



Operators of St. Gabriel, St. Gregory, St. Francis, St. Clement and St. Margaret Mary Before & After School Programs

Parent Manual

St. Gabriel Child Care Centres of Woodbridge



Introduction

Our community programs offer the following:

Childcare Programs:

St. Gabriel Child Care Centre offers a quality child care program for children 18 months to 12 years olds. Our program offers a multitude of experiences, which encompass indoor/outdoor gross motor play, creative sensory, fine motor manipulative, cognitive activities, and teacher directed circles that include songs, stories and games. We incorporate “Handwriting Without Tears”, “Jolly Phonics”, weekly Italian and French Circles. The School Age Program incorporates homework time and independent activities. The program operates under the CCEYA, Child Care Early Years Act regulations; this ensures that ratios for kindergarten children is no more than one staff to thirteen children and children ages six to twelve have a ratio of one staff to fifteen children. Our ratios for our preschool and nursery school is one staff for every eight children and our toddler room ratios are at one staff for every five toddlers. There is at least one RECE or equivalent in each program.

Our After School Programs offer:

The program offers before and after school care for children ages 4 to 12 years old. There are no more than 13 kindergarten children per teacher and no more than 15 or 20 school- aged children per teacher in our School Age Programs.

Mission Statement:

We are dedicated to providing high quality care and early learning, governed by our five core values.

Our Five Core Values Are:

Excellence – With over twenty years of experience providing quality child care, we continue to offer a warm and nurturing environment lead by highly trained and qualified staff.

Life Long Learning – Our children are motivated by imagination, exploration, delight and a sense of wonder while making connections fostered by curiosity and creativity.

Social Responsibility – We encourage our children by promoting individuality and diversity by developing self-respect and self-esteem which promotes social skill development.

Health & Wellness – Safety, hygiene and personal growth are supported through consistent encouragement and teachings.

Community – Mindful connections are facilitated between the Family, School & Child Care with focus on respect for self, others and the environment.



Program and Philosophy Statement –Revision to be in effect as January 1st, 2017

We believe that all children are naturally curious, capable learners worthy of our trust and support. We look to each child to help guide us in their learning. We value and respect children and believe that their ideas are an important basis of our program. Because of these beliefs, St. Gabriel Child Care Centre adopted an ***Emergent Curriculum*** approach to learning. We believe this approach is the most consistent and developmentally appropriate with our understanding of how children learn.

We believe that the Emergent Curriculum philosophy, with its emphasis on the capabilities and rich potential of the child, is the best way to enhance the growth of these skills. Within our Emergent Curriculum Philosophy, there are four essential elements. These are:

- The Environment
- The Role of the Educator
- Observation and Documentation
- Project Work

The Environment

Within the Emergent Curriculum Philosophy, the environment itself is viewed as a teacher, inviting children into curious action and guiding them into individual and small group play. Every child is an active and engaged learner who explores the world with body, mind, and senses. Environment fosters active, creative and meaningful exploration, promote wonder and encourage each child's natural curiosity and desire to learn. We incorporate both indoor and outdoor play (weather permitting), as well as active play, rest and quiet time, into each day.

The Role of the Educator

In an Emergent Curriculum Environment, Early Childhood Educators are not only nurturers, they are partners, facilitators, observers and co-learners who have a deep understanding of developmentally appropriate practices. Educators understand individual differences and arrange their rooms so that children can explore at their own pace through child-initiated and adult-supported experiences. They make available a wide range of manipulatives, activities, and creative materials in order to allow children to make their own choices, working hard to match their curriculum to the strengths and interests demonstrated in the children. In order for staff to be kept up to date on new practices and initiatives, all individuals that interact with the children at our Centre are involved in continuous ongoing learning through workshops, seminars, and meetings.

Observation and Documentation

We learn best about children by observing them in action and taking note of the learning that they are experiencing. Every child is a capable communicator who expresses himself or herself in many ways. The objective of observing and documenting children's experiences is to:

- Deepen Educators understanding about each child's thinking and development;
- Help Educators make informed decisions;
- Take each child's work and feelings seriously, and to give value to them by fostering communication and expression in all forms;
- Help children to reflect on and make sense of their own experiences
- Make learning visible to parents and the community.

Observation and documentation is demonstrated through:

- Panel boards of observations of Children's Experiences - Demonstrated through photographs, children's own work, anecdotal and narrative notes, etc.

Project, Panel Boards

- A project is an in-depth investigation of a topic where children learn by doing and by experiencing hands-on learning

- Educators provide the children with opportunities to explore, observe and investigate their world using all of their senses
- Within a project, children learn to formulate their own questions and conduct their own investigations with the guidance of the Educator.
- Projects themselves are grounded in play
- Art, drama, storytelling and hands on exploration are the groundwork for discovery.

Throughout the process, the Educator also pays close attention to each child's achievements, thereby supporting the formation of self-esteem, confidence and a strong social emotional foundation.

Our programs focus on the individual needs of the child in a warm and positive atmosphere, as well as the needs of the group as a whole. We foster a sense of belonging to the centre and the school, as well as the larger community in which the children live. Our program nurtures children's healthy development and supports their growing sense of self by providing nutritious foods, creating positive and safe environment with consistency and continuity.

The early years is the time when children develop self-esteem, confidence, a sense of belonging and a sense of self-worth; these are the essential skills that form the foundation on which all learning is built. We strive to cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them. Open and ongoing communication with parents about our program, and their children, is important and allows for the growth and development of all children.

CHILDREN ARE COMPETENT, CAPABLE, CURIOUS AND RICH IN POTENTIAL

SGCC strives to implement flexibility in our programming so that each child can realize their full potential by indulging their capabilities and curiosities. They can try new things and explore new ideas, all while learning and developing at their own pace.

Independence and self-reliance: Our physical set-up meets a child's need to become independent and self-reliant by allowing free choice of play materials, and with the exception of routines, free use of these materials within limits. Cubbies, tables, toy shelves, toilets, etc. are all at the child's level. The children are encouraged to be self-reliant in routines such as dressing, toileting, washing, eating, and tidying up their playthings. An adult is available for assistance when needed, but the child is made to feel responsible for the job at hand.

The creative part of the program is planned to meet a child's need to develop initiative, imagination and the courage to face situations. The child is given no set patterns to follow when working with paint, paper, playdough, markers, or any creative media; the children may use these materials the way they wish. Dramatic toys (doll centre, blocks, puppets, etc.) stimulate the child's imagination. Using these toys, the child enjoys role-playing, building houses, roads, etc. No one tells him/her what must be constructed. We provide an environment that allows children to explore their surroundings and fosters curiosity.

In addition to an environment conducive to play-based learning, SGCC provides a safe, caring and healthy environment for our children. We strive to ensure that children feel like they belong, making friends and interacting with their teachers. We understand that each child's development differs and that factors such as family, community and life experiences influence it. In each case, we aim to integrate all areas of the child's development into our program in an all-inclusive way.

Our goals for children, consistent with the Ministry of Education pedagogy, include the following:

- Every child has a sense of belonging when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health, and well-being.
- Every child is an active and engaged learner who explores the world with body, mind, and senses.
- Every child is a capable communicator who expresses himself or herself in many ways. To foster learning and support children's interests, SGCC offers a variety of daily activities such as language and physical literacy, numeracy, music, outdoor play, science, nature, technology, rest time, blocks (fine motor and gross motor) and creative arts.

Our programs are intended to:

- Encourage children to interact and communicate in a positive way and support their ability to self-regulate
- Foster the children's exploration, play and inquiry
- Provide child-initiated and adult-supported experiences
- Offer opportunities to create relationships with others in the program

HEALTH, SAFETY, NUTRITION AND WELL-BEING OF CHILDREN

The Health and safety of adults and children is extremely important to us. SGCC meets and strives to exceed all health and safety requirements set forth by the Ministry of Education and local government bylaws. This information is also presented in our parent policies.

