



Glen Abbey Childcare & Montessori

P A R E N T H A N D B O O K

Centre Hours: 6:45 am - 6:00 pm

1240 Old Abbey Lane
Oakville, ON
L6M 3Y4
905-469-3333

www.glenabbeychildcare.ca
infor@glenabbeychildcare.ca

Updated October 12, 2018

CONTENT	PAGE NUMBER
● An Understanding of Children, Families, and Educator	
● The Four Foundations of How Does Learning Happen?	
● College of Early Childhood Educators	
1 ABOUT OUR CENTRE	6
a. Our Philosophy	6
b. Goals and Objectives	7
c. Our approach	7
d. Monitoring	7
e. License	8
f. Location	8
g. Teachers and Staff	9
h. Supervision Policy - Students/ Volunteers	10
i. Hours of Operation	10
j. Programs offered	10
k. Program Registration Changes	10
l. Fee Schedule	11
m. Registration Fee	11
n. Pre-authorize Debit Dates	11
o. Fee Increases	11
p. Payment Changes	11
q. Declined Fees	11
r. Absence From Care	11
s. Tax Receipts	12
2 ENROLLING YOUR CHILD	12
a. Application Procedure for Waiting List	12
b. Wait List Management	12
c. Admission and Withdrawal Policy	13
d. Gradual Entry Program	13
e. Suggested Transitioning Schedule	14
f. Separation Anxiety	14
g. Graduating Policy	14
h. Toilet Training	15
3 OUR COMMITMENT TO YOUR	15
a. Inclusion Policy	15
b. Safe Environment Policy	16

c.	Guidelines	17
d.	Confidentiality Policy	18
e.	Parent Engagement and Involvement Policy	18
f.	Communication Policy	18
g.	Parents Issues and Concerns Policy	18
h.	Behaviour Guidance Policy	21
i.	Disciplinary Method	22
j.	Expected Behaviours	22
k.	Prohibited Practices	22
l.	Evacuation Procedure	23
m.	Emergency Management Procedure	23
n.	Accident or Serious Occurrences Policy	23
o.	Anaphylaxis Policy	27
4	OUR PROGRAM	28
a.	Daily Routine	28
b.	Program and Activities	28
c.	Gross Motor Development	29
d.	Goals and Expectation	29
e.	Meals and Snacks	29
f.	Sanitary Practices	29
g.	Diapering & Toilet Training	30
5	WHAT WE ASK OF YOU	30
a.	Arrival and Pick-Up Policy	30
b.	Late Pick-Up Policy	30
c.	Telephone & Address Change	31
d.	Clothing and Possessions	31
e.	Toys	31
f.	Special Events	31
g.	Illness Policy	31
h.	Medication Policy	32
6	Compliance with policies of the centre	32
a	Parent Acknowledgement	33

● An Understanding of Children, Families, and Educator

Children are competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities.

Families are composed of individuals who are competent and capable, curious, and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the first and most powerful influence on children's learning, development, health, and well-being. Families bring diverse social, cultural, and linguistic perspectives. Families should feel that they belong, are valuable contributors to their children's learning, and deserve to be engaged in a meaningful way.

Educators are competent and capable, curious, and rich in experience. They are knowledgeable, caring, reflective, and resourceful professionals. They bring diverse social, cultural, and linguistic perspectives. They collaborate with others to create engaging environments and experiences to foster children's learning and development. Educators are lifelong learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience, and their understanding of the individual children and families they work with. Every educator should feel he or she belongs, is a valuable contributor, and deserves the opportunity to engage in meaningful work.

● The Four Foundations of How Does Learning Happen?

Belonging, Well-Being, Engagement, and Expression are the four foundational conditions that are important for children to grow and flourish.

These foundations, or ways of being, are a vision for all children's future potential and a view of what they should experience each and every day. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves.

These four foundations apply regardless of age, ability, culture, language, geography, or setting. A focus on these foundations throughout all aspects of early years programs ensures optimal learning and healthy development.

Belonging refers to a **sense of connectedness to others**, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

Expression or communication(to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children can develop capacities for increasingly complex communications. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language rich environments support growing communication skills which are foundational for literacy.

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.

In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry.

And it is through play and inquiry that young children practise ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond.

● **College of Early Childhood Educators**

“The College of Early Childhood Educators” is the professional self regulatory body for registered early childhood educators (RECEs) in Ontario. The College’s role is to protect the public interest by setting requirements for registration to practise as an RECE, setting ethical and professional standards and holding RECEs accountable for their practice.

RECEs are trained in child development and the planning and delivery of play-based learning and care programs. Glen Abbey Child Care and Montessori staff with an early childhood education diploma or equivalent qualifications degree are current members of the College in good standing. RECEs renew their membership with the College on an annual basis.

In addition, all Glen Abbey Child Care and Montessori staff must complete a vulnerable sector check prior to beginning of their employment renewed every 5 years. They are also required to sign an offence declaration form each year on the anniversary date of the first vulnerable sector check until the expiry of their initial document.

1. ABOUT OUR CENTRE

A. Our Philosophy

- * **Establish positive, responsive interactive relationship among children, parents and educators and offer a warm and caring environment**, which allows children to learn through purposeful play. Experts recognize that play and academic work are not distinct categories for young children: creating, doing, and learning are inextricably linked.
- * **Provide inclusive learning environments and experiences that encourage exploration, inquiry, and investigate their theories, and interact with others in play**; when children are engaged in purposeful play, they are discovering, creating, improvising, and expanding their learning.
- * **Value children as individuals and as active and competent contributors with their own interests and points of view**; viewing children as active participants in their own development and learning allows educators to move beyond preconceived expectations about what children should be learning, and focus on what they are learning.
- * **Recognize the connection between emotional well-being and social and cognitive development and the importance of focusing on these areas holistically.**
- * **Engage with families and support each child within the context of his or her family, recognizing that family and child well-being are inextricably linked**; children learn best in an environment that focuses on relationships and healthy development cannot happen without good relationships and there is perhaps no relationship that holds greater responsibility or reward than the relationships we develop with children and their families.
- * **Be reflective and intentional about building and achieving effective parent-provider relationships through good communication.** As educators, as family members, as policy makers, or as administrators, we all know that the stronger our partnerships and the deeper and more valuable our connections, the greater the benefit. **As child care professionals, when we become true collaborators in children's care and learning, children benefit exponentially.**

As Dr. Jack Shonkoff states,

“Young children experience their world as an environment of relationships, and these relationships affect virtually every aspect of their development” (National Scientific Council on the Developing Child, 2004). Relationships are the active ingredient in healthy development, especially brain development.

B. Goals and Objectives

- * Promote the health, safety, nutrition and well-being of the children.
- * Cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
- * Establish and support positive and responsive interactive relationship among the children, parents, and staff to foster the engagement of and ongoing communication with parents about the program and their children
- * Encourage children to interact and communicate in a positive way and support their ability to self-regulate by providing learning environments and experiences to engage them in active, creative, and meaningful play, exploration, and inquiry.
- * Plan for and create positive child-initiated and adult-supported learning environments and experiences in which each child's learning and development will be supported
- * Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care
- * Involve local community partners to identify and provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth.
- * Planning and creating environments as a "third teacher"
- * Using pedagogical documentation as a means to value, discuss, and make learning visible
- * Participating in ongoing reflective practice and collaborative inquiry with others.

C. Our Approach

- * In adherence to the centre's philosophy, the teacher's will ensure daily implementation of the program goals and objectives, in all the schedules and activities including but not limited to outdoor and indoor play, rest and quiet time etc while accommodating the varying needs of each individual child as capable and complex human being.
- * Teachers will strive to plan and create a positive child-initiated and adult-supported learning environments by fostering children to engage in an active, creative, and meaningful play, exploration, and inquiry to support children's learning and development.
- * Teachers will use pictures as documentation of the children's learning.
- * Teachers will review program statement annually or whenever needed.

