

# Parent Handbook

Full-Time Preschool

Part-Time Nursery School

Kindergarten Camp



Our program is founded on the belief that children are competent & capable learners who thrive in an environment of discovery. We recognize that knowledgeable and responsive educators play a vital role in guiding children to reach their full potential. Our mission is to honor each child as a unique individual and to create a safe, high-quality program, understanding that early learning experiences profoundly shape their development.



[www.sunshinechildrenscentre](http://www.sunshinechildrenscentre)

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.



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Director

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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 50 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](http://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 utilize the Lillio Childcare App (previously known as HiMama) as our main communication platform. Through this app, parents can receive updates regarding their child's daily activities, interact with their child's teacher, and view details about the daily schedule and menu. Additionally, important newsletters and updates from the administrator will be made available on the app. Further information and guidance on downloading the app will be provided to you.

## 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, Ontario Ministry of Education. How Does Learning which are foundational for literacy. Happen? Ontario's Pedagogy for the Early Years



All educators 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.

- Foster positive eating spaces where children can self-serve and chat happily. Offer nutritious meals aligned with Canada's Food Guide, planned by dietitians, and seasonal newsletters for parents on healthy eating.
- Arrange weekly physical fitness programs for children to encourage physical fitness & healthy well-being.
- Connect with others through special intergenerational projects. 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.
- Our educators 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>

## PROGRAM AND FEES

### PROGRAM DEFINITIONS

#### Full-Time Preschool 7:30-5:30

A full day program for children ages 30 months to 4 years of age. Full noon meals with morning and afternoon snacks.

#### Nursery School 9:00-11:30

A part time program offering classes from 9:00 to 11:30 five days per week. The Nursery School runs concurrently with the school system and is closed for the summer months, Christmas & March Break. Nursery School fees are divided equally over the 10 months.

#### Kindergarten Summer Camp: the main program runs from 9:00-4:00

It is designed for children aged 4 to 6. Preschool children who turn 4 and are eligible for school will transition to the summer camp at the beginning of July. Parents should provide a nut-free packed lunch for their children. Sunshine will supply two nutritious snacks each day.

### 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. 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 arranged with the Administrator.
- D. 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

**WEEKLY GYMNASTICS PROGRAM** non-base fee: \$25 per month, Sunshine covers the remainder of the cost

We are pleased to offer a 40min weekly Gymnastics program implemented by Funkey Kids, to work 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/>

**Activities off premises:** Parents will be notified in advance of any off premises neighborhood walks or field trips.

### 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 phone, in person, email, or the website, provided they are 24 months old at the time of addition. Only administrative staff can access the list. As spots open, they will be offered based on the order of addition, with priority given to siblings and children transitioning to a different program.



## PROGRAM FEES

CWELCC: Canada-Wide Early Learning and Child Care: Sunshine Children's Centre is pleased to be participating in the CWELCC program which aims to make licensed child care more affordable for families across Canada. Sunshine Fee \$45 per day CWELCC Base Fee \$21.26 (the monthly fee is based on the yearly average of 21.75 days per month)

At the beginning of each month, parents will receive an invoice via email. If you are enrolled in the Pre-Authorized Debit (PAD) system, no additional action is needed on your part; payments will be automatically withdrawn according to your instructions. Please be aware that bank debit statements will appear as "Telecom / Telecom Options."

| PROGRAM                                   | FULL FEE              | CWELCC PARENT CHILDCARE BASE FEE  |
|---|-----------------------|---|
| FULL TIME<br>PRESCHOOL<br>\$21.26 per day | \$978.75<br>Per Month | \$462.41 PER MONTH Full fee will be withdrawn on the 1st of the month OR \$231.21 1st & \$231.21 15th |
| PROGRAM                                   | FULL FEE              | CWELCC PARENT CHILDCARE BASE FEE  |
| NURSERY SCHOOL 5 DAY<br>\$12 per day      | \$420 PER MONTH       | \$261 PER MONTH   |