Nutrition:

SGCC follows Canada's Food Guide to develop menus. The menus are reviewed by a registered dietician annually. Menus can be viewed on the parent communication board and on our website. We accommodate dietary or religious food requirements for children in our program.

Approaches for achieving this goal:

- Provide, encourage, and model all aspects of healthy and active living including nutritious food and eating habits. Allergy protocols to ensure healthy and safe environments for all children.
 - Promoting and modelling hygiene practices are followed to ensure the health and safety of all children, staff, and families.
 - Provide opportunities for self-help skills and choices throughout the day. Allow for flexibility in the schedule when appropriate.
 - Provide opportunities for indoor and outdoor activities, active play, rest and quiet times.
 - Network with community resources for things such as speech and language, Early Intervention, children's mental health, and other resources for healthy development.
 - Ensure open communication with members of the schools we partner with to ensure the health and safety of each child. Ensuring that all communication with the schools is professional and confidential.
- Daily health assessment of children are done when children enter the program. Ensure communication with parents about health and well-being of children is done daily or when needed. Ensure all documentation and administration of medication is accurate, followed correctly and meeting all regulations.

POSITIVE & RESPONSIVE INTERACTIONS AMONG CHILDREN, PARENTS, CHILD CARE PROVIDERS AND STAFF

You will see:

- During the process to enrol your child at our centre, the Executive Director or designate will provide you with a tour of facility, introduce you and your child to the Educators, and compile information about your child's specific needs, likes and dislikes, and what comforts your child. This will allow staff to begin to build an understanding of your child's individual needs;
- Educators who greet and welcome you and your child upon arrival at the program;
- Educators using calm voices and at the child's level for face-to-face interactions; and
- Parents and educators talking together, sharing information and knowledge about each child.

Strategies to Support and Strengthen Positive Interactions

Positive interactions are encouraged and supported by the development of enriched environments where all children belong and where there are a range of interesting, intriguing and developmentally appropriate activities to engage children. Educators are reflective practitioners whose knowledge and understanding of the individual children and child development supports positive behaviours on the part of children, educators and families. The focus on the positive is a key component of our affirming approach.

Questions educators ask themselves:

- How do I **engage** with children in a way that builds on their strengths as opposed to identifying what they are doing “wrong”?
- Am I **learning** too? How do I respond when a child asks me something that I don’t know? Do I redirect the child to something else or do I respond: “Let’s find out together!”
- Am I **moving away** from viewing play as just something children do and **moving towards** viewing play as intentional and inquiry based; a way for children to **express** themselves in multiple ways?
- Am I having fun? Is at least a part of each day filled with a **shared sense of joy** that is the wonder of new learning for me and the children with whom I engage? What are the clues that demonstrate that I am engaged and interested in what I am doing?

RELATIONSHIPS AMONG CHILDREN, FAMILIES, STAFF AND COMMUNITY PARTNERS SGCC foster a collaborative, trustful, honest, and co-operative relationship between children and the adults. We promote a sense of belonging for children and their families in our programs by creating positive communication and partnerships with the families. Our staff empowers the children to resolve conflicts and learn responsibility along with social skills. SGCC is committed to working collaboratively with all of our community partners to meet the best interest of the children and their families.

POSITIVE SELF-EXPRESSION, COMMUNICATION AND SELF-REGULATION

SGCC’s inclusive programming supports and strengthens each child’s sense of belonging. Progressive learning environments and practices focused on play-based learning encourage a child’s self-expression, communication, self-regulation and their ability to deal with anxiety. As they learn how to remain and return to a state of calm in stressful situations, they are best able to control their emotions, pay attention, ignore distractions and understand the consequences of their actions.

Trust in the world and people: Our staff meet the child's need to develop trust in the world and people by providing staff who are cheerful and happy to see them each day, and are consistent in their classroom conduct. The expectations and rules are consistent and developmentally appropriate. The day is conducted in a familiar pattern. Everything is planned following the child’s lead and interest. If this is the child's first experience away from home, he/she will find it to be one of consistency. Staff have developmentally appropriate expectations of each child, and lend the support necessary to each child to accomplish new tasks as they are ready.

Self-worth encouraging each child to reach their maximum potential: Each child is an individual and treated as such. The class size is small enough so that no child is overlooked. The child is not rushed into an activity for which he/she may be unprepared. Routines are conducted by guiding small numbers of children from one activity to another; the child accomplishes each task at his/her own rate. At the end of each day, the child leaves with a feeling of pride, joy, and satisfaction.

Growing in language and cognitive skills:

The program focuses on play-based learning where learning happens when children manipulate, explore, and experiment. Purposeful play-based learning enables children to investigate, ask questions, solve problems, and engage in critical thinking. Play is responsive to each child’s unique learning style and capitalizes on his or her instinctive curiosity and vision. Our plans are developed over a period of a week or two and planned to coincide with the interests of the children. Puzzles used for spatial concepts, matching, sorting, seriation, and counting games are provided. The classroom library provides books and stories and the staff prepare poems, songs, games and finger play on a regular basis for language development. Children articulate their ideas and use different languages to express them. SGCC respects, fosters, responds, supports includes different cultures and languages. In our inclusive learning environments, we welcome children of all abilities.

An inclusive learning environment in our programs is implemented by:

- Acknowledging diversity and valuing the culture and first language of all children

- An environment that is accessible to each child
- Recognizing each child as unique and working with the families around their developmental needs

FOSTER EXPLORATION, INQUIRY, AND PLAY

You will see:

- Children making sense of the world around them through play.
- Play that is supported by caring adults in environments with materials, space and time that encourage complex thinking and aid children to gain essential skills. These skills include: creative problem-solving, learning to get along with others, coping with challenges, overcoming obstacles, and learning to focus their attention. These are foundational activities that promote the development of literacy, numeracy and other important life skills.

Supporting Healthy Development and Learning

At SGCC Child Care Centre each child's specific strengths, needs and developmental goals are identified. Educators set goals through individual attention, inquiry play-based learning activities, and positive learning environments in which each child's learning and development is supported. Educators focus on children's social, emotional, physical, creative, and cognitive development in a holistic way. This approach will be strengthened by:

- 1) Preparing the environment to foster learning and development;
- 2) Building on the children's ideas , questions and theories as observed in play;
- 3) A collaborative approach that incorporates discussion amongst team members about how to support deeper exploration; and
- 4) Inviting and engaging others in the continuing process of program development including parents, the children themselves and other community partners included but not limited to educators within the school system.

Children learn through exploration, play, and inquiry with the educators as co-learners. Educators have thoughtful exchanges with children, which encourages them to interact and communicate in a positive way, and promotes their ability to self-regulate. We use children's portfolios, learning stories, pictures and other pedagogical documentation of children's activities on an ongoing basis to study, interpret, make visible, and help inform children's learning and development, as well as the overall program.

1) Provide both child initiated and adult supported experiences to foster development.

You will see:

- Weekly Program Plans posted with a variety of Educator planned activities, that will be added throughout the week as the children expand on the activities or move forward in new directions;
- The number of transitions during the day are limited; children do not spend a lot of time lining up or waiting for activities to take place; and
- Times when the child takes the lead in planning the activity and times when the educator builds on observation to develop and implement activities that support each child to stretch his/her skills and abilities.

2) Provide many opportunities for a range of experiences that support each child's learning and development.

You will see:

- Children actively engage in activities, usually in small groups;
- Children and staff are smiling, laughing and having fun; playing and learning together;

- Educators observing and making documentation about children to build on the children's experiences;
- Educators discussing the documentation with the children; and
- A focus on learning through play with educators encouraging and supporting questions, answers and problem solving on the part of the children.

