

Sunshine Children's Centre

Full Time Preschool

Part Time Nursery School

Kindergarten & School Age Summer Camp



PARENT HANDBOOK



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Parent handbooks are available free of charge for any parent/guardian who is considering enrollment, at time of enrollment, or as handbooks are modified. Extra copies are available in the office.



Tracy Petersen, RECE
Director

Handbook Revised: January 2025

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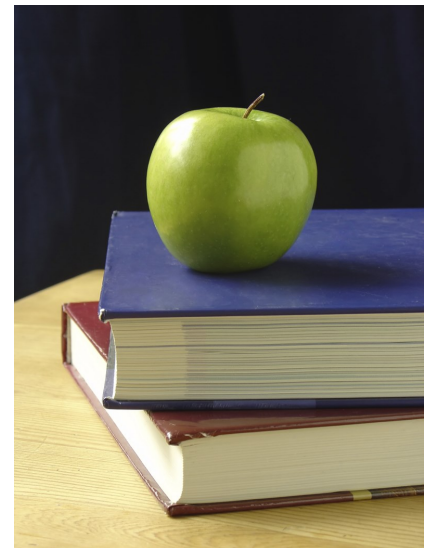
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Forms included in your Parent Package:

- General Information Regarding Your Child
- Parent / Guardian Consent Forms
- 4 Foundations of Learning / Continuum of Development
- 6 Steps to Problem Solving
- Immunization Records
- Payment Schedules
- Pre Authorized Debit Forms

These forms are to be completed and returned to the Administrative staff before your child's first day.



WELCOME

Sunshine Children’s Centre is a non-profit program that has been in operation for over 45 years. It is licensed by the Ministry of Education and follows the Child Care and Early Years Act. The Centre is owned by The Church of the Nazarene. For more information about the Church of the Nazarene, please visit their website at www.centralnazarene.ca.

We welcome all families to our school. We are pleased that you have chosen our Centre & trust that we will meet all of your child’s needs & provide an ideal environment for their full development. We look forward to a positive relationship & interchange as we serve your family.

If I can assist you in any way, please feel free to contact me,

Tracy Petersen, RECE Director

Parent Communication Childcare App: We use the Lillio Childcare App (formerly HiMama) as our primary communication tool. Parents can receive updates about their child's day, communicate with their child's teacher, and access information about their child's daily schedule and menu. Important newsletters and information from the administrator will also be posted on the app. We will provide you with additional information and instructions on how to download the app. Important newsletters and other relevant information from the administrator will also be shared on the app.

PROGRAM STATEMENT

Our Goal

Our goal is to respect each child as a unique individual, providing a safe, high quality program based on the understanding that children’s early learning experiences have a profound effect on their development. We recognize that a **play-based curriculum**, supporting pedagogy, is the most effective way to support children's learning. The Centre follows and requires all staff to be familiar with the Ministry of Education Think Feel Act, How Does Learning Happen & ELECT framework, based on the continuum of development as a curriculum model and for documentation. Our play based curriculum focuses on age-appropriate experiences that promote each child’s physical, cognitive, social, emotional, and creative development. Teacher / child interactions ,and observations are a key component to a successful outcome. “Play is a means to early learning that capitalizes on children's natural curiosity and exuberance” (Stronach,R. (2009). ASCY; For the sake of play.)

Our program is based on the understanding that children are competent, capable learners & that responsive, positive caregivers are key in supporting children to reach their full potential. It is organized around four foundational conditions that are important for children to grow and flourish

- **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 develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

Ontario Ministry of Education. How Does Learning Happen? Ontario’s Pedagogy for the Early Years

All staff are required to have an understanding of the following resources. The principles in each document work together to guide our curriculum.

Copies of the following Ministry of Education resources are available on our website, at the Centre & online:

1. Think, Feel, Act: Lessons From Research About Young Children, <http://www.edu.gov.on.ca/childcaresearch.html>
2. How Does Learning Happen <http://www.edu.gov.on.ca/childcare/pedagogy.html>
3. Early Learning Framework <http://www.edu.gov.on.ca/childcare/oelf/>

The Centre / Educators Role:

- Observe the children at play in order to generate extensions of the learning experiences. Participate in play, challenge thinking, assist with problem solving, adding materials that build on the child's ideas. Based on observations set goals and follow through on learning extensions in other areas.
- Educators participate in & document individual team and full staff meetings on a regular basis.
- Set up healthy, child initiated and adult supported, stimulating indoor and outdoor environments and experiences that will peak the children's interests and support learning.
- Set up the classroom environment and daily schedule to capitalize on children's natural curiosity, providing opportunities to have uninterrupted periods of child directed play and to enhance learning.
- Introduce various materials to extend the learning experience based on the child's interests.
- Ask open ended questions, make suggestions to stimulate thinking, build language development and extend the learning experience.
- Use various types of documentation to maximize the domains and skills outlined in the "Continuum of Development." Recognize that children's skills are emerging. Set goals and interactions for the group and individuals based on observations around the domains and skill indicators. Progress reports will be completed twice per year & are based on the emerging root skills identified in the Continuum of Development. Photo documentation will be emailed on a regular basis.
- Work with the families enrolled with the understanding that parents know their child best. Respecting diversity, equity and inclusion to maximize the learning outcome. Engage in daily interactions exchanging information about their child, promoting play based learning. Partnership with families, connect them to community resources and services that will be beneficial to the child and family. Provide opportunities for parent engagement & feedback such as special events, surveys, photo documentation, newsletters, workshops, parent –class participation. (see parent engagement opportunities)
- Reflective, positive, kind, warm interactions with the children will role model constructive behaviour where the children feel safe and have an opportunity to thrive. Recognize that children build brain development through positive relationships with others.
- Have a clear understanding of self regulation & how children cope with stress. Assist children with self regulation skills, implementing strategies to develop their self-regulation capacities.
- Encourage children to problem solve & refer to the 6 steps to problem solving for guiding children's behaviour: 1. Approach calmly 2. Recognize how the child is feeling 3. Gather information 4. Restate the problem 5. Ask for ideas 6. Give follow-up support.
- Ensure a safe & healthy environment, adhering to government bylaws & the regulations & requirements of the Ministry of Education outlined in the Child Care & Early Years Act, 2014.
- Work with Early Years Specialists from the Region of Peel. Use the Operating Criteria twice per year as an environmental assessment tool.
- Provide an inclusive, supportive environment and access partners such as PIRS Peel for additional assistance as required. (see inclusion policy)
- Offer a variety of different programs such as weekly music lessons, allowing children to engage in various forms of expression.

- Encouraging positive eating environments with opportunities for children to self serve & engage in pleasant conversations. Provide nutritious meals that follow Canada's Food Guide & are planned by registered dietitians. Provide seasonal newsletters from Food For Tots to parents with information around healthy eating.
- Arrange weekly physical fitness programs for children to encourage physical fitness & healthy well-being.
- Connect to others through regular visits with the Senior Citizens in our community through an intergenerational program. Recognizing the need to listen to the children and seniors in our midst. The former is our future & the latter, the means to understanding our past.
- Recognize the importance of fresh air & outdoor experiences, understanding the physical, cognitive and social/emotional benefits of being outdoors. Encourage children to be physically active and extend interests in a natural outdoor environment. Facilitate opportunities for group games, large motor activities & an appreciation for nature. Use the community resources and park lands, greenhouses, & natural trails that surround the Centre, going for seasonal nature walks & exploring our beautiful neighbourhood.
- Our staff are expected to be reflective practitioners & life long learners, continuing to gain knowledge that will benefit themselves and the children. Sunshine Children's Centre is a proud participant in Raising The Bar, a quality initiative in the Region of Peel, all staff meet the requirements for Professional Education each year. Staff are advocates for the profession recognizing that Early Childhood Educators have a specialized knowledge of child development. The Centre Supervisor is a member of numerous early learning initiatives in the Region such as Child Development Resource Connection Peel, Raising the Bar Advisory Committee and Humber College ECE faculty.