D. Monitoring

- ★ The following procedures will be actively pursued to determine the adaptability and practicality of the policy statement and to monitor and ensure adherence to the Centre's policy.
- ★ An open forum discussion to reflect on the Centre's program statement will be carried out during our monthly Staff meetings. Staff will be encouraged to provide feedbacks to modify and/or to improve adaptability of our policy and program statement that can be documented and then implemented by the management team.
- ★ Quarterly staff reviews are done for all staff at Glen Abbey Childcare, where staff members are evaluated based on their compliance to the centre's program statement and other policies are discussed. Feedbacks is provided by the supervisor to enhance staff performance and adaptability to our program statement.

E. License

The centre is a licensed childcare centre through the Ministry of Education for 108 children from 18 months to 5 years of age and ages 6 to 12 for School aged Children

We are also licensed to have an additional half day Preschool or CASA program for 24 children.

Class	Max. Enrolment	Age	Staff to Child Ratio	Duration
Toddler	8	18 -30 months	1:4	Full Days
Preschool	15	30 month to 5 yrs	1:8	Full Days
CASA	24	30 month to 5 yrs	1:8	Full Days
CASA	24	30 month to 5 yrs	1:8	Half Day
School Age 1	30	Jk - SK	1:15	B & A School Care
School Age 2	30	Jk - 12 yrs	1:15	B & A School Care

F. Location

We are located at 1240 Old Abbey Lane, at the intersection of Dorval and Old Abbey lane in Oakville, Ontario.



G. Teachers and Staff

Glen Abbey Child Care & Montessori's Programs ensures fair and equitable employment practices for all employees. It is the centre's policy to recruit and retain the most qualified employees for all positions while providing equal opportunity. The centre agrees that there shall be no discrimination in the hiring, training, upgrading, promotion, transfer, layoff, discharge, discipline or otherwise, of employees because of race, sex, creed, religion, colour, age or nation of origin. In order to maintain a high quality of staff, performance appraisals are conducted on a quarterly basis to acknowledge strengths and top quality performance and to identify goals and action plans. The centre understands the benefits of professional development and continued education and therefore encourages and supports opportunities for staff to develop, grow, and learn through workshops, conferences, courses and seminars. The centre also observes the provisions of the Ontario Human Rights Code and the Canadian Bill of Rights.

Our teachers are certified Registered Early Childhood Educators with a member in good standing with the College of Early Childhood Educators and hold a current certification in First Aid and CPR-C.

Our staff adheres and complies to a number of internal policies and procedures, as well as Ministry, health and fire regulations. We continue to strive for excellence in all our programs, and regular evaluation of policies and procedures ensures our that our staff are knowledgeable and prepared to handle any situation thereby ensuring consistent high quality care for your children.

Glen Abbey Childcare & Montessori Centre also adheres to the Staff Screening Measures and Criminal Reference Checks as necessitated by the CCEYA Act. Teachers and staff are required to pass a Vulnerable Sector Criminal Reference Check through their Regional Police services prior to beginning at Glen Abbey Child Care & Montessori.

Our staff members are carefully chosen and have appropriate educational background and experiences to ensure quality care and understanding of child development. They have personal qualities of friendliness, warmth, and the ability to relate openly to children and adults. Our staff are dedicated to the needs of the children, the concerns of the parents and the high expectations of Glen Abbey Childcare & Montessori Centre.

Our staffing ratios are as follows:

Room	Age of children	Ratios
Toddlers	18 months but younger than 30 months	1:5 – at least 1 REC
Preschool	30 months or older but younger than 6 years	1:8 – at least 1 RECE
Kindergarten	44 months or older but younger than 68 months	1:13 – at least 1 RECE
Primary/junior school age	68 months or older but younger than 13 years	1:15 – at least 1 RECE
Junior school age	9 years or older but younger than 13 years	1:20 – at least 1 RECE

H. Supervision Policy - students/volunteers

Glen Abbey Childcare & Montessori Centre promotes opportunities for personal growth, community involvement and volunteerism. Students and volunteers are welcome in our child care centre. All adult volunteers complete a Criminal Reference Check with Vulnerable Sector Search through their Regional Police services.

Students/volunteers are not permitted to be left alone with the children and are not to be counted in staffing ratios at anytime. All students/volunteers will review all the centre's Policies and Procedure including, but not limited to: Behaviour Management, Anaphylaxis Policy, Individual Anaphylaxis Plans, and Emergency Procedures, prior to their start date, whenever any amendments are made, and annually, with a sign-off confirmation.

All students/volunteers are informed of all children with allergies/sensitivities and anaphylaxis reactions and receive EPIPEN training prior to entering the classroom. Students/volunteers sign-off on both the policy and the training. Criminal reference checks and immunization records must be carried or on file with all students/volunteers.

i. Hours of Operation - Holidays and Early Closures

The centre operates year-round, Monday to Friday from 6:45 am until 6:00pm, excluding Statutory/Public/Civic Holidays.

Besides the Statutory/Public/Civic Holidays, the half-day preschool program will also be closed during all the Halton District School Board School closures including P.A. Days and snowy days. (There is no reduction in fees for these days)

Early Closures: The centre closes early on **Christmas Eve and New Year's Eve.**

J. Programs Offered

Daily Programs	Camps:
➡ Toddler Care	➡ P.A. Day Camp
➡ CASA Montessori	➡ Winter Break Camp
➡ Preschool	➡ March/ Spring Camp
➡ Half Day Preschool Program	➡ Summer Camp
➡ Before & After School Care	

K. Program Registration Changes

Request by any families requiring changes to their child's current program has to be in writing. You can either drop the request letter with your child's teacher or hand it to the Centre Supervisor. Although the centre cannot guarantee such changes however every possible arrangement will be made to accommodate the proposed changes. A minimum of 2 weeks notice is required to analyze if the centre can facilitate such changes.

L. Fee Schedule

Childcare	FT/WK	PT/WK (M/W/F)	PT/WK (T/T)
Toddler Care	\$300.00	N/O	N/O
Preschool	\$275.00	\$180.00	\$120.00
Montessori	\$300.00	\$195.00	\$130.00
Preschool Half Day	\$500.00 /Mth	\$350.00 /Mth	\$250.00 /Mth
School Age	\$400.00 /Mth	\$225.00 /Mth (AM)	\$300.00 /Mth (PM)

M. Registration Fee

Toddler, CASA, and Preschool:

Glen Abbey Child Care & Montessori does not accept deposits in order to reserve/secure space in our programs. Enrolment in our programs is on the basis of the orders of families in the waitlist form.

Upon confirmation of registration in our programs, the parent/guardian agrees to pay a one time registration and administration package fee of \$25.00 (Twenty-Fiver dollars only)

Parents are required to pay the sum equivalent to the first two weeks of childcare upon commencement of their child's class as fees are due on a bi-weekly basis. Cheques are made payable to the Glen Abbey Child Care Centre. Subsequent fees are drawn on a bi-weekly basis through a pre-authorized debit system.

Half Day Preschool and Before & After School Care:

Upon enrolment, the Parent agrees to submit the payment equivalent to one month fees (which covers the first month of care), along with the required registration forms and immunization record. Cheques are made payable to the Glen Abbey Child Care Centre. Subsequent fees are drawn on a monthly basis on the first of the month through a pre-authorized debit system.

N. Pre-authorized Debit Dates: Please refer to the Pre-authorized debit calendar.

O. Fee Increase: Parents will receive one month notice of any upcoming rate increases

P. Payment Changes

Any changes to pre –authorized debit must be made in writing to the Program Supervisor. This information will be forwarded to our processing. Please allow 10 business days.

Q. Declined Fees

Any fees that do not clear the designated bank account will be charged a \$25.00 handling fee. Should child care fees continue to be in arrears child care services will be terminated.

R. Absence From Care

There will be no discounts or refunds for missed days, statutory holidays, sick days, vacations or snow closures as operating costs are based on the number of children enrolled. Non payment, late payment and repeated dishonoured cheques will, at the absolute discretion of the management, be deemed to be a breach of this agreement by the Parent, giving rise to the termination of services and withdrawal of the Child from the Centre.

