

Early Learning and Child Care

Caledon East
Children's Place

Parent Handbook



Community • Families • Quality

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Parent Handbook

Caledon East Children's Place has been in operation serving the community since 1988, providing non-profit, licensed quality early learning and childcare to children aged 18 months – school age. The childcare has also served as a steady place for employment and student placements for the community, and partnered with both the catholic and public school boards for decades in offering care for children.

Partners in delivery of care and funding:

Canada-Wide Early Learning and Child Care (CWELCC)

Caledon East Children's Centre is a partner in Canada Wide Early Learning Child Care Funding (CWELCC). Caledon East Children's Place programs that service eligible children, under six (6) years of age, are enrolled in CWELCC. Fees are partially funded by CWELCC in addition to regional incentives intended to lower child care fees for families.

CWELCC is administrated by Regional Municipalities who have the right to access the records of families benefiting from funding. Families shall be responsible for 100% of their fee should CWELCC funding be discontinued. CECP programs that service non-eligible children, over six (6) years of age, are not enrolled in CWELCC. Fees are based on program enrollment status, and fee adjustments apply to changes therein. Fees are subject to a cost of living increase each September, and 30 days of notice is provided.

Child Care Subsidy

Caledon East Children's Place partners with the Region of Peel to offer fee subsidy to families who qualify. Child care fee subsidy is a program that helps qualifying families cover the cost of licensed child care for children up to the age of 12. This service is available through the The Region of Peel.

Board of Directors

Caledon East Children's Place is a non-profit organization whose operations are managed by an Executive Director, and overseen by a governing Board of Directors. This volunteer Board of Directors consists of both parents and community members and is responsible for the business operations of Caledon East Children's Place. Within the Board, a core group consisting of the President, Vice President, Treasurer and Secretary, creates the Board Executive. The remaining members attend all Board meetings, vote on issues, sit on committees, and form the governance direction of the organization.

The centre is an inclusive and family centered environment. Parents are consulted for their knowledge to support the centre in its operations. Parents volunteering on the Board of Directors have the opportunity to provide input and take part in evaluating the program and services.

Early Learning and Child Care Centre Staff

A Supervisor oversees staff and daily centre operations. The supervisor also works closely with the Executive Director regarding centre initiatives and decisions.

- Program staff are Early Childhood Educators, registered with the College of Early Childhood Educators (RECE). All staff members have current First Aid/CPR training, updated immunization and a Criminal Reference Check (Vulnerable Sector Screen).
- Supply Educators are also RECEs, and have acquired the above requirements.

We support student teachers enrolled in local Community Colleges/Universities in a variety of courses related to the field of Early Childhood Education. Student teachers work alongside staff and are never left with children on their own. All student teachers have current First Aid/CPR training and Criminal Reference Checks.

Caledon East Children's Place Program Statement

Caledon East Children's Place Program/Philosophy Statement

Caledon East Children's Place (CECP) has been in operation serving the community since 1988, providing non-profit, licensed, quality early learning and childcare to children aged 18 months – school age. We believe that all children have the right to be cared for in an environment where their emotional, physical and developmental needs are supported. Our practices emphasize and promotes active learning through play, which means children have direct, hands-on experiences with people, objects, events, and ideas.

Our Commitment

Caledon East Children's Place is committed to ensuring that every child is:

- **Valued as an individual and connected to others in our environment.** They form authentic caring relationships with others, contribute and create a sense of belonging with their peers, their group, their classroom community and their world.
- **Nurtured and supported to promote positive well-being, healthy development and a positive sense of self.** Children are reinforced with positive forms attachment to support their development.
- **An active participant in their environment.** They are co-constructors of their world. Children are active learners that engage as they plan, play, inquire and recount their experiences. They problem solve, think creatively and express ideas which is essential to their success and development.

- **Recognized as capable, competent, curious and rich in potential.** Children are encouraged to express themselves physically, verbally, or through the use of different materials. This promotes positive communication; language skills and a strong sense of self where they can become equal partners and develop problem solving skills. Each child is valued as an individual.

Caledon East Children's Place is committed to ensuring that the centre:

- Supports diversity to include cultural practices, gender, religious beliefs, social class, family composition, appearance, diverse abilities and lifestyle. Children have the right to be cared for in an environment located in their own community where they will grow, develop and learn.
- Practices, emphasizes and promotes active learning which means children have direct, hands-on experiences with people, objects, events, and ideas.

Caledon East Children's Place is committed to ensure that our teachers:

- Observe and document children's interests and plan experiences to enhance learning and understanding of each child's level of development, plan a variety of individual and group, indoor and outdoor activities to support and extend children's learning.
- Engage with, and value families and community members as the most important contributors to their child's learning experience. Children's social interactions with their peers are encouraged and supported through each day as they explore materials.

The centre serves as a steady place for employment and student placements for the community, and partners with both the Catholic and Public school boards in offering care for children, before and after school.

Building on the values and diversity of the children we serve and their families and the community

CECP is committed to embracing the values of diversity, equity and inclusion. We recognize that our children and families are unique with their own experiences, values and perspectives. We aim to celebrate this diversity to ensure all children are embraced, that family values are celebrated, and we grow as our community grows. While we align with a child-centred emergent program CECP will partner with families to ensure that our practices, activities and values align with that of our community.

Our Guiding Principles

The Caledon East Children's Place follows the “*Ontario Pedagogy for the Early Years, How Does Learning Happen?*” and “*The Ontario Early Years Framework*” and aligns it with elements of a Reggio Emilia approach to learning. The goals set for children are consistent with the Four Foundations, Ministry of Education pedagogy and principles.

These include:

1. **BELONGING:** Cultivating authentic relationships and connections
2. **WELL BEING:** Nurturing healthy development and well being
3. **ENGAGEMENT:** Creating contexts for learning through exploration, play and inquiry
4. **EXPRESSION:** Fostering communication and expression in all forms

CECP has also adopted the six (6) guiding principles of Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings (ELECT) which ensures quality and consistency and helps guide our practices

The six guiding principles from ELECT include:

1. Early child development sets the foundation for lifelong learning, behaviour and health.
2. Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.
3. Demonstration of respect for diversity, equity and inclusion are prerequisites for optimal development and learning.
4. A planned curriculum supports early learning.
5. Play is a means to early learning that capitalizes on children’s natural curiosity and exuberance.
6. Knowledgeable and responsive early childhood practitioners are essential to early childhood settings.

Our Alignment to the Emilia Reggio Approach to Learning

The Reggio Emilia Approach is an educational philosophy based on the image of a child with strong potentialities for development and a subject with rights, who learns through the hundred languages belonging to all human beings, and grows in relations with others (<https://www.reggiochildren.it/en/reggio-emilia-approach/>).

The CECP curriculum aligns with Reggio Emilia approach to learning by embracing the values that are outlined in this pedagogical framework. Our interpretation of these values is reflected in our educational philosophy, which include:

1. The emphasis of a relationship-driven environment.
2. The belief children are constructors of knowledge and learning.
3. Children learn, think and express themselves in a multiple ways, known as the 100 languages of children.
4. Learning environments should be welcoming, intentional, inclusive and authentic.
5. Following an emergent curriculum
6. An emphasis on observing and documenting

Our Approach to Achieving our Guiding Principles and Philosophy

A Place Where Children Belong

We will create a sense of belonging where every child is connected to others and contributes to their world by cultivating authentic relationships and connections.

The Environment as the Third Teacher

Planning for and creating a positive learning environment in which each child's learning and development is supported. Indoor, outdoor and active play and rest/quiet time are incorporated into the day. Consideration to the unique needs of each child is provided to the children.