INCORPORATE A RANGE OF DIFFERENT EXPERIENCE MODALITIES INCLUDING INDOOR AND OUTDOOR PLAY, ACTIVE PLAY, QUIET PLAY, REST AND QUIET TIME CONSIDERING THE INDIVIDUAL NEEDS OF CHILDREN.

You will see:

- Well stocked toy shelves and creative materials available to the children;
- Quiet comfortable spaces for reading or quiet individual activities or rest;
- Children engaged in a range of different activities throughout the day;
- Children taking the lead; actively shaping their play;
- Educators listen and learn from the children as much as the children listen and learn from the educators;
- Educators encouraging children to explore nature and their natural environments; and
- Quiet activities provided for children who do not require a nap during rest times.
- Each day, weather permitting, each child enjoys outdoor activity unless a physician advises otherwise in writing. Learning to run, jump, climb, and take turns is a healthy way to participate in group activities while developing coordination and strength.

PARENT ENGAGEMENT AND COMMUNICATION

SGCC encourages and practices open communication with the families. We aim to foster outreach, engagement and communication with families about our program and their child's learning experiences. A communication sheet is sent home daily in our Toddler and Preschool programs. Sharing knowledge is integral to your child's success. Respect, empathy, trust and honesty are core values in all our interactions with families. In addition to the daily interaction with program staff, we offer many opportunities for parent feedback and involvement—such as surveys, open houses, and special events. We use parent input to improve our programs and services. The partnerships with our families support our program in many ways:

- helps meet the child's needs as families know their children best, and are the first and most powerful influence on learning and development.
- Building a powerful relationship by understanding family structures, values, language and their culture.

Approaches for achieving this goal:

- Regular communications with families may include verbal updates (face-to-face, email, phone calls), access to documentation, daily charts when appropriate and regular meetings as required.
- Our parent handbook and all other communications will be clear, reader friendly, accessible and meet all necessary regulations. Verbal communications with parents will be ongoing, positive, respectful, and professional. Regular information such as flyers and newsletters will be current and informative.
- The SGCC Programs will host parent engagement meetings at each of the sites regularly throughout the school year. Other events through the year that include a forum for engagement may include: holiday parties, spring concert, lemonade stand, mothers and father's day events, and family fun night.
- As a non-profit agency the parent volunteer Board of Directors meets regularly and fulfils all of the obligations and governance of the Agency. The Annual General Meeting is held each year.
- The annual Parent Survey will be distributed, reviewed and acted on each year.

COMMUNITY PARTNERS

SGCC is committed to involving and engaging local community partners in supporting children, families and staff. We support volunteers and students from the community and provide placement, training, learning opportunities and practical work experience, in the areas of programming and management.

Volunteers and students on placement enhance the high-quality care and individual attention given to the children in the programs.

SUPPORTING STAFF IN CONTINUOUS PROFESSIONAL LEARNING

SGCC is committed to hiring, training and fairly compensating staff. Our non-discriminatory hiring practices provide individuals of all backgrounds the opportunity for employment. All staff are respected, supported, and treated fairly. All full-time staff working with children have either completed their Early Childhood Education training and are registered with the College of Early Childhood Educators or are taking Educational Assistant courses. All program staff attend mandatory professional meetings and are committed to continuous professional learning. Staff work closely with the children to extend their learning by encouraging them to build upon their existing awareness. Staff develop programs that support early learning following the child's lead and curiosity. Our staff recognize and support the uniqueness in each child, engage with the children as co-learners during their exploration of the environment, provoke their curiosity and guide positive interactions, engage in a positive approach to support children's emotions, know when to intervene and stimulate thinking and are committed to building self-awareness, regularly reflect on practices as they engage in new learning experiences, both individually and with colleagues.

- Staff are encouraged to participate in up to three personal professional learning opportunities each year (minimum of 6 hours), based on their Performance Management learning goals;
- Staff have scheduled planning time each week;
- Staff meet together to share ideas and information and to develop programs;
- Staff are encouraged and supported to participate on community networks or committees; and
- RECEs are encouraged to participate in the College of Early Childhood Educators Continuous Professional Learning Program.

SUPPORTING CHILDREN TO MANAGE THEIR OWN BEHAVIOUR

Children benefit socially, emotionally, and physically from our positive approach. Educators focus on helping the child understand their feelings and emotions and provide support to help children regulate their behaviour.

Role modeling is seen as best process to preparing children to conduct themselves in an appropriate manner, which is achieved through encouraging the use of verbal communication in an open, honest manner.

It is the belief of SGCC that a quality program will work as a preventative measure in regard to prohibited practices. A program that is age appropriate has lots of toys and activities and has a balance between stimulating and quiet, is conducive to learning and appropriate behaviour. A program that is relaxing yet enriching, has a variety of activities but is not overwhelming, is challenging yet has opportunity for success will work towards this goal. Ensuring that children are active, stimulated, challenged and have opportunity for success while consistently seeing adults conduct themselves appropriately will foster happy developing children.

Staff, students and volunteers are observed on a regular basis by the Executive Director and/or the Program Manager. In the event of any violation of the behaviour management expectations as described above, educators and/or staff will be subject to the Progressive Discipline Policy.

DOCUMENTING AND REVIEWING THE IMPACT OF OUR PROGRAM STATEMENT

SGCC recognizes that pedagogical documentation is a way for our program staff to learn about how children think and learn. Our staff conduct daily observations of children in the program and uses this information to enlighten their future planning.

The purpose of our documentation is also:

- To value children's experiences and help them to reflect back on those experiences in their learning environment
- To learn together with the children involving the meaningful adults in their life
- To reflect and monitor appropriate development as the children grow
- For program staff to co-plan with children about learning
- To maintain open and ongoing dialogue with families about their child's experiences
- A self-reflection opportunity for program staff, as they participate in continuous professional learning
- Promoting responsive relationships

Approaches for achieving this goal:

-Documentation is supported by communicating with parents, planning and creating environments and experiences. Allowing time for review, reflection and evaluation about the learning. Reviewing the impact of strategies and supporting and monitoring the ongoing process.

-Photos and other written documentation are available electronically and hard copy at all classrooms. Documentation is available for children, staff and families.

-A representation of the child's regular learning experience and the opportunities to help expand their learning. Opportunity to view and explore document, enhance recall, expand learning and facilitate opportunities for children to feel a sense of self and belonging as they see their own learning in visible representation

SGCC's Program Statement is reviewed annually by the Board of Director's to ensure that it is aligned with the Minister's policy statement.

PROHIBITED PRACTICES

The following policy applies to children enrolled in the program. Children that are not presently enrolled in the program are not able to participate in the program. While any child that is not enrolled is present they are the responsibility of the parent or adult that they are with. We believe that positive practices are an integral part of our program as it complements our goals and philosophy. It ensures the smooth running of our

program and teaches children to learn to respect others, themselves and property. The policies have been compiled according to the CCEYA, 2014. Written policies and procedures are posted and must be adhered to by all staff.

Upon employment each staff member will examine and understand this policy. On agreement the staff will sign with the Supervisor, Program Manager or Director present confirming understanding and compliance with the policy. Each staff member will sign and review the policy once a year as stated in the CCEYA.

Role modeling is seen as best process to preparing children to conduct themselves in an appropriate manner, which is achieved through encouraging the use of verbal communication in an open, honest manner. It is the belief of SGCC that a quality program will work as a preventative measure in regard to prohibited practices. A program that is age appropriate has lots of toys and activities and has a balance between stimulating and quiet, is conducive to learning and appropriate behaviour. A program that is relaxing yet enriching, has a variety of activities but is not overwhelming, is challenging yet has opportunity for success will work towards this goal. Ensuring that children are active, stimulated, challenged and have opportunity for success while consistently seeing adults conduct themselves appropriately will foster happy developing children.