S. Tax Receipts: Tax receipts are issued at the end of February each year

2. ENROLLING YOUR CHILD

A. Application Procedure for Waiting List

There is absolutely no fee to place your child's name on the wait list.

Glen Abbey Childcare & Montessori aims to develop a waitlist policy and practices that are transparent, fair and consistent.

Parents/guardians are invited to make an appointment with the centre Supervisor to schedule a tour of the facility, observe student and teacher interaction, and answer any questions that parents might have.

If you wish to put your child in our waitlist data, a waiting list enrolment form must be completed and along with a non-refundable registration and administration package fee of \$100.00. The Supervisor will then contact you when/if a space becomes available.

B. Waitlist Management

To ensure that families gain access to Glen Abbey Childcare & Montessori programs in the shortest time possible, the following practices are put in place:

1. The date of registration on the waitlist will reflect the date the registration form are received by our Office Administration (online or by phone);
2. A family who refuses a space the first time it is offered or fails to return a first call within one week will retain its priority on the wait list;
3. A family who refuses a space when offered a second time or fails to return a second call within one week will be placed at the end of the waitlist;
4. A family who refuses a third offer for a space or fails to return a third call within one week will be withdrawn from Glen Abbey Childcare & Montessori's waitlist. Once withdrawn from the waitlist, a family must forward a new registration form to the Administration Office to be placed on the waitlist.
5. It is the parent's responsibility to call or e-mail Glen Abbey Childcare & Montessori to bring changes to their contact information.
6. When a space becomes available, the family at the top of the waitlist will be contacted, irregardless of whether the space is full-time or part-time. Once a child is registered, it becomes possible to eventually accommodate for more specific needs, for example, going from a part-time to a full-time space.
7. Waiting list are maintained as per the needs identified and discussed by parents however, vacant spots are provided to families needing immediate care as supposed to reserving the spot for clients needing care at a future date.
8. Families listed in the centre's waitlist will be assigned a identification serial number (combination of numbers and letter). Please keep your identification serial number to enquire about your status on the waitlist. The waitlist order will be posted on the centre's bulletin board reflecting only the identification serial number for privacy and confidentiality reasons.

The order of priority in which children are enrolled is:

1. Children graduating from within the centre or requiring change of program
2. Siblings of the children in our Centres
3. Children of parents working in Centre
4. Children requiring full time care

C. Admission, and Withdrawal Policy

Admission

Once a place for your child has been confirmed, you will be required to complete a registration package for your child, including a medical form with a record of immunization, and an emergency contact form along with the deposit of two weeks fees, which will cover the first two weeks of childcare. All registration forms including immunization forms and other consent forms must be completed and returned to the Centre before the child begins.

Glen Abbey Childcare & Montessori will accept new children when there are vacancies, on a first come, first serve basis, giving priority to siblings of children currently enrolled. No family will be discriminated against on the basis of race, language, culture, gender or sexual orientation or special need.

We strive to ensure:

1. That other organizations in the community have information about the Centre, including pamphlets and posters.
2. That a waiting list is maintained for each age group.
3. That we keep the waiting list current by contacting families on it every three months to see whether they are still interested in the program.
4. That we offer only the highest quality childcare.
5. That we advocate for all children.
6. That we offer a tour of the facility, and a gradual transition procedure to all families and children coming into the centre.

Withdrawal Policy

The Centre ask parents/guardians for one month and or 30 days written notice should you decide to withdraw your child for whatever reason.

D. Gradual Entry Program

Children who begin in our Toddler, CASA, and Preschool programs require a gradual entry period of a few days. Gradual Entry, is an important process that assists your child in making a smooth transition into our childcare facility. Teacher(s) will work with each family to meet each child's needs in this regard.

The period of transition may be shorter or longer, depending on the child's ability to cope within the program. If you child is over 18 months, taking your child to your work place for a visit helps them 'see' where their loved one will be while they are at Day Care.

Help prepare your child by telling her/him that you will be going to work and that she/he will go to Child Care. Prepare your child and share as much information about the Child Care arrangement as you can with your child.

Drop Off Transition:

Keeping a morning routine at home and not rushing your child to get ready can make all the difference in how your child will react to being dropped off. A cheery confident good-bye with the assurance of return on time will facilitate this important transition time. Tell your child when you will return: a few minutes, an hour, after lunch, before supper or whatever you expect, be accurate, if you will not be back for hours do not say you will be back soon. By having a positive attitude in the morning when you are dropping off your child will help them with their adjustment.

Pick Up Transition:

When picking up your child, let them know how glad you are to see them and that you want to hear about their day. Your child may be excited to see you, cry, be mad at you or not even acknowledge your presence. Each reaction is normal and you should not take any negative reaction personally. Your child may be tired from a fun filled busy day so please try to not plan

any new activities for your child during their first week or two. They may get overstimulated and need a bit of extra wind-down time at home and more hugging time with you.

Daily Transition:

As mentioned before, the first month of enrolment is not a good time to start anything new. That includes potty training, weaning or removing any comfort items such as soothers, blankets, stuffies, etc. If possible start at least a month before your child's first day and at least 2-3 months after their successful transition into the daycare. By then they should be okay at drop off, adjusting well to our routine and if applicable; napping well.

On occasion some children may take longer to adjust, especially if they have only been with one main caregiver. Be prepared for what may be the end of their world in their eyes. The goal is to make sure you are both happy, by taking it slow and not rushing in to drop off your child. No matter how late for work you are, say goodbye slowly. If not it might make the next time worse. Give yourself lots of time in the morning just in case traffic is bad.

E. Suggested Schedule for transitioning your child into the centre

To allow transition to be effective and smooth, a child needs time to adjust to a new environment. We have listed below our suggested transition schedule (5 Days).

1. DAY 1- Child visits for 2 hours in the morning
2. DAY 2- Child visits and remains for lunch
3. DAY 3- Child visits and remains for afternoon nap
4. DAY 4- Child visits and remains until free play in the afternoon
5. DAY 5- Child visits and remains for the whole day
6. Each child's transition time will be modified to meet their individual needs.

F. Separation anxiety

It is natural and each child will experience it in varying degrees. Some children may come into the centre with curiosity and may ignore you and others may protest, cry or scream. These are all normal reactions. Reassuring your upset child and telling them how much you love them and letting them know how much fun they will have, will help make the transition easier for you and more importantly for your child. Tell them you will be back, say good-bye and make your departure, if you decide to linger, you may expect to have a very clingy child. We know how hard it is for parents to drop off a child in care but do not let them see you upset, it will only make it more difficult to drop off the next time.

If you plan to return early for a visit, either be very discreet so they don't see you and once seen, please take your child with you, as they will not understand why you are leaving without them.

G. Graduating Policy

It is our best intentions to provide care for your child in all our groupings. As the children grow, we would like to see them move up to the next group. To this end, prior to June of every calendar year, we will request that parents let us know if they intend to re-enrol their children for the up coming school year for our before and after school care programs. However, if there is no space available

when the transition should take place, we will follow these steps:

1. Consider the ages and numbers in each room.
2. Preschool children moving up to Kindergarten may stay in the preschool room until there is a spot available in the kinder camp. Parents will pay the preschool fee.
3. If your child is still not accommodated, we will put his/her name on the waiting list with top priority.
4. Children are transitioned into new classrooms at the end of the school year, with priority given to parents who informed us of their intention to re-register their children with us.

H. Toilet Training:

At Glen Abbey Child Care & Montessori, we do not expect every new registrant to be toilet trained however if this a milestone that your child is showing readiness to learn, then it is important that our methods to help and guide your child to achieve their goals is consistent.

Some signs your child is ready include:

1. Dry "pull up" for extended periods of time (overnight or for over 4 hours)
2. Communicates that they want "use the potty" or "needs to go"
3. Hides in a corner showing they are aware of their need to go
4. Asks for you change their wet or soiled training pants
5. Wants to sit on the toilet.