Each classroom has a simple yet aesthetically pleasing design. Teachers take the necessary time to organize the space and create an environment that is rich with potential and intrigue. Provocations based on the children's interest can be found around the classroom at different stations to invite children to undertake exploration, problem solving and cooperation with their peers.

The programs encompass, promote and support inquiry, communication, active participation, and meaningful experiences for children. Children formulate new ideas about their world and focus on activities that interest them. The Learning environment supports experiences and provides opportunities for child initiated and teacher supported experiences and interactions. Curriculum content areas include:

- Language, literacy and communication

- Creative arts, music and movement, pretend play
- Mathematics, construction and design
- Science, technology and social studies
- Active outdoor play that supports physical literacy/development and health
- Approaches to Learning; planning, engagement and reflection
- Social and Emotional Development; promoting positive self-identity and self-regulation skills, sense of competence and building relationships with others.

Teacher-Child Interactions and Experiences

Providing for child initiated and adult supported experiences

Support positive and responsive interactions among the children, parents, educators and staff

A major component to the program at CECP is teacher-child interactions and the importance of the teacher as a co-learner alongside the children. Teachers and children are play partners which allows for a supportive environment. Teachers also take on the role as researchers as they observe each child in their group and provide opportunities for children to express their initiatives and make choices. During play situations, teachers follow children's leads. They also look for opportunities to gradually challenge the children by introducing new ideas or concepts, while remaining within the interests of the children.

Program Planning

As each child is unique, our teachers use judgement, instead of a structured curriculum with defined outcomes. Teachers use their creativity, innovation and expertise to create a stimulating program of activities and opportunities to enhance children's learning. This ensures a flexible environment maintained where the children's interests drive the outcomes of the program. Maintaining an emergent curriculum ensures that are teachers are able to encourage children to draw on their interests and further their inquiry and exploration. While classrooms will maintain the same materials, each classroom will look different based on the projects, activities and interest of the particular children of that classroom.

Activities are planned by teachers and are focused on specific concepts that are based on the child's interests, development and goals for learning. Teachers observe each child in their group and provide opportunities for children to express their initiatives and make choices. During play situations, teachers follow children's leads. They also look for opportunities to gradually challenge the children by introducing new ideas or concepts, while remaining within the goals set out for them.

In following Reggio Emilia principles, Educators:

- Participate in children's play
- Converse as partners with children
- Use encouragement instead of praise
- Encourage children's problem solving
- Observe as researchers and document children's learning, interactions, and experiences

The centre involves local community partners and allows those partners to support the children, their families and staff.

The centre values and fosters collaborative and cooperative relationships with all our community partners. Partnerships include and are not limited to, The Region of Peel, The Town of Caledon, PIRS, Local community colleges and universities, local schools in our community, community leaders and councillors, Community of Caledon East local businesses and organizational groups. Events, funding and support programs hosted by our centre for our families are generously supported by these partners in one way or another and are in full support of the centers' well-being, viability and sustainability.

Well-being for All

We will provide positive experiences where every child can freely nurture and develop a positive a sense of self, health and well being.

Caledon East Children's Place meets all the requirements under health and safety mandated by the Ministry of Education, Public health and other municipal by-laws. Policies, procedures and protocols are in place to protect and enforce proper safety practices, promote good health and proper sanitation. Our kitchen staff is food handler certified and follows a strict regimen in preparing and serving food as well as keeping a clean and sanitary environment.

The centre takes stringent steps to protect children with food allergies. Child allergies are documented and the menu is adjusted to ensure that all children, regardless of the allergy, are included. We make special provisions for children with Anaphylaxis and have a strict policy in regards to food being brought into the centre, which is monitored very closely by the kitchen staff.

All Staff, volunteers and students must have current First Aid and CPR. All new employees, volunteers and students must obtain a Criminal Reference Check (Vulnerable Sector Screen) before commencing employment, placement or volunteer time at the centre.

Nutrition

The Centre adopts a four-week rotating menu schedule based on Canada's Food Guide. Fresh fruits and vegetables are served multiple times a day, along with whole grains and a variety of proteins. As an inclusive organization, provisions are made for children with allergies, dietary needs and religious requirements or restrictions.

During mealtimes, teachers enable children to serve themselves using tools that support easy manipulation for children to be self-sufficient. Children make choices of food servings and amounts.

Supporting Staff and others who interact with children in relation to professional learning

Registered Early Childhood Educators and Support Staff at Caledon East Children's Place maintain credentials and undertake regular training to remain current in the field of child development and care, at a minimum of eight (8) hours of professional development per year. It is the centre's policy that all RECE's maintain a current and "in good standing" status with the College of Early Childhood Educators.

Our teachers are committed to reflection about their own teaching and learning and collaborate, share information and mentor each other to support their growth and development.

Documentation as assessment and review the impact of strategies on children and their families.

In keeping with Reggio Emilia principles documentation of children's work in progress is viewed as an important tool in the learning process for children, teachers, and parents. Documentation is viewed as a means to promote parent and teacher understanding of children's learning and development. They carefully listen, observe and document children's work and the growth of community in their classroom and are to provoke and stimulate thinking.

Teachers document daily occurrences, interactions and communication of children to determine their interest. their development. This is done in many forms. Teachers photograph play situations, make anecdotal notes and document the children's "work" which is displayed in the classroom to make it visible to the children and their families. The teacher then coordinates the reflective documentation and measures how the program contributes to the children's growth. The teacher then creates the following day's plans to enhance and move forward with supporting the child's strengths, goals and interests.

Engaging in Learning

We will ensure that every child is respected as an active and engaged learner who explores the world through exploration, play and inquiry.

Through daily observations of children during work and free choice time, daily routines and outdoor time, teachers take note of what the children say and do. The teachers use this information to plan small and large group times, outdoor experiences and for the addition of materials that scaffold children's learning. Provocations are used to enhance children's learning to capitalize on their interests.

During the children's work or choice time, teachers sit with the children and observe their play to see what direction the children are taking. Teachers use the children's lead and ideas to take on a role in their play – they do not force their ideas on the children. Teachers recognize that play is more purposeful and lasts longer when the children arrive at and execute their personal and group ideas for play.

Observation and note taking provide teachers with information on the children's current skills and abilities. Using this information, teachers arrive at ideas on how to expand this learning through adding materials and by providing appropriate questions.

Project Work

Supporting and enriching children's learning through in-depth, short-term (one week) and long-term (throughout the school year) project work, in which responding, recording, playing, exploring, hypothesis building and testing, and provoking occurs. Projects are child-centered, following their interest, returning again and again to add new insights. Throughout a project, teachers help children make decisions about the direction of study, the ways in which the group will research the topic, the representational medium that will demonstrate and showcase the topic.

Fostering ongoing communication with parents about the program and their children.

Teachers use pictures and notes for daily communication records on eating/toileting/activities for children in the toddler groups. We recognize that parents appreciate this information as their child transitions to daycare. Typically, at pick up time, teachers provide parents with information about some components of their child's day. Parents are highly encouraged to call the centre to speak with staff at any time. Many parents call the centre through times of new adjustment and are provided with specific examples of their children's day.

Methods of Expression

We will foster communication and expression in all forms as we recognize that every child is a capable communicator who is able to express himself/herself in many ways.

Encouraging Children to interact and communicate in a positive way

We believe children have the ability to express themselves, have their own thoughts and can problem solve through different challenges. In keeping with the Reggio Emilia philosophy children are able to present concepts and hypotheses in multiple forms such as print, art, construction, drama, music, puppetry, and shadow play. These are viewed as essential to children's understanding of experience and support the infinite possibilities of connection and communication amongst children, the environment, teachers and families.

