

A Great School for Your Terrific Child

Parents' Handbook

Betty Hyde Cooperative Early Learning Centre

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Table of Contents

1.1 School History

1.2 The Program Statement

1.3 The School as a Cooperative

1.4 How Does Learning Happen?

2.1 Indoor Activities

2.2 Snack Time

2.3 Programming

2.4 Large and Small Circle Activities

3.1 Outdoor Activities

3.2 Special Activities

3.3 Field Trips

3.4 Holidays

4.1 Admissions and Wait List Policy

4.2 Fees, Subsidies and Payment Method

4.3 Withdrawal

- 4.4 Extended Leave
- 4.5 Absences
- 4.6 Health
- 4.7 Immunization
- 4.8 Medical Emergency
- 4.9 Waiver
- 4.10 Transportation
- 4.11 Drop off and Pick up
- 4.12 Dismissal
- 4.13 Nut Free Zone
- 4.14 Anaphylactic Food Allergies
- 4.15 Birthdays
- 4.16 Clothing
- 4.17 Sleep Policy
- 4.18 Inclusion/Special needs Policy
- 4.19 Harassment Policy
- 4.20 Parent's Issues and Concerns Policy
- 4.21 Criminal Reference Checks
- 4.2 Serious Occurrence Policy
- 4.23 Prohibited Practises
- 4.24 Monitoring of Volunteers and Students Policy
- 4.25 Parents Issues and Concerns Policy
- 5.1 Annual General Meeting
- 5.2 Parental Involvement
- 5.3 Other Member Positions

6.1 Calendar of Activities

1.1 School History

The Bettye Hyde Cooperative Early Learning Centre has been in continuous operation since 1943. It grew out of the original Neighbourhood Nursery School, begun in the early forties by two energetic mothers of young families, Polly McKay-Smith, now Hill, and Jo Adams. They were part of the wartime influx of people who brought new ideas to Ottawa. The nursery school was an idea whose time had come. It began as a little group of neighbourhood families cooperating to provide their children with an educational experience.

Before the first year was out, the families sought the assistance of Bettye Hyde, an outstanding educator who developed and ran the school's program for more than 20 years and subsequently established the Early Childhood Education program at Algonquin College. After a number of moves, and over 40 years in the All Saints Anglican Church, Bettye Hyde found its permanent home at 43 Blackburn Avenue. For over 70 years, the cooperative impulse has remained strong. Parents have done everything from painting walls and ceilings, laundering dolls' clothes and building equipment, to planning investment strategies in the best interest of the school. They have always participated in the planning for the school and the teaching of their children. Bettye Hyde and Polly Hill joined parents, children, alumni and staff (past and present) to celebrate the school's 50th and 60th birthdays. Stories were exchanged, memorabilia collected and a tree was planted in the schoolyard at Chapel and Blackburn, in honour of this very special and enduring nursery school.

In 2014 Bettye Hyde embarked on a new era in its long history, expanding and changing its license to a full time Daycare, offering more flexible childcare options to its neighbourhood families. Thanks to a group of 20 Sandy Hill families a permanent home was purchased and retrofitted inside the historic Carriage House. Not only was Bettye Hyde given a brand new place to call home, but a beautiful widely admired historic building was saved from the wrecking ball.

Bettye Hyde is proud to continue to offer an opportunity for children, parents and educators to grow and learn together. It was founded to help develop the social, intellectual, physical, and emotional potential in all children.

The school is a registered, non-profit charitable corporation, owned and operated by the parents of its students.

1.2 Our Program Statement

Bettye Hyde Cooperative Early Learning Centre offers full-time licensed care for children aged eighteen months to five years. Some part-time spaces are available for children in the Preschool age group but these spaces are limited.

The Bettye Hyde Cooperative Early Learning Centre is a non-profit, co-operative child care centre that offers a safe, warm and welcoming home- like setting for children. The child, their family, our Educators and our broader community are inextricably linked by the kind of program we offer. We encourage families to be “co-learners” with their child by inviting them into our centre to offer their perspective, and to participate in a way that they feel is meaningful. By looking at our community as an extension of our centre we help build a sense of belonging and make connections to the broader world.

The Learning Environment

BHCELC programs are based on developmentally appropriate practices that provide opportunities for active engagement with children and Educators in a caring environment. Our mission is to promote learning through play based activities in a safe, accepting and stimulating environment. The skill building that goes on as a natural offshoot of play lays the foundations for future learning. Our curriculum follows an emergent approach, allowing our Educators to observe the interests of the children and then provide them with opportunities to extend their learning both inside and outside Bettye Hyde. This learning is documented and displayed through art and photographs in the classrooms as well as through the online sharing tool “Hi Mama”.

Early Learning for Every Child Today (ELECT) is a framework for Ontario early childhood settings that describes how children learn and develop. We use this as a guide for our curriculum and observations throughout the year. Our programs follow the ELECT framework to further enhance the children’s emotional, social, physical and cognitive development. The full ELECT document can be viewed via the following link:

http://www.children.gov.on.ca/htdocs/English/documents/topics/earlychildhood/early_learning_for_every_child_today.pdf

In 2014 the Minister of Education provided all Ontario Licensed Centres with a Pedagogy for the Early Years; “How Does Learning Happen?” (see 1.4). This professional learning resource is shaped by the views about children, the role of Educators and families, and the relationships among them. These views provide a starting point for developing our programs and practises that support learning. Since 1942, Bettye Hyde Co-op has provided an environment that works collaboratively with families to keep the children as our focus. This shared understanding, viewing children as competent, capable, curious and rich in potential helps build a place of belonging and a place to succeed.