### NON BASE FEES

Gymnastics \$25 per month (Sunshine covers the remainder) NSF fees: \$20 Late Fees \$10-\$30

| PROGRAM  | FULL FEE                         | CWELCC PARENT CHILDCARE BASE FEE                                      |
|--|----------------------------------|---|
| KINDERGARTEN SUMMER<br>CAMP <b>CWELCC ELIGIBLE</b> | \$978.75 JULY<br>\$978.75 AUGUST | 4-6 YEAR OLDS \$462.41 JULY &<br>\$462.41 AUGUST                      |
| KINDERGARTEN SUMMER<br>CAMP <b>NON CWELCC</b>      | \$978.75 JULY<br>\$978.75 AUGUST | Full base rate fee applies at the end of the month the child turns 6. |

**Summer Camp:** Once registration is confirmed, fees are non-refundable as of June 1st. Enrollment is based on the full summer.

**Refunds/Overpayment:** Refunds or overpayment will be issued via e-transfer, or funds may be applied to the account as a credit. Refunds & credits will not be issued to accounts that are in arrears; payments/credits will be applied to the outstanding balance.

### 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 cares 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 (non base fee)**

Our Centre closes promptly at 5:30 p.m. (The Nursery School closes promptly at 11:30 a.m.). Please respect these times, as our staff have other commitments. In case of an emergency, please call the Centre and notify educators. The following overtime charges will apply for 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.

**NSF (non base fee)**      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 AND CLOSURES \*Regular Fees Apply**

Sunshine runs on a calendar (January 1st to December 31st) year.

The center is open year-round from 7:30 a.m. to 5:30 p.m., Monday through Friday, except for the following days:

#### **2025-2026**

- Christmas Holiday: December 22-26 2025
- New Year's Day, January 1, 2026
- Family Day: February 16, 2026
- Good Friday April 3, 2026
- Easter Monday April 6, 2026
- Victoria Day: May 18, 2026
- Canada Day : July 1, 2026
- Civic Holiday: August 1, 2026
- Labour Day: September 7, 2026
- Thanksgiving Day: October 12, 2026
- PD DAY #1 (Date to be confirmed)
- PD DAY #2 (Date to be confirmed)
- Christmas Holiday: December 21-25 2026

### **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 / UNFORESEEN CLOSURES (Regular fees apply)**

#### **Inclement Weather**

To keep you, your children, and our staff safe, we will close when both Peel District School Board schools close due to severe weather conditions. Board announcements are made on CP 24 & 680 News. You will also be notified through the Lillio Parent APP

#### **Unplanned Emergency Closures**

If the Centre needs to close due to unforeseen circumstances beyond our control or due to a posed safety risk, parent will be notified through our Lillio App.



## ABSENCE / SAFE ARRIVAL & DISMISSAL POLICY

### ARRIVAL

Upon arrival, please walk your child into the classroom and inform a staff member that your child is present. When picking up your child, enter the building and notify the staff that you are leaving. If your child is being picked up from the playground, you must come directly to the gate. Children are not allowed to enter the building or classroom unattended. It is important for staff to be aware of your child's presence.

### 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:905-363-6131) 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

The main entrance to the childcare facility is located at the back of the building. Parking is available near the entrance and on the east side of the building. Please remember that you are responsible for your child in the parking lot, which can become very busy during drop-off and pick-up times. Ensure your child stays close to you at all times, and younger children should hold your hand.

### 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.



## ILLNESS & MEDICAL

### 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 return to Sunshine if they show any exclusion symptoms within the 24 hours leading up to their readmission (48 hours for vomiting or diarrhea). If your child cannot engage in the regular daily activities, including outdoor play, they should remain at home. In certain situations, a medical certificate might be necessary for them to be readmitted.

### 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 pain
7. Persistent or croupy coughs

*\*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 your 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** 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.

**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.

## 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 the weekly fee until your child returns to hold your spot. 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.

### 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 reserves the right to terminate services under the following conditions:

- If a safety issue arises,
  - If policies and procedures are not followed,
  - If a child is picked up late more than three times,
  - If fees are overdue for more than three weeks.
- 
- The Centre reserves the right to remove a child from the program after providing parents with a written notice two weeks in advance. This action may be taken if we believe that continuing care could be detrimental to the child or the program, or if we feel that the child would benefit from a smaller setting or one-on-one care.