Encourage children to interact and communicate in a positive way and support their ability to self-regulate

The centre recognizes the importance of positive interactions between teachers and children. Children who experience difficulty with transitions or stressful situations (such as drop of time) are supported and given opportunities to de-stress and recover from those situations. This allows for a more positive outcome. Teachers are caring, warm, responsive and inclusive and promote positive relationships with children in their care. They collaborate with children and families to provide the best possible care using supportive strategies. Teachers also share their professional knowledge and experiences in order to reflect and support children and their families. Supporting children with the ability to self-regulate is one of the centre's most important practices.

Teachers:

- Enable children to calm themselves
- Providing items of comfort, space to calm down and time to de-stress and recover
- Give support and comfort to children who are upset and stressed
- Recognize stressors or triggers for individual children. This allows the teachers to prepare children before these occur i.e. transition times
- Use S.O.U.L - Silence-Observation-Understanding-Listening

These foundations are governed by the Child Care and Early Years Act, and therefore, part of our yearly licensing review. Our Program Statement is our guiding principles that describe our standards and our interpretation of how we embrace educational ideas and provincial pedagogy. It is a living document that will be reviewed annually and updated as required.

Behaviour Management Policy

Objective: This Policy sets out practices which protect the emotional and physical well-being of children. This policy addresses prohibited practices and recommended strategies to respond to children's behaviours. This policy also outlines behaviour management to other staff, parents and how staff monitor their professional behaviour at Caledon East Children's Place. This Policy governs all individuals who are in contact with children at Caledon East Children's Place. It deals with management's role in monitoring compliance, as well as the procedures used to deal with contravention of this policy.

In the course of children's play, conflicts arise. At Caledon East Children's Place we have established a supportive, active learning climate where adults realize that from time to time children's desires are bound to conflict. Situations of conflict are seen as opportunities for children to develop skills in problem solving. Adults in our program will focus on enabling children to resolve issues at hand rather than on punishing children.

Caledon East Children's Place adopts a problem solving approach to conflict. This means that social conflicts between children will be dealt with in calm and patient manner. The children's feelings will be acknowledged, information about the conflict will be gathered and the children will be helped to generate solutions and make cause and effect connections. Skills gained in working through problems will develop over time. We believe that problems diminish when adults focus on the children's strengths. We believe that children learn social skills as they develop and grow and that authentic relationships children have with their teachers will support them as they try out different behaviours.

The safety of the children is a prime consideration and adults will intervene immediately to stop unsafe and hurtful actions and activities. Children will be given an opportunity to calm down before engaging in problem solving techniques.

- Teachers need to:
1. Keep expectations of behaviour developmentally appropriate.
 2. Have many choices for play available
 3. Set clear limits for children's behaviour
 4. Establish a consistent daily routine
 5. Model respectful ways of interacting with others and using materials
 6. Plan for transitions

When disputes arise: Follow the HighScope 6 Steps to Problem Resolution

1. Approach calmly, stopping any hurtful actions: Place yourself between children on their level; use a calm and gentle voice.
2. Acknowledge children's feelings: "You look really upset"
3. Gather information: Ask "What's the problem?"
4. Restate the problem: "So the problem is..." Use and extend the children's vocabulary, substituting neutral words for hurtful or judgemental ones.
5. Ask for solutions and choose one together: Ask "What can we do to solve this problem?" Encourage children to think of solutions but offer options if the children are unable to at first.
6. Be prepared to give follow up support: Stay near until the problem is resolved; restate the solution; Acknowledge children's accomplishments, eg: "You solved the problem."; you may have to go through problem solving steps again.

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- Problems are seen as an opportunity for growth
 - Children should be able to work through appropriate "child sized" issues, i.e. how many children are in the area, how to share toys etc.
 - Teachers will intervene immediately if a child is being harmed either physically or psychologically
 - The development level of the child will be considered when dealing with behaviour
 - Children who are having difficulty managing their behaviour will be dealt with in a positive, consistent and caring manner: all children dealing with strong emotions will be offered comfort and contact.
 - Children will be given a chance to calm themselves when they feel out of control. "Time out" is not used at Caledon East Children's Place.
 - UNDER NO CIRCUMSTANCES WILL VERBAL OR PHYSICAL PUNISHMENT BE ADMINISTERED. CHILDREN WILL NOT BE FORCED TO SAY SORRY NOR MADE TO FEEL ASHAMED.
 - Should situations of a distressing nature occur on an ongoing basis the parents will be notified. A mutually agreed upon solution will be taken which will be in the best interest of the child and other children in the center. Outside resources such as Peel Inclusion Resource Services or The Children's Aid may be consulted for advice.

- The goal of behaviour management is self-discipline. Each situation will be dealt with individually in order to maintain self-esteem of the child involved and to assure the safety and respect of others.
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All staff at Caledon East Children's Place are expected to protect the emotional and physical well-being of all the children in their care. Every staff member will be observed by the supervisor at least once a year to ensure that the behaviour management policy is enforced.

RECEs follow code of Ethics as mandated to them by the College of ECE which applies to children, families and their colleagues. All Staff, Students and volunteers are expected to behave in a professional manner. No other staff member, management or student will be subject to bullying, inappropriate and demeaning behaviour by another staff member, parent or others at Caledon East Children's Place. If conflict should arise between staff, the supervisor will be notified immediately. Parties involved will meet and discuss the issue with the Supervisor and Executive director at the earliest convenience. Due to the levity of the situation, steps may be taken to report to The College Of ECE if need be. Respect for others and positive behaviour towards other staff members is very important in promoting a healthy environment for all and will not be compromised.

Prohibited Practices- Caledon East Children's Place shall never permit, with respect to any child in their care, in accordance with Subsection 6.6- Prohibited Practices- Childcare and Early Years Act

Ontario Regulation 137/15

(a) Corporal punishment of the child;

(b) physical restraint of the child, such as confining the child to a high chair, 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 child care centre or home child care 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;

(f) Inflicting any bodily harm on children including making children eat or drink against their will.

No employee, volunteer, or student who is on an educational placement with Caledon East Children's Place, shall engage in any of the prohibited practices mentioned above in accordance with Section 48 of O. Reg. 137/15

All Staff will be observed to be in compliance with the behaviour Policy on a yearly basis. An ongoing log will be kept to record in the Staff member's File. The observation will take place at any time of the work day. A minimum of one incident will be observed and reviewed by the Supervisor and Executive Director. Each Staff member will be observed at least once during the year. A meeting will be arranged with the Supervisor, Executive Director and Staff member involved if there are concerns with the ability to deal with behaviour in a positive, nurturing manner and in keeping with HighScope Ideals.

Quality Assurance

Objective: This Policy is in place to ensure that the children in care at Caledon East Children's Place have stimulating and positive experiences and interactions that nurture all aspects of development.

Caledon East Children's Place is committed to achieving and maintaining high quality early learning and child care practices to meet the developmental needs of all the children in their care. In recognition of the importance of the quality of child care, a variety of measuring tools are implemented for the purpose of monitoring, evaluating and assessing the environment.

The following are Tools of assessment and strategies used at Caledon East Children's Place.

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1. Parent Surveys
 2. Staff Work Surveys
 3. Annual Caledon East Children's Place Professional Goal Development and performance review
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Caledon East Children's Place is a member of and participates in the "Raising the Bar" initiative in the Region of Peel. This is a voluntary, community accreditation program for licensed child care programs and measures quality in the areas of:

- Quality Assurance
 - Best Practices
 - Professional Development
-

RTB promotes healthy child care environments for children; builds on the strengths of local child care communities, and has a series of activities to guide and monitor best practices.