Program Statement Implementation

We recognize that responsive, positive, knowledgeable caregivers are key in supporting children to reach their full potential. Individual staff, student & volunteer observations are documented on a regular basis to ensure that the approaches set out in the Program Statement are being implemented. Observations will be completed at anytime on a regular basis & documented a minimum of twice per year. The observations will be discussed with the individual staff or staff team as needed. If necessary staff may be required to meet with the Directors, review the Centres policies, participate in peer mentoring, or attend training sessions to meet the program requirements.

Inclusion

Our Centre believes that every child is unique, with individual strengths and competencies. We recognize each child's talents and diverse needs. All children have the right to be treated with dignity and respect and to be supported to reach their full potential. We aim to include all children and families in our program. We are pleased to work with PIRS Peel & community partners such as Erin Oaks, Community Living, and Peel Children's Centre with parent consent, to enhance our ability to support children with special needs through training, case coordination, transitional support and goal setting. Inclusion benefits all of the children and families enrolled, the children have an opportunity to develop an acceptance and awareness of diversity and individual differences. We will do our best to make modifications within the classroom to promote full participation.

Withdrawal: If a safety issue arises, or if the child's needs have been assessed & the Centre's ability to support those needs & outside agency support is unavailable or has been exhausted, the Centre has the right to terminate care. Two weeks notice will be given. In the case of a safety issue termination may be immediate.

Support for Children with Differing Abilities

Peel Inclusion Resource Services works with families and licensed child care providers to support children with special needs & differing abilities.

Families that are concerned about the development of their child who is attending licensed child care, or will be starting child care within 2 weeks, can access extra support. We want all children to reach their full potential. Peel Inclusion Resource Services (PIRS) helps ensure the child care experience is positive and inclusive.

<https://www.peelregion.ca/children/special-needs-child-care.asp>

PROGRAMS & FEES

PROGRAM DEFINITIONS

Full Time Preschool

Full day program for children ages 30 months to 4 years of age. Full noon meals with a.m. & p.m. snacks.

Nursery School

A part time program offering classes from 9:00 to 11:30 or 1:00 to 3:30 for two, three or five days per week. The Nursery School runs concurrently with the school system and is closed for the summer months, Christmas & the March Break.

Kindergarten Summer Camp: For children aged 4-5 enrolled in the school system. Includes lunch, a.m. & p.m. snacks. Various planned & self directed indoor and outdoor, age appropriate activities are available.

ADMISSION & ENROLLMENT

A. A tour will be arranged to familiarize you and your child with the surroundings, answer questions and pick up admission forms prior to enrollment.

B. Registrations are accepted subject to availability of space and accommodations.

C. Ages of admission are 30 months through 10 years of age.

D. Full time children will have the opportunity to participate in a visiting week. They may attend 2 hours per day to become familiar with the program, staff & children. Visits will be pre-arranged with the Administrator.

E. The following forms are required and need to be completed prior to placement:

1. Registration forms & Policy sign off forms signed by the parent or guardian.

2. Completed record of immunizations or children identified as not having been immunized have a completed and where applicable notarized ministry-approved form in their records of either:

a) The Statement of Conscience or Religious Belief form; or b) The Statement of Medical Exemption form.

3. Signed Service Agreement & Consent Forms / Privacy Policy

4. Pre-Authorized payment forms

WAITING LISTS

Sunshine does not charge a deposit or fee for parents to be added to the waiting list.

Children can be added to the waiting list via telephone call, in person, email or through the website. To maintain a fair equitable place on the waiting list, children must be the age of 24mos when added to the waiting list. To ensure privacy and confidentiality, only the administrative staff have access to the waiting list. The waiting list is maintained through Childcare Pro software system. As spaces become available, they will be offered to parents in order of date added to the waiting list, however, priority spaces are given to siblings & children currently enrolled switching to a different program.

PROGRAM FEES

Please note: Sunshine has opted to participate in the Canada Wide Early Learning and Child Care (CWELCC) system. Children who are six years old are eligible until June 30 of that calendar year, until the child completes senior kindergarten. When will my fees be reduced? • If you have a child of eligible age you will see the following reductions:

Registration Fee

As of January 2025 registration fees have been waived

Full-Time Preschool (As of January 2023, includes the CWELCC reduction)

\$106.30 per week (\$21.26 per day) lunch and snacks included
BASE RATE \$45 per day CWELCC Reduced Rate \$21.26 per day

Kindergarten Summer Camp Non CWELCC rate (children older than 6yrs)

\$225 per week (special events & snacks included, bring a packed lunch)
Kindergarten Summer Camp CWELCC rate for children under 6 years old
\$106.30 per week (special events & snacks included, bring a packed lunch)
BASE RATE \$45 per day CWELCC Reduced Rate \$21.26 per day

Nursery School (includes the CWELCC reduction) Daily snacks included in the fee.

5 days per week: BASE RATE \$420 per month CWELCC: \$261 per month

Gymnastics Program: \$25 per month Sunshine covers the remainder of the costs

Pre-Authorized Debit:

Bank debits will appear as "Telecom / Telecom Options". Our daily rate system is based on your child's daily rate multiplied by the number of days in the month. Please complete the included PAD agreement form upon enrollment.

Payments are collected through a Pre-Authorized Debit with your financial institution. Parents can choose to have the full outstanding balance withdrawn on the 1st of every month, or 50% of the outstanding balance on the 1st and the remainder on the 15th of each month.

At the beginning of each month when the billing cycle runs, parents will receive monthly invoices via email. This is a standard account invoice for your information only. If you are set up on the PAD system, you do not have to take any action; payments are withdrawn automatically as per your instructions. Please ensure your email address is up to date.

Pre-Authorized Debit Fee: The parents will be charged an administrative fee of \$2 per transaction, which covers the cost of the transaction fee charged to Sunshine.

Parents must keep track of their payment schedule. For account inquiries, please contact the Administrator. The Centre may terminate care if fees are over three weeks late.

transaction fee charged to Sunshine.

Parents are responsible to keep track of their payment schedule. If you have questions regarding your account direct them to the Administrator. The Centre reserves the right to terminate care if fees fall behind more than three weeks.

Summer Camp: fees are non refundable & based on the number of weeks your child is enrolled.

Financial Assistance : Need Help Paying For Child Care?

For families that meet the eligibility requirements & have a valid reason for care, the Region of Peel provides financial assistance to help families with their child care costs for children up to 12 years of age in licensed child care programs. If you require fee subsidy, please contact the Region of Peel online <https://www.peelregion.ca/childcare-subsidy/> or call 905-793-9200

Late Fees

Our Centre closes promptly at 5:30p.m. (Nursery School promptly at 11:30 / 3:30)

Please respect this time as our staff have other commitments. In case of emergency telephone, the Centre and notify the staff on duty. The following overtime charges will apply to non emergency situations:

1 - 15 minutes late: \$10 charge 16 - 30 minutes late: \$20 charge 30 - 60 minutes late: \$30 charge

Late fees are to be paid by cash to the last staff on duty. Repeated late pick up may result in termination.

Returned Checks

A charge of \$20 will be issued for any returned checks.

Income Tax Receipts

Income tax receipts are issued in February each year. Please ensure to indicate on the enrollment form who the income tax receipt will be made out to.