## 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 (9:30-11:30) and may be increased gradually by the end of the week as recommended by the educators. 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:

If your child is struggling to adjust, the educators or administrators will reach out. Don't hesitate to call us if you have concerns.

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.

Outdoor Play: Please provide proper running shoes. No sandals or Crocs as they may be a tripping hazard.

### 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. If your child uses diapers, please ensure they arrive at the Centre in a clean diaper.



## 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.



# PRESCHOOL FULL TIME SCHEDULE



**7:30-9:00**  
**PLAY EXPERIENCES**  
**INTEREST TABLES**

Shared play experiences / Dramatic Play / Science / Sensory / blocks / floor toys Discovery Tables: Teacher initiated activities set up & based on interests and area of skill development

**8:00-9:00**  
**MORNING SNACK**  
**MESSAGE BOARD**

Morning snack: encouraging self help skills and independence  
Message Board: provides children with important information about the day ahead. The children "decipher" messages to support language and literacy development.

**9:00-10:00**  
**SMALL CLASSROOM**

Various learning hubs are set up allowing children to engage with hands-on resources, including practical life activities. In this room, children exhibit greater independence, completing workbooks and participating in Jolly Phonics lessons.

**10:00-11:00**  
**OUTDOOR PLAY**  
**EXPERIENCES**

Washroom / Dressing for Outdoors  
Children are encouraged to independently use the washroom and practice self help skills to dress for outdoor play.  
Outdoors: Children develop large motor skills in a natural environment

**10:00-11:00**  
**LARGE CLASSROOM**

Open Play Experiences -child-initiated choices

Small Group: The teachers develop and implement an activity based on the children's interests and area of skill development. Music, math, science, literacy, creative or cooking experiences

**12:00-12:30**  
**NUTRITIONAL LUNCH**

Children practice taking turns, table manners, and serving food. Various foods and healthy eating habits are discussed. Social skills and language development are also encouraged.

**12:30-2:30**  
**REST TIME**

1:00 non-sleepers read books independently  
1:20 Options include quiet activities, puzzles, art, books, interest tables

**2:30-3:30**  
**OUTDOOR PLAY**

A high value is placed on the importance of maintaining health through outdoor physical activities.

**3:30-4:00**  
**AFTERNOON SNACK**

Nutritional snack break based on Canada's Food Guide. Children also have regular water breaks throughout the day

**4:00-5:30**  
**PLAY EXPERIENCES**

Shared, play experiences.  
At 5:00 limited play options, children prepare for dismissal

**MUSIC MONDAYS**

**WEDNESDAY: GYMNASTICS**



# NURSERY SCHOOL SCHEDULE



9:00-10:10

## ARRIVAL PLAY EXPERIENCES AND DISCOVERY TABLES

Shared play experiences / Dramatic Play / Science / Sensory / blocks / floor toys  
Discovery Tables: Teacher initiated activities set up & based on interests and area of skill development

10:10-10:30

## SMALL GROUP

Teacher-directed, small group activities based on the children's interests and area of skill development.  
Focus: Music Monday, Math, Literacy, Science, Creative or Cooking

10:30-10:45

## MORNING NUTRITIONAL BREAK

Prepared snacks meet the recommendations set out "Eating Well with Canada's Food Guide" to support children's health and wellbeing in a positive eating environments.

10:45-11:00

## WASHROOM AND DRESSING FOR OUTDOORS

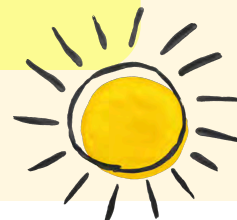
Children are encouraged to independently use the washroom and practice self help skills to dress for outdoor play.

11:00-11:30

## OUTDOOR PHYSICAL FITNESS

Children develop large motor skills in a natural environment. Connecting to the natural world contributes to children's mental, physical, emotional & spiritual health.

WEDNESDAY: GYMNASTICS



Summer Camp : The main program runs from 9:00-4:00.

Alongside activities designed by teachers, children will have the chance to create their own engaging plans. Educators will enhance these experiences by offering materials and resources to nurture their creativity. Families are asked to provide a nut-free packed lunch, and two nutritious snacks will be supplied.