Staff members remain updated in their field through professional development opportunities and by attending workshops annually. Workshop examples relate to child development, leadership, programming and health and nutrition. The Supervisor will be responsible to complete and submit the Profile Binder annually.

All teachers adhere to The Code of Ethics and Standards of Practice as set out by the College of Early Childhood Educators. These standards convey certain expectations for which it is reasonable to hold members of the profession accountable. The Code of Ethics reflects a core set of beliefs and values of care, respect, trust and integrity. These beliefs and values are fundamental to members of the profession and guide their conduct.

All full and part time RECE's are required to obtain and maintain their registration with the College Of Early Childhood Educators. The Supervisor will check the Public Registry monthly to ensure RECE maintain a membership that is in good standing.

All RECE's and staff are encouraged to attend quality workshops throughout the year. 'Child Development Resource Connection Peel' provides workshops and training, available during daytime and evening hours. RECE's are required to complete a minimum of 8 Hours of training per year for "Raising the Bar" purposes. This training can also be used for the RECE Continuous Learning Plan, as part of their membership to the CECE.

Staff are expected to share the knowledge learned from workshops by providing a mini presentation to other staff at monthly staff meetings .

CECP Services

Hours of Operation: The centre is open from 7:00am to 6:00pm, year-round. The centre closes two-hours early (4:00 pm) on Christmas Eve, New Year's Eve, and is closed on all Statutory Holidays.

Safety: The centre is routinely inspected by the Health Department and the Fire Department. Monthly fire drills are practiced. A Program Advisor from the Ministry of Education and an Early Years Specialist from the Region of Peel offer support and ensure health, safety and developmental standards are met.

Lunch and Snacks: Meals and snacks are prepared on site by cooks who are certified in food handling. The centre uses the most recent Canada's Food Guide to develop the weekly nutrition plan menu. The centre strives to meet each child's individual needs with regards to food allergies, restrictions, and religious restrictions. To maintain a nut free environment, we ask that no food enter the centre. Teachers eat lunch and snacks with the children to encourage a healthy, social atmosphere, and to allow children to make choices about amounts of food.

Rest Time: After lunch, the children have an opportunity to rest or sleep for two-hours. Children who rest for short periods of time attend a "wake-up room" where they can engage in relaxed activities until rest time is over.

Subsidy: Child care fee subsidy is a program that helps qualifying families cover the cost of licensed child care for children up to the age of 12. This service is available through the Municipality of Peel Region. If you are questioning whether you qualify, you can access the subsidy calculator <http://www.peelregion.ca/social-services/calculators.htm#CC>. You can also call 905-793-9200 or 1-800-327-5379 to apply by phone and to determine your eligibility.

Programs

Toddlers: 18 – 30 months of age- *Teacher to child ratio: 1 to 5 children*

Teachers in the toddler programs are highly trained to understand how toddler children thrive and develop. Through child observations and close interactions with parents, your child's teacher will quickly learn to understand your child's individual temperament, likes and dislikes. Each child has a primary teacher who will care for your child each day. Teachers use a calm and nurturing approach to build quick and strong relationships with all children. Activities and materials are planned and prepared to meet the children's individual and group needs.

Preschoolers: 30 months - 5 years of age- *Teacher to child ratio: 1 to 8 children*

Children in the preschool room enjoy a full day of activities, morning and afternoon outdoor play, snacks/lunch and a time for rest. Although all teachers are responsible for a classroom of children, your child will have a primary teacher they will be with for most of their day. Teachers set the learning environment to meet the needs and interests of the children in their group. Teachers plan small group activities where children learn a variety of concepts while experimenting with materials. Large group activities consist of music and movement, storytelling and other shared ideas.

Before and After School Care (Kindergarten)- *Teacher to child ratio: 1 to 13 children*

- The centre is on the bus routes for: St. Cornelius, Caledon East Public School
- Care is offered from 7:00am - 9:00am and 3:30pm - 6:00pm.
- PA Days, Snow Days/Bus Cancellation, March Break, Christmas Break
- Program activities and snacks are offered both morning and afternoon

Please note: The centre also offers Before and After School Care for children up to age 12.

Illness Policy

- . Information on the incubation and isolation periods of various diseases will be posted at the front door for the information of parents.
- . A communicable disease will be reported to the officer of health, Region of Peel.
- . All parents in the centre will be notified if any child in the program has a communicable disease.
- . All children in the program must be immunized. If for any reason your child cannot be immunized, please discuss with the supervisor. If Children develop the following symptoms during the day, a parent will be called immediately and will be asked to pick up their child. Children who take ill during the day will be allowed to sit quietly on a couch or rest on a cot until their parents are able to pick them up.

Children who are sent home ill must stay home for a period of 24 hours or cleared by a physician (doctor's note required) before returning to daycare.

Children cannot attend the Centre if they:

- . Have an elevated temperature, flushing, pallor or listlessness. Children must be fever-free and in good health for **24 hours before returning to the centre.**
- . Acute cold, nasal discharge (green) or severe cough.
- . **Vomiting and/or diarrhea: Children must not have any loose bowels or vomiting for 48 hours before returning.**
- . Red or discharging eyes or ears: **The centre will require a Doctor's note**
- . Undiagnosed skin/scalp rashes: **The centre will require a Doctor's note**
- . Unusual irritability, fussiness, or restlessness

A health check will be done on each child daily to ensure the child is well enough to attend the centre. If obvious signs of illness are present, the child will be unable to attend the centre that day. Staff is unable to administer any medication that has not been prescribed by a doctor (Tylenol, Advil, over the counter, etc...). Staff do not administer Holistic medication. Medication cannot be shared amongst siblings. Acetaminophen i.e. children's Advil™ or

Tylenol™ may only be administered for medical reasons (febrile seizures) a doctor's note is required in order to administer this medication.

Staff may request a doctor's note stating that the child is well enough to return to the centre after an illness

The Centre requires Doctor's notes for undiagnosed skin/scalp rashes, and red or discharging eyes and ears.

If a child returns to daycare after an illness, staff cannot promise to keep a child indoors for the day. *If a child is well enough to come to the centre, they are well enough to enjoy the fresh air.*

Allergy Policy

Parents need to be aware that there are children at the centre with life threatening food allergies. The centre has children with allergies to peanuts/tree nuts, shellfish, dairy, wheat and eggs. These may change from time to time. Please note that the centre may add/delete items to this list of allergies. You will be notified as such if necessary. The kitchen staff closely monitors what comes into the daycare. PEANUTS AND TREE NUTS ARE STRICTLY FORBIDDEN AT THE CENTRE.

Physical, Airborne and Ingestion of the food or allergen may cause an **Anaphylactic reaction (swelling of the airway, hives, seizures, etc.)**. This is also known as **Anaphylaxis**. These children require "Epi-pens" in the event they come in contact with any of their allergens.

Caledon East Children's Place has a strict policy that **no food be brought from home** to the centre (exception to before and after school program ONLY). This also includes edible gifts for the staff. Please ensure there are no snack foods or other items in your child's pockets, backpacks or cubby that could potentially harm any of the children.

The extra care taken will be greatly appreciated by allergic children, their families and the staff at Caledon East Children's Place.

If your Child attends the Before and After School Program, parents/guardians must provide lunch for their child on PA days, Snow Days, March Break, and all other school holidays that your child attends daycare FULL DAY. The Daycare will continue to provide morning and afternoon snack and will be posted on our menu. **You parents/guardians must adhere to the allergy policy and ensure packed lunches are free from these allergen as there are children in the center with life threatening allergies.** THIS IS THE ONLY EXCEPTION FOR FOOD FROM HOME TO BE BROUGHT TO THE DAYCARE. As a part of our allergy policy, parents/guardians cannot bring any food from home to the center on any other daycare day. For example: food from breakfast or home snack during drop off. Morning snack is served at the daycare.