All of our Educators are Registered Early Childhood Educators, trained in the latest developments in Early Childhood Education. Ongoing Professional development is a key component in keeping our BHCELC Educators committed to the field of Early Childhood Education. We work to ensure our early learning environments are appropriate for the children’s developmental levels. We provide opportunities to learn through movement, play and hands-on exploration. Through this type of learning, we allow children to test new knowledge in a relaxed setting. We strive to provide an environment in

which children feel secure and at ease, allowing them to grow at their own pace. Our Educators use a warm, responsive and inclusive approach with the children, their families and the people in our community. Open-ended play based materials are rotated in the program depending on the children's interests. The children are free to manipulate the materials, explore music and movement, create symbols and engage in imaginative expression and dramatic play. Through the process of thinking, feeling and doing children explore creative expression, problem-solve and use critical thinking skills, all the while strengthening their memory, learning, and sense of self.

Parents participate in the overall organization and administration of the school through the cooperative's executive and the general meeting held annually. In addition, parents are an active component in the school's operation as they undertake fundraising duties and help with our Annual Trivia Night fundraiser and Spring Fair. In return, Bettye Hyde can be a source of support. The daily drop-off and pick-up time, the school parties and events provide opportunities to meet neighbours and share parenting experiences; as well, the school's director and educators will discuss the many aspects of your child's development, in formal interviews or informal chats.

1.3 The School as a Cooperative

Parental involvement is what makes Bettye Hyde Cooperative E.L.C. special. As cooperative members, parents own the school. They operate it through the Executive and its committees; they make sure it stays financially sound through careful planning and regular fundraising events. Being a Bettye Hyde parent brings a commitment to the cooperative spirit, as well as many meaningful moments with the Bettye Hyde children and community.

In addition to assisting with regular teaching duties, the School's Director is responsible for overseeing the program and for the daily management and operation of the school. The Director attends all parents' meetings. As the list of parents may differ from one year to the next, the Director provides vital continuity to the operation of the school.

1.4 How Does Learning Happen?

How Does Learning Happen? The Province of Ontario's Pedagogy for the Early Years is a professional learning resource for those working in childcare and child and family programs. It supports pedagogy and program development in early childhood settings that is shaped by views about children, the role of educators and families, and the relationships between them. It builds on foundational knowledge about children. It is grounded in new research and best practice from around the world.

What does How Does Learning Happen? mean for program quality?

Curriculum "quality" refers to the kinds of programs that, according to research and practice from around the world, contribute to positive experiences and outcomes for children.

At Bettye Hyde Cooperative Early Learning Centre we follow this pedagogy in order to understand and support learning.

This pedagogical approach supports quality in our program in order to:

- build positive and responsive relationships;
- focus on children’s social, emotional, physical, creative, and cognitive development in a holistic way;
- provide environments in which children learn through exploration, play, and inquiry;
- encourage self-reflection, discussion, and ongoing collaboration and learning among educators;
- engage with families, and value their strengths, contributions and unique perspectives;
- use pedagogical documentation to study, interpret, make visible, and help inform children’s learning and development.

These pedagogical approaches support children as they learn along a developmental continuum, and allow for smoother transitions from one program to another – for example, from our Toddler room to our Preschool room and from Bettye Hyde C.E.L.C. to kindergarten, elementary school, and beyond.

2.1 Indoor Activities

The children are in an entirely open space, able to move from one area to another as they wish. There are many activity areas: art, blocks, climbers, puzzles, books, music, painting, sensory, imaginative play, play dough, and quiet areas. The E.L.C. benefits from a large collection of stimulating and quality toys, games and resources that are rotated according to the Educator’s observations of the children’s interests. This attention to what the children are enjoying within the program keeps the children looking forward to their days at Bettye Hyde.

2.2 Snack Time

This is a social time when children are invited, a few at a time, to join an educator at one of the small tables to share a nutritious snack cooked by our own chef in our own kitchen. This provides a perfect opportunity for children to self-regulate and practise their self-help skills including washing hands, taking turns, sharing, and clearing their dishes. All the while the children are socializing and developing language skills as they interact with their peers and the educators.

2.3 Programming

Educators monitor the children’s play and plan activities according to the children’s interests. Program ideas such as "dinosaurs" or "under the sea" are examples of some of the children’s favorites but finding a broken limb of a tree, while visiting the park, may take them off in a completely different direction! The educators view themselves as “parallel-learners” with the children. The children’s day to day experiences, observations and discoveries define the activities that emerge from them.

Updates from “Hi Mama” are sent to families to document the play and learning that is taking place throughout the week. Parents are encouraged to open these postings with their child (ren) so they can reflect and share in their child's early learning experience.

If parents recognize that they have resources at home, including their own talents, we encourage them to bring them to the program to also be parallel-learners and enhance the activities that are taking place. The involvement of our Bettye Hyde families provides the child(ren) a special opportunity for learning and gives them a sense of pride in having something (or someone) important to contribute.

2.4 Large and Small Circle Activities

The educators work on "school readiness" by planning activities for both large and small groups. Activities tie in with the children's observations and interests and often spark a great deal of conversation within the group(s). Circle activities are also an opportunity to support self-regulation as they practice the skills of listening, concentrating, sharing information, respect, responding at appropriate times, and encouraging enthusiasm for learning. It is a first step towards the more structured learning that will occur in elementary school.