Please speak to your child's teacher to work out a strategy for a consistent routine to ensure the success of this critical stage in their development. We will create an environment that is reassuring and positive to children.

3. OUR COMMITMENT TO YOUR FAMILY

A. Inclusion Policy

Glen Abbey Childcare & Montessori Centre abides by the Canadian Charter of Human Rights and Freedoms, All individuals must be treated equally, regardless of their race, national or ethnic origin, colour, religion, sex, age, or mental or physical disability. Therefore, no child shall be excluded on the basis of level or type of disability. Children have the right to engage in full participation in activities and routines that are modified and adapted to include all children. All children have the same options that other parents have within the Centre's operating hours.

The programming at Glen Abbey Childcare & Montessori reflects that each child will be able to participate in full program to the best of their abilities. Teachers plan to meet every child's individual needs to allow the children to benefits from program sessions that are provided by support agencies. All children will have support to reduce or eliminate barriers so that they can learn and fully engage in all experiences with their peers.

We believe that children with special needs require child care for the same reasons as all children:

1. To grow, develop and learn.
2. Friendship building and social inclusion.
3. Parental employment, training, respite and support.

Inclusion Procedures:

Human Resources: All staff of Glen Abbey Child Care & Montessori Centre understand and agree to support inclusive practices as outlined in the Inclusion Policy

Training: All staff attend special needs-focused training opportunities on effective inclusive programming whenever possible.

Programming: The staff accommodates the environment and routines as necessary to meet the needs of the children enrolled. The staff develops flexible programming that can be adapted as needed.

Confidentiality: All staff have signed confidentiality agreements upon hiring. Staff are aware that they will receive and have access to confidential information about children and families and they agree to keep this information in strict confidence.

Partnerships: Glen Abbey Child Care & Montessori Centre will work collaboratively with parents and other Halton region service providers to ensure that the needs of the children are met. We will, in consultation and consent of the parents, refer children to other Halton region service providers when we feel, or the parents feel, that a child may require additional support.

Admission/Registration: All families interested in registering their child are dealt with in a fair and equitable manner.

Transitions: Children with special needs may require extra support when transitioning to a new age group. It is preferred that children move to the next age group as their same-age peers.

Withdrawal: If the Centre is having difficulties meeting the child's needs, we will ensure that:

1. All families asked to withdraw are dealt with in a fair and equitable manner.
2. The notice of withdrawal is consistent with the Withdrawal Policy of the Centre and is the same for all families.
3. Reasonable care has been taken in assessing the child's needs and the Program's ability to support those needs.
4. Special needs resources and outside agency support have been exhausted prior to the Notice of Withdrawal.

Special Facilities:

Glen Abbey Child Care & Montessori Centre is wheelchair accessible and has wheelchair accessible toilet facilities. When a child requires assistance with personal care, it will be done in a private and dignified manner. Where possible, we will adapt resources in our Program Rooms and will move furniture to create a positive safe environment, ensuring all areas are accessible for all children.

B. Safe Environment Policy

Rationale:

We believe staff, parents and children are entitled to a safe and protective environment in which to work. Behaviour that will cause harassment, alarm or distress to any child, teachers and/or staff, or users of the premises is contrary to the beliefs of the Glen Abbey Child Care & Montessori Centre.

Aims:

That all members of the Glen Abbey Child Care & Montessori Centre including parents/guardians, staff and children treat each other with respect.

Expectations:

We expected staff, parents and guardians to set a good example to children at all times, showing them how to get along with all members of the childcare centre and the wider community

That no members of staff, parents or children are the victims of abusive behaviour or open to threats from another staff, parents or children of Glen Abbey Child Care & Montessori Centre.

Physical attacks and threatening behaviour, abusive or insulting language verbal or written, to staff, parents, and children and other users of the childcare premises will not be tolerated and will result in immediate suspension from Glen Abbey Child Care & Montessori Centre.

Glen Abbey Childcare & Montessori have the responsibility, in partnership with the children, family and community to provide:

1. A safe, positive and violence free environment for everyone in which respect and human dignity are valued.
2. And promote a sense of self-worth and self discipline in the children.
3. And develop a primary prevention strategy and environment that stresses sociably acceptable attitudes and effective social interpersonal skills.

It is the intent of this policy for parents:

1. To teach and instil good values, respect for the rights of others, and a sense of societal responsibility for children and themselves.
2. To foster a safe, secure environment;

For the children:

1. To be respected in both person and beliefs
2. To respect person, safety, property and rights of others.
3. To give respect and cooperation to all persons in positions of responsibility at Glen Abbey Childcare & Montessori

C. Guidelines

Types of behaviour that are considered serious and unacceptable and will not be tolerated towards any member of the Glen Abbey Child Care & Montessori Centre:

This is not an exhaustive list but seeks to provide illustrations of such behaviour:

1. Shouting, either in person or over the telephone
2. Inappropriate posting on Social Networking sites deemed as bullying
3. Speaking in an aggressive and/or threatening tone
4. Physically intimidating, e.g. standing very close, sneering, and/or staring
5. The use of aggressive hand gestures/exaggerated movements
6. Physical threats
7. Shaking or holding a fist towards another person
8. Swearing
9. Pushing
10. Hitting e.g. slapping, punching, or kicking
11. Spitting
12. Racist or sexist comments

Please remember: Unacceptable behaviour may result in the Police being informed.

The Glen Abbey Child Care & Montessori Centre reserves the right to take any necessary actions to ensure that members of the childcare centre are not subjected to abuse.

Glen Abbey Child Care & Montessori Centre may ban parent or guardian from entering the premises in case of abuse or threats to staff, pupils or other parents.

It is also an offence for any person (including a parent) to cause a nuisance or disturbance on Glen Abbey Child Care & Montessori Centre premises. The police may be called to assist in removing the person concerned.

D. Confidentiality Policy

A child's record is considered privileged and confidential.

1. The right to every child and family to privacy is recognized and protected to the greatest extent possible.
2. Parents have access to their child's records at any time.
3. Written consent of a parent is required prior to the release of personally identifiable information to third parties.

E. Parent Engagement and Involvement Policy

At Glen Abbey Child Care & Montessori Centre, we operate with an Open Door Philosophy. Parents are welcome to visit the Centre at any time and in any location where their child will be receiving care. All we ask is that parents respect nap times so that children are not disturbed.

Parents who would like to take an active part in their child's care are more than welcome to do so provided that we obtain a criminal record vulnerable sector check.

Parents are encouraged to volunteer and engage to either chaperone on field trips or offer suggestions for crafts, snacks, reading, math, science, or whatever, your input is invaluable. It also shows your child that you want to be a part of their world.

To let parents know what is happening at the Centre, we post weekly menus, activity plans, and information of all sorts on the Bulletin Boards.

F. Communication Policy

Open communication between the Centre staff and the parents is an important part of child care as it enables staff and parents to create a family environment for the children.

Staff will inform parents of events of the day and parents should inform staff of any relevant information that will help staff better understand and care for their children.

Parents should feel free to discuss their concerns and suggestions with the staff during drop-off and pick-up times.

Newsletters and notices will also be sent home with the child to help keep parents informed of events going on at the Centre.

Quarterly parent teacher meetings are held to ensure that the parents are comfortable in discussing issues with the staff and management team on an ongoing basis.

A policy has been implemented on how all parents issues/concerns are to be handled in a timely matter with the upmost respect and confidentiality to all involved.

G. Parents Issues and Concerns Policy

Glen Abbey Child Care & Montessori (GACC&M) strives to achieve a harmonious and holistic development in the socio-emotional well-being and cognitive development of the children through positive, responsive relationships with **children and their families**.

GACC&M recognizes the primary influence that families have in their children's lives hence, family engagement is valued, respected and supported to enhance children's experiences in the centre.

Effective relationships between educators and families are fundamental for a shared understanding of children's interests, strengths, and abilities to meet their varied needs. Healthy and positive relation between staff at the centre and family is essential to achieve constructive strategies for ongoing two way communication in a respectful environment.