Arrival/Departure/Release of Children Policy

Objective: This policy outlines the responsibility of care and transfer of care from the parent/guardian to the program and the release of care from Caledon East Children's Place to the parent/guardian.

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Policy:

Program Teachers and Staff are responsible to

1. Mark children's arrival times on attendance sheets as soon as the child is in the centre's care and departure times when the child is released from the centre's care to the parent/guardian.
2. Scan each child upon arrival. Teachers must do a daily health assessment and record any signs of ill health on the illness tracking form. Any visible scratches, marks or incidents reported by the parent/guardian must be noted in the message book (i.e. falls at home etc.)
3. Ensure that the parent/guardian is visible at arrival and at departure times.
4. Staff are to greet and say goodbye to each child and their family each day.
5. Ensure the safe transfer of care to the parent/guardian/authorized pick-up individual for each child.
6. Ensure that proper identification is reviewed (i.e. driver's Licence) when transferring care to a person designated to pick-up a child that has not been recognized in the past. The message book must be reviewed daily by staff for any updates. Persons authorized to pick-up a child will be noted in the message book daily when reported by the child's parent/guardian.
7. All Parents/guardians are required to notify the centre in the event of a different person, other than the parent or guardian, will be picking up their child. In the event that a phone call or

notification has not been given and a person arrives to pick up the child; a phone call must be made to the parent immediately.

Procedure in the event a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - Notify the Supervisor or designate and they must commence contacting the child's parent/guardian no later than 10 am. Staff shall make a phone call to the parent or guardian. Staff must make contact with at least one parent/guardian or emergency contact.
 - In the event that there is no contact made staff are to inform the Supervisor/designate who will determine the next steps which may include a call to the police for a wellness check.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Procedure in the event an unidentified person comes to pick up a child:

1. Notify the Supervisor or designate.
2. Make a phone call to the parent or guardian.
3. If the authorization is given by the parent or guardian, check identification of the person picking up the child.
4. If the identification is valid, you may release the child.

Bussing and Transfer of Care for Bussing to Local schools

Teachers have a responsibility to maintain a correct attendance of the children at all times. Before and After school teachers are responsible for their groups and are to correctly put children on the pre-arranged bus and ensure that children are accounted for when they disembark the bus to daycare.

Morning Departure for the bus and Transfer of Care to the School Bus

Before departing upstairs to bring the children to the bus, Teachers must count the children and cross-reference the bus check attendance. Teachers must also bring the emergency information binder. Once the bus arrives for pick up, the teacher must mark off children on the bus attendance and ensure all children board the bus safely. Teachers are to note the time the children leave the centre's care and record the time on the attendance.

Afternoon Arrival from School and Transfer of care from the School Bus

Teachers are expected to be waiting at the bus stop at least five minutes before the bus arrival time. Teachers must bring the emergency information binder and attendance. Once the bus arrives, the teacher must mark off children on the bus attendance and ensure all children disembark the bus safely. Teachers are to note the time of the bus arrival and record the time on the attendance. **If any children are missing and have not come off the bus, the teacher must notify the supervisor or designate immediately. The Supervisor or designate will first call the school and then the parents/guardians to determine the whereabouts of the child immediately.**

If you have any questions, please speak to the Supervisor.

Caledon East Children's Place- Guidelines for bagged Lunches

THIS ONLY APPLIES TO CHILDREN IN THE SCHOOL AGE PROGRAM, ATTENDING THE CENTRE ON A FULL DAY (PA DAYS, NO BUS DAYS, SNOW DAYS, CHRISTMAS BREAK AND MARCH BREAK)

Caledon East Children's Place promotes a healthy and safe environment. In recognizing the importance of a balanced diet and keeping with this expectation, when bagged lunches are necessary the expectation is:

Parent and Guardian's Responsibilities

- The bagged lunch adheres to Canada's Food Guide.
- Lunch is provided in a labelled lunch bag with an ice pack.
- Foods that may have come in contact with nuts are not allowed in the child's lunch if they are at Caledon East Children's Place

Staff Responsibilities

- All surfaces will be cleaned with a cleaning solution (Benefect disinfectant) prior and after the children have their lunch.
- Staff will ensure they wash their hands before assisting children with their lunches.
- Staff will ensure children wash their hands prior to eating lunch.
- Staff will monitor lunches to ensure foods arriving at the centre are **NUT FREE AND ANY other posted Allergy at the time.**
- An alternate lunch will be provided by the center if a child forgets their lunch. A courtesy call to the parent or guardian will be made and the food served will be recorded in the message book.
- Staff will not allow children to share lunches.
- Staff will supervise closely any child that has a life-threatening allergy by sitting next to them or across from them during lunch time.

- Staff will monitor each child's lunch and should a child's lunch consistently not adhere to Canada's Food Guide then they will work with the parent to provide sample menus.
- Sample lunch ideas/websites will be available at the centre to support families.

CANADA'S FOOD GUIDE: Serving sizes: Range of serving size for children 6 Yrs & older (Source: Ontario Ministry of Education)

Food Group

Grain Products either: 1½ or 2 ½ or 125 ml to 175 ml or ½ cups to ¾ cup

Vegetables and Fruit either: 2 or 2½ whole vegetable or fruit or 250 to 300 milliliters

Milk Products Either: 250 to 375 milliliters to 250 ml or ¾ cup to 1 cup

Meat and Alternatives either: 60 grams to 90 grams or 2 to 3 ounces

Waitlist Policy

Objective: This policy is in place to ensure that the prospective families inquiring about childcare at CECP are provided information and policies before their decision to put their child on the waitlist or enroll in care. A conscious list of children waiting for care will be established.

Parent Handbook: All prospective clients inquiring about CECP will be provided a Parent handbook; also available online at cechildrensplace.com. A copy of the Fee Schedule will also be available, detailing the daily fee which corresponds to the child's age group. If significant changes to the Parent Handbook are made, clients will be made aware via email with a link to the website.

Waitlist: There is no fee to put a child on the waitlist. For all prospective clients who wish to have their child put on the waitlist, the following information must be submitted for centre records. This is required in order to keep an accurate account of the list and to determine who is in queue for the next available space.

- Date of Registration on the Waitlist
- Parents/Guardians first and last names
- Best contact telephone number(s)
- Expected start month
- Child's name
- Child's date of birth (unborn children may be added to the list with expected month and year of birth)
- Days requested for care

This information is to be kept in the "Wait List" binder. All families on the list will be kept in sequential order from the date added, under the appropriate age group.

In order to make the waitlist available in a manner that maintains the privacy and confidentiality of the children listed on it, each child will be assigned a number that coincides with the application on the waitlist. The number will then be registered on a master list to protect the anonymity of the potential client. This allows the position of a child on the list to be ascertained by the client. This number will be kept on the waitlist in sequential order from the date added, under the appropriate age group.