3.1 Outdoor Activities

Weather permitting we get outside at least twice a day. Our green and garden style play yard provides opportunities for climbing, sliding, digging, and exploring with all the senses while enjoying the outdoors. Children should be dressed appropriately for outdoor play. An extra set of clothes must be available in case your child gets wet or muddy. Please provide mittens in colder weather, not gloves as we encourage children to dress themselves independently.

3.2 Special Activities

From time to time, educators may select a small group to engage in a special activity such as playing a particular game, or baking. This can give an educator an opportunity to work closely with small groups or individual children, establishing one-to-one relationships. Special visitors are often invited to circle time. These could include fire fighters, wildlife specialists, musicians, and children's entertainers. We try to engage family members in this part of the day as much as their time will allow. Special talents, collections and holiday traditions shared by family members, with the whole group, makes for some wonderful connections and instills a sense of pride for the children.

3.3 Field Trips

Field trips are an integral part of our program with childcare fees covering any costs that may be incurred. Bettye Hyde is perfectly located between some lovely City parks therefore we endeavour to visit them as much as the weather will allow, in all seasons.

A Spring and Fall field trip are always planned taking advantage of the many seasonal festivals in Ottawa. Examples of these are; a trip to a pumpkin patch, a hike in a sugar bush or attending the Children's Festival.

These trips are sometimes undertaken by school bus, and parental consent is required. As well, there will be occasional trips to the library or local points of interest. Pick-up times for the children remain

unaffected. Extra adults are required on these occasions to help supervise the children. Experience has shown the adults enjoy the outings as much as the children.

3.4 Holidays

Bettye Hyde is closed for all Statutory Holidays including Family Day. We also close at noon on the last working day before Christmas Day and open again on the first working day after New Year's Day.

4.1 Admission and Wait list Policy

Over the years, the parent body has adopted policies that enable the school to run smoothly, meet its staffing and licensing requirements and keep the operation on a sound financial footing.

Minimum age for entry is 18 months, although if a child is walking sooner there is an opportunity for having them start earlier. Bettye Hyde uses the Centralized Waiting List offered through the City of Ottawa. The list can be found at www.ottawa.ca/daycare or by calling 311 and following the prompts. Children may be admitted at any time during the year as vacancies become available. If you would like to arrange a visit to our centre please be in touch via email at bettyehydeottawa@gmail.com or call 613-236-3108.

It is Bettye Hyde's policy to accept new registrations on a first-come-first served basis. The only priority given will be to families that already have a sibling attending Bettye Hyde. Once parents have visited our Centre, and have asked all of the questions they may have, and have met all of the staff members, they may request to be placed on our internal waiting list.

Generally speaking new Toddler age children usually get available openings first which enables older existing Toddlers to move up into the Preschool room.

The only exception to this would be for part-time spaces as there are only part-time spaces available in the Preschool room. Again these spaces are filled on a first-come-first-served basis.

The Executive Committee reviews, revises and sets the school fees yearly. The current fee schedule is available on the Bettye Hyde website. www.bettyehyde.com

4.2 Fees, Subsidies and Payment Method

Fees: When contacted by the Director and upon registration parents must pay their registration fee and refundable deposit by providing a completed EFT form and providing a void cheque. These forms will be available by electronic copy along with a "Parental Agreement" form and Immunization form. Parents will also need to provide a photocopied immunization record. If parents plan on spending any time in the program they must also arrange for a Criminal Reference Check for each family member planning on attending "special days" or dropping in for visits at Bettye Hyde. Payment of monthly fees will be debited from the account indicated on the EFT form including an additional one month's fees to act as a deposit. This deposit acts as insurance that parents give us the required one month's notice of withdrawal, and when they do this amount will be applied to their last month's fees.

Registration fee: A registration fee is due immediately when the child registers at the school. This administrative fee is non-refundable. (a family with more than one child registered at Bettye Hyde will pay only one registration fee).

Family Rate: For families with more than one child at Bettye Hyde Cooperative Nursery School, the second and lesser fee is reduced by 10 per cent.

Tuition Subsidies: Each year, the region subsidizes the fees of some Bettye Hyde Cooperative E.L.C. students. Parents must apply for such funding directly to the City of Ottawa Child care Subsidy Office at <http://ottawa.ca/en/ott-youth/child-care-subsidy>

Mid-Month Registrations: Students starting before the 15th of the month are charged the full program fee for the month. Arrivals after the 15th of the month are charged half of the full program fee for the month.

Family Assessment Fee: At all times the Executive Committee is responsible for maintaining proper financial management practices. Where the cooperative does not have sufficient assets available to meet its obligations, the Executive may, as a last resort, seek the required funds through a Family Assessment Fee from member families of the cooperative. If approved by a majority of members at a duly constituted general meeting, each family is obligated under the terms of membership in the cooperative to pay the fee so approved.

4.3 Withdrawal

The school's budget is calculated on a monthly basis. Should you wish to withdraw your child from the school, we require one full month's notice (delivered no later than the first day of the month), or one month's fees in lieu of notice. This means, for example, that if your child will not be returning in January, you must give notice by the first of December. Otherwise, your prepaid deposit fee will be withheld in lieu of proper notification. Should you withdraw your child in the middle of December, December fees are due in full, regardless of notification, and proper notice must be received no later than December 1, for the full withdrawal in January. With proper notification of withdrawal, your prepaid deposit fee will be reimbursed. The school also requires notice, as above, for a reduction in the frequency of attendance, i.e., if you decide to drop from five morning to three mornings per week.

