

Petawawa MFRC PlayTroop/EarlyON

Child & Family Handbook

Version 1: July 2023



VERSION HISTORY

Version #	Date	Author	Key Differences
Version 1	August 3, 2023		Updates to support PlayTroop/EarlyON

Signatories Confirmation

Signatories confirm the accuracy of the information and content data related to their respective areas of expertise. Where applicable legal or other resources were consulted for amendments or updates to be in align with all employment legislation.



 Executive Director

August 3, 2023
 Date

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Disclaimer:

This Play Troop/EarlyON Child & Family Centre Handbook is intended to provide parents, caregivers and their children who participate in our programs, information about PMFRC regulations and operations as they pertain to our programs that are currently in effect. This handbook is subject to change by the PMFRC at any time. Participants will be notified of any changes as they are established.

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Forward

On behalf of Petawawa Military Family Resource Centre (PMFRC), we would like to welcome you and your family to Play Troop/EarlyON Child and Family Centre.

Please take the time to read this handbook and keep it as a reference. Enclosed you will find information about our regulations and operations. If you have any questions, please do not hesitate to speak to the Early Childhood Educator.

Please take time to review the Program Statement placed in the back of the handbook as a leaflet, this can also be found on our webpage. The intent of the program statement is to strengthen the quality of our programs and ensure high quality experiences that lead to positive outcomes in relation to children's learning, development, health and well-being. (*Subsection 5.2 Program Statement pg. 68 Child Care Early Years Act*). This is a working document. Your input would be greatly appreciated. As our programs evolve and change so will our Program Statement.

We would like to take this opportunity to thank you for the privilege of allowing us to be an important part of your family's life.

The following links below are additional resources that guide, or regulations and operations and you can review them at your convenience:

- Ontario Early Years Policy Framework, 2013;<http://www.edu.gov.on.ca/childcare/OntarioEarlyYears>
- How Does Learning Happen? Ontario's Pedagogy for the Early Year;
<http://.edu.gov.on.ca/childcare/pedagogy.htn>
- Ontario's College of Early Childhood Educators. <https://www.college-ece/en>

If you wish to learn more about the Children's Services Team, please refer to, or contact us through the links below:

- Children Services Manager email: Childrens.Services.Manager@PetawawaMFRC.com
- PMFRC Website: <https://cfmws.ca/petawawa>

This Handbook is reviewed and amended on an annual basis, or as needed.

Derek deRuiter
Petawawa MFRC // Executive Director

Supplemental Agreement:

In recognition of the partnership between the Petawawa Military Family Resource Centre (PMFRC) and the Municipal Corporation of the County of Renfrew (the County- CMSM); PMFRC is committed to the program initiatives as set out by the County as it relates to the EarlyON program and service supports provided by PMFRC.

The PMFRC, through its constitution, bylaws, and governance policies, has been established to provide this opportunity in partnership with the County (CMSM).

This Handbook is subject to change by either the PMFRC or the Municipal Corporation of the County of Renfrew “the County: at any time. Both parties will be made aware and provide a copy of all amendments.

Philosophy

All Children’s Services Programs within PMFRC view children as competent, capable, complex thinkers, who are rich in potential (*How Does Learning Happen 2014*). The early learning environment, along with the family, guides and nurtures the development of each individual child through an emergent play-based program and activities that focus on the development of children’s physical, cognitive, social and emotional development. The focus is on curiosity, inquiry and a positive sense of oneself. Each of our programs strives for every family, child and educator to have a sense of belonging, engagement, well-being and expression (*How Does Learning Happen 2014*). The PMFRC sees families as experts who know their children better than anyone and have important information to share. We value their insight and the importance of engaging with them in meaningful ways to be able to fully understand their child. Our vision is to empower strong, capable resilient military families within our community; all our programs offer active participation either by bringing the community into our programs or bringing the children into the community.

Definitions / Glossary**PMFRC**

Petawawa Military Family Resource Centre.

Play Troop/EarlyON Child & Family Centre

Free quality programs for parents, caregivers, and their children from birth to six years of age that strengthen adult-child relationships.

Family Involvement

When we recognize and build on the strengths of families and the love they have for their children, everyone benefits (*How Does Learning Happen 2014*). We value the importance of strong, respectful, and reciprocal relationships with families. Families are encouraged to actively participate in play-based learning along with their child(ren) while attending Play Troop/EarlyON. Families are encouraged to share their cultural backgrounds, by bringing in materials to share about their family or community, share talents such as; music, creative activities or other special skills they may have.

Communication boards are located in all of the Children’s Services program locations. These boards provide families with information on all PMFRC services; as well as events and activities happening specific to Play Troop/EarlyON Child & Family Centre programs.

Programs and Services

The **PlayTroop/EarlyON Child and Family Centre** provides parents and caregivers access to high quality service that support them in their role as their children's first educators, enhancing their well-being, and to enrich their knowledge about early learning and development. The children will have access to play and inquiry-based learning opportunities and experience positive social and emotional interactions. Parents and caregivers will have access to relevant and up to date information about their community and specialized services.

Educators will work with families and the community, providing programs that enhance growth and development of young children, parents, and caregivers.