Wait List process

When a potential client calls, or visits the centre, the following Waitlist process is followed:

1. Each age group has an individual waitlist: (Toddlers, Preschoolers and Before and After School).
2. Each child is placed on the wait list according to the date the form was completed.
3. There are no guarantees at the time of registration that a spot will be available to the client on the date they require care to begin.
4. The Supervisor cannot promise or guarantee to hold a space for any prospective family needing care at a particular time.
5. Once required information is obtained, the Supervisor will assign a number to coincide with the application on the waitlist. The number will then be registered on a master list to protect anonymity of the potential client. The client will be able to know where their place is on the waitlist and will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the client.
6. New spaces are created when a family or child leaves the centre. Historically, the months of July, August and September have the most movement; however, spaces can be available at any time of the year.
7. Current clients are required to provide a two-week notice in writing to withdraw. When possible, potential clients are contacted 2-4 weeks prior to their requested start date to confirm a space. Only once the withdrawal is confirmed in writing, a space becomes available.
8. As spaces become available, the Supervisor will attempt to contact families via telephone and email. If they do not connect, the Supervisor will follow up with one more phone call. If there is no response after two attempts, the next person on the list will be contacted. All parents who are waiting for a particular month are contacted when space is available. Even if the month requested has already passed and the child is still within the age group of the room, a space will be offered.
9. 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.
10. Once a child is officially offered a space, and the family accepts it, families will be required to pay a \$60.00 registration fee. This registration fee is non-refundable.
11. For all families that express continued interest in a space and are not successful, contact will be made to inform them that another family has filled the space.
12. If a family is called for a space and do not wish to take it at the time, their place/seniority on the waitlist will be placed at the end of the list.
13. Parents/guardians may call at any time to change the information on file with no consequence.

14. All families will remain on the center wait list until they have asked us to take them off or decline the space offered.
15. Families, who need a part time space, will be matched with other families who also request part time care.
16. Families who require a full time spot will be given priority over families who require a part time spot. Every effort will be made to match families to achieve full enrollment at Caledon East Children's Place. As a non-Profit childcare centre, our enrollment is our main priority and maximization of space will be attained.
17. The centre has developed a guideline for enrollment. 25% of the spaces will be dedicated to part time clients. This is flexible dependent upon enrollment levels. A part time spot without another part time match will only be available provided the centre does not have a full time applicant waiting for a spot. In the case that a full time application is received, the part time client will be notified and have the first right of refusal, but should they refuse the full time spot, the spot will be given to the full time client.
18. Part time enrollment above the current levels will be accepted however it will be communicated that the spot is only available provided we do not have a full time applicant.

Parent Issues and Concerns Policy and Procedures

Caledon East Children's Place

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

Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

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

Policy: General

Parents/guardians are encouraged to take an active role at CECP and regularly discuss what their children are experiencing with the program. As supported by the program statement, the centre supports positive and responsive interactions among the children, parents/guardians, child care providers and staff, and fosters the engagement of and ongoing communication with parents/guardians about the program and their children. The staff is available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Caledon East Children's Place and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 1. business day. The person who raised the issue/concern will be kept informed throughout the resolution process.

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

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

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

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

Concerns about the Suspected Abuse or Neglect of a child: Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

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

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

For more information, visit

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

Procedures: Nature of Issue or Concern, Steps for Parent and/or Guardian to Report Issue/Concern, Steps for Staff and/or Licensee in responding to issue/concern:

Program Room-Related: E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.

Raise the issue or concern to - the classroom staff directly or - the supervisor or licensee. - Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within 1.business day. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next

steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 1. business day or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.

General, Centre- or Operations-Related: E.g.: child care fees, hours of operation, staffing, waiting lists, menus, etc. Raise the issue or concern to - the Supervisor or Executive Director.

Staff, Supervisor, and/or Licensee-Related: Raise the issue or concern to - the individual directly or - the supervisor or Executive Director. All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.

Student- / Volunteer-Related: Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the supervisor and/or the Executive Director. - All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the Supervisor as soon as parents/guardians become aware of the situation.

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

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

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

Contacts: Supervisor: Rajdeep Gakhal 905 584 9189

Executive Director: Anisa Chernecki ac.cechildrensplace@outlook.com

Ministry of Education, Licensed Child Care Help Desk 1-877-510-5333 childcare_ontario@ontario.ca

Parent/Guardian General Policies

1. Registration fees are \$60.00 per child which is non-refundable. This is due at enrollment.
2. Fees are due on the **first day** of each month for each month. Full Fees are due monthly regardless of statutory holidays or illness and whether a child attends or not. Each child in the centre accounts for the space and parents are required to pay for the spot you maintain. The daycare ensures the maximum number of children in care within the guidelines of the Child care and Early Years Act- Ministry of Education. Fees can be paid by post-dated cheques, monthly cheques or E-Transfers.
3. There is a \$35.00 NSF charge for returned cheques.
4. Parents/Guardians are required to pay for every day their child is scheduled to be at the centre, even if the child is ill or absent. The fees support the full operations of this non-profit centre. If you wish to add a day, please confirm with the supervisor if there is a spot available. The extra fee will be reflected on the monthly statement.
5. All statutory holidays must be paid for.
New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving, Christmas Day, Boxing Day.
6. **Notification:** We Close the daycare early two days per year at 4pm. These include Christmas Eve- Dec 24 and New Year's Eve- Dec 31. Please make arrangements for pick up before 4pm on these days. If you are late for pick up, late fees will apply.
7. The centre requires a two week notice, or payment in lieu of notice, if a child is being withdrawn from the centre.
8. The centre is open from 7am until 6pm. Late fees include \$20.00 per 10 minutes late after 6pm. This will be paid in cash directly to the Staff who stayed late with the child. Late pick up happens from time to time and will be documented. After **3** episodes of recurrent lateness, the Supervisor will speak to the Parents. Dismissal may be a factor if there is no resolution. If a child is left at the daycare past 8:00pm and emergency contacts cannot be contacted the child will be considered abandoned and The Children's Aid Society will be notified of the situation.
11. Children may be taken off the daycare property for field trips in our community from time to time for community awareness. Parents will be notified of the outing planned and the route the group will be taking. Permission forms will be given to parents for field trips. Toddlers will not be taken on any outings.

12. Community field trips are planned throughout the year. We welcome you if wish to attend and help. If you chose to volunteer, you will be required to have a Criminal Reference Check (Vulnerable Sector Screen) paid at your own expense and submitted to the Supervisor for review, as per the Ministry of Education requirements.
13. As a part of the centre's community involvement initiatives, ECE students from Sheridan College/Humber College are accepted to complete their placements at the center from time to time. These students will not be left alone with the children. **Students are supervised by the RECE at all times.** Parents will be notified if a college student is in their child's classroom.
14. Parents/guardians give consent to photograph or videotape their child by centre staff only. Photos will be used for centre documentation purposes relating to the growth and development of the children. Parents/guardians will have access to these photos as they will be posted in the classrooms.
15. Parent/Guardians are not permitted to photograph **other** children in the program without consent of the other parents.
16. Medication cannot be given to a child at the centre unless prescribed by a licensed physician. The original medication bottle with the child's name must come to daycare in order for staff to be able to administer the medication. Parent/ guardians need to sign a medication form authorizing staff (RECE) to administer medicines to your child. It is your responsibility as the parent/guardian to pick up the medicine each evening to take home and return in the morning as required.
17. CECP has emergency management policies and procedures in place. If an emergency occurs, the staff will contact parents as soon as possible via telephone. If staff is unable to contact the parents/guardians, the child's emergency contact person will be notified. **In the event of an emergency where the centre needs to be evacuated, the evacuation site is the Caledon East Community Complex: 6215 Old Church Road, Caledon East-(905) 584-9254.**
18. **Caledon East Children's Place has an EMERGENCY MANAGEMENT PLAN POLICY in place. In the event of an emergency, parents/guardians will be notified by phone and/or email as soon as possible.** Caledon East Children's Place will close in the event there is no Hydro, a flood, sewage backup or disruption to water. In the event that any of these situations occur during operations, parents/guardians will be notified immediately and required to make arrangements to have their child picked up. The Center may be closed the following day until

the problem has been resolved. The Supervisor will keep you informed and notify you when it is safe to have your child return to care.