The programs shall NOT permit:

1. Corporal punishment of a child by any employee or by another child or group of children.
2. Physical restraint of children, including but not limited to, confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purpose described in the regulations (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent)
3. Deliberately harsh or degrading measure to be used on a child that would humiliate a child or undermine a child's self-respect
4. Deprivation of a child of basic needs including food, shelter, clothing or bedding
5. Locking or permit to be locked for the purpose of confining a child
6. Use of locked or lockable room or structure to confine a child who has been withdrawn from other children
7. Inflicting bodily harm on a child, including making children eat or drink against their will.

Waiver of Liability

In consideration with the York Catholic District School Board and our Before and After School Programs, it's board of directors, officers, and directors employees permitting the above-noted child to participate in activities of the program described above. I, the parent or legal guardian of such child, agree to release and discharge, indemnify and save harmless the York Catholic District School Board, St. Gabriel Child Care Centre, it's board of directors, officers, directors and employees from and against all claims or proceedings made or brought, in respect of any cost, losses, damage or injury arising by reason of my or the child's participation in such activities, or by reason of the provision of medical care to me of the child. I further authorize the York Catholic District School Board and St. Gabriel Child Care Centre and Before and After School staff to obtain medical care to the child registered as it may deem necessary in the event of injury or otherwise, and I agree to pay for all expenses incurred.

Privacy Policy

St. Gabriel Child Care Centre and Before and After School Programs has provided this Privacy Policy to describe how we handle personal information, and to assure of our continuing commitment to protect all personal information in our custody and/or control.

Identified Purposes:

St. Gabriel Child Care Centre and Before and After School Programs collects, uses and discloses personal information for purposes limited to those which are related to the provision of child care services. Such purposes include the following:

- . To meet legislative, regulatory and licensing requirements;
- . To process, track and maintain child enrolment and re-enrolments;
- . To process enrolment fees, subsidy and receipts for child tax credit purposes;
- . To record, process and collect outstanding enrolment fees;
- . To assess and implement centre policies, practices and programs;
- . To maintain up-to-date records;
- . To communicate with parents/guardians;
- . To meet and respond to daily care needs;
- . To respond to emergencies, including communication with emergency contacts, hospitals and/or medical practitioners;

To provide the centre's personnel and third parties (where applicable) with necessary medical information (e.g. dietary restrictions,

allergies);

To provide financial institutions with the necessary information to process payments

Retention Policy:

Records containing personal information collected by the Centre may be retained indefinitely unless otherwise requested. In the event that you no longer wish the Centre to store your personal information, you may contact us and we will ensure that the records are destroyed, subject to retention periods required by law.

Safeguards:

St. Gabriel Child Care Centres of Woodbridge will protect your personal information by security safeguards appropriate to the sensitivity of the information. Safeguards will vary depending on the sensitivity, format, location, and storage of the personal information.

Access and Accuracy:

Individuals have the right to access their personal information that is held by the Centre. All access requests must be made in writing. We will respond to written requests within a reasonable time (generally within 30 days).

We will use our best efforts to ensure that Personal information that is used on an ongoing basis is accurate, complete, and up-to-date. If an individual successfully demonstrates the inaccuracy or incompleteness of Personal information, we will amend the information as required

Transfers and Disclosures of Personal Information

In order to meet the purposes set out above, the Centre may transfer or disclose your Personal information to:

Service providers, including an organization or individual retained by the Centre to perform functions on its behalf, such as catering, administrative, and financial services; an organization or individual engaged by the Centre to evaluate creditworthiness or to collect outstanding debts;

The school administration which provides services and resources to the Centre;

Any third party or parties, including government agencies, where the Centre has received consent for such disclosure or where disclosure is required or permitted by law

When personal information is transferred by the Centre to-third parties,-we use contractual or other means to ensure that the information is handled confidentially and in accordance with this policy and applicable privacy legislation.

When personal information is transferred by the Centre's third parties, we use contractual or other means to ensure that the information is handled confidentially and in accordance with this policy and applicable privacy legislation.

Consent

By submitting personal information to St. Gabriel Child Care Centre of Woodbridge you agree that we may collect, use and disclose such personal information in accordance with this Privacy Policy and/or as required by the law. Subject to legal or contractual requirements and reasonable notice, you may refuse or withdraw your consent to our use of your personal information for certain purposes at any time. However, if you refuse to consent or withdraw consent previously given, we may be limited or unable to provide some or all of our services to your family.

The way in which we seek consent, including whether it is express or implied, may vary depending upon the sensitivity of the information. In addition, in certain circumstances as permitted or required by law, we may collect, use or disclose personal information without the knowledge or consent of the individual. These circumstances include: personal information which is subject to solicitor-client privilege or is publicly available, where collection or use is clearly in the interests of the individual and consent cannot be obtained in a timely way, to investigate a breach of an agreement or a contravention of a law to act in respect to an emergency that threatens the life, health or security of an individual, for debt collection; or to comply with a subpoena, warrant or court order.

Changes to the Privacy Policy

St. Gabriel Child Care Centre of Woodbridge reserves the right to modify or supplement this Privacy Policy at any time. If we make a change to this policy, we will post such changes on our website and make the revised policy and changes available upon request.

Inquiries or Further Information

Any questions or concerns to this Privacy Policy or the handling of personal information by the Centre should be directed to the Executive Director or Assistant Executive Director. If you are not satisfied with our response to a privacy-related matter, you may contact the Office of the Privacy Commissioner of Canada at 1-800-282-1376 or at www.privcom.gc.ca.

Admission Requirements

St. Gabriel Child Care Centre of Woodbridge has facilities to accommodate the following children:

St. Gabriel child Care Centre and Before and After School Program:

- 15 Toddlers
- 24 Preschoolers
- 26 AM Kindergarten
- 26 PM Kindergarten
- 16 AM Nursery School
- 16 PM Nursery School
- 82 AM School Age
- 82 PM School Age

St. Gregory Kindergarten and Before and After School Program:

- 26 AM Kindergarten
- 26 PM Kindergarten
- 60 AM School Age
- 60 PM School Age

St. Francis Before and After School Program:

- 20 AM Kindergarten
- 20 PM Kindergarten
- 30 AM School Age
- 30 PM School Age

St. Clement Before and After School Program:

- 26 AM Kindergarten
- 26 PM Kindergarten
- 60 AM School Age
- 60 PM School Age

St Margaret Mary Before and After School Program:

- 26 AM Kindergarten
- 26 PM Kindergarten
- 30 AM School Age
- 30 PM School Age

The Executive Director and Associate Executive Director are responsible for the admission of new children based on the waiting list. The Centre operates on a priority basis to all families falling

within the following parameters:

- Child Age
- Siblings of families already enrolled at the centre given space availability
- Children that reside within the boundaries of St. Gabriel the Archangel Catholic School
- Children that reside in York Region
- The Board of Directors has the right to reassess admission priorities in special or individual circumstances.

Admission Requirements

St. Gabriel Child Care Centre of Woodbridge provides full and part-time care based on a 12 month period each school year. The centre will close for all statutory and civic holidays as well as up to two (2) professional development days during the year (first regular working day after Christmas and Easter Monday). Full day child care is provided from **7:00 a.m. to 6:00p.m. Monday to Friday, PA. Days** included. Before and After School hours are **7:00-8:35 a.m. and 3:40-6:00 pm**. The morning nursery school program runs from **9:00 p.m. to 12:00 p.m.** and afternoon runs from **1:00 p.m. to 4:00 p.m.** In the best interest of the child, it is recommended that the total number of hours per day your child is in attendance at the centre does not exceed nine (9) hours on a regular basis. **IF YOUR CHILD IS GOING TO BE ABSENT FROM THE PROGRAM, PLEASE NOTIFY THE CENTRE WITHOUT DELAY.**

Communication

It is in the best interest of the child if the parents and staff communicate freely on a daily basis. It is important that we know if your child has had a restless night and is tired or you have moved to a new house or because a relative is in town. These changes may show up in a child's behavior and we like to know why a child seems overly excited or his having a "down" day. The monthly planner is available to parents who would like to follow our themes and activities. The monthly planner is situated in the entrance of each classroom. Newsletters will be sent home regularly to keep you up to date with information and activities in regards to the program and St. Gabriel Child Care Centre. Twice a year the teachers complete developmental reviews on each child in attendance in the program.