Notice of any changes regarding your child's enrolment in the school, or in a particular program, should be given to the Director via email; bettyehydeottawa@gmail.com

4.4 Extended Leave

To hold and guarantee a child's space in the program during an extended leave from the school, full monthly program fees must be paid during the absence. This is applicable to only the first (full-fee) child for families with more than one child in the school.

You do have the option of withdrawing, with proper notification, and registering again if a space is available. Please note that a registration fee is charged with every registration.

4.5 Absences

Please advise the Director as soon as possible if your child is going to be absent, or is being kept home because of illness. We regret that we are unable to provide refunds or make-up time for days absent.

4.6 Health

Please keep your child at home if he/she has the following symptoms:

- Fever, persistent crying, irritability, unusual lethargy, difficult or irregular breathing or other signs of possible illness.
- Diarrhea, defined as an increased number of stools compared with the child's normal pattern, increased stool or decreased stool form.
- Vomiting twice or more in the previous 24 hours unless it can be determined that the vomiting is due to a non-communicable condition and the child is not in danger of dehydration.
- Mouth sores associated with the child's inability to control her/his saliva, unless the doctor states in writing that the child is non-infectious.
- Rash with fever such as measles or roseola or behaviour change associated with such rashes until a doctor has determined that the illness is not a communicable disease.
- Scabies until after the treatment is complete.
- Whooping cough until 5 days of the medication has been completed.
- Hepatitis A infection until 1 week after onset and jaundice, if present, has disappeared.
- Gastroenteritis
- Streptococcal throat (strep throat) until 24 hours after the first treatment and until your child's temperature has been normal for 24 hours.
- Mumps until 9 days after the start of the gland swelling.

If your child becomes ill with any of the outlined illnesses, you will be required to pick up your child as soon as possible. If, at any time, the E.L.C. will not be able to reach you at your usual number(s), please leave an alternate contact number at drop-off time. If we are unable to reach you the "emergency contacts" on your registration form will be called.

Your child must be symptom free without the use of any medication for a full 24 hours before returning to the E.L.C. Also be informed that a doctor's note may be required, contingent on your child's type of illness, upon your child's return.

Please note that if there is an outbreak of a communicable condition we will notify the Health Department and there will be a 48 hour exclusion policy for an afflicted child.

4.7 Immunization

Bettye Hyde Cooperative adheres to the policies stipulated in the licensing guidelines under the authority of the Minister of Education, quoted below.

(1) Every operator shall ensure that before a child is admitted to a day nursery operated by the operator or to a location where private-home day care is provided by the operator, and from time to time thereafter, the child is immunized as recommended by the local medical officer of health.

(2) Subsection (1) does not apply where a parent of the child objects in writing to the immunization on the ground that the immunization conflicts with the sincerely held convictions of the parent's religion or conscience or a legally qualified medical practitioner gives medical reasons in writing to the operator as to why the child should not be immunized.

Each family registering at Bettye Hyde must submit an electronic immunization record to Ottawa Public Health. If a written statement giving ethical, religious or medical grounds for the non-immunization of the child is required Ottawa Public Health must also be contacted.

The electronic form is available by following this link;

https://app06.ottawa.ca/cgi-bin/form.cgi?dir=cimmunization&form=immunization_en

4.8 Medical Emergency

In case of a medical emergency, children will be taken to the hospital. We will notify the parent or guardian when the medical emergency happens. If we cannot reach you, the emergency contact person will be called, and the family doctor will be called. Failing to reach either contact, the educators will take the child to the nearest hospital and continue their attempts to contact the parent or guardian. It cannot be stressed strongly enough the importance of making sure that you keep the school informed of all changes in addresses and phone numbers.

In case of a minor accident (scrape or abrasion) we immediately apply first aid, comfort the child and decrease the child's activities until they are ready to actively participate in the program. In the case of a more serious occurrence, an accident report will be filled out and sent home with the child for parents to sign and return.

4.9 Waiver

The school cannot under any circumstances be responsible for accidents or illnesses suffered or incurred in the school.

4.10 Transportation

Parents are responsible for transportation to and from school. Over the years, families have helped each other out in getting their children to and from school, forming carpools, or just helping another parent in a pinch. The staff cannot under any circumstances provide car transportation for children.

In order to assure smooth school operations, please be punctual when dropping off and picking up your child.

4.11 Drop-off and Pick-up

When picking up and dropping off your child by car, please ensure that you comply with the City of Ottawa's anti-idling by-law, which states that "No person shall cause or permit a vehicle to idle for more than three (3) consecutive minutes in a sixty (60) minute period." The school opens at 7:30 a.m. and closes at 5:30 p.m. Children must be picked up at the end of their paid program time. Late pick-up fees will be charged for departures outside these times. If your child is picked up outside the school's usual hours of operation, overtime fees will be charged at the rate of \$15.00 per 15 minutes. The school hopes this will encourage everyone to be on time. Overtime fees will be paid directly to the educators.

N.B. The educators must be advised if someone else is to pick up your child. They will not allow a child to leave with anyone who has not been specifically authorized by his/her legal guardian.

4.12 Dismissal

The school reserves the right to impose the withdrawal of a child who has been consistently disruptive. This measure will only be imposed when the child poses a significant risk either to him/herself and/or to others. This measure will only take place following a meeting between the parent(s), teaching staff and members of the executive.

4.13 Nut Free and sesame seed free Zone

Due to the existence of anaphylactic allergies Bettye Hyde Cooperative Early Learning Centre is NUT-FREE (peanuts and tree nuts) and SESAME seed free.

