct the investigation and share the information with the parents/guardians as soon as the investigation is complete the staff member will share the information with the parent/guardian 4. If the parent/guardian is not satisfied with the outcome they may continue starting at step 2 outlined in the Grievance Policy
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Parental Responsibilities

It is expected that parents will demonstrate courtesy towards members of the ABKM community.

This includes:

- Using words and actions which reflect respect and dignity
- Working openly in partnership with the staff
- Encouraging a healthy lifestyle such as good nutrition and adequate rest
- Encouraging regular attendance
- Providing necessary supplies and equipment
- Sharing in your child's experiences
- Encouraging positive relationships
- Providing a safe home environment with established routines
- Commitment to learning, achievement and behaviour
- Supporting Aamjiwnaang Binoojiinyag Kino Maagewgamgoons policies
- Celebrating your child's successes
- Maintaining awareness of your child's progress
- Valuing life-long learning and achievement
- Co-operating with others to promote a positive learning environment
- Common sense in the approach to school practices and expectations

This booklet was designed to help establish a positive working relationship between the staff and the parents. When the relationship works well, you can pursue your work, education, or other interests with confidence that your child is being cared for in a safe and nurturing environment.