HOURS & CLOSURES

HOURS OF OPERATION / HOLIDAYS & CLOSURES (regular fees apply)

The center is open year-round from 7:30 a.m. to 5:30 p.m., Monday through Friday, except for the following holidays: Christmas Eve, Christmas Day, Boxing Day, New Year's Day, Victoria Day, Good Friday, Labor Day, Canada Day, Thanksgiving, Civic Holiday, and Family Day. Parents will be notified of any additional closure days during the Christmas week.

PD Day: the centre will be closed one day each year for professional development, parents will be given a minimum of one months notice prior to the date of the PD day training in order to make alternate arrangements.

First Aid / CPR Training:

The center will close for one day every three years to allow staff to complete certification in standard first aid, including infant and child CPR. Parents will be given a minimum of one month's notice before the training day so they can make alternative arrangements for childcare on that day.

Emergency Closures

If both, the Dufferin-Peel Catholic and Peel Public School Boards decide to announce a *Full System Closure* Sunshine will also close. Decisions are made in the early morning before 7:00 a.m. & would be announced on local TV / radio stations including City TV , CP 24 Breakfast Television and 680 news.

Families will also be notified through our Lillio Communication App.

VACATION / WITHDRAWAL / TERMINATION

Vacation

You may withdraw your child for vacation for any number of days. However, full fees apply throughout the year.

If you prefer to remove your child from Sunshine for the entire summer, you may choose to go on the waiting list or pay 1/2 of the weekly fee until your child returns to hold your spot. However, please be advised that the Centre usually maintains a lengthy waiting list for all programs.

Fees are charged for all periods of absence than to maintain your child's place in the Centre. This includes all statutory holidays and sick days.

Adjustment

Withdrawal

1. Clients who wish to discontinue childcare service with Sunshine, must give two weeks of advanced notice of withdrawal. (Nursery School 1 months' notice)
2. Your child's withdrawal date will be two weeks from the date notice is given, and you will be charged accordingly regardless of actual attendance.
3. If notice is not given, one month's tuition will be charged from the child's last day of attendance.

Termination

Sunshine Children's Centre may terminate services if a safety issue arises, policies & procedures are not followed, children have been picked up late more than 3 times, or fees fall behind for more than three weeks. The Centre reserves the right to remove a child from the program upon giving a two-week written notice to the parents if the provider believes that to continue care might be detrimental to the child or program, or if we feel that your child requires a smaller setting or one on one care.

Typical Preschool Daily Schedule

PROGRAM DAILY SCHEDULES

We believe that a play-based curriculum with positive adult-child interactions that supports the interests of the child is key to maximizing child development.

The classroom is intentionally set up with materials and equipment to encourage learning. A number of interest centres have been intentionally set up to encourage children to explore ideas and make independent choices while building self worth. Our creative hands-on environment allows each child to move at a pace appropriate to that child. Individual, small & large group activities interweave in an atmosphere which fosters respect for differences, & cooperation. We believe that early child development sets the foundation for lifelong learning, behavior and health.

Weekly Gymnastics programs may also be offered at an additional cost.

7:30-8:00	Arrival / Play Experiences Informal Verbal Planning	Shared play experiences / Dramatic Play / Science / Sensory / Language & Literacy / blocks / floor toys / seriation, classification & math experiences / computer center open
8:00-9:00	Play Experiences Message Board Open Morning Snack	Message Board: provides children with important information about the day ahead. The children "decipher" messages to support language and literacy development. Snack: self-serve to encourage independence
9:00-10:00	A-Small Room Downstairs B-Outdoor Physical Fitness C-Inside Play experiences & Teacher Initiated Small Group Activity	Small Room: Several learning centres are set up where the children can explore via hands-on materials including practical life experiences. The children work independently in this room.
10:00-11:00	A- Outdoor Physical Fitness B- Inside Play experiences & Teacher Initiated Small Group Activity C-Small Room Downstairs	Small Group: The teachers develop and implement an activity based on the children's interests and area of skill development. Math, science, literacy, create or cooking experience
11:00-12:00	A-Inside Play experiences & Teacher Initiated Small Group Activity B- Small Room Downstairs C-Outdoor Physical Fitness	Outdoors: Children develop large motor skills in a natural environment. Place value on the Importance of staying healthy through physical experience
12:00-12:30	Nutritional Lunch A dietician planned nutritious meal provided by "Wholesome Kids Catering"	Children practice turn taking, table manners, passing and serving food. Various foods and healthy eating habits are discussed. Social skills and language development are encouraged.
12:30-2:30	Rest Time (1:00 non sleepers- books) 1:20 non sleeper quiet activities begin	Options for the non-sleepers include: art activities, puzzles, books, quiet cognitive games, board games, quiet interest tables
2:30-3:30 (2:15-3:45)	Outdoor Physical Fitness	Outdoors: Children develop large motor skills in a natural environment.
3:30-4:15	Play Experiences Afternoon Snack	A healthy afternoon snack is provided. Opportunity to review what they have been working on that day.
4:15 - 5:15	Large Group: Music / Movement and Group Games Play Experiences	Building a sense of community. Interactive games, and music activities. Storytelling, drama. Opportunities for choices and leadership roles. Shared play experiences / Dramatic Play / Science / Sensory / Language & Literacy / blocks / floor toys / seriation, classification & math experiences
5:15-5:30	Limited Play Experiences	The play centre options will be limited as the children prepare for departure time.

Nursery School Daily Schedule

We believe that a play-based curriculum with positive adult-child interactions that supports the interests of the child is key to maximizing child development.

The classroom is intentionally set up with materials and equipment to encourage learning. A number of interest centres have been intentionally set up to encourage children to explore ideas and make independent choices while building self worth.

Our creative hands-on environment allows each child to move at a pace appropriate to that child. Individual, small & large group activities interweave in an atmosphere which fosters respect for differences, & cooperation. We believe that early child development sets the foundation for lifelong learning, behavior and health.

TIME	ACTIVITY	LEARNING EXPERIENCE
9:00-10:30 1:00-2:30	Arrival Play Experiences Discovery Tables	Shared play experiences / Dramatic Play / Science / Sensory / Language & Literacy / blocks / floor toys / seriation, classification & math experiences Discovery Tables: Teacher initiated activities set up & based on interests and area of skill development. Focus: Math, Literacy, Science, Creative or Cooking
10:30-10:45 2:30-2:45	Morning Nutritional Break	Prepared snacks meet the recommendations set out "Eating Well with Canada's Food Guide" to support children's health and well-being in a positive eating environments.
10:45-11:00 2:45-3:00	Washroom Dressing for Outdoors	Children are encouraged to independently use the washroom and practice self help skills to dress for outdoor play.
11:00-11:30 3:00-3:30	Outdoor Physical Fitness & Large Group Or if weather does not permit: Indoor Large Group Play	<u>Outdoors:</u> Children develop large motor skills in a natural environment. Connecting to the natural world contributes to children's mental, physical, emotional & spiritual health. <u>Large Group:</u> Building a sense of community. Interactive games, and music activities. Storytelling, drama. Opportunities for choices and leadership roles.

Summer Camp :

The School Age & Kindergarten children participate in a variety of exciting activities based on the children's interests and the weekly themes. Themes may include: Around our World, The Great Outdoors, Scientists, Sunshine Master Chefs etc. The main program runs from 9:00-4:00.