4.14 Anaphylactic Food Allergies

There are children at the E.L.C. who have severe allergies which can cause an anaphylactic reaction. An anaphylactic reaction is an allergic reaction so severe it can cause death. Nuts and peanuts are a common trigger for anaphylaxis. As a result, the school does not permit nuts, peanuts or nut/peanut products to be brought into its premises.

If your child is entering the school after recently eating peanut butter or other such products, please ensure that hands are thoroughly washed and teeth are brushed. A peanut/nut allergy can be so severe that even touching or inhaling a trace amount can trigger a life-threatening reaction.

If for a health reason your child is bringing in any food for personal consumption it must be nut/peanut /sesame seed free. We must be informed in writing if it is necessary for you to supply a special snack for your child.

Please inform your child that they are not permitted to share food.

4.15 Birthdays

We are delighted to celebrate birthdays at school. We will endeavour to schedule your child's special day to coincide with their birthday. If you would like to do something special for that day please plan something that does not include sugar. Activities and/or your company are much preferred.

4.16 Clothing

It is important that your child wear clothing that is suitable to an active and often messy play environment. We ask you to label everything with your child's name: each year the lost and found box collects large quantities of unmarked clothes. Each child should keep a bag with a complete change of spare clothes at school. This bag should be marked with the child's name and given to one of the Educators. Children are taught and encouraged to dress themselves at school: slip-on shoes and boots, pull-on pants, mittens (not gloves) etc., make this task easier. All children are taken outside for a play period in all but the most inclement weather, so please make sure that they are appropriately dressed; in particular, send them in splash suits and rubber boots on rainy days. On sunny days, or when the ultraviolet index is high, children should arrive with a hat and already-applied sunscreen. Diapers, diaper liners and wipes must be provided for children who are not toilet trained. The school encourages the use of cloth diapers.

4.17 Sleep Policy

All children at BHCELC are given the opportunity for 2 hours of quiet/nap time from 1 p.m. to 3 p.m.

Due to licensing regulations children are not allowed to sleep with a pillow unless it is provided from home. Children are also allowed special "stuffedies" and blankets from home should they be helpful in comforting them during this peaceful time.

All children that are sleeping are closely monitored while children that are awake play quietly. A monitoring schedule is posted in the sleep room. The fifteen minute checks are visual with each child being checked one at a time. The Educator in charge of the 15 minute checks signs the monitoring schedule along with the number of sleeping children.

Each child's daily sleep schedule is noted for parent's reference at pick-up time.

4.18 Inclusion Policy

BHCELC is an inclusive school meaning we welcome children with a variety of developmental needs. Together with the Children's Integration Support Services (CISS), a division of the Andrew Fleck Child Care Agency, we ensure that all children receive developmentally appropriate programming. The Program Director and E.C.E.s must assess children with identified developmental needs prior to registration. This assessment is required to ensure that the school can provide appropriate support, and to determine the level of assistance required from CISS, if any.

CISS states that, "a child who has a physical or mental impairment that is likely to continue for a prolonged period of time, and who as a result is limited in activities pertaining to normal living, as

verified by objective, psychological or medical findings, and including a child with a developmental handicap" is eligible for support from CISS.

The number of children in our programs with special needs depends on the E.C.E.s being able to provide all children in the program with the appropriate attention/supervision and having the appropriate support provided by CISS. The Program Director is available to assist families requiring support from CISS.

CISS provides a range of support to assist with the integration of preschool children with special needs, including, but not limited to the following:

1) Integration Advisors: The advisor's role is to support the family and the program. The advisors provide assistance in the development of individual program plans and goals, and also support the program and Educators with "how to" incorporate the goals into the regular program activities. The advisor visits programs as needed and identified by the Educators and is available for consultation anytime.

2) Program Assistants (PA): Program assistants provide support with the challenges of integration for the teachers in the program. PA's are assigned to programs to provide a balanced teacher/child ratio in order to provide the fundamental attention/supervision required by all children in the program, and to facilitate the integration process. There is a maximum of one P.A. permitted in any program.

4.19 Harassment Policy

BHCELC is committed to providing an environment in which all individuals are treated with respect and dignity. Harassment will not be tolerated from any person in the childcare facility. The Membership, Staff and Volunteers are expected to uphold this policy, and will be held accountable by the HR Committee of the Executive committee.

Harassment, as it pertains to this policy is:

- engaging in a course of vexatious comment or conduct against a member, staff or volunteer in the preschool --- a comment or conduct that is known or ought reasonably to be known to be unwelcome.
- any vexatious comment (including communication both verbal and non-verbal) written or not, whether intended to harm or not is considered harassment.
- Harassment may also relate to a form of discrimination as set out in the Ontario Human Rights Code, but it does not have to. Examples of harassment are: Belittling a person; Demeaning a person; Embarrassing a person; Humiliating a person; Repeating a behavior they've been told offends; Threatening or intimidating a person.

Members, staff and volunteers are encouraged to report any incidents of harassment to the President of the Executive or the Program Director. There will be no negative consequences for reports made in good faith. The HR Committee of the Executive will investigate and deal with all concerns, complaints, or incidents of harassment in a fair and timely manner while respecting the individuals' privacy as much as

possible. Nothing in this policy prevents or discourages a member, staff or volunteer from filing an application with the Human Rights Tribunal on a matter related to Ontario's Human Rights Code within one year of the last alleged incident. A Member, Staff or Volunteer also retains the right to exercise any other legal avenues that may be available.