The **Play Troop/EarlyON Child & Family Centre** operates and includes the following programs:

- Play Troop;
- Mommy & Me;
- Daddy & Me;
- Saturday Morning Breakfast;
- Saturday Stop & Play;
- Music & Movement;
- Storytelling: Early Childhood Family Literacy Program;
- Kids Have Stress Too!;
- Nobody's Perfect;
- LANA Nutrition Program;
- Conscious Discipline;
- I Care Cat; and,
- Community Outreach

Please review the separate annexes labeled by their respective program for details related to Play Troop/EarlyON.

Staff Qualifications

PMFRC Registered Early Childhood Educators and Children's Services staff are trained in Early Childhood Education and hold their designation with the College of Early Childhood Educators (or have an equivalent distinction). This attribute is key when delivering high quality Early Years programs which specialize inquiry-based learning, child development and play.

The program staff professionals connect with parents, caregivers, and their children to ensure safe environments, plan and extend play, reflect on successes, document and communicate learning. PMFRC requires the Children's Services Manager and all program supervisors to be RECE qualified.

PMFRC staff are certified in First Aid & CPR "Standard C Level", must maintain a successful Criminal Record and Vulnerable Sector screening check every two years, as well as their Food Handlers certification.

Program Development and Evaluation

All children's services programs are consistently re-evaluated through pedagogical documentation and critical reflection.

All learning and growth are the basis of high-quality programs that continually improve and create early learning environments that are meaningful for the children, families and caregivers they serve (*How Does Learning Happen 2014*).

Changes will occur throughout the year that is beneficial to the children, families, caregivers. This process relies on observations, family input and updates and revisions to the Ontario Early Years Framework.

All PMFRC childcare educators' and employees are encouraged to take part in relevant professional development and to share their newfound knowledge and experience with the team. A professional development plan is set in place for employees during their annual appraisal. All Registered Early Childhood Educators take part in the Continuous Professional Learning Program (CPL) with the College of Early Childhood Educators.

Staff Hiring Afterhours

Due to conflict of interest, code of ethics, confidentiality and professional boundaries, families are asked to not request PMFRC Children's Services staff to provide personal childcare services for their families, afterhours. Our staff are highly valued, trained employees who have a professional relationship with your family, and we ask your assistance in maintaining professional boundaries.

Should you require childcare services afterhours we will provide resources available within the PMFRC that may assist you in your search.

Emergency Evacuation

In the event of an emergency situation, families will be evacuated from their program to the appropriate emergency evacuation location for the building they are in. **Petawawa Civic Centre 16 Civic Centre Rd. Petawawa, ON K8H 3H5.**

Inclusion Statement

It is the aim of the PMFRC to provide an inclusive Children's Services early years programs with developmentally appropriate experiences.

When possible, the PMFRC will work in partnership with other professional partners and the families to ensure the developmental needs of the child(ren); ensuring full participation in all programs. We strive to have programs and services that are accessible and responsive to children, parents and caregiver with varying abilities and believe in a diverse community of learning.

Special Needs Support

Children's Services works with community partners such as; Renfrew County Child Care and Early Years Division to provide inclusive care for children with special needs. Children's services are up to date on community resources and provide families with the resource information throughout the community and area.

Confidentiality

Concern and issues will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, educator, 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 Family and Children's Services of the County of Renfrew – Child Welfare).

Child Abuse Protocol

All Children's Services staff are training in the Child Abuse Protocols and will follow the appropriate procedures should and incident need to be reported.

For more information regarding the PMFRC policy on Child Abuse Protocols, please discuss with the Play Troop/EarlyON Child and Family Supervisor and they will be happy to provide you with a complete copy of the policy.

Complaints and Resolutions:

PMFRC has a detailed complaints and resolution policy and process for all staff and clients.

Effective the date of the **Agreement (31 January 2018)**, any complaint lodged in relation to an EarlyON program, the following process will be followed:

- (a) If a complaint is made against the PMFRC staff / client participating in scheduled EarlyON program, the County will be made aware of the complaint within 24 hours of when the PMFRC was first notified of the complaint.
- (b) All formal processes for Registered Early Childhood Educators will be followed with the College of Early Childhood Educators, should a complaint or serious occurrence be deemed factual. The County will be notified of such; respecting all privacy regulations.
- (c) Further investigation may be warranted by the County on any complaint or incident which took place during a scheduled EarlyON program. The County will endeavour to keep the PMFRC informed where possible.

Sanitary Practices

Healthy hygiene habits are encouraged in the Play Troop/EarlyON Child and Family Centre programs. Participants are provided with information/signs for proper hand-washing methods.