Registration and Withdrawal Policy

Registration Fees:

A non-refundable fee applicable to your child's program must be paid at the time of registration. Should you decide not to make use of the space that is being reserved for your child, the space will

be automatically forfeited and the registration fee will not be refunded. Upon the acceptance of your child, a deposit equivalent to one month's fee must also be paid. This deposit will be applied towards your child's final monthly payment at the Centre.

Re-Registration Fees:

Parents who withdraw their child from one of the Centre's programs reinstating into the program are only required to pay 50% of the initial registration fee.

Withdrawal Policy:

Parents must give a minimum of four (4) weeks written notice prior to withdrawing their child from the Centre. Parents are responsible for the payment of fees during this 4-week period, regardless of whether or not their child continues to attend the Centre. If this procedure is not carried through, I understand that my deposit(s) will be forfeited.

Monthly Fees:

Please note that monthly fees are required to be paid by direct deposit. A cheque may be provided for the half-month deposits.

Late Payment:

When a parent falls more than three weeks in arrears with no written explanation and a payment schedule (approved by the Board of Directors) has not been worked out with the Executive Director or the Assistant Executive Director the Chairperson of the Board will be consulted concerning the incident. The parent(s) will be notified in writing of termination of services and a Notice of Claim will be filed with the Small Claims Court

NSF Cheques:

In the event the bank returns to the Centre any cheques or direct deposits marked **NSF**, the parent will be required to replace the missing funds immediately by paying via cash, money order or certified cheque. In addition the parent will also be required to reimburse the Centre for any bank service charges and pay an additional a penalty of **\$25.00**.

Part-time

This policy pertains to families who are enrolled in St Gabriel Child Care Centres of Woodbridge requiring part-time services. In the event that your child attends part-time and the family that shares the spot with you withdraws and we are unable to accommodate another part-time family, we will notify you of this change. Should the child sharing a space with yours request full-time care, you will be approached and asked to assume a full-time space or withdraw from services at St. Gabriel Child Care Centre of Woodbridge. St. Gabriel Child Care Centre of Woodbridge will issue a one-month notice should this occur. In the event that we are able to locate another child to assume the

days not occupied by your child, your service will not be affected. If a family is in need of switching their child's regularly scheduled day of attendance to another day during the week that may be permitted based on the following criteria:

- The current enrollment in the class can accommodate the child
- The arrangements are made 24 hrs. in advance
- Fees were paid for the month
- The child is not sick

If a child misses a day due to illness, the day may not be made up, nor will the fees be refunded. The Centre does not give credit for absence due to illness or vacation. If a family would like an additional day of service, arrangements must be made in advance and payment made on the day the service is rendered. **Arrangements to make-up missed days are not permitted.** If a parent has been asked to assume a full-time space and gives up their part-time space, the parent is required to maintain that full-time space for at least three (3) months. If for exceptional reasons the parent needs to change the status of the space within the 3 month period, an administrative fee charge of \$50.00 will be levied.

Termination of Services by the Centre

St. Gabriel Child Care Centres of Woodbridge reserves the right to withdraw services for the following reasons:

Behavior:

1. A child is persistently opposed to authority.
2. A child willfully destructs property.
3. A child continues to use profane or improper language.
4. A child's conduct is injurious to the moral tone of the program or the physical or mental well-being in the program.

First Incident:

Staff will speak with the child and parent(s), who will be kept informed through verbal communication and discussion. Parent(s) will be required to sign a written warning.

Second Incident:

The child will be suspended for a period of three to five days.

Third Incident:

The Executive Director or the Assistant Executive will consult the Chairperson of the Board of Directors concerning the termination of services by the Centre. Should this occur, the parent(s) will be notified in writing of termination of services.

Safety:

1. A child's behavior manifests itself into a potential safety hazard to other children or staff members.

First Incident:

Staff will speak with the child and parent(s), who will be kept informed through verbal communication. Parent(s) will be required to sign a written warning.

Second Incident:

The Executive Director or the Assistant Executive Director will consult the Chairperson of the Board of Directors concerning the termination of services by the Centre. Should this occur, the parent(s) will be notified in writing of termination of services.

Abuse:

1. A parent becomes verbally and or physically abusive to the Centre's staff, students, Board members, administration personnel or volunteers.

First Incident (physical abuse):

The Executive Director or the Assistant Executive Director will consult the Chairperson of the Board of Directors concerning the incident. The parent(s) will be notified in writing of the automatic termination of services. In addition, the police may be notified and charges laid.

First Incident (verbal abuse):

The incident will be documented by staff and parent(s) will be provided with a written warning, which they must sign.

Second Incident (verbal abuse):

The Executive Director or the Assistant Executive Director will consult the Chairperson of the Board of Directors concerning the incident. The family will be notified in writing of the automatic termination of services. In addition, if any type of threat was uttered, the police may be notified and charges laid.

IF STAFF DISCOVERS THAT ANY TYPE OF ABUSE (PHYSICAL OR VERBAL) HAS OCCURRED IN A FAMILY SETTING TOWARD A CHILD REGISTERED IN OUR PROGRAM, THE CENTRE IS NOT UNDER ANY OBLIGATION TO INFORM THE PARENT(S) THAT THE CATHOLIC CHILDREN'S AID SOCIETY HAS BEEN NOTIFIED.

NON-COMPLIANCE WITH MANUAL AND/OR REGULATIONS

1. A parent fails to comply with policies outlined in this manual.
2. A parent fails to comply with program regulations.

First Incident:

The Executive Director or the Assistant Executive Director will meet with the parent(s) in order to discuss concerns.

Second Incident:

The incident will be documented by staff and parent(s) will be provided with a written warning, which they must sign.

Third Incident:

The Executive Director or the Assistant Executive Director will consult the Chairperson of the Board of Directors concerning the termination of services by the Centre. Should this occur, the parent(s) will be notified in writing of termination of services.

Suspension from Another School

When a child is suspended from another school that leases space to St. Gabriel Child Care Centres of Woodbridge.

Any Incident:

The Centre works in collaboration with the York Catholic District School Board (YCDSB) and as such, will not permit children to attend the Centre if they have been suspended from a school. When children are suspended, they are suspended from all YCDSB school property.

SHOULD SERVICES BE TERMINATED BY THE CENTRE FOR ONE OF THE ABOVE-STATED REASONS PRIOR TO THE END OF A MONTH, PAYMENT FOR THE BALANCE OF THE MONTH WILL NOT BE REFUNDED.

Holidays Sick Days and Leave of Absence

Written notice of an intended vacation is required at least one month in advance. There is no credit offered for children away on vacation or extended holidays. The staffs are in attendance daily, regardless if children are absent or off due to illness. The program operates directly through parents' fees, and salaries are paid through these fees. If your child is absent due to illness or extended vacation periods please be advised that *CREDIT FOR ABSENCES IS NOT GIVEN*.