4.20 Parent Issues and Concerns Policy and Procedures

Name of Child Care Centre: Bettye Hyde Cooperative Early Learning Centre

Date Policy and Procedures Established: July 12, 2017

Date Policy and Procedures Updated: N/A

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of B.H.C.E.L.C.

Staff: Individual employed by the licensee (e.g. program room staff).

R.E.C.E: Registered Early Childhood Educator

Policy-General

Bettye Hyde families are encouraged to take an active role in our Early Learning Centre and regularly discuss what their child(ren) are experiencing within our program. Bettye Hyde's cooperative structure offers a warm and welcoming environment where all members have a place to voice any observations and/or concerns they may have. As reflected in our program statement, we support positive and responsive interactions among the children, parents/guardians, R.E.C.E.s, our cook and our Director. Our aim is to foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by the members of our staff, our Director and the Board of Directors and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. The email addresses for all members of our volunteer Board of Directors can be found on our website; www.bettyehyde.com. Our Director can be reached either in person, by phone 613-236-3108, or in writing to bettyehydeottawa@gmail.com. Responses and outcomes will be provided verbally and/or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 24 hours or one business day. The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Procedures;

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements,</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the R.E.C.E or Cook directly <p>or</p> <ul style="list-style-type: none"> - the Director or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 24 hours or one business day. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
etc.		<p>was received;</p> <ul style="list-style-type: none"> - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the Director or licensee. 	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.(eg. The President of the Board of Directors)</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within one business day or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p>
<p>Staff, Director, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly or - the Director or licensee. <p>All issues or concerns about the conduct of staff, etc. that puts a child’s health, safety and well-being at risk should be reported to the Director as soon as parents/guardians become aware of the situation.</p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or - the Director and/or licensee. - <p>All issues or concerns about the conduct of students and/or volunteers that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the President of our volunteer Board of Directors.

Issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act., 2014 and Ontario Regulation 137/15 should be reported to the Ministry of Education’s Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts;

Director - Cindy Mitchell; bettyehydeottawa@gmail.com / 613-236-3108

- **President BHCELC**; bettyehydepresident@gmail.com
- **Ministry of Education**, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca
- **CCEYA Licensing Officer** –Monique.Collin@ontario.ca / 613-787-4081
- The **College of Early Childhood Educators** investigates complaints about College members related to professional misconduct, incompetence or incapacity. If you wish to file a complaint against a member, please call Toll-free: 1 888 961-8558 or email; discipline@college-ece.ca
- **Ottawa Public Health** <http://www.ottawapublichealth.ca> / 613-580-6744

4.21 Criminal Reference Checks

In keeping with the directive from the Ministry of Education “criminal reference checks” must be completed as part of the employment/association process, for all staff and volunteers who have direct contact with children. This policy shall apply to all new staff and volunteers specifically:

Director, educators, supply educators, parents who want to spend time in the program, and any parent delegates (ex. caregiver, grandparents).

Forms for the “Vulnerable Sector” are available from the Regional Police Department website and in the Bettye Hyde registration package. Also a letter from the Director, to support your application, is available at the school. No costs are charged to Bettye Hyde Cooperative members as we are a non-profit/charitable agency. Should costs be charged for expedited service the applicant will be responsible for their fee.

The School's Executive Committee is responsible for maintaining a confidential record of all reports received, and, in particular, assessing all positive reports for relevance to its operation and risk to children. A positive report may not preclude employment/association.

Before a parent can spend time in the program, and before hiring an employee, a valid CRC must be given to the Director (or Director designate) to make a copy for our records. The Criminal Reference check must be current; having been issued by the Police Department no more than 6 months previous to it being given to the Director. In the event that the cleared CRC is not available, then the person cannot start their contract or member time. Contracts for staff will not be signed until proof of a cleared CRC is provided.

Applicants do have the additional option of going directly to the Police Department and paying a fee which will expedite the process. This expense will not be reimbursed by Bettye Hyde CELC. The information on the CRC will be copied and filed at Bettye Hyde. Staff and volunteers must retain the original CRC.

Non-cleared CRC;

In the event that a staff person or member should submit a CRC form to the Bettye Hyde CELC that indicates that working in the vulnerable sector is problematic, then that person will not be allowed on the premises. In the event that a staff person/member should produce a non-cleared CRC during a contract, then that contract will be terminated immediately. Staff whose employment is terminated shall be given pay in lieu of notice in accordance with the Employment Standards Act of Ontario. Should the staff person/member produce a cleared CRC after the termination, then they may reapply to the school. The Board of Directors at Bettye Hyde Cooperative Early Learning Centre reserve the right to consider the application. Any grievances concerning a non-cleared CRC must be taken up with the Ottawa Police Department, not BHCELC.

4.22 Serious Occurrence Policy and Procedures

An accident or incident involving a child is considered a serious occurrence if it falls into one of the following five categories, as described in the Serious Occurrence Reporting Procedures for Service Providers;

- Any death of a child who is enrolled at a child care centre or home child care;
- Allegations of abuse and/or neglect of a child while in attendance at a child care centre or home child care;
- A life threatening injury or illness of a child that is enrolled at a child care centre or home child care;
- Missing or unsupervised child(ren) while in attendance at a child care centre or home child care; or
- Any incident and/or any other unplanned disruption of service that poses a risk to the health, safety, and well-being of the children

In the event of a serious occurrence, the regional office of the Minister of Education must be notified within 24 hours by completing and submitting the Serious Occurrence Report available on the Child Care Licensing System. The 24 hour window to report a serious occurrence starts when the licensee or

delegate or supervisor becomes aware of the incident. If there is any uncertainty as to whether a "serious occurrence" has taken place the Director, or designated Staff member, may call the Regional Office at 613 787 5279.