Washing

1. Disposable paper towels and soap dispensers are available. Active participation and assistance is encouraged when guiding children to wash their hands upon arrival into the program room, when coming in from outdoors, after toilet use, diaper changes, creative activities, before and after sand and water play, before and after snack time and after wiping their nose or coughing.
2. Parents and caregivers are required to clean snack tables, chairs and highchairs before and after each use. Program staff clean and disinfect snack preparation area, tables, chairs and highchairs at the beginning and end of programs.
3. For any programs that require kitchen materials/dishes, the three-sink-method of washing dishes is utilized. Dishes are washed in hot soapy water, rinsed in hot water with bleach and rinsed again in clean hot water before air drying. Dishes are also put in the industrial strength dishwasher on hot sanitize mode.
4. The refrigerator temperature must be maintained between 39-42 degrees F. Temperatures are recorded in the AM and PM daily in the Play Troop/EarlyON Child & Family Centre.
5. Towels, washcloths, dishcloths, dishtowels, rags and other laundry are washed daily.
6. Clothes are placed in the laundry after every use and washed at the end of the day.
7. For programs that operate with an industrial dishwasher the minimum temperature recommended by Renfrew County District Health Unit is 120 F.

Equipment and Furnishings:

1. Play materials and equipment are washed and disinfected on a daily basis. A disinfecting log is kept for the Play Troop/EarlyON Child & Family Centre program room to record what has been disinfected and maintained.
2. Water tables are filled with fresh water and sanitized at the end of each program use. Bleach is added for sanitary purposes and tested with a bleach strip for accurate amount of bleach to water ratio.
3. Play material used orally are disinfected immediately. Carpets, furniture and equipment are disinfected immediately after any spills, soils, etc.
4. Quiet soft spaces including area with blankets for rest and pillows are washed weekly.
5. Play Troop/EarlyON child and Family Centre does not permit diaper changes in the program room. Parents and caregivers are required to use the public bathroom. A change table is provided in the bathroom at the South Side Community Centre.
6. Procedures regarding proper diapering, toilet training and hand washing are posted in the applicable area. All posted procedures are strictly enforced.
7. All carpeting, floors and walls, sinks, and toilets are cleaned and maintained daily.

Play Troop/EarlyON Child and Family Centre Hours of Operation and Closures

Statutory Holidays

Programs will be closed during the following statutory holidays:

- New Year's Day;
- Family Day
- Good Friday;
- Easter Monday;
- Victoria Day
- Canada Day;
- Civic Holiday;
- Labour Day;
- Thanksgiving Day;
- Remembrance Day;
- Christmas Day; and
- Boxing Day
- May Day (Early Learning Professional Development Day)

Power / Water Outage

In the event of a power and water outages; where the program facility cannot ensure the safety and health of participants (no heat, lights, or prolonged outage), the staff may require closing the program prior to the scheduled end time.

Health and Well-Being

Illness of Children, Parents and Registered Early Childhood Educators:

If a child, parent, caregiver, family member or employee becomes ill while attending a Children's Services Program the employee will use their discretion and discuss with the guardian if the individual is well enough to participate in the program should the following signs and systems be observed:

- (a) Temperature above 38.5-39 degrees C (101.3 degrees F);
- (b) Vomiting or diarrhea more than once occurs.
- (c) Noticeable rash or sore that is detected;
- (d) Severe cough (that interferes with the individual's ability to be fully involved in the program);
- (e) Nasal discharge that is green in color (that interferes with the individual's ability to be fully involved in the program);
- (f) Red or discharging eyes or ears; and
- (g) Lice.

Prior to returning to any of the Children's Services Programs after an illness, the individual must be able to actively participate in the program and should be free of all symptoms for forty-eight (48) hours without aid of medication (unless prescribed by a doctor).

When exposed to or suffering from a communicable disease such as Chicken Pox, Measles, or Fifth Disease, staff will recommend to the family to contact a medical professional. The occurrence of any contagious illness will be posted in the program and the Renfrew County Health Unit will be contacted. The Health Units guidelines for Infectious Disease Prevention will be posted in the program, which includes the time frames required for that individual to be away from the program.

(Example; if a child has been diagnosed with Impetigo, the child must be away from the program for twenty-four (24) hours after the first dosage of antibiotic.)

If nits or head lice are found in any individual's hair, the infected person must leave the program to treat the hair with medicated shampoo. The infected individual may return twenty-four hours after the treatment; after a successful head-check has been completed by the staff.

Anaphylaxis

Anaphylaxis is a serious allergic reaction that is rapid in onset and may cause death. It typically causes more than one of the following: an itchy rash, throat or tongue swelling, shortness of breath, vomiting, lightheadedness, and low blood pressure. These symptoms typically come on over minutes to hours.

Signs and symptoms include:

- Skin reactions, including hives and itching and flushed or pale skin.
- Low blood pressure (hypotension)
- Constriction of your airways and a swollen tongue or throat, which can cause wheezing and trouble breathing.
- A weak and rapid pulse.
- Nausea, vomiting or diarrhea.
- Dizziness or fainting.

The PMFRC Play Troop/EarlyON Child and Family Centre programs provide a peanut reduced environment. We strive to offer inclusive learning and social activities to families and the community. It is our goal to provide a safe fun filled early learning environment to enjoy.

Only peanut free children's snack will be permitted at the designated snack table for consumption. This includes adult type drinks from outside that could potentially have cross contamination risks (i.e., Tim Hortons, Starbucks, etc.) There will be water bottles available for adults and children who attend programs.

Clothing and Personal Possessions

Parents and caregivers are encouraged to dress their child(ren) with safety in mind; no strings or ties on clothing or outerwear, and no scarves are recommended.