19. In the event of an emergency and a parent/guardian or emergency contact cannot be reached, the parent/guardian authorize the staff to obtain any necessary medical attention for your child and assume responsibility for expenses incurred by the daycare in dealing with any emergency, illness or accident pertaining to your child.
20. Caledon East Children's Place is mandated under the Childcare and Early Years Act and is licensed annually by the Ministry of Education. Caledon East Children's Place is to report any Serious Occurrences to the Ministry of Education. Serious Occurrences are above minor incidents which are any minor incident that affects the wellbeing of the child in care; i.e. basic first aid treatment is needed.

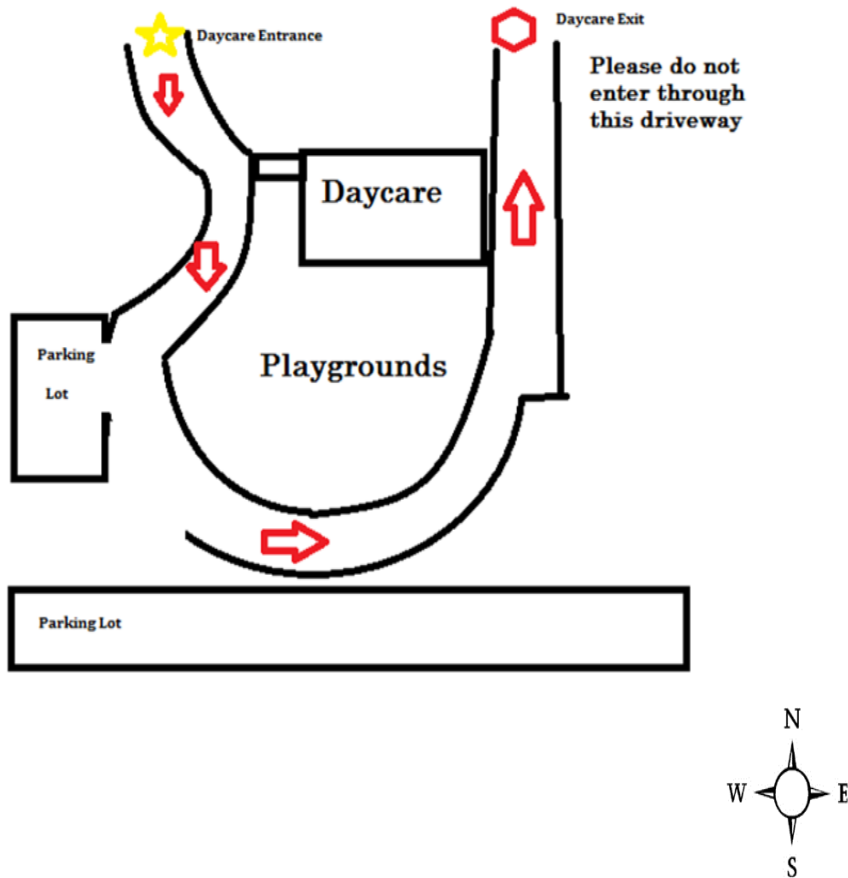
Definitions of a Serious Occurrence under the Childcare and Early Years Act include:

1. Death of a child
2. Alleged abuse/mistreatment/neglect
4. Missing or Unsupervised child
5. Unplanned Disruption of Normal Operations (e.g. Outbreak of illness, Fire, flood, Gas Leak, Lockdown)

In the event a serious occurrence is reported to The Ministry of Education, the operator will post a Serious Occurrence Notification form at the front entrance detailing the report and the outcome in order to rectify the situation. This will be posted for 10 days.

21. Children need active play. The Ministry of Education requires that children go outside every day. If children are too ill to go outside then they are too ill to be attending the centre. Parents/guardians are required to provide appropriate outdoor wear for their child. An extra set of clothing is required for children for indoor use in the event of clothing getting soiled. Parent/guardians are asked to send their child to daycare in clothes suitable for play.
22. Caledon East Children's Place is an inclusive organization that strives to meet the needs of children and families. In situations where the program is having difficulty meeting the needs of a child, Caledon East Children's Place may decide to terminate care. The following factors/situations may determine withdrawal.
 - Non-payment of fees
 - Chronic late pick-up
 - Situations that require specialized services that Caledon East Children's Place are not able to provide
 - Parents or children who exhibit abusive behaviour towards staff, other children and families.
 - Children who are unable to manage in a group care setting (after all supports have been explored first)

- Refusal by parent/guardian to meet with the supervisor/director and or consent to the use of support staff
23. If a Child attends the Before and After School Program, the parents/guardians are required to provide lunch for their child on PA days, Snow Days, March Break, and all other school holidays that the child attends the centre on a full day. The Daycare will continue to provide morning and afternoon snack. This will be posted on the menu. **Parents/guardians must adhere to our PEANUT/NUT FREE AND ALLERGY POLICY and ensure that packed lunches are free from these allergens as we have children in the center with life threatening allergies.** Please note that the center may add to this list of allergies and you will be notified as such if necessary. THIS IS THE ONLY EXCEPTION FOR FOOD FROM HOME TO BE BROUGHT TO THE DAYCARE. As a part of the allergy policy, the parent/guardian cannot bring any food from home to the center on any other day, for example: food from breakfast or home snack during drop off. Morning snack is served at the daycare.
24. Parents/guardians are asked to speak directly to the Supervisor or Director, regarding concerns or conflict surrounding a teacher at the centre. The Supervisor will address the concerns with the teacher. Concerns regarding children or programming can be directed towards the classroom teacher.
25. When dropping off and picking up children, please follow the diagram below regarding entering and exiting the parking lot. Please drive slowly as other families and children are entering and exiting the parking area during this very busy time of day.



What your Child needs at Caledon East Children's Place...

Toddler Room:

- . Diapers & Diaper Cream
- . Wipes (preferably unscented)
- . Change of clothes (a lot if toilet training)
- . Soother or comfort toy for sleep time (if required)
- . Blanket for sleep time
- . Appropriate clothing for outdoor play (hat, mitts, snow pants, etc...)
- . Indoor shoes (these will only be used inside) - No slippers or CROCS®
- . Sunscreen and sun hat
- . 1 or 2 pictures of your family for the classroom

Preschool Room:

- . Diapers (if required)
- . Wipes (preferably unscented)
- . Blanket for sleep time
- . Change of clothes, underwear if toilet training.
- . Appropriate clothing for outdoor play (hat, mittens, snow pants, etc...)
- . Indoor shoes (these will only be used inside) - No slippers or CROCS®
- . Sunscreen and sun hat
- . 1 or 2 pictures of your family for the classroom

Kindergarten/School Age:

- . Outdoor shoes and boots if necessary
- . Indoor shoes- Running shoes- No slippers or CROCS®
- . Appropriate clothing for outdoor play (hat, mittens, snow pants, etc...)
- . Sunscreen and Sunhat

Please remember to label all articles of clothing and items that belong to your child. This helps eliminate lost articles

TODDLER Daily Routine

Arrival and Departure

At arrival time, warm, leisurely greetings from caregivers help to assure toddlers that even though their parents must leave, they are in the hands of trustworthy people who will respect them and keep them safe until their parents return to pick them up. Log books for your child are located in your child's cubby which will inform you of their potty schedule, daily eating and a small paragraph describing your child's day. Please leave the logbooks at the centre every evening.