This Communications Policy is designed to keep clear and transparent means of communication, with defined expectations for parents and staff.

GACC&M will provide regular information through monthly newsletters and calendars about, on-going schedules and activities. Parents wishing to visit the centre to observe their child while in class or at play are encouraged to do so and no prior consent or notification is required for this purpose.

Parents/Guardians willing to take more active part in the care of their child in classrooms or to chaperone on field trips are more than welcome to do so provided that they fulfill the childcare licensing requirement of providing the centre with criminal record vulnerable sector check.

GACC&M respects and encourages parents to express any issues/concerns about their child and the centre to the classroom teacher or to the supervisor, either verbally or in written form. Issues and concerns brought forward will be received in a warm and positive manner and will be dealt with in a timely order. A response will be provided to parents within 2 business days of the issue/concern being raised. The individual who raised the issue/concern will be kept informed until a resolution is acquired. All issues/concerns will be treated equally, fairly, impartially, and respectfully.

Staff will familiarize themselves with methods of communicating with families from non-English speaking backgrounds and use outside resource people where necessary.

Confidentiality

At Glen Abbey Child Care & Montessori confidentiality is protected in regards to:

- ➡ All Parents
- ➡ All the children
- ➡ All the staff
- ➡ And any information relating to the corporation on Glen Abbey Childcare past or present
- ➡ Any personal information will not be released to anyone, at any time, unless cleared by the Director or Supervisor.

Conduct

Our centre maintains a high standard to quality, positive interactions and communication with parents/children. Physical attacks and threatening behaviour, abusive or insulting languages-verbal or written, to staff, parents, and children and other users of the childcare premises will not be tolerated and may result in dismissal without refund. If at any point, a parent/guardian, or a staff feels uncomfortable ,

threatened or abused, they may immediately end the conversation and report it to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child

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

If a parent/guardian brings forward the concern of a child being abused or neglected, the parent/guardian will be advised to contact the local Children's Aid Society directly.

Any person who is informed of the concern of abuse must also report to CAS as per the "Duty to Report" requirement under the Child and Family Services Act.

Procedures

Continued on the following page

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: Schedule, sleep, toilet training etc.	Issue/concern should be raised with: - the classroom teacher directly Or - the supervisor	- Issue/concern to be addressed at the time it is brought to the individual's attention Or
General, Centre-or-Operations-Related: Fees, Hours, Staffing etc.	Issue/concern should be raised with: - the supervisor or Owner	- A meeting can be arranged to meet with the parents at a later date within 5 business days.
Volunteer, Staff, Duty Parent, Supervisor, and/or Owner related	Issue/concern should be raised with: - the individual directly Or - the supervisor Any concerns about the conduct of staff, duty parents etc. that puts a child's safety or health at risk should be reported to supervisor immediately.	Document the issue/concern in detail. Documentation should include: - the date and time the issue/concern was received; - the name of the person that received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern
Student-/Volunteer-Related	Issue/concern should be raised with: - the staff responsible for supervising the volunteer or student Or - the supervisor Any concerns about the conduct of volunteers and students that puts a child's safety or health at risk should be reported to supervisor immediately.	- any steps taken to resolve the issue/concern, - any information given to the parents regarding next steps. Provided contact information for the appropriate person if they are unavailable to address the matter. Ensure that the matter is taken care of by the appropriate party within 2 business days or as soon as reasonably possible. Document reasons for delay in documentation. Provide a resolution for the parent/guardian that raised the issue/concern.

Escalation of issues/concerns:

If parents feel their issue/concern is not being addressed or they are not satisfied with the result or response they may bring it to the licensee's attention verbally or in writing.

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

Child Care Quality Assurance and Licensing Branch. Issues/concerns may also be brought to the attention of other regulatory bodies, such as local public, health department, Ministry of Labour, College of Early Childhood Educators etc.

Contacts

Local Police Department: 905-878-5511

Ambulance: 905-827-5511

Local Fire Services: 905-845-7114

Site Supervisor: 905-978-7193

Licensee Contact: Deki: 647-984-3354 , Robin: 647-990-5039

Childcare Centre Designate: 416-886-3226

Halton Children's Aid: 905-333-4441

Ministry of Education: 416-325-2929

Program Advisory: 905-693-9771

H. Behaviour Guidance Policy

In the Child Care setting there are acceptable and unacceptable behaviours and children need to have the security of knowing what they can and cannot do. The Centre establishes clear limits, based upon knowledge of children's growth and developmental stages. These limits are based on health, safety, and the rights of others, including children, parents, and staff. OUR Behaviour Guidance methods are positive and encourage self-control, self-direction, self-esteem, and cooperation. Children are liberally praised for positive behaviour.

The first process in our behaviour guidance policy is understanding child development. This enables us to know the level of understanding that the child has and helps us to determine the strategies to use. Staff, students and volunteers are expected to use the following behaviour management practices:

1. The teachers set clear limits for the children. The limits are consistent, relevant to the developmental stage of the child, and fair. Once stated, they must be followed through.
2. Expectations for a child are clearly and positively stated. It is our belief that having these clear expectations ensures that children feel secure in their environment.
3. The child is offered choices, when he/she needs to make a decision.
4. All staff will use the same method using a team approach. The child's needs are discussed and a procedure(s) put into place.
5. Different approaches will depend on different situations and different children, for example:
6. **In the Toddler Program**, the focus is on redirecting, feeling recognition, and encouraging the use of language, simple explanations of why certain behaviours are unacceptable, to use positive reinforcement of desired behaviour, both verbal and non-verbal, etc..
7. **In the Preschool Program**, the focus is on allowing the children to problem-solve for themselves and using lots of verbalization: redirection, act as a mediator to help children

solve their problems, explain why behaviour is inappropriate, make a choice for the child and/or offer other choice alternatives, ignore inappropriate behaviour (when possible), remove the child from the situation until he/she can interact appropriately, and to follow up to discussing the problem with the child before he/she returns to the activity, hold child's hand (i.e. on outings), etc...

8. **In the Kindergarten and School-Ager Programs**, the focus is on self-control and self-direction: use positive verbal and non-verbal reminders in regards to inappropriate behaviour, redirection, act as a mediator to help children solve their problems, verbal problem-solving, peer-mediation, offer other choice alternatives, etc.

I. Disciplinary Method:

1. The teacher will explain to the child that this type of behaviour is inappropriate.
2. The teacher will re-direct the child to a different activity within the room.
3. If aggressive or inappropriate behaviour continues, the child will sit away from the group for some alone time to self reflect and think about the consequences of his/her actions. After a short period of time, the teacher will have a discussion with the child with respect to his/her actions, and then the child will return to play.
4. Any behaviour that the centre regards as inappropriate and that continues despite our efforts to mitigate it, will be discussed with the parents.
5. All teachers and staff working at the Centre sign behaviour management forms which explain the permitted rules of the centre, and the disciplinary actions that we will not tolerate.

J. Expected Behaviour

It is natural for a child to feel angry in response to restrictions or interference. The child needs to know that he/she can assert themselves safely in our environment.

The following are the behavioural expectations of the children in our Centre:

1. To be responsible for what they say and do.
2. To be polite and respectful of other people.
3. To listen to other people when they speak.
4. To not say or do any action that is hurtful or harmful to others.
5. To treat people the way they would like to be treated.
6. To care about other peoples' feelings.
7. To tell the truth, even if there is a consequence to their behaviour.
8. To try to problem solve for themselves.
9. To ask the staff for help, if they are unable to solve the problem themselves.
10. To take good care of the Centre's toys, games and other supplies.
11. To take good care of someone else's toys, games and supplies.

K. Prohibited Practices

The following policy applies to children enrolled in the program. We believe that positive practices are an integral part of our program as it compliments 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.

1. Corporal punishment of a child
2. Deliberate, harsh or degrading measure used on a child that would humiliate or undermine a child's self respect
3. Deprivation of a child's basic needs including food, shelter, clothing or bedding
4. Locking a child in the Centre or a room for the purpose of confining a child
5. The use of a locked or lockable room or structure to confine a child who has been withdrawn from the other children
6. Inflicting any bodily harm including making children eat or drink against their will.