1. It is the parents and caregivers' responsibility to ensure that their child(ren) are dressed appropriately for indoor and outdoor play.
2. Appropriate footwear is required to participate, as dictated by the fire regulations requirement for all persons present.
3. Sun hat, outdoor footwear, splash pants, snow pants, mittens and winter hat is encouraged when using the outdoor play space.
4. Labelling is recommended if items are left behind by participants.
5. All misplaced non-labelled items will automatically be placed in the lost and found box.
6. The PMFRC is not responsible for lost or stolen items.

Prohibited Practices

When staff establishes positive, responsive, authentic and caring relationships with children, parents and caregivers that support children's efforts and are in tune to individual cues, arousal states and various stressors, they assist children with learning strategies for becoming or staying calm and focused enabling them to recognize and model their emotional state and impulses (*How Does Learning Happen 2014*).

The expectations for children are embedded in the environment as the third teacher the relationships they establish with the Children's Services staff and that of the staff with the child's family are essential with guiding children through the process and development of self-regulation.

Routines that are flexible with meeting the individual needs of each child and allow for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress (*How Does Learning Happen 2014*). For Children's Services staff, it is imperative that behaviours be viewed as communication.

Children need to be engaged in daily routines that encourage turn taking, problem solving and group participation. This promotes a sense of engagement with the environment. All of children's services program's goals are to ensure children feel a sense of well-being and belonging.

Children are encouraged to solve problems by identifying them, thinking about alternatives and consequently supported in their decision-making.

Parents and caregivers are required to provide proper supervision of their children at all times.

On occasion it may be necessary for an educators to gently redirect a child from a situation for a short period of time to ensure all participants feel safe and secure within the program.

At all-times staff will focus on an affirming approach that encourages positive interactions.

Overview of Prohibited Practises:

Subsection 6.9 - Prohibited Practices

Ontario Regulation 137/15

The following is strictly prohibited:

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

Revisions Effective: August 2023

Reviewed by The Executive Director Derek De Ruiter: (August 2023)

Intent

This provision forbids physical punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. It sets out clear direction regarding prohibitive practices to support the overall well-being of children. These practices are never permitted in children's services programs.

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behaviour.

Compliance Indicators

None of the following practices are observed in the program:

- a) Corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
- b) Physical restraint of children, including but not limited to confining to highchair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
- c) Locking the exits of the childcare centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;
- d) Use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine their self-respect, dignity or self-worth;
- e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- f) Inflicting any bodily harm on children including making children eat or drink against their will; and
- g) Staff confirm that these practices are not allowed and do not occur in the program.

Incident Guidelines for Children's Services**Serious Occurrence**

Serious Occurrence reporting is a Ministry and County requirement; it is an effective means of monitoring the appropriateness and quality of service delivery.

Definitions of Serious Occurrence:

The following description defines Serious Occurrences and details the procedures for dealing with, and the reporting of the occurrence.

- (a) The death of a child who participated in any of the EarlyON programs and/or services.
- (b) Abuse, neglect or an allegation of abuse or neglect of a child who participated in any EarlyON programs and/or services.
- (c) An incident where a child who participated in any EarlyON programs and/or services; who has been treated by a regulated health authority, or goes missing or is temporarily unsupervised.
- (d) An unplanned disruption of the normal operations of an EarlyON program that poses a risk to the health, safety or well-being of children.

Reporting Serious Incidences

Children's Services practices regarding accidents stress prevention by striving to provide a safe and accident-free environment for all children.

If a child has an accident and it has left a mark an incident report will be filled. The parent/guardian present in the program with the child will be asked to sign the incident report and be given a copy. An incident report should be completed for a significant accident. For Example; a goose egg, large cut and bruises. If the injury only needs a cleaning, a Band-Aid or a hug a report is not necessary. However, all incidents will be logged in the "First Aid Report Book".

The decision on whether an injury is a "First Aid Injury, Medical Aid Injury or a Critical Injury" is made by the parent/guardian in consultation with the Registered Early Childhood Educator in the program.

In the event of a "Medical Aid Injury" that requires medical attention the Supervisor of the program will be contacted to meet the family at the emergency department. If an ambulance is called the Supervisor will follow the ambulance to the emergency department and provide support to the family.

A copy of any incident that has transpired within any EarlyON programs and/or services will have the report faxed to Renfrew County Child Care Services at 613-732- 4437 within twenty-four hours of the incident. The incident report is kept on file and a copy sent to the Joint Health and Safety Committee (JHSC).

An analysis of all incidents, documentation and action taken will be reviewed annually to determine the response to the incident and follow up have reduced risk of the incident being repeated.

Conflict Resolution – Community Concerns

(Complete PMFRC Conflict Resolution Policy attached as Annex A)

Children's Services relies on the basis that families feel a sense of belonging, engagement and expression; and our community partnerships are essential in the operation of early learning environments. We value your input and believe that areas can improve when there is an open line of communication. We are committed to ensure issues and concerns are addressed in a timely and transparent manner. Should any family or community member have a concern with any of the Children's Services Programs they are encouraged to speak to the program supervisor. However, if you prefer, you may contact the Children's Services Manager at any time for further discussion / action as required.