## SUMMER CAMP

*Weekly activities will combine theme-based and interest-based activities, providing a diverse range of exciting options for our campers.*

**Cooking:** Our little chefs will create and prepare a variety of delicious recipes each week. They will learn about kitchen safety, food preparation, and cooking techniques. The children will also develop a business plan for a lemonade stand during the summer. At the end of the week, we invite parents to stop by and purchase some yummy lemonade!



**Cool Science:** Campers will gain an understanding and appreciation of science by participating in experiments and projects related to movement, construction, and chemical reactions. Activities include experiments conducted in the dark, followed by a GLOW DANCE PARTY!

**Interest Tables:** Each day, different interest tables and STEM challenges will be set up for campers to explore and engage hands-on.

**Dramatic Play:** Alongside our regular home center, our dramatic play area will be transformed into various setups, including a spaceship, vet clinic, campsite/garden, underwater adventure, airport, fire station, puppet theater, and much more!



**Creative Art:** Daily, planned, and open-ended creative art opportunities are set up. A variety of mixed-media materials are used to inspire creativity and imagination. Clay sculptures, still art, nature art, painting, collage and more. Our fun sensory bins may get a little goopy, bubbly, and messy!

**Outdoor Play:** Includes group games, physical fitness challenges, obstacle courses, scavenger hunts, and nature exploration.



## Outdoor Play

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.

*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.*

Educators monitor and follow warnings from Environment Canada and Peel Region regarding extreme weather conditions.

**Extreme Cold:** It is advisable to keep children indoors or limit outdoor time when temperatures, with wind chill, are between -15°C and -20°C or colder, depending on the age group. Other safety factors, such as icy conditions on the playground, will also be considered.

**Extreme Heat:** Keeping children inside or utilizing heavily shaded areas with water breaks when the humidex or temperature exceeds +32°C to +35°C.

**Other Conditions:** Staying indoors during air quality alerts, thunderstorm warnings, or other severe weather warnings issued by Environment and Climate Change Canada.

**Alternate:** When children cannot go outdoors, they can engage in active physical activities in the large foyer.

## 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 an assigned cot. Please provide a child-sized blanket from home; the blankets will remain at Sunshine and will be laundered.





## 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 dietitians 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 dietitian 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. You will receive a copy of a current menu with the welcome email. 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.





## 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

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; depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or (f) inflicting any bodily harm on children including making children eat or drink against their will.

### 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.

## EDUCATORS

Highly trained, caring, experienced educators who have a genuine passion for working with children are, 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 partnership with parents, families and communities to best serve the children.

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

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 Ministry of Education 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>)

### Professional Development

Our educators 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.



### 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, ECE college students 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 Early Childhood Education field placement is an invaluable experience for students, allowing them to practice teaching under the guidance of Sunshine's teachers. Students are not counted in teacher/child ratios and cannot be alone with any child. Before starting, they must fulfill first aid and health requirements and complete a Vulnerable Sector Criminal Reference Check, along with an orientation on Sunshine's policies and procedures, ensuring they are monitored for compliance. Sunshine does not currently accept volunteers.

### 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 protect family privacy at Sunshine, staff should avoid communicating with enrolled families, and former students online.

## PARENT ISSUES / CONCERNS

### Parent Issues and Concerns Policy and Procedures

We invite parents and guardians to actively engage in our child care centre and regularly share in their child(ren)'s experiences. Our program fosters positive interactions among everyone involved and encourages continuous communication, with staff always eager to have meaningful discussions, ensuring each interaction is a positive one.

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/childrensaid/reportingabuse/index.aspx>

### Staff Reporting Responsibility

We all have a duty to safeguard children from harm, which encompasses circumstances of abuse or neglect. The Child and Family Services Act (CFSA) of Ontario establishes measures for the protection of these vulnerable individuals. According to Section 72 of the Act, it is imperative for the public, including those who work with children, to swiftly report any suspicions that a child is, or may be, in need of protection to a children's aid society (CAS). This includes instances of physical, sexual, and emotional abuse, neglect, and potential risk of harm. Not reporting such concerns could lead to legal consequences for the individual.