TIME	ACTIVITY
9:00-9:20	Message Board
9:20-9:30	Nutritional Snack
9:30-10:00	Child Initiated Play Options
10:00-11:00	Group A: Outdoor Physical Fitness Group B: Creative Options & Planned Activities
11:00-12:00	Group A: Child Initiated Play Options, Creative Options Group B: Outdoor Physical Fitness & Group Games
12:00-12:30	Nutritional Lunch
12:30-1:30	Quiet Time Options such as: books, board games, puzzles, cards, limited technology, gimp, fuse beads, sewing
1:30-2:30	Group A: Outdoor Physical Fitness Group B: Child Initiated Play Options, Creative Options
2:30-3:00	Nutritional Snack
3:00-4:00	Group A: Teacher Initiated Interest Based Activities Group B; Outdoor Physical Fitness & Group Games

MONDAY	<u>PARK DAYS</u> FLEETWOOD, GARNETWOOD OR CENTENNIAL PARK, SPORTS AND GAMES, NATURE EXPLORATION
WEDNESDAY	<u>PARK DAYS</u> FLEETWOOD ,GARNETWOOD OR CENTENNIAL PARK, SPORTS AND GAMES, NATURE EXPLORATION
THURSDAY	SPECIAL EVENT OR TRIP DAY

OUTDOOR PLAY / GYMNASTICS / REST REQUIREMENTS

Outdoor Play

Child Care and Early Years Act, 2014 (CCEYA) Requirements For Outdoor Play

Every licensee shall ensure that the program in each child care centre it operates is arranged so that, (c) each child who receives child care for six hours or more in a day spends time outdoors for at least two hours each day, weather permitting, unless a physician or parent of the child advises otherwise in writing.

Our center places a high value on outdoor play experiences. Outdoor play reduces stress and exposes children to fresh air and sunlight while allowing them to explore their interests in a natural environment. It also provides a wonderful form of exercise, helping children develop muscle strength, coordination, flexibility, and a variety of social skills involved in sports and outdoor activities. Additionally, children gain an appreciation for nature, gardening, insects, and animals. Research has shown that children who regularly play outdoors are happier, healthier, and stronger.

Weekly Gymnastics Program

We are pleased to offer a 40min weekly Gymnastics program implemented by Funkey Kids at a reduced rate. Parent fee is \$25 per month & Sunshine covers the remainder of the costs. This includes a t-shirt.

Funkey Kids works on the long-term, physical, cognitive, and social development of children. The program strives to develop confidence and a positive self-image in a fun and challenging environment. Using specialized equipment and positive reinforcement Funkey Kids helps kids develop good habits in the area of physical activity and healthy living. <https://funkeykids.ca/about-us/>

Rest Time

Child Care and Early Years Act, 2014 (CCEYA) Requirements

47(2) Every licensee shall ensure that the program in each child care centre it operates is arranged so that, (a) each child in a licensed toddler or preschool group who receives child care for six hours or more in a day has a rest period each day not exceeding two hours in length; and (b) each child in a licensed toddler, preschool or kindergarten group is permitted to sleep, rest or engage in quiet activities based on the child's needs.

The need for rest & sleep varies greatly at different ages & even among children of the same age. We will meet the needs of each individual child based on consultation with parents regarding their child's sleeping arrangements at the time of enrollment, classroom transitions & upon a parent request.

Parents will be notified of any significant changes in a child's sleeping patterns or behaviours during sleep & adjustments will be made as required.

We will take into consideration instructions given by parents regarding their child's sleep and rest period & will be followed as closely as possible but the Centre also needs to take into consideration the needs of the individual child. The program is required to allow the child to sleep rest or have quiet time according to the child's needs.

Direct visual checks of each child will be conducted during sleep time.

Each child has their own assigned cot. Please provide a child sized blanket from home, the blankets are to remain at Sunshine and will be laundered.

BEHAVIOUR MANAGEMENT

Self Regulation & Behaviour Management

Our objective is to provide an environment which encourages and supports the development of self-regulation (coping with stress) and self-behaviour management in dealing with interpersonal relationships and the nurturing of a healthy respect for the rights of others and our community. Providing a positive environment with a variety of play experiences and equipment keeps negative interactions to a minimum. The following developmentally appropriate guidance techniques are used.

When dealing with conflict resolution the staff use the **Six Step Problem Solving technique:** (see included document)

1. Approach calmly
2. Recognize how the child is feeling
3. Gather Information
4. Restate the problem
5. Ask for the child's idea for problem resolution
6. Follow up support

Other training includes “Setting the Stage for Successful Behaviour” , “Self Regulation Workshops” & other strategies such as:

Positive Reinforcement: The child will be given positive encouragement when demonstrating acceptable behavior.

Setting Fair & Realistic Guidelines: Ensuring rules & expectations are age appropriate so children can be successful.

“When...Then” Statements: A statement in which a child is encouraged to accomplish something before going on to something else. Example: “When you finish picking up the blocks, then you may go outside.”

Choices: Encourages children to feel responsibility for their own behavior. Giving choices that will lead to the desired behavior. i.e. “Do you want to tidy up the large blocks or the small blocks?”

Natural Consequences: This suggests that what happens should naturally follow the behavior i.e. if a child knocks over someone’s blocks, they should build it back up. This will help to make the connection between their behavior and the impact on others.

Calming Down Time: This technique is used only if a child has lost control & is hurting themselves, others or equipment. When the child shows that he/she is ready, the child is encouraged to join the rest of the group and try again. Where inappropriate behavior is considered extreme or dangerous to the child and or others, you will be notified at once.

Prohibited Practices

The following prohibited practices are never permitted at Sunshine.

- (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

Monitoring Behavior Management

The safety and well being of every child in our care is essential. Many provisions have been put in place to ensure the environment is safe. Ongoing individual staff observations are documented and discussed with staff on a regular basis to ensure that the guidelines set out in the program statement, policies, procedures and individualizes plans are being implemented.

STAFF

STAFF

Highly trained, caring, experienced staff that have a genuine passion for working with children is the outstanding feature of our Centre. The majority of our staff team have been with Sunshine for over 20 years. We understand that parents and families are the first and most powerful influence & that at Sunshine we need to have a reciprocal partnerships with parents, families and communities to best serve the children.

All employees of the Centre have met the requirements of the Child Care and Early Years Act, 2014. Requirements include Vulnerable Sector Criminal Reference Checks & current First Aid & CPR training as required by law. Our RECE's are registered and in good standing with the College of Early Childhood Educators. The practice of early childhood education in Ontario is regulated by the College of Early Childhood Educators (the College) in accordance with the *Early Childhood Educators Act, 2007* and the regulations and by-laws made under that Act. The *Code of Ethics and Standards of Practice* communicate the scope and nature of the early childhood education profession. These standards convey certain expectations for which it is reasonable to hold members of the profession accountable. (<https://www.college-ece.c>)

Staff Professional Development

Staff are encouraged to be lifelong learners & to remain current in field of child development, they are encouraged to take courses, attend workshops & participate in a number of professional development opportunities. Our staff strive to look for new ideas based on the interests of the children & improve the program whenever possible, we are dedicated to promoting and recognizing professional development.

Our staff have chosen this profession because we truly believe that the early years are the foundation for all future learning, behavior, and health. Every experience in a child's life early on has an impact on development, both now and in the future

Raising The Bar Peel

Every child deserves the right to excellent care & we are committed to improving the quality of child care in Peel Region. Sunshine Children's Centre participates in Raising the Bar in Peel, an ongoing quality initiative for child care and early years programs in Peel. More information about RTBP is available on our website. The Sunshine Director, Tracy Petersen was recognized as the first ever recipient of the "Lorna Reid Raising the Bar Award" to recognize individuals who continue to support and make a difference in improving the quality of the lives of children and families in Peel.

Supervision of RECE Students

Occasionally, students from may be working in our classrooms as part of their field practicum experience. You will be notified if a student is in your child's classroom.