Should there be no resolution after speaking with the Children's Services Manager, you may refer your concerns to the College of Early Childhood Education (Practice Inquiries at practice@college-ece.ca), and/or file an official complaint with the PMFRC through the Complaints Resolution Policy.

Children's Services will investigate all concerns and issues discreetly and does not comment to the public on any complaints that it receives. This goes against PMFRC policy and all concerns need to be addressed to the Executive Director.

Student Placements

Early childhood and/or high school cooperative students requesting a placement at any of our Children's Services programs must complete a formal orientation process with the PMFRC HR Administrator or PMFRC Volunteer Coordinator. The orientation will include a formal review of all PMFRC security and screening processes, as well as mandatory training identified for the specific program the student will be participating in.

Specific childcare regulations that will be reviewed with the applicable program supervisor will include, but not be limited to:

- (a) The prohibited practices;
- (b) The written procedure for monitoring the prohibited practices at the end of the student's placement; and
- (c) All individual anaphylaxis, allergies and medical condition plans along with the emergency procedures.

A student placement will not begin with any of the Children's Services programs pending successful completion of their criminal reference, vulnerable sector screening and verified by the HR Generalist and/or Volunteer Coordinator.

The program supervisor and placement student will review the expected outcomes and responsibilities of the student work placement, which includes completing and signing the student checklist and parent handbook.

The student will be assigned a mentoring early childhood educator for the duration of the placement. Direct unsupervised access to any child is not permitted and at no time are students counted in staffing ratios.

All students completing a placement within Children's Services are to promote a positive image of the Petawawa Military Family Resource Centre within the community.

Volunteers

Orientation with Volunteer Coordinator

All participants interested in volunteering with the PMFRC will be interviewed and complete the formal orientation process with the Volunteer Coordinator.

The volunteer coordinator will review all documentation with the volunteer and discuss their options and preference for where they wish to volunteer.

Training with Children's Services Supervisors

Additional training will be required that is program specific and will be done in conjunction with the supervisor at the respective childcare program:

- (a) The prohibited practices policy will be reviewed with the volunteer by the program supervisor
- (b) The written procedure for monitoring the prohibited practices will also be reviewed as part of the orientation and completed by the supervisor
- (c) All individual anaphylaxis, allergies and medical condition plans along with the emergency procedures

The program supervisor and volunteer will review the expected outcomes and responsibilities of the volunteer position that includes completing and signing the volunteer checklist and parent handbook. Direct unsupervised access to any child is not permitted and at no time are volunteers counted in staffing ratios.

Students and Volunteers cannot be placed in Private Home Day Care homes.

Smoke Free Ontario Act, 2017

The Smoke Free Act prohibits smoking, vaping, electronic cigarettes and cannabis in enclosed PMFRC workplaces, enclosed public places and on any property owned by Ontario School Boards. This is to protect the workers and the public from the hazards of second-hand smoke.

Smoking and vaping are prohibited at all times in children's services programs.

About Our Play Troop/EarlyON Child and Family Centre

Our Centre offers free drop-in/registered programs for parents, caregivers and their children from ages 0-6 year of age.

You can learn and play with your child(ren) meet people and obtain advice. There will be scheduled times for gym and outdoor play, and we encourage all to participate in the preplanned creative, science, sensory and small group activities.

During our programs particularly free play we ask you to fully participate with your child(ren) in all aspects. This ensures children are safe and encourages them to explore appropriately.

Please assist your child(ren) with returning play materials to their place after use and during tidy up times. This is a great way to model respect for materials and an opportunity to engage together.

Please bring indoor shoes for you and your child this assists with keeping our play groom, gym and building clean. It also helps children learn self help skills with taking off and putting on footwear. We have babies and small children playing on the floor and want to keep everything clean. This promotes safety as well by wearing proper indoor footwear it reduces the risk of slip, trips and falls and you will be able to stay safe during fire drills which requires all participants to go outside. Should you forget your footwear crocks are available in all sizes.

When participating in play in the gymnasium or outdoor and your child is on ride on toys or tricycles your child must wear a helmet that will be provided.

Please do not bring adult beverages (coffee etc.) into the playroom. Parents and caregivers should be focused on interacting or providing direct supervision of their children and this may pose a safety concern if a drink is placed down to attend to a child and another child picks up the drink. Potentially this could be ingested or spilt. We do understand being active with your child can cause thirst and water bottles are available for both children and adults in the program. This is the best way to reduce risk in the program for all participants.

Please be advised that lock down drills are conducted quarterly and your Early Childhood Specialist will direct you where to go and the protocols involved. This is an important part of our risk management and health and safety requirements. It also allows children to experience this type of drill before going into any licenced childcare program or education program.

Program Specific Details

Play Troop/EarlyON

Availability

- Open to Military and Civilian Families.

Address / Contact Information

South Side Community Centre
1578 Wolfe Ave. Petawawa, ON
613-687-2104 ext. 240
Playtroop@PetawawaMFRC.com

Description

- Play Troop/EarlyON is our free drop-in program for parents and caregivers and their children.
- The program is open to children ages 0-6 on Monday to Wednesday, and children ages 0 – 6 on Thursday and Friday.