Reduction or Break In Service

St. Gabriel Child Care operates 12 months a year, and our After School and Nursery Program operate ten month a year from September to June. Policy requires that should a family require time away from the program, the following is adhered to:

- The Child Care fees are due in full for each month the child attends during the course of the program (12 months). The After School Program Fees are due in full for every month the 10 month program. Fees paid by parent(s) for the Before and School Program do not include childcare on regular weekdays during Christmas and March Break or YCDSB Professional Activity (PA) days.
- Parents may opt to withdraw from any program and have their name placed on a wait-list for the next available space. This being the case, parent(s) will be required to pay only 50% off the regular registration fee. All registration fees are non refundable and secure a space on the waiting list only.
- There is no guarantee that a space will be available when required.

Health

The Child Care Early Years Act requires that prior to admission, each child be immunized as recommended by the Local Officer of Health. Before and After School Programs also requires that a completed medical history be submitted prior to admission.

Illness

If the child becomes ill during the program, the parent will be contacted to pick the child up as soon as possible for his/her well being and that of the other children. It is, therefore, essential that the staff be able to locate the parent(s) or designate should an illness or emergency arise.

At the time of registration, a written consent form is to be filled out by the parent which authorizes the program to send a child to hospital in the event of an emergency.

The staff carries out regular health inspections of all children at the centre and follows the Department of Health's regulations. Your child may be refused admittance and/or require a doctor's note if any of the following are noticed:

- a) **unusual skin rash**
- b) **heavy mucous**
- c) **red and or irritated eyes**
- d) **fever**
- e) **unusual, infectious looking sores**
- f) **diarrhea when 3 occurrences have been noted in a day**

If the child exhibits signs of enteric illness (diarrhea or vomiting) the child must be excluded from the child care centre until symptom free for at least 24 hours (e.g. if a child is sent home Tuesday they cannot return Wednesday.) Parents may be contacted after the first episode to determine if the child was ill with similar symptoms prior to attending childcare.

Children who are diagnosed by a physician as having a Childhood Communicable Disease may only return to the Childcare centre as specified in the "York Region Health Services Guidelines and Information on Childhood Communicable Diseases."

A sick child does not function well at school or at the program and his/her presence may infect others. Please be prepared for emergency care at home when necessary (friend or relative) who can help you out for a day or two. The program cannot accept a child with a fever, heavy mucous, strange rash or communicable disease. It is the staff's right to refuse a child (ren) admittance for any of the above reasons.

Smoke Free Act

Please be aware that the child care is a smoke free environment. Smoking or handling a cigarette is prohibited in our premise and on the grounds of our premise at all times whether there are children in the building or not.

Medication

St. Gabriel Child Care Centres of Woodbridge will administer only prescribed medication to children, in accordance with the Child Care Early Years Act. Parents must provide the following:

- Written authorization, including dosage and times the drug is to be taken:
- Medication in the original container, clearly labeled with the child's name, name of the medication, the dosage, the date of purchase and instructions for storage and administration of the medication.
- Any medication must be given directly to a program staff. All medication will be kept in a locked cupboard.

Staff members have the responsibility of administering all medication to the children in their group if it is required. In the absence of the staff member another staff member will be designated.

Any medication the child is receiving at home, but not at the Centre must be recorded at with Centre. It is the parent's responsibility to notify the Centre concerning 'at home' medication (including cough syrup, etc.)

Emergency Procedures

The staff will inform the parent(s) of any occurrence/accidents that require first aid treatment. In the event the occurrence requires emergency medical attention, the staff is directed to comply with the following:

- Parent will be informed of the occurrence, and the steps that the staff has taken to ensure immediate emergency services can be provided.
- staff will call for emergency transportation to the nearest hospital in the event of a Major incident
- Staff will remain with the child until the parent(s) arrive.

Nutrition

Healthy eating habits and nutritious snacks are provided by the Centre during the a.m. and p.m. programs. Our dietary staff prepares all foods according to the menu, which has also been selectively planned. Please note that we limit the use of sugar, salt and spices in the children's food. Children's **special** dietary needs and allergies will be posted in the classroom and in the kitchen. The menu schedules are posted for parents to view in the foyer and sample schedules are available for you to take home. Birthday's are a big celebration for all children, so if you would like to celebrate your child's birthday with a special birthday treat, it must consist of **ONLY** the following: 'McCAIN – DEEP N DELICIOUS FROZEN CAKE. **NO PEANUTS OR PEANUT PRODUCTS ARE PERMITTED, DUE TO THE SEVER LIFE-THREATENING ALLERGIES OF SOME CHILDREN.**

Discipline

The major goal in the area of discipline is self-control, which in turn will help the child take steps toward responsible self-direction. The underlying principles for discipline practices are based upon ensuring the safety, health and protection of the rights of everyone. Children will absorb what we as adults do, and then compare it to what we say. As a result, failure to provide the secure setting around them may jeopardize the trust which currently exists between the child and staff. We believe in the innate potential for goodness in every child, and that by providing a conducive environment with understanding rather than punishment, we can help develop the child emotionally while at the same time, have the child maintain his/her respect.

With this in mind the Centre believes in the following:

There will be no corporal punishment used against a child by anyone employed or involved with the Centre. NO verbal discipline that may be considered degrading to a child's self respect will be permitted. Isolation in a room, locked or unlocked away from other children, is not allowed. A child may not be refused any basic need (food, shelter) for the purpose of disciplinary techniques. Redirection and diversionary techniques will be the initial response to behavior. Temporary removal from the immediate situation to assist in preventing further inappropriate behavior may be required. This does not mean removal from the room or playground. Discipline is carried out in a non-threatening, positive manner that is appropriate to the child's level of development.

If a staff suspects or confirms that there is child abuse from the home, he/she is obligated to report their findings to the Children's Aid Society without informing the parent.

Clothing and Possessions

St. Gabriel Child Care Centres of Woodbridge prefers that toys brought from home be kept at a minimum in order to prevent loss or breakage. As a common courtesy, if you or your child has taken a piece of clothing in error, please return the item (s) to the centre as soon as possible. **St. Gabriel Child Care Centres of Woodbridge will not be held responsible for lost or misplaced articles or personal property.**

In order to ensure a safe environment for your child within their stay in the program, we positively do not allow for the following to come into the program; food or beverages, gum, candy, sweets, deflated balloons, jewellery, treat bags and toys of a violent nature such as guns or swords.

Arrival and Pick-Up

Child Security:

For your child's sense of security, it is recommended that the parent establishes fixed hours of pickup and drop off. Also we would like to mention that the school has installed security cameras for the safety of the child. Please remember to register check in time and check out time on the clipboard provided. It is not acceptable for the child to arrive at the centre without adult accompaniment. Similarly, when picking up your child, ensure that a staff member knows you are leaving and again sign out in the clipboard provided. Unless otherwise arranged, children will not be released to anyone other than those persons specified on the admission forms.

Child Left at Centre After Closing:

Late fees are incurred when your child remains at the program after closing time without previous advises or arrangements being made (inclement weather or other emergencies excepted). Late fees are payable directly to the attending staff member according to the policy signed at the time of your child's admission. Please remember that staff is not paid overtime by the program in such circumstances. Late fees are payable according to the late fee policy and payable directly to the attending staff member in cash or by cheque. It is, therefore, important that tardiness be kept to a minimum. If the problem persists, the program reserves to the right to withdraw that child from the program as per the Late Fee Policy.

Any child left one (1) hour after closing time, for whom no emergency contact can be reached will be handled in the following manner:

The York Regional Police will be called and asked to go to the parent's home to see if anyone is there. If in fact no one can be reached, the Children's Aid Society will be asked to call for the child.

Please note the following **LATE FEE POLICY THAT MAY APPLY TO YOUR CHILD:**

Late Fee Policy for Nursery School AM Program

- | | |
|--------------------------------|---|
| <i>FIRST INCIDENT:</i> | The first (5) minutes will be waived, however at 12:06p.m. a charge of \$1.00 per minute per child will apply |
| <i>SECOND INCIDENT:</i> | no grace period and starting at 12:01p.m. a charge of \$1.00 per minute per child will apply. |
| <i>THIRD INCIDENT:</i> | no grace period and starting at 12:01 p.m., a charge of \$2.00 per minute per child will apply* |

*The Executive Director will be notified and arrange a meeting with you
The Centre reserves the right to withdraw the family if tardiness is not kept to a minimum

The policy will apply to the family's attendance over each 5 month period being September to January and February to June.