L. Evacuation Procedure

The Centre runs fire drills on a monthly basis so that all children are practiced in the procedure. In the event of a real contained emergency (i.e. fire or life threatening) our designated place of shelter is Children's Choice Child Care. You will be notified of the evacuation immediately after the proper emergency authorities have been contacted.

M. Emergency Management Procedure

The centre has implemented an Emergency Management Procedure to be followed in times of lockdowns, hold & secure, bomb threats, disasters or other emergency. This policy outlines what procedures to be followed in regards to leaving the building, communication with parents/staff/ children and recovery for the centre.

N. Accident or Serious Occurrences Policy

SERIOUS OCCURRENCE - Ontario Regulation 137/15

Service Providers delivering services that are funded or licensed by the Ministry of Education are responsible for delivering services which promote the health, safety and welfare of the children being served. This responsibility in turn requires the Service Provider to be accountable to the Ministry, specific to demonstrating that their service delivery is consistent with relevant legislation, regulations and/or Ministry policy.

"Serious Occurrence" means,

- A. the death of a child who received child care at a home child care premises or child care centre, whether it occurs on or off the premises,
- B. abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a home child care premises or child care centre,
- C. a life-threatening injury to or a life-threatening illness of a child who receives child care at a home child care premises or child care centre,
- D. an incident where a child who is receiving child care at a home child care premises or child care centre goes missing or is temporarily unsupervised, or
- E. an unplanned disruption of the normal operations of a home child care premises or child care centre that poses a risk to the health, safety or well-being of children receiving child care at the home child care premises or child care centre

Intent

This provision requires that there is a plan to deal with any serious incidents that may affect the health, safety and well-being of children and staff and that these serious incidents are reported, tracked and followed up on.

The CCEYA Act 2014 requires that:

1. Every licensee shall ensure that,

- a. there are written policies and procedures with respect to serious occurrences in each child care centre operated by the licensee and each premises where it oversees the provision of home child care, that address at a minimum, how to identify, respond to and report a serious occurrence;
- b. a report is provided to a program adviser of any serious occurrence in any child care centre operated by the licensee or any premises where it oversees the provision of home child care within 24 hours of the licensee or supervisor becoming aware of the occurrence;
- c. a summary of the report provided under clause (b) and of any action taken as a result is posted for at least 10 business days in a conspicuous place at the child care centre or home child care premises; and
- d. the report and the summary of the report are each kept in a secure location for at least three years from the date it is made, unless others specified (Section 82 of the CCEYA Act).

2. Every licensee of a child care centre or home child care agency shall,

- a. conduct an annual analysis of all serious occurrences that occurred in the previous year at each child care centre operated by the licensee and at each premises where the licensee oversees the provision of home child care; and
- b. keep records of the actions taken in response to the analysis. O. Reg. 126/16, s. 25 (3).
- c. Within the parameters of the following definitions, the service provider is responsible for determining whether an incident is deemed to be a serious occurrence as defined by these procedures and whether, therefore it must be reported to the Ministry.

3. The following Serious Occurrences will be reported to the Ministry:

- a. Any death of a child which occurs while participating in a service.
- b. Abuse, Neglect or Alleged Abuse or Neglect of a child while at the child care centre.
- c. Any life-threatening injury or illness to a child which occurs while participating in a service. A factor to consider in deciding if an injury should be reported as a serious occurrences whether professional medical treatment is required (e.g medical practitioner or dentist), not in-house first aid.

This includes:

- ➡ An injury caused by the Service Provider.
- ➡ Accidental injury
- ➡ An injury which is self-inflicted

4. Missing or Unsupervised Child(ren) - an incident where a child who is receiving child care at the centre.

- a. Child was found
- b. Child is still missing

5. **Unplanned Disruption of Normal Operations – of a child care centre that poses a risk to the health, safety or well-being of children receiving child care at the centre.**
 - a. Fire
 - b. Flood
 - c. Gas Leak
 - d. Detection of Carbon Monoxide
 - e. Outbreak
 - f. Lockdown
6. **Complaint about a Service Standard such as staffing ratio, food, sanitary practices, playground, adverse water quality, lead exceedance, staff-child interactions, supervision, hazardous substance, missing/stolen files.**

SERIOUS OCCURRENCE PROCEDURES

1. The child shall be provided with immediate medical attention when warranted.
2. The staff, any witness or persons having knowledge of the occurrence shall orally report the occurrence immediately to the Supervisor or designate.
3. The Supervisor or designate notified will conduct a preliminary inquiry immediately.
4. All persons having knowledge of the occurrence will remain at the program location until they are excused by the Supervisor or designate conducting the preliminary inquiry.
5. The preliminary report shall be written and signed by the Supervisor or designate before staff involved goes off duty. See attached Initial Notification Form.
6. The Supervisor or designate notifies the owner about the incident immediately.
7. The Supervisor or designate will report the occurrence to the Ministry of Education in CCLS within 24 hours of the licensee or supervisor becoming aware of the occurrence. If the child involved in the incident is on subsidized payments, the co-ordinator at Halton regions for child care subsidy will be contacted immediately as well.

Where applicable and possibly after consultation with the Ministry, contact Police, Children's Aid Society or a Coroner.

To support increased transparency and access to information, a "Serious Occurrence Notification Form" must be posted at the centre location in a visible and accessible area for 10 business days, this includes any allegation of abuse or neglect. The summary does not include any identifying information and shall be updated as new information is obtained.

ON-SITE PROCEDURES

For any accident that occurs at the centre, the staff member who witnessed the accident must fill out an accident form.

The staff member who witnessed the accident and informed staff are responsible for making the parent(s) aware of the occurrence, insuring the accident form is signed by the parent(s) and a copy is given to parent(s).

In the event of a major accident where it is judged by the Supervisor or designate that a trip to the hospital is required, the following procedure will apply:

1. The child should be taken to the nearest hospital by ambulance. The child's emergency file containing the emergency consent form and medical record must accompany the child to the hospital, along with a staff member.
2. The parent or Guardian should be contacted immediately to meet the staff and child at the hospital.

OFF-SITE PROCEDURES

For any accident, which occurs on a field trip, the staff member who witness the accident must fill out the accident form.

The staff member who witnessed the accident is responsible for making the parent(s) aware of the occurrence, insuring that the accident form is signed by the parent(s) and a copy is given to the parent(s).

In the event of a major accident where it is judged by the Executive Director or designate that a trip to the hospital is required, the following procedure will apply:

- 1 Take the child to the nearest hospital by ambulance.
- 2 Supervisor or designate will contact parent(s) to meet the child and staff at the hospital.
- 3 Supervisor or designate will meet staff at hospital with child's file.

Staff will not leave the centre without "Emergency File Cards" for each child.

MISSING CHILD PROCEDURES

When a child cannot be accounted for during program operations, the staff member must alert all staff on the premises. An immediate search of the centre, both indoors and outdoors, will commence. The Supervisor or designate (who is not searching the premises) will alert the child(ren)'s parent in case they have additional information regarding the child's whereabouts.

When applicable (child's whereabouts remain unknown) the police will be notified and the serious occurrence procedure will be followed.

For any missing child incident that occurs at the centre, staff members must complete an incident report. Staff members are responsible to ensure the Supervisor or Designate is aware of the missing child.

The Supervisor or designate completes the Report of Serious Occurrence.

OPERATIONAL STANDARDS

With complaints made about operational and/or service standard of the centre, Glen Abbey Child Care & Montessori is responsible for managing complaints they receive. If a licensee receives a complaint about an incident that relates to a defined serious occurrence category, the incident should be reported to the Ministry of Education under the appropriate category. Serious Occurrence procedures will then be followed.

RECOVERY FROM AN EMERGENCY

Glen Abbey Child Care & Montessori will address recovery from an emergency when warranted. Staff members, children and parents/guardians/family members will be debriefed after the emergency by a notice being posted and/or verbal contact with the Supervisor and or the Owner.