- **Tuesday's program is held at the North Side Recreation Complex (30 Festubert Blvd. Petawawa, ON), as well as virtually on the PMFRC YouTube page, (to begin October 2023 paused due to COVID).**
- Our program encourages learning experiences through play. We offer a variety of materials to inspire imagination and creativity in our playroom, yard and gymnasium.
- **Registration is required prior to attending.**
- **EarlyON registration is required annually per family.**

Saturday Morning Breakfast (First Saturday of the month)

Availability

- Open to Military and Civilian Families.
- Offered monthly on the Saturday from 9 – 11:30 am

Address / Contact Information

South Side Community Centre
1578 Wolfe Ave. Petawawa, ON
613-687-2104 ext. 240
Playtroop@PetawawaMFRC.com

Description

- Eat a delicious breakfast, and then enjoy some playtime as a family,
- Breakfast is available from 9-10 am in the Play Troop/EarlyON program room,
- The gymnasium and outdoor play yard (weather permitting) will also be available for families to use.
- For families with children ages 0 – 6
- **Registration is required.**

Saturday Morning Stop "N" Play (Last Saturday of the month)

- The gymnasium and outdoor play yard (weather permitting) will also be available for families to use.
- For families with children ages 0 – 6
- **Registration is required.**

Music & Movement

Availability

- Open to Military and Civilian Families.
- 3rd and last Friday (bi-monthly)

Address

South Side Community Centre
1578 Wolfe Ave. Petawawa, ON

Description

- Parents, caregivers and their children develop an appreciation for music as they dance, participate in musical games, play instruments and sing.
- For families with children ages 0 – 6
- This program is held in conjunction with our Play Troop/EarlyON Drop-In, which is regularly scheduled from 9-11:30 am.
- No additional registration is required.

Storytelling

Availability

- Open to Military and Civilian Families.
- 2nd and 4th Thursday (bi-monthly)

Address

South Side Community Centre
1578 Wolfe Ave. Petawawa, ON

Description

- Participate in meaningful and purposeful literacy activities with your child (ren) through story telling finger plays, puppets, songs and so much more.
- For families with children ages 0 – 6
- This program is held in conjunction with our Play Troop/EarlyON Drop-In, which is regularly scheduled from 9-11:30 am.
- No additional registration is required.

Daddy & Me

Availability

- Open to Military and Civilian Families.
- Offered monthly on a Monday evening from 4:30– 7:00 pm at either the SSCC (South Side Community Centre) or Rec Plex (North Side Recreation Complex)- on a monthly rotating basis.

Address / Contact Information

South Side Community Centre
1578 Wolfe Ave. Petawawa, ON
613-687-2104 ext. 240
Playtroop@PetawawaMFRC.com

Description

- Dads, Grandpas, Uncles and their children can eat a delicious meal, and then enjoy some playtime as a family
- Dinner Is available from 5-6 pm in the Play Troop/EarlyON program room or Rec Plex program room
- The gymnasium and outdoor play yard (weather and location permitting) will also be available for families to use.
- For families with children ages 0 – 6
- **Registration is required.**

Mommy & Me

Availability

- Open to Military and Civilian Families.
- Offered monthly on a Monday evening from 4:30– 7:00 pm at either the SSCC (South Side Community Centre) or Rec Plex (North Side Recreation Complex)- on a rotating monthly basis.

Address / Contact Information

South Side Community Centre
1578 Wolfe Ave. Petawawa, ON
613-687-2104 ext. 240
Playtroop@PetawawaMFRC.com

Description

- Moms, Grandmas, Aunts and their children can eat a delicious meal, and then enjoy some playtime as a family.
- Dinner is available from 5-6 pm in the Play Troop/EarlyON program room or Rec Plex program room,
- The gymnasium and outdoor play yard (weather and location permitting) will also be available for families to use.
- For families with children ages 0 – 6
- **Registration is required.**

LANA Early Years Nutrition Program**Availability**

- Open to Military and Civilian Families.
- Program offered every other Friday from 10:30 – 11 am during our Play Troop/EarlyON Drop-In

Address

South Side Community Centre
1578 Wolfe Ave. Petawawa, ON

Description

- Families, caregivers and their children can participate in nutrition activities which encourage eating more fruits and vegetables.
- This program is held in conjunction with our Play Troop/EarlyON Drop-In, which is regularly scheduled from 9-11:30 am.
- For families with children ages 3 – 6
- **No additional registration is required**

I-Care Cat**Availability**

- Open to Military and Civilian Families.
- 5 : 1hour session program (dates/locations may vary)

Address

South Side Community Centre
1578 Wolfe Ave. Petawawa, ON

Description

- The I Care Cat program educates children in the dynamic of conflict resolution and promotes peacemaking skills.
- Children can participate in activities with parents and caregivers, that will enhance their ability to solve conflicts, actively listen to others, use kindness, problem solve, respect others and be safe.
- Children will learn the 5 – I Care Rules:
- For families with children ages 3-6
- **Registration is required.**

Nobody's Perfect**Availability**

- Open to Military and Civilian Families.