The field placement component for Early Childhood Education is one of the most valuable experiences for students. The purpose of the placement is for students to practice teaching in the program and to benefit from the modeling and guidance that the Teachers at Sunshine provide. Students on placement are not included in our teacher/child ratios nor are they ever permitted to be left alone with any child. Prior to placement students are required to meet the proper first aid, health requirements and complete a Vulnerable Sector Criminal Reference Check. Students also go through an orientation process to familiarize them with Sunshine's policies and procedures and are monitored to ensure compliance.

PARENT ISSUES/CONCERNS & PARENT INVOLVEMENT

Parent Issues and Concerns Policy and Procedures

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child (ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by the Directors & staff at Sunshine 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 two business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the 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/childrensaidd/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, etc	Raise the issue or concern first to the classroom staff directly	Address the issue/concern at the time it is raised Or Arrange for a meeting with the parent/guardian within three business days.
General, Centre- or Operations-Related E.g: child care fees, , staffing, waiting lists, menus, etc.	Raise the issue or concern to the Director / Assistant Director	Document the issues/concerns in detail.
Staff-,Supervisor-, and/or Licensee-Related	Raise the issue or concern to the individual directly or the Director / Assistant Director *All issues or concerns about the conduct of staff, students 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.	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 three] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide
Student- Related	Raise the issue or concern to the staff responsible for supervising the volunteer or student or the Director / Assistant Director	a resolution or outcome to the parent (s)/guardian(s) who raised the issue/ concern.

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 District Advisory Board.

905-614-0914. Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Issues/concerns may also be reported to other relevant regulatory bodies where appropriate.

Parent Survey

Parents may be asked to complete a Parent Satisfaction Survey which is confidential, we value our parent feedback.

Progress Reports

Full time Preschool students will receive a report card in January and also at the end of the school year. The purpose of the report is to inform parents of their child's progress. Although each child has different levels of maturity and abilities, a report will be a tool for the teacher to monitor what areas the child may need some assistance with. The reports are based on the Foundations of Learning, Continuum of Development & ELECT framework, identifying root skills that are emerging.

Parent Teacher Interviews

You will have an opportunity to meet with your child's teacher if requested for a Parent/Teacher Interview. However, anytime you have a concern regarding your child's development, please feel free to speak with the Teachers and Administrative staff.

Conflict of Interest

Unless otherwise approved by the Director, staff are not permitted to provide care for the children enrolled outside of work hours. This situation creates a conflict of interest & is not a professional practice.

Staff are not permitted to transport children to and from home unless otherwise approved by the Director.

Social Networking:

To ensure the privacy of families enrolled at Sunshine, staff are not permitted to communicate current students. Staff are discouraged from communicating with current families enrolled. Staff are also discouraged from communicating online with former students, & families enrolled at Sunshine.

Staff Reporting Responsibility

We all share a responsibility to protect children from harm. This includes situations where children are abused or neglected. Ontario's Child and Family Services Act (CFSA) provides for protection for these children. Section 72 of the Act states that the public, including professionals who work with children, must promptly report any suspicions that a child is or may be in need of protection to a children's aid society (CAS). It includes physical, sexual and emotional abuse, neglect, and risk of harm. Failure to report could result in a charge being laid against the individual.

Parent Involvement & Engagement

Families are the first and most powerful influence on children's learning development, health and well being. We are always excited to learn more about your child & family.

We encourage parent involvement at Sunshine. The children truly enjoy when parents participate in activities with the group. Do you have a special career or hobby, play a musical instrument, cook, have a favorite children's book or craft idea to share? Perhaps you have some cultural traditions that you would be able to share with the children?

We would love to have you come in for half an hour to share with the class & Sunshine will be pleased to cover the costs for any materials etc. as needed. Please advise your child's classroom teacher to set up a time.

Family Vacations & Special Events

The children love to tell us about vacations and special events in their lives. Each morning we have "message board" this is a wonderful opportunity for the teachers to share your child's events. It would be very beneficial to have some photos, small trinkets etc. from the event to show the children. You can also email a couple of photos to sunshinecc@look.ca so we can print them out, or send them through our Lillio App.

Fundraisers:

Parents are welcome to assist with our fundraisers. .

NUTRITION

Nutrition:

Food and nutrition are important components of a child's healthy development. Sunshine Children's Centre emphasizes freshness and high quality, nutritious lunches and snacks. Lunchtime routines are a pleasant experience with an opportunity for staff to encourage self help skills, manners & healthy eating habits. Guided opportunities to practice self serving is very important. Children's appetites & quantities eaten vary for meal to meal, staff are sensitive to individual likes and dislikes. Children will never be forced to eat, however, they will be encouraged to try their food. Concerns regarding circumstances where a child continually refuses to eat will be directed to the Administrative staff & parents. Region of Peel dieticians may also be consulted for suggestions.

Wholesome Kids Catering: <https://wholesomekids.ca/>

Lunchtime meals are prepared by Wholesome Kids Catering. WKC has its own nutritionists and in house chefs. They prepare almost all items exclusively from scratch, and offer nutritionally balanced and delicious meals for your child. Seasonal 4 week registered dietician approved menus are based on the Canada Food guide and the provincial CCEYA . Menus are posted outside your child's classroom and children having lunch at Sunshine will receive a copy of the delicious menu at the beginning of each month.

Pork is not served on Wholesome Kids Catering menus. Lactose intolerant or milk allergies will be given a substitution. Vegetarian and vegan diets will also be accommodated.

Special Dietary Arrangements

Special dietary / feeding arrangements made with the Centre require written instructions from a parent, all individual food containers must be labeled with the child's name & will be stored, prepared served so as to retain maximum nutritive value and prevent contamination. Parent provided food must be in keeping with the Center's Anaphylaxis Policy & must meet the nutritional requirements of Canada's Food Guidelines.

Food Handlers Certification

Our kitchen staff & one additional staff are required to have a valid Food Handlers Certification

Bagged lunches / Summer Camp

Healthy, nutritional lunches play a vital role in children's health, development & well being. All summer camp students bringing in lunches during the summer months, must comply with the Lunch Bag Policy & Guidelines.

Food From Home

In order to prevent accidental exposure to allergy causing items, please do not bring food items from home into the building, unless otherwise approved as a special diet.

Anaphylaxis

At Sunshine, we have children who are at risk for potentially life-threatening allergies. Anaphylaxis is a severe reaction that can be caused by food, insect stings, medications, or other substances. Sunshine has an anaphylaxis plan in place that is designed to ensure that children at risk are identified, strategies are in place to minimize the potential for accidental exposure.

It is the Parent's responsibility to

- Inform Sunshine of their child's allergy
- In a timely manner, complete the Emergency Plan, and return it to the Administrative staff.
- Ensure the epi-pen is at Sunshine each day with their child.
- Ensure the epi-pen is not expired.
- Advise Sunshine if their child has outgrown an allergy and no longer requires an epi-pen, advise Sunshine of any changes to the plan.

To ensure your child's safety, students will not be permitted to stay at Sunshine without an epi-pen available in case of emergency.

We want to work with you to make our Centre peanut/nut safe and allergy aware. We do not serve food items nut products. It should be understood that although Sunshine Children's Centre will do its best to prevent exposure/ingestion of an allergic item(s), your child might be exposed via the belongings of other children or parents, or accidents.

Birthdays

We are happy to celebrate your child's special day with the class.

We know sometimes families like to bring in small cupcakes to celebrate. *if you prefer to bring in cupcakes the **only** permitted ones are the small "**Two Bite Nut Free**" kind. We know they are made in a peanut and tree nut free environment. They can be found at most grocery stores including Longos and Walmart. Cakes, homemade cupcakes or other storebought ones will not be permitted due to severe allergies. If you prefer **instead** of cupcakes you may bring in a small treat such as pencils, stickers etc. Each class will have a birthday crown and treasure chest for your child to choose a birthday prize.