The electronic Child Care Licensing System is used for reporting a Serious Occurrence.

For more information or questions about a Serious Occurrence the Minister of Education can be reached;

When providing a report the staff member must be prepared to provide the following information:

-Educator's name and contact number/-Bettye Hyde Co-operative's address/-child's first name and last initial/-child's age and date of birth/-date and time of the incident/-explanation of the situation

Reporting should be completed by the Program Director and/or the most senior staff member on site. If the Program Director is not available, he/she should be notified as soon as possible.

Procedures:

Death of a Child while in attendance at Bettye Hyde Co-operative Early learning Centre (BHCELC);

-the Program Director or senior staff member on site designates one staff member to remain with the child and designates others as follows;

-one staff member in attendance clears all children from the area and finds someone on site to supervise these children;

-one staff member calls: 911 and the Parent of the child and Program Director (if not on site);

-the Program Director or senior staff member on site completes the Serious Occurrence Report and notifies the Ministry within a three (3) hour time period;

-the staff member witnessing the death completes the appropriate accident report form and makes copies available for authorities as necessary -the Program Director or senior staff member on site (if unable to notify the Program Director) notifies the President of the Board of Directors; if he/she is not able to notify the board president, the Program Director will continue to call other board members until someone is notified verbally.

Alleged Abuse or Mistreatment of a Child While in Attendance at BHCELC;

-procedures will be followed as outlined in the Behaviour Management Policy;

-the Program Director or senior staff member on site will notify the Ministry, Children's Aid and the President of the Board of Directors.

Serious Injury to a Child While in Attendance at BHCELC;

-the staff member at the accident site administers temporary first aid, designates another staff member to call 911;

-another staff member in attendance clears all children from the area and finds someone on site to supervise these children, if necessary;

-the Program Director or senior staff member on site notifies the parent or alternate emergency contact;

-if the child is transported to the hospital, a staff member will accompany the child if the parent or emergency contact is not on site;

-the staff member witnessing the accident will complete an accident report form and make copies available for authorities as necessary;

-the Program Director will complete the Serious Occurrence Report online within the required 24 hour time period;

-the Program Director or senior staff member on Site (if unable to notify the Program Director) notifies the President of the Board of Directors; if he/she is not able to notify the board president, the Program Director will continue to call other board members until someone is notified verbally.

Child Missing While in Attendance at BHCELC;

-program staff will alert other staff members and will immediately call 911;

-procedures will be followed as outlined in the serious injury portion of this policy.

Disaster on the Premises;

-procedures will be followed as outlined in the fire evacuation policy

It is a requirement of the Minister of Education that licensees conduct an annual analysis of all serious occurrences, document the actions taken in response to the analysis, and maintain a record of this analysis.

4.23 Prohibited Practises

- corporal punishment: striking a child, shaking, pushing or any other form of aggressive contact
- deliberate harsh or degrading measures, including derogatory and/or threatening language that would humiliate a child or undermine a child's self-respect
- deprivation of a child's basic needs, including food, sleep, shelter, clothing or bedding, and toileting
- confinement or deprivation of a safe exit from the school; the only exception that can be made is if BHCELC is following an emergency protocol for "shelter in place" /"lock down". The guidelines are outlined in the POLICY BINDER available in the front hall/entryway.

*the physical restraint of a child and/or any actions that could result in bodily harm to a child including, but not limited to, feeding children against their will.

4.24 Supervision of Students and Volunteers policy

An **orientation** session with the Director or Director designate will take place before a student or volunteer starts work at the Centre. A valid criminal reference check will be copied and all policies will be read, signed and dated by the student/volunteer. These policies include our handbook which includes the Program Statement, and the Privacy, Playground and Anaphylaxis policies.

Students /volunteers will be **supervised** at all times while they are in the program with the children. The Program Director will decide which Educator will be responsible for supervising the student or volunteer prior to the commencement of work. The Educator will be primarily responsible for ensuring that the student/volunteer abides by the Program Statement and policies; however any staff member who feels that any policy is being contravened has an obligation to **act in the interest of the child first**, and then speak with the student/volunteer, the supervising Educator and the Program Director.

ALL BHCELC staff will ensure;

- a. No child is supervised by a person under 18 years of age;
- b. Only employees will have direct unsupervised access to children;
- c. Volunteer/Students must not be counted in the staffing ratio.

All Volunteers/Students who intend to work and/or study at BHCELC are required to abide by the policies outlined in the Parent Handbook and the Policy Manual, as well as meet any expectations that are required by the student or volunteer's educational or placement institution.

4.25 Parent's Issues and Concerns Policy

As required Section 45.1 of the Childcare and Early Years Act we have created a policy should parents have any issues or concerns they would like addressed. It has always been part of our cooperative structure to make sure we offer an open and welcoming centre where all members know they have a voice. All questions and or concerns are to be addressed as follows;

>contact the Centre's Director to set up a meeting to talk with them and with the staff member directly involved in the circumstances leading to the issue that needs clarification and or resolution.

>if a private meeting with the Director is preferred this can also be arranged at your earliest convenience.

>if the issue to be discussed is of a nature that a member of our cooperative would prefer to talk to the President or all the members of their volunteer Board of Directors they can be contacted through the Bettye Hyde email accounts available from our website. www.bettyehyde.com

All email requests and phone messages will be responded to within 24 hours.