- 6 : 2-hour session program (dates/locations may vary)

Address / Contact Information

South Side Community Centre
1578 Wolfe Ave. Petawawa, ON
613-687-2104 ext. 240
Playtroop@PetawawaMFRC.com

Description

Nobody's Perfect is a facilitated parenting program for parents of children from birth to age five. Parents work together with the support of a trained facilitator to:

- **Meet** with other parents of children ages 0-5 yrs.
- **Share** questions or concerns and ideas about being a parent
- **Learn** about child development, safety health and behaviour.
- **Talk** about real-life parenting experiences.
- **Discover** ways of positive parenting.
- **Registration is required.**

Specialized programs such as: Kids Have Stress Too! Jolly Phonics and Steppingstones to School are offered throughout the year and require pre-registration.

We offer outreach programs through our community that were paused and will resume in October 2023. Follow our social media and monthly calendar to join us at the following locations:

- Civic Centre Park (water park and mini putt)
- Petawawa Terrace Park
- Centennial Park
- Briar Patch Park
- Kiddy Land Park
- Fish Hatchery
- Jack Pine Park
- Home Fires Park

- ❖ Please note all programs can be found on our website <http://www.cfmws.ca>, and the Petawawa Military Family Resource Centre social media outlets such as Facebook and Instagram. The Play Troop/EarlyON monthly calendar will also be posted on all our social media sites as well as the Renfrew County Child Care and Early Years Division website countyofrenfrew.on.ca/en/community-services/child-care-and-early-years.aspx

Annex A

Children's Services Parent Handbook
12 Dec 17

Section:	100: Organizational Policies and Procedures		
Chapter:	D. Agency Governance Policy	Effective:	July 2009

Subject	9. Complaints Resolution (External)		
Issued To:	All Policy Holders (Board / Staff / Volunteers)	Revision:	September 2017
Issued By:	PMFRC Board of Directors		

Complaints Resolution (External)

Objective

The Petawawa Military Family Resource Centre addresses any complaints, issues, or concerns brought forward by external stakeholders in a timely and professional manner.

Policy

It is the policy of the Petawawa Military Family Resource Centre to follow an established methodology in response to any external complaints.

Procedures

Any member of the community who considers that they have suffered any personal oppression, injustice, other ill treatment, or that they have any other cause of complaint may as a matter of right seek resolution.

General

1. All complaints must be received in writing and either be attached to the Agency's Complaint Form (Appendix E) or ensure that the complaint contains the name of the complainant, telephone number, mailing address, date, and a clear description of the concern or issue.
2. Complaints must be placed in a sealed envelope and directed to the Finance Manager, clearly marked as Personal and Confidential. The Finance Manager will make a copy of the complaint and send it to the appropriate next level of authority with a copy to the Executive Director. If the complaint pertains to the Executive Director, the complaint shall be forwarded directly to the Chairperson of the Board of Directors.
3. Upon receipt of a complaint, all subordinate levels of supervision shall be informed, in writing.
4. With all complaints, reasonable effort should be made to resolve the complaint as the lowest level possible.
5. No complaint shall rest with any decision-making authority more than 10 working days without the complainant being given an interim reply or being advised of the final outcome of the complaint.
6. All steps of the complaint process shall be documented in writing and upon final resolution a copy of the outcome shall be forwarded to the complainant and all levels of supervision.

Process

1. The supervisor responsible for the initial review of the complaint shall gather all relevant information relating to the specifics of the complaint including written feedback from all involved and an interview with the complainant to obtain clarity or gather additional information.

2. The supervisor shall review all the documentation relating to the complaint and shall make a recommendation for resolution of the complaint and forward to their next level of supervision for approval.
3. A copy of the final complaint resolution outcome shall be forwarded to the complainant, all appropriate supervisory levels within the chain of authority and to the Executive Director.

Reference Documents

- (a) Code of Professional Practice
- (b) Privacy Code Policy

Annex B

PMFRC Program Statement
28 November 2021

Petawawa Military Family Resource Centre Children's Services Program Statement

Vision Statement

"The PMFRC envisions a strong, capable, connected military community"

Mission Statement

"To provide support to our military families and surrounding communities"

This program statement is intended for all children's services programs under the PMFRC inclusive of:

- (a) Lil' Troopers North
- (b) Lil' Troopers South
- (c) Casual Childcare North
- (d) Specialized Care Program
- (e) Kiddie Kollege Nursery School
- (f) Private Home Day Care
- (g) Our Lady of Sorrows Before & After School Program
- (h) Valour Before & After School Program
- (i) Play Troop/EarlyON Child and Family Centre

Purpose and Introduction

The Children's Services Programs provide unique care and support to our Canadian Armed Forces and community families. Our program statement provides a framework that guides our programs with creating rich learning experiences and environments that support social interaction and growth for children, families and educators. Our values allow us to view children, families and educators as capable, competent and curious. How Does Learning Happen? Ontario's Pedagogy for the Early Years (HDLH) www.edu.on/childcare/pedagogy.html provides the context of focusing on the development of the whole child under the following four foundations: Belonging, Well-being, Engagement and Expression. We believe "every child has the right to rest and leisure, to engage in play and recreational activities appropriate to age of the child and participate freely in cultural life and arts" (Article 31 of the UN Convention-Rights of the Child)