We encourage parents to send in one baby/ toddler photo for your child to share with the class. We have a "Birthday Form" for you to fill in with your child.

EMERGENCY MANAGEMENT & SERIOUS OCCURRENCES

An emergency would be considered an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the Centre. Sunshine has written policies and procedures in place regarding the management of emergencies. Parents please ensure all contacts are kept up to date including emergency contacts and designated alternatives for pick-up.

Medical Emergency

In the event of a medical emergency, we will first call 911, then parents or guardians will be contacted. If the parent/guardian can no be reached, the emergency contacts will be called. In the even immediate medical attention is requires, we will use the Trillium Mississauga Hospital at 100 Queensway W, or 150 Sherway Drive. Staff will advise.

Fire Emergency

A detailed fire safety plan is posted in each classroom. **Fire Drills:** The children participate in monthly fire drills and lockdown procedures are also reviews with the staff.

Emergency Evacuation Site: If necessary to evacuate the Centre, emergency services will be contacted and students will be escorted across the street to St's Martha & Mary Church, 1873 Burnhamthorpe Rd.E (905-625-5670) Upon arrival parents/guardians or emergency contacts will be called. We will ensure the supervision of the children until released to parents or designated alternates. In the case of a neighborhood or region wide evacuation the Administrators will follow the direction either directly or indirectly through local authorities.

Serious Occurrence Notification

Licensed child care centres are required to report serious occurrences to the Ministry of Education, which is responsible for child care licensing. The safety and well-being of our children is the highest priority. At Sunshine, we work diligently to provide a safe, nurturing environment for each child. In spite of all the best precautions, serious occurrences can sometimes take place. To support increased transparency and access to information , in the case where a serious occurrence has taken place a "Serious Occurrence Notification Form" will be posted in a visible area for 10 days. A serious occurrence is defined under the CCEYA as: the death of a child who receives child care at a licensed home premises or child care centre; abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a home premises or child care centre; a life-threatening injury to or a life-threatening illness of a child who receives child care at a home premises or child care centre; an incident where a child who is receiving child care at a home premise or child care centre goes missing or is temporarily unsupervised, or 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 care at a home child care premises or child care centre.

ILLNESS & MEDICAL

Children With Medical Needs

It is the parents responsibility to inform the Centre of any medical conditions or medical needs your child may have. Individual plans for children with medical needs will be developed in consultation with the parent and or health professional.

Accidents & Injuries: First Aid will be administered to a child needing care. An Incident report form is completed for accidents & injuries.

Illness Screening

Children will be visually screened as they arrive at the facility. If a child exhibits signs of illness, it will be determined if the symptoms indicate the need for exclusion until remedied. In the event a child becomes ill and needs to be picked up, the child will be separated from the rest of the group until a parent arrives.

Non Admittance

Your child will not be allowed to attend Sunshine if he/she exhibits symptoms for exclusion within a 24 hour period **(48 hours for vomiting/diarrhea)** prior to child's admittance back to school. If your child is unable to participate in the normal activities of the daily schedule including outdoor play, then your child must stay at home. In some cases, a medical certificate may be required for re-admittance,

Symptoms For Exclusion

1. Fever
- * 2. **Gastrointestinal illness: Vomiting / Diarrhea**
3. Skin rash or itching
4. Eye discharge or Pinkeye
5. Unusual behavior, irritability, lethargy
6. Persistent or Croupy coughs
9. Persistent pain

**A case of gastrointestinal illness can be defined as: • Two or more episodes of diarrhea within a 24-hour period • Two or more episodes of vomiting with a 24-hour period • One or more episodes of diarrhea AND one or more episodes of vomiting within a 24-hour period.*

Illness Reports

Serious Illness will be reported to Peel Health as per their guidelines. If you have any questions or concerns regarding illness you can contact the Peel Health Line at (905) 799-7700.

Communicable Diseases

Parents must notify us if you child has been diagnosed by a physician with a contagious illness or communicable disease so we can take the appropriate steps to lessen chance of contagion. Please check for notes posted outside your child's classroom.

MEDICATIONS

You will be required to fill in an Administration of Medication form for all medications. Unused Medication will be returned to the parent or properly disposed.

Prescription Medication

All prescription medication must be in its original container and properly labeled with child's full name, date prescription was filled or medication's expiration date, and legible instructions for administration, such as manufacturer's instruction or prescription label.

Non-Prescription Medication

A physician's authorization is needed for non-prescription medication (for example Tylenol, cough medicine.) All medications will be stored in a locked container.

Child with Known Febrile Convulsions Medical Condition

If your child is prone to febrile convulsions, a doctor's note can be kept on file giving permission, whenever necessary, to give the fever-reducing medication that you supply. If your child starts to run a fever while in the centre, we will contact you immediately.

It will be left up to the discretion of the Administrator to give a medication under a rare circumstance, with parental verbal consent, written confirmation will be required upon arrival.

COMMUNITY WALKS & FIELD TRIPS

Community Walks (Summer Camp)

Our Centre is an important part of our local community, we include a variety of learning experiences for children to explore and participate in their community through walks to local sites. We encourage parents to share suggestions and resources within the community that the children may enjoy.

Off Site Field Trips (Summer Camp)

Parents will be notified and written authorization is required for parents to fill out before their child may attend an off site excursion.

ADJUSTMENT PERIOD

What Is Normal

It is normal for your child to have some fears and misgivings about being away from you. Children, like adults, need time to get used to new situations. We suggest that you prepare your child for the changes as far in advance as possible. Discuss any concerns, talk about the new friends your child will meet and the exciting things your child will do, if you are enthusiastic, soon your child will be too.

Adjustment Period / Visiting Week

For children enrolling in the full time program, we will arrange a visiting week to make the adjustment period a gradual one for your child. We suggest that, if it is your child's first experience in daycare, that their first visit will only be two hours long and may be increased gradually by the end of the week as recommended by the staff. This way your child will learn to understand that you will be returning to pick them up & will feel more comfortable. All children adjust differently and it is common for you to observe changes in your child's behaviour. Some children may cry or throw tantrums, have toileting accidents, and change their sleep patterns and/or appetite. Other children jump right into the program and others will be more cautious and observe. Your child's teacher will be available to work with you to ensure your child's transition period is a positive experience.

Children enrolled in the Nursery School program, if your child is having difficulty with the separation, the classroom teachers may suggest a very short time for the first week or so.

First Separation Experience:

The classroom staff or Administrators will contact you, if your child is having difficulty settling, feel free to call us if you are worried.

If this is the first time your child has been separated from you, it is natural for them (and you) to be hesitant. A cheerful good-bye kiss, a smile, and a reassuring word that you will be back after work is all you need to do. Our caring staff will take it from there. Please do not sneak out when your child is not looking, usually the child will settle down shortly after you leave. We do not recommend that you stay with your child for a long period of time as this will require to adjust twice, once with you and once again when you leave.

Not Adjusting:

Not all children are ready for a structured program & staff will work with parents to assist with this new experience & transition. However; if children continue to struggle after a few weeks, it may be in the child's best interest to start with a program where parents can participate, or try again when they are a bit older.

CHILDREN'S SUPPLIES

Clothing

Children participate in a variety of activities at school, such as painting, cooking, tumbling, and climbing. Clothing should allow freedom of movement for all activities. When the weather is nice, we go outside to play, so please dress your child in appropriate outerwear. Outdoor play may involve vigorous activities, and there is a possibility that your child will come home with muddy clothes. If this is a concern, please provide older play clothing for school. Additionally, please pack a second or even third set of clothing in your child's backpack each day in case of toileting accidents. Make sure to label all clothing with your child's name.