Choice Time

Choice time is a sustained block of time when toddlers can investigate and explore materials and actions and interact with their peers and caregivers. The classroom is a safe environment that has interesting materials and opportunities as well as space to move in various ways. Each child chooses what to do based on personal interests, inclinations, and level of development and ability. Choice time provides children with a virtually uninterrupted period of exploration and play. A great deal of learning occurs at choice time through their self-chosen sensory-motor explorations. Toddlers engage in experiences that support learning in all the content areas and Key Developmental Indicators (KDIs). They fill and empty, put in and take out, discover that objects still exist when out of sight, repeat an action to make something happen again, and so forth. Toddlers interact with people and materials, they practice skills and begin to construct knowledge in all the areas of the KDIs: approaches to learning; social and emotional development; physical development and health; communication, language, and literacy; cognitive development; and creative arts. The Toddler choice-time play space includes variety of well-stocked interest areas including a movement area, sand and water area, book area, art area, block area, house area, and toy area.

Outside Time

Outside time allows toddlers to extend their exploration and play to an outdoor setting. As at choice time indoors, children make choices about what to do outdoors. Toddlers find the outdoors rich in sensory-motor experiences for constructing new knowledge. They can feel the texture of lawns, leaves, pine needles, snow, sand, dirt, wood, bark, brick, and stone. Spending daily time outdoors in all seasons positively affects the way even very young children eat, sleep, and feel. Our outdoor play space is equipped with materials and equipment that encourage movement.

Group Time

Group times are caregiver-initiated parts of the day that include opportunities for toddlers to engage in active learning. *Caregiver-initiated* means the caregiver has an idea for the activity and plans what might happen. Group time is not to instruct children in some area of knowledge or have them practice a skill, nor is it intended to enforce social interaction. Rather, group time allows children who are interested to explore materials and actions, and if they choose, to observe, imitate, or play alongside others. Larger groups join in a music or movement activity.

Times for Bodily Care

Toddlers, the routines of bodily care are diaper changes, dressing, washing, and using the potty or toilet. These occur frequently and fairly regularly throughout the day.

PRESCHOOL Daily Routine

Components of the Preschool HighScope Daily Routine

- Greeting time (variable length)
- Planning time (5–15 minutes)
- Work time (45–60 minutes)
- Cleanup time (10 minutes)
- Recall time (10–15 minutes)
- Large-group time (10–15 minutes)
- Small-group time (15–20 minutes)
- Outside time (45–60 minutes)

Greeting Time: This part of the daily routine provides a smooth transition from home to the centre and helps children settle into the daily routine. A message board is used with pictures and symbols. This gives children and adults a chance to talk about important features of the day.

Planning Time: This is a 5–15-minute period when children choose what they will do during work time. Adults divide the children into small groups consisting ideally of 6–8 children. Props may be used to help children take turns describing what they will do during planning time, and these props may also be used at recall time. (*Note:* The same adult and children for each group will also review together after cleanup time, eat snacks or meals together, and meet together for small group time.)

Work Time: This is a 45–60-minute period during which preschoolers carry out their plans, solve problems and talk about what they're doing with other children and adults.

Cleanup Time: During cleanup time, which lasts about 10 minutes, children bring their work-time activities to an end and return materials to their proper places.

Recall Time: During this 10–15-minute segment, children return to the same small groups they planned with to talk about their work-time experiences, thus bringing closure to the plan-do-review cycle. Children may recall by pointing, displaying an object that was used, re-enacting an action, or using a prop as teachers ask open-ended questions.

Large-Group Time: This segment lasts 10–15 minutes and brings children and adults together for a shared activity, such as singing, storytelling, or moving to music, thereby establishing a sense of community.

Small-Group Time: Working with the same small groups that children plan, recall, and eat with, teachers introduce an activity with a special learning focus, but children still make choices about materials they wish to use and how they wish to use them. This segment of the daily routine lasts 15–20 minutes.

Outside Time: During this 45–60-minute segment, children investigate nature, work on art projects, run, jump, climb, and use their bodies in many other ways

Eating and resting times: Naptime and snack- or meal times allow children to learn how to take care of their own needs and provide opportunities for engaging in meaningful social interactions and building trust with adults.

Transitions: Transitions take place between other parts of the daily routine. They often involve a shift in activity and/or location and in themselves offer many opportunities for learning. However, it is important to minimize the overall number of transitions and to make transitions as engaging and stress-free as possible for both children and adults.

For more information, please visit the HighScope Website: www.highscope.org

Solving Problems and Resolving Conflict

The HighScope method for resolving conflict is used at Caledon East Children's Place.

1. APPROACH CALMLY, STOP ANY HURTFUL ACTIONS:

- Place yourself between children on their level
- Use a calm and gentle voice
- Remain neutral, rather than take sides

2. Acknowledge Feelings

- "you seem really upset"
- Let the children know you need to hold the object in question if applicable

3. GATHER INFORMATION

- "What is the problem?"
- "It looks like the problem is...is that right?"

4. RESTATE THE PROBLEM

- "So the Problem is....."

5. ASK FOR IDEAS FOR SOLUTIONS AND HAVE CHILDREN CHOOSE ONE TOGETHER:

- "What can we do to solve this problem?"
- Encourage children to think of a solution
- Check to make sure the solution is acceptable to both children

6. BE PREPARED TO GIVE FOLLOW UP SUPPORT

- **Stay near until resolved**
- **Restate the solution**
- "you solved the problem."
- **You may have to go through problem solving steps again**



Caledon East Children's Place- Accident/Injury Report

Accident Information

Child's Full Legal Name: _____

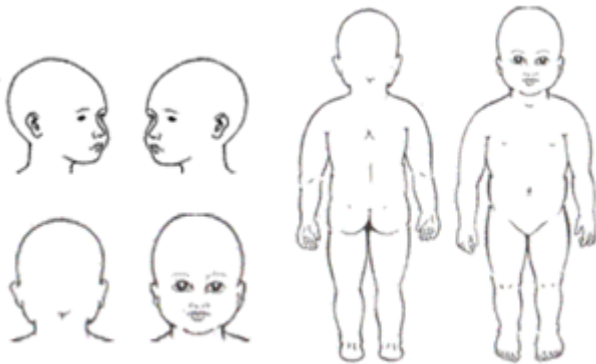
Date of Accident (dd/mm/yyyy) _____

Time of Accident (hh:mm AM/PM): _____

Location where the accident occurred (e.g., preschool room, playground etc.):

Name(s) of individual(s) who observed the accident:

Please **circle the area(s)** of the child's body where the injury occurred:



Nature of the Injury:

Bruise Cut Scrape Bump

Other: _____

Description of what Caused the Accident/Injury:

Child's Reaction to the Accident/Injury:

- Crying Child has a positive attitude No reaction from child
 Other: _____

First Aid Administered and by Whom: _____

How and when the parent was notified:

- Phone Time notified: _____ By Whom: _____
 Voicemail was left Time notified: _____ By Whom: _____
 Email Time notified: _____ By Whom: _____
 In-person at pick-up Time notified: _____ By Whom: _____

Administrative Information

- A copy (via email or photocopy) of this report has been provided to a parent of the child by _____ (name).

Note: 'Parent' is defined as a person having lawful custody of a child or person who has demonstrated a settled intention to treat a child as a child of his or her family, and includes legal guardians.

Parent Name: _____

Parent Signature: _____ **Date:** _____

Supervisor/Designate Signature: _____ **Date:** _____

Note to Parents: Please consider providing us with a status update the next day that your child participates in the child care program, so that any additional health or safety needs can be met.

Name and position of the individual completing this form: same as above (supervisor/designate),
or _____

Signature (if other individual completing this form): _____