The Centre will provide additional support to staff, children and families who may have experienced distress during the emergency. Counselling service will be contacted as warranted. Local services may include the Kids Helpline 1-800-668-6868; Blue Hills Child & Family Services 905-773-4323.

Normal operation will be resumed when the occurrence is resolved to reasonable standards.

ANNUAL SUMMARY AND ANALYSIS REPORT

The Supervisor will conduct an analysis of all serious occurrences that have occurred in the previous calendar year and record any actions taken in response to the analysis. The annual summary identifies issues, trends and actions taken. Records of actions taken in the response to the analysis are to be accessible to the program advisor during license renewal inspections. The completed "Annual Summary and Analysis Report" will be posted on the parent information board. Such report will be submitted to the Ministry by March 31st each year for the reporting period January 1st to December 31st of the previous year.

Upon a review of Inquiry Report (IR), the Ministry may request additional information or a further review by the Service Provider of the incident. The Service Provider will then submit any related follow-up or outcome report(s) to the Ministry, in accordance with the timelines provided by the Ministry. If required, the Ministry may also initiate its own review

The annual report will be then reviewed by the Ministry as to the Service Provider's management of serious occurrences, including the Service Provider's analysis of any patterns which suggest a need for training, support or internal policy modifications, and the identified steps to address any of these needs. Upon reviewing the report, the Ministry may also identify possible issues or actions that could require follow-up by the Service Provider.

In the event of any follow-up action being requested after review of the annual report by the Ministry, an outcome report must be submitted upon completion of the identified action within the timelines provided.

The annual report will be reviewed by the Ministry as to the Service Provider's management of serious occurrences, including the Service Provider's analysis of any patterns which suggest a need for training, support or internal policy modifications, and the identified steps to address any of these needs. Upon reviewing the report, the Ministry may also identify possible issues or actions that could require follow-up by the Service Provider.

ONGOING MONITORING

Service Providers are expected to monitor their performance in a year, on an ongoing basis, with respect to the reporting, management, and follow-up of serious occurrences. Serious occurrence reporting is one of many tools that provides an effective means of monitoring the appropriateness and quality of service delivery. Monitoring also includes an ongoing review of practices, procedures, and training needs.

Ministry staff will also monitor Service Provider performance and are available for support or assistance, where required. Compliance with Ministry requirements will be reviewed at license renewal time.

STAFF TRAINING

These procedures will be reviewed with all staff upon employment and at least annually thereafter.

The centre understands the benefits of professional development and continued education and therefore encourages and supports opportunities for staff to develop, grow, and learn through workshops, conferences, courses and seminars.

O. Anaphylaxis Policy

At Glen Abbey Child Care & Montessori Centre, we realize the importance of identification of all anaphylactic children. We have this Policy in place to help in ensuring that the children in our Centre are safe at all times. While it is impossible to create a risk-free environment, we take the following important steps to minimize potentially fatal anaphylactic reactions.

1. The parent/guardian of the child will inform the Child Care Centre of the child's anaphylactic allergy when placing their child's name on the Waiting List.
2. Prior to enrolment, the family will provide the Centre with an allergy information sheet from their allergist.
3. All anaphylactic children are identified to the Staff verbally and the anaphylactic child and their parent/guardian will meet with Centre Staff prior to the child's first day to discuss what

steps will be taken to maintain the child's safety. This information will be signed by both the Centre Director and the parent/guardian.

4. Upon entry to the Child Care Program, the child's parent/guardian will provide the Centre with a recent photo of their child. This photo and anaphylactic/allergy information will be posted on the allergy list. This identification method is used for all children having a serious allergy or medical condition.
5. The parents will also provide the Child Care Program with two Epi-Pens prior to enrolment. One Epi-Pen will be stored in the Medication Lock Box, while the other one will be in a fanny pack worn by the child or a staff member in the child's room (this person will be determined by staff and the family).
6. If need be families in the Centre may be provided with information regarding specific allergies and what steps can be taken to support a safe program (i.e. nut free alternatives). This will be in conjunction with the Health Unit and the child's family. Program room staff will take reasonable steps to create a safe program room.
 - a. monitor food brought into centre
 - b. disinfecting of tables before & after eating
 - c. hand washing
 - d. not providing the allergic item
 - e. other measures as dictated by the allergy and the plan signed by the parent
7. Families are asked to provide an ingredient list for any food items brought to the centre that will be shared with others.
8. Staff are required to be trained on Epi-Pen usage and anaphylactic reactions during their annual CPR recertification.

4. OUR PROGRAM

a. Daily Routine

Routine is important for young children and helps develop feelings of security and order.

Each classroom has a general schedule that includes time for indoor and outdoor play, lunch and snacks, hygiene and structured activities. This schedule is posted daily for both adults and children.

A rest period of 1 hour (minimum) to 2 hours (maximum) takes place after the children's lunch is finished. Each child has their own cot and sheet, and the sleeping area is under constant supervision by staff. For those children who are unable to sleep during this time, they may read a book borrowed from the Centre's library, at their cot.

Cot sheets are washed every week and cots disinfected and cleaned regularly. Parents are asked to take your child's blanket home for laundering on Fridays.

We ask parents to provide us with a written request explaining why her/his child should be prevented from sleeping during nap schedule.

b. Program and Activities

Various programs are incorporated into the Centre's daily curriculum, using Activity Centers, Creative Arts, Blocks, Manipulative, Dramatic Play, Books, Puzzles, Music and Rhythm, Science, and Reading Readiness.

Each month we provide families with a newsletter and a calendar outlining activities the children will be involved in for the coming month. This calendar will also be clearly posted near each

classroom. A planned development program is designed around weekly themes. Areas covered include creative/art, science, dramatic play, cognitive, gross motor, sensory, music, drama and social emotional. The program is based on age appropriate goals to aid in development of communication skills, social skills, organization, the ability to problem solve, as well as fine and gross motor skills. Parents/guardians are always encouraged to discuss their child's development with the teachers.

c. Gross Motor Development

Children spend 2 one-hour periods each day outside. In the winter, we will not go out if the temperature/wind chill factor is below -15 Celsius. Children will be inside before it gets dark. In the summer, we will not go out if there is a smog warning or heat alert exceeding 27 degrees Celsius. If we do go outdoors on these smoggy days, it will be for short periods after 4 pm. We will have plenty to drink, and will engage in small group activities in shaded areas, or water play activities. Trail walks also allow for physical exercise, nature awareness, and outdoor stimulation to take place. When weather does not permit outdoor play, each class will participate in special "Rain Day" activities.

We will not engage in any heavy gross motor activities, and each child will be monitored while outdoors. Any child with any respiratory condition, will not go outside on such days.

d. Goals and Expectations

Studies have shown that the most important stage of life for learning and development is from birth to 6 years. It is here that the groundwork for future learning is established. When children are playing, they are 'working' to learn all about the world around them. The staff at Glen Abbey Child Care & Montessori are dedicated to caring and encouraging your child(ren). Activities are carefully planned and the environment structured for development and learning. We aim to promote the individual child's self-esteem and independence, while fostering the child's identity as part of a group and community.

e. Meals and Snacks

Good nutrition is essential for the healthy growth and development of children. This is an important part of our Program.

Nutritious hot and cold meals and snacks are served to all children, and are prepared following the Canada Food Guide. Lunch will have all 4 food groups, and afternoon snack will have 2 out of the 4 food groups. Weekly menus are posted in advance in the Centre, and parents may refer to these at any time.

The lunch is catered through a third party catering company. An afternoon snack is provided to the children following their rest period.

Children are encouraged to try everything that is served at each meal. Our main meal for the children is their lunch, which is served family style - a Staff member sits at the table, presents the food in served dishes, and aids the children in self-service. Mealtime is made as pleasant an experience as possible for the children.