Cubbies

Each child has a cubbie / hook at Sunshine to keep their knapsacks & provisions in. Please take home all items including creative art projects on a Friday.

Toys From Home

Please do not bring in toys from home unless our educators have advised. Staff are unable to keep track of these belongings and we do not want them to get accidentally broken or lost.

Toilet Training

The expectation is that preschool children enrolling are toilet-trained or in a transition stage. The classroom staff will work with you to assist your child reach toileting goals if required. It is important that we have consistent parent/guardian cooperation throughout the process.

Some signs your child is ready include:

- A dry diaper or pull up for extended periods of time
- They may want to sit on the potty or they tell you that they want to "use the potty" or "need to go"
- They may hide in a corner showing they are aware of their need to go
- They ask for you to change their wet or soiled pants

During the process of toilet training, please provide additional changes of clothing and shoes, accidents are common before five years of age.

Diapers/Wipes

Parents are to provide labelled diapers/pull ups and wipes as required for those children who are not yet toilet trained. Our staff will inform parents/guardians when supplies are running low.

ABSENCE / SAFE ARRIVAL & DISMISSAL POLICY

ARRIVAL

At arrival time, please accompany your child into the classroom and notify a member of staff as to your child's arrival. Similarly, when picking up your child, enter the building and make sure the staff knows you are leaving. If your child is being picked up from the playground, you must come right up to the gate. Children are not permitted to come into the building or classroom unattended. Staff must be aware that your child is present.

ABSENCE

When a child is absent from the Centre, it is **very important** to notify the Centre by 10:00. Please include the reason for the absence and the expected duration. Parents can send a note on the Lillio App (preferred), call or email the Centre. Parental cooperation is appreciated.

SAFE ARRIVAL: WHEN YOUR CHILD HAS NOT ARRIVED AS EXPECTED

When a child has not arrived as expected by 11:00 (10:00 Nursery School) , staff shall either call, email or reach out through the Lillio App. If staff are unable to reach a parent to confirm the absence, staff shall make a second attempt. Staff will leave a message through Lillo, a voicemail, or email. Staff will make a note of the second attempt in the daily log book detailing the attempt made to contact the parent.

DISMISSAL TIME

At pick up time, your child will only be released to a parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child., staff will confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual. where the above is not possible, the individual will be asked to provide photo identification and confirm the individual's information against the parent/guardian/ authorization. Older siblings picking up your child must be 18 years of age or older, be on the pick authorization or have written authorization & approval from the Administrative staff.

WHEN A CHILD HAS NOT BEEN PICKED UP & THE CENTRE IS CLOSED

When a child has not been picked up by 5:30 the closing staff shall call the parent/guardian and advise that the child is still in care and has not been picked up. Where the staff is unable to reach the parent/guardian, staff must continue to call & may reach out to another emergency contact on the Emergency Contact /Vital Information Form

Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:30 the staff shall proceed with contacting the local Children's Aid Society (CAS) [905\) 363-6131](tel:9053636131) Staff shall follow the CAS's direction with respect to next steps.

DROP OFF & PICK UP

Safety Issue

Children will not be released to anyone who is believed to be intoxicated or under the influence of drugs.

Keeping Information Current

Up to date information records are critical so that parents can be easily contacted if the need arises. Please inform the Centre immediately in writing of any change in address, home or work telephone numbers, emergency contact persons, custody issues or change in your child's medical requirements.

Custody Orders

Staff are not permitted to prevent a parent from having access to a child, exceptions: we have documentation that shows the parent does not have legal right to access, staff believe on reasonable grounds that a parent could be dangerous to the children at the premises or if a parent is behaving in a disruptive manner. It is the parents responsibility to provide a copy of court documents confirming access to the child if required.

Parking Lot Safety

You are responsible for your child in our parking lot. Our parking lot can be a very busy area during drop off and pick up times. Please ensure that your child is close to you at all times, younger children should be holding your hand. Please do not park in front of the gate, this is designated for persons requiring physical assistance and for our school bus drop off and pick up only.

Car Seats & Vehicles

The safety of each child is foremost important to the employees of Sunshine. Therefore, our safety policy is strictly enforced. Parents / Guardians are required by law to use car seats & seatbelts for their child in accordance with the Highway Traffic Act & Transport Canada. Children should never be left unattended in vehicles.

Security

As a security feature, the building is equipped with outdoor video cameras. We also have a secured entrance code to enter the building (you will be given the code upon enrollment). The building is also monitored by a 3rd party alarm company.

Smoke Free Ontario

Sunshine Children's Centre follows the regulations set out in the Smoke-Free Ontario Act. Smoking or holding lit tobacco in the child care centre or on the playground, is prohibited at all times whether or not children are present. Individuals who refuse to comply with the requirements will be asked to leave the premises.

HEALTH & SAFETY PRACTICES

Sanitary Practices

Public health units provide direction to child care centres on sanitary practices and the steps that should be taken to minimize transmission of illness and infectious diseases, in accordance with the current version of Infection Prevention and Control in Child Care Centres.

Safe Drinking Water

The Centre is in compliance and follows all regulations & rules for lead testing as outlined in the Safe Drinking Water Act. Sampling & testing for lead is conducted by a third party lab every three years as per the regulations.

Building Maintenance

In addition to the cleaning routines done throughout the day, the Centre hires a third party Cleaning company to complete an extensive list of cleaning tasks Monday-Friday evening. A third party Landscaping company is hired for the seasonal upkeep of the property. Abel Pest Control are contracted monthly as a preventative form of pest control. A third party is on contract for entrance mat cleaning and sterilizing.

Playground Safety

Our playground is to be inspected on a daily basis, a comprehensive inspection is completed by a third party certified safety inspector each year to ensure compliance with Canadian Standards Association requirements.

ROLE OF THE PARENT & SPECIAL EVENTS

- Keep a record of your child's fees & payments, ensuring payments are up to date.
- Inform the staff of any changes within your family that may impact your child.
- Value your child's accomplishments & enable new independence.
- Keep your child's information current, notify Sunshine of any changes.
- Support our staff team & communicate in a respectful manner with the staff members.
- Demonstrate a commitment to our Educational Programming.
- If you have a concern please follow the procedures for "Who to Contact"
- Participate in special activities.
- Read the parent newsletters, parent information board and notes posted outside your child's classroom.
- Respect the physical environment.

SPECIAL EVENTS

A number of special days have been planned for your child & family, some of the special activities include:

- September: Welcome Activities / Gymnastics Begins
- October: Fall Parties / Orange Shirt Day
- November: Bucket Filling" & different acts of kindness :more information to follow.
- December: Children's Charity Activity / Christmas Family Night / Special visit from Santa
- February: Valentine's Day Parties, Valentines for Seniors in the Community
- March: Going Green for St. Patrick's Day, Special March Break Activities
- April: Easter Egg Hunts / Earth Day Activities
- May: Family Day
- June: End of the school year special events
- July & August: Summer Camp

Welcome to Sunshine Children's Centre!

OUR CURRICULUM

The Four Foundations of Learning

We believe that four foundational conditions are necessary for children to grow and flourish, our programming goals are based on the following foundations to ensure optimal learning and development.