Responsive Relationships and Belonging

Building partnerships with families and children is what motivates us to create learning environments that promote growth and development for children and educators. Families are the most powerful influences on children's learning, development, health and well-being (HDLH). Families and educators' interests and cultural experiences are implemented into our programs and are crucial to each person's sense of belonging. Creating positive relationships with families and educators assist children with feeling a sense of trust and links their home life with their life in a quality care environment. This develops a growing sense of oneself. During orientation, families are guided through the parent handbook, program statement and provided a tour of the facility. Families are encouraged to engage in their child's experiences by using the online communication tool – **Storypark**. This tool fosters ongoing communication daily between the educator and the family. Many of our families experience long work-related separations and this tool provides a unique opportunity to stay connected. Families are invited to participate in family nights and special events. They can meet with educators to discuss goals, ideas and expectations regarding the care and learning of their children in person or through email and telephone conversations. We want Families to be able to communicate with their educators in the best possible way that meets their needs. Our programs believe feedback is important for improvement in the early years sector. We encourage families to have a voice and to provide feedback by completing the feedback forms or completing compliant/concern forms. Families can also access PMFRC information on our website, Facebook, Twitter, Instagram, IOS/App and newsletters. We consider all interactions a way to create opportunities to develop positive relationships and surroundings with families, children and educators.

Pedagogical Documentation

Pedagogical documentation provided by our educators, brings visibility to children's learning through careful observations. These observations provide insight into each child's development, ideas and thoughts by sharing transcripts of children's words, photos of children's experiences and examples of children's work. This documentation is displayed in our learning environments and on **Storypark**, an online service for educators to facilitate conversations with families and to extend on children's learning.

Our educators value children's play and continuously reflect on children's capabilities to inform and raise questions that honour and scaffold co-learning together. Through pedagogical documentation we uncover children understanding of the world. This guides our educator with developing and co-planning with the children and their families as the building blocks to a sense of belonging.

Engagement and Expression

Our educators communicate and interact with children using positive language and encouraging active conversations. The educators are passionate and committed to providing an environment that allows them to be present and learn alongside the children. They do this by listening and observing the children's verbal and nonverbal cues and gestures as well as expressive language. In the interest of following the children's lead, our learning environments are defined as "The Third Teacher". Our educators acknowledge the significance of creating an intentional learning space, with the use of materials that spark curiosity, foster imagination, nurture problem solving and critical thinking. Considering the environment as purposeful, our educators create a safe place for the children that is filled with natural light and wonder. A space that is welcoming, aesthetically pleasing, inviting and culturally representative of our community. Children are encouraged to investigate and learn through a range of mediums such as drawing, building, painting and music. Our educators take time to observe children's play, and use engagement and expression to provide thoughts, ideas, and create a community of interest.

Well-Being

We strive to provide a nurturing environment that reduces children's stress, and promotes a sense of well-being, which includes outdoor play, rest periods and nutrition breaks. During mealtimes educators sit with children to promote proper etiquette. This is an opportune time to encourage language and have family atmosphere discussion about the happenings of the day. Our educators model the steps to well-being by being engaged in play, role modeling communication, support children with self-regulation, and provide a consistent daily routine. This type of engagement supports the children's mental health and provides educators the opportunity to share a variety of tools to support children in their daily routine.

The building of independence is an important part of our daily life within our learning community and allows the children to be fully engaged in learning and growing together. Our team of educators have open dialogue with families and prioritize the health and safety of the learning community. Families are informed of any injury, illness, or condition and asked for input on the best way to care for their children. Staff and client safety are a strategic priority of the organization and the PMFRC staff and board are expected to provide a standard of care, which means all reasonable care must be taken to avoid risks.

Communities

Our childcare programs are most effective if the primary focus stays on sup[porting the child within the family and community (HDLH). To enhance sense of belonging, build identity and connection with others, children need to come together for common experiences in the community. Our childcare programs may participate in local field trips and have community partners visit our different sites. We strive to support children with unique abilities by providing accommodations, adaptations and resources. We collaborate with the County of Renfrew Child Care and Early Years Division and additional professionals in our community to ensure an inclusive environment.

Reflective Practices and Collaborative Inquiry

Our educators are provided with opportunities for professional development and encouraged to share learning experiences with co-workers. This can be through formal and informal avenues such as staff meetings, supervisor meetings, phone calls, emails and our Children's Services Conference. Educators actively listen, observe, document and discuss their practices and approaches reflecting on the impact they have on children, families and each other. Educators take part in annual performance evaluations and assist with career development and streamline the process of the Continuous Professional Learning Plans (CPL_ required for all Registered Early Childhood Educators.

Review

Programs will implement unique goals and approaches to meet the specific needs of the families and children they provide care for.

To ensure quality care, our stakeholders will share their observations, reflections, and recommendations throughout the year. Changes will reflect the growth of the process.



Derek de Ruiter
Executive Director

August 3, 2023

Date