Late Policy for Preschool, Kindergarten and School Age Programs

- FIRST INCIDENT:** The first (5) minutes will be waived, however at 6:06 a.m. a charge of \$1.00 per minute per child will apply
- SECOND INCIDENT:** no grace period and starting at 6:01a.m. a charge of \$1.00 per minute per child will apply.
- THIRD INCIDENT:** no grace period and starting at 6:01 a.m. a charge of \$2.00 per minute per child will apply*

*The Executive Director will be notified and arrange a meeting with you
The Centre reserves the right to withdraw the family if tardiness is not kept to a minimum
The policy will apply to the family's attendance over each 5 month period being September to January and February to June.

Intoxicated Driver

The Centre is obligated by law to ensure that no child enters a motor vehicle with an intoxicated person and reserves the right to insist that a taxi or other authorized person be called to take the child home. In situations where a person whose ability to operate a motor vehicle is believed to be impaired owing to the consumption of alcohol or drugs (as defined by the Controlled Drugs and Substances Act) attempts to leave the centre with a child, staff members will call the police.

Custody

If a child's parents are involved in a custody dispute or have a court-ordered custody agreement in effect, they must report this information to the Centre so that the child is released only to the proper individual.

Sun Protection

During the months of May through September we require parents to bring in the following items to provide sun/heat protection for their child:

- a hat with large brim
- sunscreen of Sun Protection Factor (SPF) of 15 or higher
- sunglasses with ultra-violet (UV) protection are optional, but highly recommended

Weather permitting, children are taken outdoors on a daily basis; therefore, please ensure that all of the above-listed items are available to your child on a daily basis. Staff members are required to ensure that certain ratios are maintained while the children are outdoors and children will not be kept

indoors if they are missing any of the above-listed items. Please ensure that each item your child brings to the Centre is *clearly labeled with his/her name*.

Parking

A drop off area is not provided for parents; however, parking spots on the south side of the playground, in front of the black iron fence are available. It is extremely important to use these spots whenever possible for the safety of all children. The west side of the driveway has limited parking; however, if you park on the east side of the said driveway, which is a fire route, you may be ticketed and towed as per City of Vaughan by-laws.

Driveway Alert

Each morning and afternoon, School Staff will block the driveway during the following times:

8:30 A.M. to 9:00 A.M.

&

3:30 P.M. to 4:00 P.M.

During these times, parents will be required to park on the road and escort their child to the Center. The principals and staff at our host schools must block off the driveway to ensure the safety of all pupils arriving and leaving school property.

Field Trips

Throughout the year, trips to special places of interest may be arranged on PA days or during school closures. These are apart from the regular activities planned throughout the week, such as walks to the library or park, which also take the children away from the Centre's premises. At the time of admission, a general form is signed by you, granting your child permission to attend these excursions. A notice for a special trip, requesting your consent and informing you of the destination, time, and date of the trip will be sent to you in advance. There will be a nominal fee charged in order to cover the bus rental and admission fees. There is also a WAIVER FORM to be read, signed and

returned to the center so that it may be inserted in your child's file.

Staff-Parent Communication

The steps will be taken in order appearing below to ensure effective communication between parents and staff members:

- The parent is required to approach a staff member (preferably the staff member directly involved with their child) if they have any concern regarding their child.
- If the parent is unsatisfied with the outcome of their dealings with the staff member, they should contact the Executive Director.
- If the Executive Director has not been helpful, a written grievance can be given to the Board of Directors, to the attention of the Chairperson. This written grievance should include a brief description of the situation and the steps that have been taken.
- The Board of Directors will ensure that the grievance is dealt with at the next scheduled Board meeting and will notify the parent(s) in writing of its decision.
- If parents are unsatisfied with the Board's decision, they may request in writing to attend a Board Meeting to discuss the issue further.

Introducing Your Child to the Centre

A child's first experience at the Centre can be a very exciting, however, sometimes making a happy and comfortable adjustment takes time. We need your help at this initial stage and request that, of possible, you spend some time with your child at the centre or arrange for someone familiar to your child to do this for you. This will make your child's adjustment to his/her new environment more relaxing and enjoyable. It is recommended that your child's initiation to the centre take place over a three-day period, as follows:

Day 1

- The parent and child remain at the Centre for a few hours during the morning.

- The parent may meet with the Executive Director to review all the forms that have been completed prior to the child attendance.

Day 2

- The parent may stay for 30 minutes and then leave or spend time observing their child who stays for the entire morning.
- The departure of the parent should be flexible, depending on the child and at the educator's discretion.
-

Day 3

- Parent remain for few minutes to settle the child, who remains at the Centre for their entire program.

Useful Suggestions:

These are some suggestions to help your child make the initial separation a smooth one:

- Prepare the child in advance for the first day of child care, telling him/her a little about it, and the kinds of activities he/she will be doing;
- Reassure the child that you will stay with him/her for a while on the first day
- Be honest. Say "good-bye or see you later" to your child when you are leaving. Tell your child that you will be back to pick him/her up, as soon as you are finished at work. Try to come a little early on the child's first day.

Other Activities

Fundraising:

Fundraising is an ongoing project throughout the year. Money raised goes directly toward special purchases/programs to enhance the children's learning environment. Please play an active role in these endeavors.

Board of Directors:

As a non-profit organization, St. Gabriel Child Care Centres of Woodbridge are governed by a Board of Directors comprised of: parents, centre's Executive Director, RECE staff, a school representative from our host schools, local business representative, and professionals from the community. It is charged with the responsibility of monitoring the Centre's incoming and outgoing monies, and ensures proper allocation of those funds. Its focus is first and foremost that any decisions taken are in the best interest of the children attending the program. The Board welcomes interested parents to come forward to become members and participate in the monthly meetings. While becoming a member involves a few hours of personal time, the personal satisfaction of playing an active role in

your child's development is well worth the effort.

We trust this manual will be your resource book during your child's stay at our program. If you have any questions or concerns please feel free to contact the supervisor. By keeping the lines of communication open between us, we can achieve our goal of providing a stimulating program for all our children attending the program and still address specific individual needs.

SLEEP SUPERVISION POLICY

At the time of enrolment and at any other appropriate time such as during tours of the centre, transitions into a program or upon a parent's request, parents will be advised of SGCC policies and procedures regarding children's sleep. Parents will be required to read the Sleep Supervision Policy as outlined below and in SGCC Parent Manual and sign off indicating they are aware of the procedures that SGCC staff will abide by.

- Staff will consult with parents to receive information on the child's sleep preferences, required accommodations and precautions. This information will be shared with all staff, students and volunteers and will also be indicated in the following areas:
- All children will be assigned to individual cots (Labelled with child's name).
- A staff person is physically present beside the child conducting physical checks every 30 minutes as set out in the *Sleep Supervision Practices* while looking for indicators of distress or unusual behaviour.
- Staff are able to visually monitor sleeping children and conduct physical checks regularly to monitor breathing, body temperature and sleep environment.

- Staff complete documentation of direct visual checks being conducted for Toddlers and Preschoolers. Monitoring is indicated on the *Daily Sleep Room Monitoring Chart*. For toddlers and preschool children, visual checks are conducted every 30mins, documentation is required.

- Any change in a child's sleep pattern or behaviour will be documented on the Daily Sleep Room Monitoring Chart. Staff will also verbally inform parents of this change at the time of pick up.