1. **Belonging:** Connecting a sense of belonging among and between children, adults, and the world around them.
2. **Well-Being:** Developing a sense of self, health and well being
3. **Engagement:** Providing environments to engage children in active, creative, meaningful exploration, play and enquiry
4. **Expression:** Fostering communication and expression in all forms

The Continuum of Development: Skill Indicators

1. <i>Social</i>	1.1 Making friends; 1.2 Conflict resolution & problem solving skills; 1.3 Peer group entry skills; 1.4 Helping skills; 1.5 Interacting positively and respectfully; 1.6 Co-operating; 1.7 Empathy; 1.8 Taking another persons point of view; 1.9 Interacting with adults.
2. <i>Emotional</i>	2.1 Self concept; 2.2 Identity formation; 2.3 Self-esteem; 2.4 Recognizing and expressing emotions; 2.5 Regulating attention, emotions ,and behaviours; 2.6 Positive attitudes towards learning.
3. <i>Communication Language and Literacy</i>	3.1 Using verbal and non-verbal communication; 3.2 Using English and the child's home language; 3.3 Vocabulary; 3.4 Conversing with peers & adults; 3.5 Using descriptive language to explain, explore and extend; 3.6 Listening to others; 3.7 Enjoying literacy; 3.8 Using and understating the power of literacy; 3.9 Retelling stories; 3.10 Phonological awareness; 3.11 Letter recognition; 3.12 Understanding of orientation & familiar conventions of print; 3.13 Matching spoken words with written ones; 3.14 Beginning to write letters of the alphabet and some high-frequency words.
4. <i>Cognitive</i>	4.1 Self-regulation; 4.2 Problem solving; 4.3Representation; 4.4 Questioning; 4.5 Observing; 4.6 Collecting & organizing information; 4.7 Reflecting and reaching conclusions; 4.8 Communicating findings; 4.9 Reasoning logically; 4.10 Classifying; 4.11 Seriating; 4.12 Counting; 4.13 Determining quantity; 4.14 Comparing quantities; 4.15 Representing numbers; 4.16 Describing and determining ordinal number and position; 4.17 Understanding tow-dimensional and three-dimensional shapes; 4.18 Identify patterns and positions; 4.19 Measuring length, weight & capacity, temperature, time, and money; 4.20 Completing simple number operations; 4.21 Using number symbols and operations; 4.22 Using spatial relations, directions, maps.
5. <i>Physical</i>	5.1 Increasing levels of activity, endurance & variation in types of activity and skills; 5.2 Gross motor ; 5.3 Fine motor; 5.4 Auditory skills and music.

Guiding children's behaviour using the six-steps of problem solving

(Adapted from: Educating Young Children, High/Scope Press, 2002: M. Hohmann and D. Weikart

Six-Steps of Problem Solving		Ages 2-3
1	Approach calmly	Get down to your child's level.
		Gently comfort her by using a quiet voice.
2	Recognize how your child is feeling	Gently reach out if your child is upset.
		Children can often be calmed by rubbing their back or face.
		Name the feeling and use simple words: "You sound angry."
3	Gather information	Watch your child.
		Describe what you saw: "I saw Tan take the truck from you, Jen."
		For children who can talk ask, "What is the problem?"
4	Restate the problem	Saying to your child, "The problem is, Tan, you want the truck and Jen, you want the truck too."
5	Ask for ideas	Ask for your child's ideas.
		Describe choices or solutions you see: You may say, "You both want the truck. We could find another truck together," or "Jen would you like to play with the car or the ball until Tan is finished with the truck?"
6	Give follow-up support	Stay nearby to see that the problem is solved.

Six-Steps of Problem Solving		Ages 3 and Up
1	Approach calmly	Be aware of your body language.
		Feeling and looking calm tells your child you are able to support him.
		Use "I" words with your child. Example: "When there is hitting I feel worried, because hitting
2	Recognize how your child is feeling	Name the feelings your child is showing.
		This may help him to "let go" of the feelings because you understand them. Example: "You seem
		Let your child know you will help him to solve his problem.
3	Gather information	Tell your child you want to listen.
		Sit close and hold his hand or rub his back to help him calm down.
		Ask "What is making you angry?"
		Listen to your child carefully for details of the problem.
4	Restate the problem	Repeat what he said, to be certain you understand the problem.
		Example: "You said you got angry because you had the truck first, is that right?"
5	Ask for ideas	Respect and explore your child's ideas - this takes time!
		Help your child to think about how he could use his ideas.
		Your child might suggest a solution: "Mark can play with the truck for five minutes and then I can
		When your child cannot find a solution to the problem, you might say: "I have an idea. Do you
		Your child may not like your idea. Respect this, and continue to explore ideas together.
6	Give follow-up support	Your child may need your support and encouragement in carrying out the idea.
		Watch to see that your child is following through with the idea he agreed upon. Tell him, "You
		If the problem is not solved, start the steps again.

SUMMARY OF RESOURCES

The Ministry has released the following resources to support professional learning of educators in early years settings. These resources are intended to strengthen quality in programs and services for young children across early years settings in Ontario.

How Does Learning Happen? Ontario's Pedagogy for the Early Years <http://www.edu.gov.on.ca/childcare/pedagogy.html>

How Does Learning Happen? is a professional learning resource designed to support program development and pedagogy in a variety of early years settings, including licensed child care centres, home-based child care, and family support programs.

Key elements of *How Does Learning Happen?* include goals for children, expectations for programs and questions to encourage reflection among educators and administrators.

Introductory guides are available to introduce you to the key ideas in *How Does Learning Happen?* The guides are tailored to the unique experiences of early childhood educators, leaders, and home child care providers. They share related resources, provide practical examples of how to use *How Does Learning Happen?* and include reflective questions on how you can get started.

A webcast that introduces *How Does Learning Happen?*, shares related resources, and discusses how the document can be integrated across Ontario has been archived at:

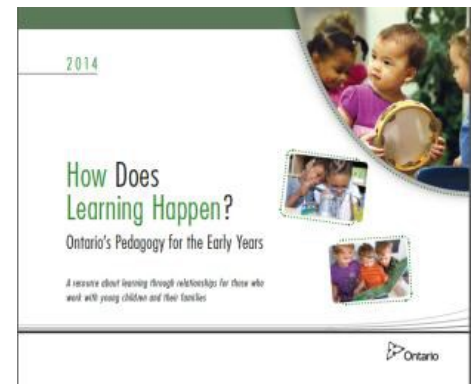
<http://events.digitalmedia.telus.com/ops/051314/index2.php?page=register>

Think, Feel, Act: Lessons from Research about Young Children

Research Briefs

<http://www.edu.gov.on.ca/childcare/ResearchBriefs.pdf>

Think, Feel, Act: Lessons from Research about Young Children is a series of research briefs that were released in Fall 2013. The research briefs highlight key research findings and practical tips for educators related to: positive adult-child relationships and brain development, learning environments, pedagogical leadership, self-regulation, pedagogical documentation, inclusion and parent engagement.



Videos

<http://www.edu.gov.on.ca/childcare/research.html>

Video segments were developed in partnership with experts and released on the Ministry's website to accompany the research briefs and support educators and other professionals in delivering high quality early years programs.



[Transcript](#) | [Mobile](#)

Excerpts From Early Learning for Every Child Today (ELECT)

<http://www.edu.gov.on.ca/childcare/excerpts.html>

Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings was released in 2007 to strengthen the quality and consistency of early years programs across the province. This framework, often referred to as ELECT or the *Early Learning Framework (ELF)*, includes six principles to guide practice in early years settings and a continuum of development for children from birth to age eight. *Excerpts from ELECT* was released in 2014 as a companion document to *How Does Learning Happen?* and includes this foundational knowledge about children in the six guiding principles and continuum of development.



Early Learning Framework Website

<http://www.edu.gov.on.ca/childcare/oelf/>

The website highlights ELECT's guiding principles, which are intended to outline what is most important for children's early learning and development. The website supports program development in early learning settings through a variety of resources, including videos, photos of early learning environments, and questions for personal reflection. The full ELECT document is also available through this website.