Special arrangements for any medical and dietary restriction are accommodated. Other food exceptions can not be made for individual children. Parents should inform the Supervisor of any permanent or temporary food allergies or restrictions.

f. Sanitary Practices

Cleanliness and good personal hygiene are constantly practiced in the Centre, in order to minimize the potential spread of germs. Children's toys are washed on a regular basis with a bleach and water solution. The Centre washes cot sheets on a weekly basis, and we ask that you take your Child's sleep blanket home to wash.

Washroom routines include supervising the children in washing their hands with dispenser soap after toileting. For children who wear diapers, the change table is disinfected before and after diaper change is done. The Staff Member washes their hands before and after the change, and all waste is discarded in sealed plastic bags.

g. Diapering and Toilet Training

Parents are expected to supply their Child(ren)'s own supply of DISPOSABLE diapers and containers of moist towelettes.

The Centre will assist your child in their toilet training when Staff and Parents have mutually agreed that the child is physically and emotionally ready to learn the task. Several changes of clothing including training pants (marked with child's name) will be expected each day.

If your child is in the process of toilet training, we encourage parents/guardians to provide a knapsack with lots of changes of clothing (shirts, pants, underwear and socks) and shoes because accidents are common before five years of age. Our staff will inform parents/guardians when supplies are running low. Please replenish supplies before they run out. We have a small supply of extra clothes excluding underwear. In the event that your child does not have extra underwear and has a toileting accident, parents/guardians will be contacted to pick up their child. We may not be able to accept children that do not have the appropriate supplies.

5. WHAT WE ASK OF YOU

a. Arrival and Pick-Up Policy:

When bringing a child to the centre, parents are expected to bring their child(ren) into the building and ensure that your child has been acknowledged by a staff member upon their arrival into the classroom.

1. Parents are encouraged to drop off child(ren) before 9:00 am in order to participate in all aspects of the Program and avoid disruption to the class in session.
2. If your child will be absent from the Centre, you must notify the staff as soon as possible.
3. Please ensure that your child has been acknowledged by a staff member at time of departure.
4. Only authorized names that appear on the registration forms will be permitted to pick up the child, unless a prior written note is received specifying otherwise. Staff will ask for proof of identification (photo I.D. required) from any individual not authorized or from any individual they do not know. Otherwise, the child will not be released from the Centre.
5. If you are going to be late in picking up your child at his/her regular time, please notify us immediately. The late payment charge after the 6:00pm is \$2.00 for every minute.
6. Children in the Kindergarten and School Age programs who are ill during the school day will not be accepted into the Centre.

b. Late Pick-Up Policy

The Centre closes promptly at 6:00 p.m. Parents are required to notify the Centre as soon as possible, if they are unable to arrive by closing time. If a child remains in the Centre past 6:00 p.m. a late fee will be charged. Time will be calculated using clocks at the Centre. Violation of the late fee policy may, at the absolute discretion of the Centre, result in termination of childcare services. If a child is left past 6:00 pm without notification from parents, all attempts will be made

to contact the parents and emergency contacts for immediate pick-up. If no contact can be made by 6:15, Family and Children's Services will be notified.

c. Telephone & Address Changes

It is your responsibility as a parent/guardian to notify the Supervisor, or Teacher immediately if you or your emergency contact's telephone number(s) have been changed.

d. Clothing and Possessions

Due to the changing season, please ensure that your child is dressed in proper weather appropriate clothing for indoor and outdoor play

Please label all articles of your child's clothing. It is more likely for lost items to be returned back to the centre when the belongings are properly labelled. Please be aware that Glen Abbey Child Care & Montessori will not be responsible for lost items. For all seasons, an extra set of clothes should be kept in child's cubby.

Please return all "day care clothing" (emergency clothing we use for the children in the event that they do not have extra clothing) as soon as possible.

Please be aware that aprons and smocks will be provided during messy art and sensory times however despite the precaution, clothing may still get soiled. Ensure that you send your child to the Centre in clothing which they are permitted to 'play' in.

For Toddlers in diapers, this means supplying a stack of diapers either at the beginning of the week (preferably) or enough for each day. Staff will let you know when your supply is low and will expect to have these replenished immediately.

e. Toys:

Each child is allowed to bring a favourite stuffed animal / sleep toy, and / or small blanket to be used during the rest period. These may be either left at the centre during the week or taken home each evening.

To keep peace at the Centre, we ask parents to refrain from sending toys or other goodies with their children unless it is cleared by the staff first, with the exception of Show and Tell items.

Please ensure that toys are NOT guns, knives, swords, or other weapon type apparatus, war inferences or any unsafe pieces. Such items are NOT permitted at the centre under any circumstances.

f. Special Events

From time to time children will participate in supervised field trips. These include walking trips within the community, as well as bus trips.

Authorized forms are signed by all Parents noting whether or not they wish their child to be included in each field trip. Staff remain in the Centre to supervise any children who are not participating in the outing.

g. Illness Policy

If your child has an infectious or contagious disease (i.e. influenza, chicken pox, pink eye, impetigo, lice), please advise us of his/her condition so we may watch the rest of the group for symptoms, and when appropriate, advise all parents/guardians.

Please do not bring your child(ren) to the Centre if your child is unable to participate in regular activities due to fever (i.e. 100oF/38oC), diarrhea, vomiting, ear infection, eye infection, green runny nose, head lice, ring worm, or other contagious diseases, unexplained pains, rashes or itching.

The Centre's policies on illness are firm. Children are isolated when taken ill during the course of the day, or when they develop a communicable infectious disease. If your child(ren) exhibits any of the above symptoms during the day, you will be contacted and asked to pick up your child within one hour of being notified, or as soon as possible. If we cannot reach the primary contact, we will call the alternate caregiver on our emergency form.

Contagious illnesses require a signed statement from a physician, indicating that the child is no longer contagious, before the child is allowed to return to the centre. If your child is sent home due to illness, he/she must be symptom free for a minimum of 24 hours before returning to the Centre.

It will be necessary for YOU to complete the Centre's medical and Parental permission forms for your child prior to enrolment. In addition, children's health records must be updated on a yearly basis, and their immunization records are kept on file at the Centre -- these are inspected regularly by the Public Health Nurse.

In the event of a physical accident or emergency illness, if the parent is not immediately available, the centre will seek emergency medical care. It is the parents responsibility to cover the cost ,for such emergency medical care and/or transportation, with no liability on the driver or Staff or Centre.

Please note that the CCEYA Act requires that all children participate in outdoor play. No exception can be made for children returning after an illness.

h. Medication Policy

In adherence to the "ChildCare Early Years Act", our centre is authorized to administer medications only prescribed by a doctor with a pharmacist label on the bottle, or with a written Doctor's note authorizing the administration of the medication. A medication form must be filled out by the parent / guardian to enable the Staff Member to administer the medication.

Medication must be given directly to a Staff Member and MUST NOT BE LEFT ANYWHERE ELSE. Medicine must be in its original bottle or container, and be labeled with your child's name and instructions on administering.

A medication log will kept one in the kitchen for medication in refrigerator, one in office for room temperature medication. Staff member will sign off when child is administered medication, time and any notes.

If your child experiences illness such as fever, vomiting or 3 constant Diarrhea, your child(ren) will not be able to return to the Centre until they have been symptom free for 24 hours.

6. COMPLIANCE WITH POLICIES OF THE CENTRE

The above Policies and Procedures are put in place to make sure that your child's day in our Centre runs smoothly, securely, and safely and is filled with appropriate learning experiences.

All individuals with interactions within the Glen Abbey Child Care & Montessori Centre are expected to be familiar with and adhere (at all times) to the Centres policies and procedures. Failure to do so may result in discipline or withdrawal of the child.

Parent Acknowledgement

Please detach this page and return with completed application for enrolment.

As the undersigned parent/guardian, I acknowledge receipt of Glen Abbey Childcare & Montessori Centre's hand book of Parent Policies & Procedures.

By signing below, I hereby confirm that I have read the contents of this handbook and agree to abide by the Centre's policies.

Name of Enrolling Child

Parent/Guardian Name (Print Please)

Supervisor Signature

Date