## 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 arrange-  | Please address any issues or concerns directly with the classroom staff first.  | Address the issue/concern at the time it is raised<br>Or Arrange for a meeting with the parent/guardian within three business days. Document the issues/concerns in detail.<br><br>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 a resolution or outcome to the parent (s)/guardian(s) who raised the issue/ concern. |
| General, Centre- or Operations-Related E.g: child care fees, , staffing, waiting lists, menus, etc. | Raise the issue or concern with the Director / Assistant Director   |   |
| Staff-,Supervisor-, and/or Licensee-Related   | Raise the issue or concern to the individual directly or the Director / Assistant Director<br>*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. |   |
| Student- Related  | Raise the issue or concern to the staff responsible for supervising the volunteer or student or the Director / Assistant Director   |   |

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](mailto: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.



## EMERGENCY MANAGEMENT & SERIOUS OCCURRENCES

Parents please ensure all contacts are kept up to date including emergency contacts and designated alternatives for pick-up. The Centre has extensive emergency management policies and procedures in place. In case of emergency: families will be notified by phone or the Lilio Parent App which also has access to text messaging.

### 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 not 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 West. Staff will notify parents.

### 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.

## 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. Wasteco is contracted for garbage removal. Tyco oversees fire monitoring & Crown Fire conducts our annual fire safety inspection.

### 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 FAMILY

- 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.

## 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.

At Sunshine, we value parent involvement! Kids love when parents join in activities. Do you have a unique career, hobby, or talent to share? Whether it's a musical instrument, a favorite children's book, or cultural traditions, we invite you to spend half an hour with the class. Sunshine will cover any material costs. Please contact your child's teacher to arrange a time!

### Family Vacations & Special Events

The children enjoy sharing stories about their vacations and memorable occasions. Each morning, we host a "message board" which serves as a fantastic chance for teachers to highlight your child's experiences. It would be helpful to bring in some photos, small keepsakes, or similar items from the event to share with the kids. You can also send a few photos via email to [sunshinecc@look.ca](mailto:sunshinecc@look.ca) for printing, or upload them through our Lillio App.

### Fundraisers:

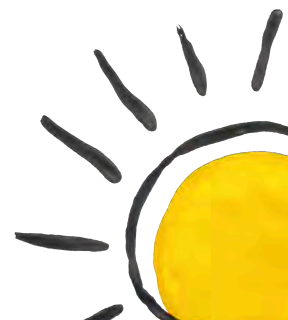
Parents are welcome to assist with our fundraisers.

## 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: Literacy Month / Parent Guest Readers
- December: Children's Charity Activity / Christmas Family Night / Special visit from Santa
- January: Mental Health Bell Let's Talk Day
- February: Valentine's Day Parties, Valentines for Seniors in the Community
- 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!



# STEPS IN RESOLVING CONFLICT

## 1. Approach calmly, stopping any hurtful actions.

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

## 2. Acknowledge children's feelings.

- "You look really upset."
- Let children know you need to hold any object in question.

## 3. Gather information.

- "What's the problem?"

## 4. Restate the problem.

- "So the problem is ..."

## 5. Ask for ideas for solutions and choose one together.

- "What can we do to solve this problem?"
- Encourage children to think of a solution.

## 6. Be prepared to give follow-up support.

- "You solved the problem!"
- Stay near the children.