- If there is significant change in child's sleep pattern where a child experiences distress or unusual behaviour, staff will call parent immediately to inform them of this concern.

- Signs of distress or unusual behaviour include:
 - Change in skin colour
 - Change in breathing
 - Signs of overheating

- Any adjustments to the manner in which a child is supervised during sleep time will be in consultation with the parents. Staff will accommodate parent recommendations to the best of their abilities in conjunction with the established Sleep Supervision policies and procedures.

- Lighting in the sleep room must allow for easy visual monitoring. Lights will be dimmed, but staff must be able to see sleeping children clearly. Nature sounds or lullabies will be played softly to create a soothing sleep environment.

- The Executive Director or Designate will ensure that the Sleep Supervision policy is reviewed with staff, volunteers and students at the start of employment or placement and annually thereafter. This policy will be monitored for compliance and contraventions in accordance with the Child Care Early Years Act (CCEYA).

FOR CHILDREN OVER 18 MONTHS AGE (TODDLERS & PRESCHOOL):

- Each child is assigned their own cot which is identified with their name located directly on the cot itself.

- Each child's cot is indicated on a posted cot plan and is placed strategically around the room to allow for optimal supervision.

- Revisions to the cot plan are made when new children are assigned to a cot.
- Children sleeping adjacent to one another will be positioned head to toe in order to deter face to face.
- Children who do not fall asleep within 60 minutes are permitted to get off of their bed and engage in quiet activities. Staff will monitor child for signs of tiredness and encourage him/her to lie down again in an attempt to sleep.
- Children who wake up and are permitted to get off of their beds are engage in quiet activities.
- Staff will document how long each child slept or if they did not sleep at all and if there are any changes in child's sleep patterns. This all will be recorded on the Daily Sleep Chart.
- Staff will abide by each child's sleep preference and will accommodate accordingly (rubbing child's forehead, patting child's back etc.)

Sleep Supervision Practices

While supervising children during sleep periods, a staff person is physically present in the sleep room conducting regular **visual checks every 30 minutes** to ensure that:

- Child is breathing
- Child's temperature is normal (visual check – child is not red, flushed or sweating. Child looks comfortable)
- Blanket is not covering child's face or head
- Toddler and preschool sleep toys are soft in texture
- Toddlers/Preschool children sleeping adjacent to one another are positioned head to toe

*****Between check intervals, staff will be expected to use this time to do programming, sleep room clean up etc.**

Staff Signature _____ Date _____
Witness Signature _____ Date _____

Ministry of Community
and Social Services

Ministry of Children
and Youth Services

CENTRAL EAST REGION

405 Davis Drive
3rd Floor
Newmarket, ON L3Y 8T2
Tel.: (905)888-8900
Tel.: (877)888-8888
Fax: (905)895-4330
TTY: (905)715-7759

Ministère des Services
sociaux et communautaires

Ministère des Services
à l'enfance et à la jeunesse

LA RÉGION DU CENTRE EST

405, Davis Drive
3e étage
Newmarket, ON L3Y 8T2
Tel.: (905)888-8900
Tel.: (877)888-8888
Télex: (905)888-4330
TTY: (905)715-7759



APPENDIX B: PARENT LETTER

**NEW REQUIREMENT TO POST SERIOUS OCCURRENCES
IN LICENSED CHILD CARE PROGRAMS**

Dear Parent/Guardian:

The safety and well-being of our children in licensed child care programs is the highest priority. Operators of licensed child care centres and private-home day care agencies work diligently to provide a safe, creative and nurturing environment for each child. In spite of all the best precautions, serious occurrences can sometimes take place.

The Ontario government has introduced a new policy that requires licensed child care centres and private-home day care agencies to post information about serious occurrences that happen at a centre or a home location effective November 1, 2011. To support increased transparency and access to information, a "Serious Occurrence Notification Form" must be posted at the centre or home location in a visible area for 10 days.

A serious occurrence could include:

- Serious injury to a child,
- Fire or other disaster on site,
- Complaint about service standard.

Licensed child care centres and private-home day care agencies are already required to report serious occurrences to the Ministry of Children and Youth Services, which is responsible for child care licensing. This new policy requires child care operators to post information in their facilities so that parents also have access to it.

This posting will give parents information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the child care program.

This new policy supports the government's efforts to increase access to information about licensed child care programs in Ontario. This includes the recent launch of child care licensing inspection findings on the Licensed Child Care Website which is available at:
<http://www.ontario.ca/ONT/portal61/licensedchildcare>.

We encourage you to speak to the operator of your child care program for more information about serious occurrences and the new Serious Occurrence Notification form posting policy.


Claudine Cousins
Regional Director

Dear Parents,

Effective September 6th, 2011, our Center has a new policy regarding the supervision of children by Volunteers and Students. Our Center has always complied with the Child Care Early Years Act regulations which stipulate that Students and Volunteers must never be left alone with any of the children in our care and are never left unsupervised by our staff. However, we now have explicit procedures specific to this regulation to ensure that expectations are clear for all involved.

If you require any further information regarding this new policy, please do not hesitate to contact me.

In Partnership With You,

Rosanna L. Masci RECE
Executive Director



Where we celebrate the child!

Thank you for your interest in adding your name to our waiting list. There is no waitlist fee required.

Provide the following information for you file on the waiting list:

- Parents first and last names
- Best contact telephone number(s) and or email addresses
- Your expected start month
- Your child's name
- Date of Birth (unborn children may be added to the list with expected month and year of birth)

Here is how the waiting list works:

1. Call or e-mail **each site** to add your name to the waiting list by filling out a registration form
2. Each age group at each centre has it's own individual waiting list.
3. The day that you call, leave a message or send your email will be your seniority date on the waiting list.
4. Provide the required information for you file on the waiting list: Be mindful and strategic of Your expected start month, you may also put the earliest start month you will consider for e. g You are willing to start in March but you really need a space for May.
5. If there are any changes to your contact information please contact the centre to update your file.
6. There is no specified length of time that you need to be on the list to be offered a space.
7. Spaces are created when a family or child leaves the centre. There is no specific time however the months of July, August and September have the most movement, Spaces can be available at any time of the year and at point in the month.
8. We are usually able to contact families 4-6 weeks before any given space, as parents are only required to give us 1 months notice of their withdrawal.

9. Only once the withdrawal is confirmed in writing can we begin to find a family for the space.
10. With all spaces available the centre, Supervisor will call all families that are eligible to start in the age group. All parents who are waiting for a particular month are contacted when spaces are available. Even if the month you specified has already passed if your child is still within the age group of the room they will be offered a space.
11. Once a family is called from the waiting list they are given a specified time frame to return the call and express continued interest in the space available.
12. From the families that return our call within the specified time, the family with the highest seniority date will have first official refusal of the available space.
13. If a child is offered a space for an age group we will let you know the likelihood of them moving over to the next age grouping, for e.g if your child enters the infant room at 17 months there may or may not be a space for them in the toddler room right at 18 months however we will be able to give you a sense of when they will be able to move and the possibility.
14. Once your child is officially offered a space, if you would like to accept it, you will be required to provide a 1-week deposit of your child's fee for the age group. This deposit will be applied to your child's last month of care provided that the appropriate notice is given.
15. For all Children that are accepted into Child space are required to pay a one month deposit to secure your space. The registration fee will also be required at this time. New families will pay 25.00 and returning families will pay 12.50. There is no waitlist fee required.
16. For all families that express continued interest in a space and are not successful will be contacted to let them know that another family has filled the space.
17. If you are called for a space and do not wish to take it at the time, your place/seniority on the waiting list remains the same.
18. You may call at any time to change the information for you file with no consequence for eg. Moving from the toddler list to the Preschool list.
19. You will remain on the centers list until you have asked us to take you off.

Thank you for choosing St Gabriel Child Care for your child's early learning experience!