>any issues or concerns parents may have are always a top priority for the Centre's Director, the Board of Directors and its staff. Priority will be given to all requests in this matter. It is up to the member of the cooperative to dictate the timing for any meeting(s) that may be needed and these requests will be met to the best of our ability. If the Director or any of the Board of Directors is absent the Director designate and the remaining Board will be convened as required.

5.1 Annual General Meeting

It is essential that at least one parent per family attends the Annual General Meeting usually held in June, where member commitments are made and committees are struck. It is each parent's responsibility to take one or more member positions. Those unable to attend the AGM will be contacted by phone and assigned positions still unfilled when adjourned.

5.2 Parental Involvement

In an effort to maintain the cooperative spirit on which Bettye Hyde was founded we ask parents to help us out with special activities (e.g. The Annual Trivia Night fundraiser held each November, and the "Children's Games" during the Sandy Hill Spring Fair in June). Also if parents have a special interest or skill that may help in the overall care and maintenance of the school we ask them to share them with us. (e.g. sewing, carpentry, social media etc.) When we hold special events we also welcome everyone in attendance to chip in and help with the set up and tidy-up so that all in attendance can enjoy themselves equally.

5.3 Executive Committee

The affairs of the school are managed by an Executive Committee, which includes a minimum of four and a maximum of seven officers, and the Director of the school. The officers are parents appointed at the Annual General Meeting held every June. The Executive oversees the administration of the school, including the hiring of educators, determination of salaries and fees, financial control and fundraising events. The Treasurer, President and Director (two of three signatures are required) have official signing authority for school accounts.

The Executive meets monthly to conduct its business. All parents are welcome to attend these meetings and to participate in discussions, or to pass on concerns to Executive members. Minutes of all meetings are posted in the school and then filed in an information notebook kept in the school for parental perusal.

The specific duties of Executive members are as follows.

*President: The President provides general administration and supervision of the operation of the school. The President's role is central to coordinating the work of the board and committees and is directly responsible for overseeing activities and ensuring that all deliverables are fulfilled. The President is also responsible for setting the agenda for meetings and keeping the agenda on track. Additional responsibilities and expectations include liaising with staff and families, and fulfilling other tasks as

required in order to ensure the success of the organization. The President is the final authority for the school, and must be fully informed of any problems and significant plans.

*Vice-President: The Vice President's job consists of supporting and collaborating with the President. The Vice-President undertakes such responsibilities as delegated by the President and exercises duties of the President during any absences.

*Treasurer: Responsible for financial affairs: keeps the books, advises on expenditures, provides monthly and annual financial statements; projects the budget. The Treasurer approves spending on school activities and events and working with the Bookkeeper completes all financial transactions.

*Secretary: The role of the Secretary is to produce the minutes of the meetings and to distribute them to the Board members and to ensure that a copy is put up in the School. The Secretary also produces any official correspondence that the Executive or President wishes to send. The Secretary ensures that meetings are conducted in accordance with the bylaws

*Members-at-Large:

The goal of the 3 member-at-Large positions, with the support of the board of directors, is to help Bettye Hyde achieve financial growth through the identification of new and long-term strategic business opportunities.

The member-at-large may be asked to:

- Explore market opportunities and prices or costs associated with these opportunities through research, cold calls and networking;
- Initiate and foster long-term relationships and partnerships with local businesses and stakeholders in order to react to or develop business opportunities in the neighbourhood or within the childcare sector;
- Support and monitor ongoing business projects;
- Work closely with publicity volunteer to ensure the promotion of new projects;
- Maintain the Bettye Hyde brand and vision through appropriate business opportunities;
- Counsel the board during decision-making processes related to business development. Such duties include writing and/or presenting business proposals.

*Non-voting members;

Fundraising: Parents try to raise approximately \$15,000 each year for purchases of new equipment and school improvements. This is a non-voting position. Typically this involves the following;

- Trivia Night : needs a coordinator and committee support:

5.4 Other Member Positions

The continuing smooth operation of the school requires a wide range of parent participation. The various ways in which parents can get involved, described below, offer everyone a chance to participate at a level that reflects his/her talents, interests and available time and an opportunity to make a real contribution to the school. Each task followed through to completion helps our cooperative school to function. There may be some variation in the positions and committees from year to year

*Special Events Committee: The parents on this committee plan and coordinate the school's social events such as Festival of Lights party in December and the Open House in February. This committee assists with any other events that may be held throughout the year.

*Driving: Someone with a large vehicle (truck or van) is needed from time to time to transport materials for a fundraising or maintenance project.

*Scholastic Book Orders: The person distributes order forms to all families each month, organizes and places the order, then distributes the books to families.

6.1 Calendar of Activities

>April -First Spring Fair meeting for all Coordinators and volunteers.

>May-June -Spring Field Trips for all groups

> May -Mother's Day Breakfast – hosted by the children for their family

> June - Father's Day Happy Hour – hosted by the children and the Educators

>Mid-June- Annual General Meeting. The budget is passed and a new Board of Directors is chosen by the members of the cooperative. Attendance of all members is mandatory.

>Late Summer -Family Picnic and Graduation Ceremony is held to mark the end of some children's stay at Bettye Hyde as they move on to a new phase in their learning and development.

>Late Summer -Combined meeting of new and old board. The purpose of this meeting is to orient new board members to their responsibilities and to give old board members a chance to pass on their files and any useful advice

>October - Fall Pumpkin Party

>**November -Trivia Night Fundraiser** - (usually 2nd Saturday)

>December -The December board meeting is customarily held at the home of the President.

>December - Festival of Lights potluck party and children's concert at the school