## 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

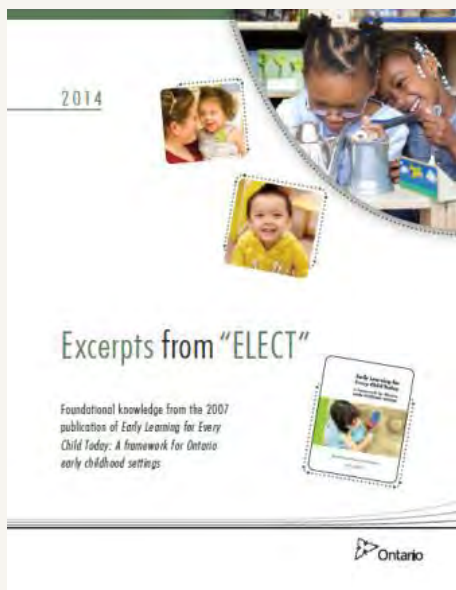
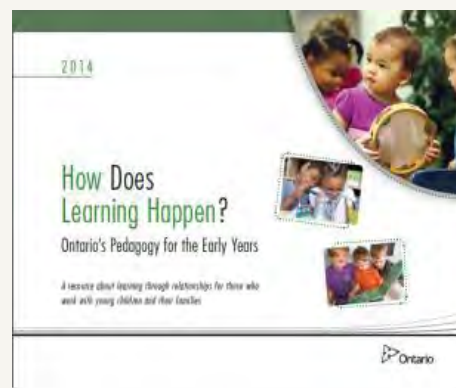
|   |   |
|---|---|
| 1.<br><b>Social</b>                                 | 1.1 Making friends: 1.2 Conflict resolution & problem solving skills: 1.3 Peer group entry skills: 1.4 Helping skills; 1.5 Interacting positively and respectfully: 1.6 Co-operating: 1.7 Empathy: 1.8 Taking another persons point of view; 1.9 Interacting with adults.   |
| 2.<br><b>Emotional</b>                              | 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.<br><b>Communication on Language and Literacy</b> | 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.<br><b>Cognitive</b>                              | 4.1 Self-regulation; 4.2 Problem solving; 4.3 Representtton; 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.<br><b>Physical</b>                               | 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.  |

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***

<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>

How Does Learning Happen? Ontario's Pedagogy for the Early Years is a professional learning resource guide about learning through relationships for those working with young children and families. It is intended to support pedagogy and curriculum/program development in early years programs.



[https://preschoolcanada.com/wp-content/uploads/2022/10/ELECT\\_compressed.pdf](https://preschoolcanada.com/wp-content/uploads/2022/10/ELECT_compressed.pdf)

Early Learning for Every Child Today brings together established research findings and diverse perspectives, beliefs and recommended practices. It recognizes that families, communities and cultures hold distinct values about how young children should experience and interact with the world around them. Values are complemented by detailed attention to the early child development research in the fields of early childhood education, family studies, developmental psychology, neurosciences, anthropology, sociology, pediatrics and epidemiology.

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

*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.



<https://files.ontario.ca/edu-think-feel-act-lessons-from-research-about-young-children-en-2021-01-29.pdf>



# THE 4 FOUNDATIONS OF LEARNING

| FOUNDATIONS       | GOALS FOR CHILDREN   | EXPECTATIONS FOR PROGRAMS  |
|-------------------|--|--|
| <b>Belonging</b>  | Every child has a sense of belonging when he or she is connected to others and contributes to their world. | Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them. |
| <b>Well-Being</b> | Every child is developing a sense of self, health, and well-being.   | Early childhood programs nurture children's healthy development and support their growing sense of self.   |
| <b>Engagement</b> | Every child is an active and engaged learner who explores the world with body, mind, and senses.           | Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.                             |
| <b>Expression</b> | Every child is a capable communicator who expresses himself or herself in many ways.                       | Early childhood programs foster communication and expression in all forms.   |

The Four Foundations of How Does Learning Happen? How Does Learning Happen? is organized around four foundational conditions that are important for children to grow and flourish: Belonging, Well-Being, Engagement, and Expression. 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. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves.



## The Power of Play in Early Education

Play has long been recognized as a key pillar of early childhood development. In early learning, play-based activities serve as a powerful tool for children to explore and understand the world around them. Whether through free play, guided activities, or interactive learning experiences, play empowers children to make choices, test ideas, and experience the joy of discovery in a nurturing environment.

Research consistently shows that when children engage in playful learning, they develop essential cognitive skills, such as problem-solving skills, critical thinking, and decision-making (Sylva, Bruner, & Genova, 1976; White & Carlson, 2016). These early play experiences also foster academic growth and emotional development (Hirsh-Pasek & Golinkoff, 2011).

Recent studies also emphasize that play not only supports emotional development but also nurtures self-regulation and motivation—critical components of supporting agency in early learning (Perry et al., 2002). Self-regulation, in particular, is vital for toddlers and preschoolers as they begin to understand the connections between their actions, feelings, and the resulting consequences. Through playful learning, children become active participants in their own growth, gaining a sense of control and ownership over their learning journey.