

STRATFORD CYGNETS
COOPERATIVE PRESCHOOL



FAMILY
HANDBOOK
2023
—
2024

WELCOME!

Welcome to Stratford Cygnets Cooperative Preschool.

On behalf of our dedicated team, I am honored to extend my warmest greetings and introduce you to our exceptional, high-quality learning environment.

I am Jamie Wagler, the Supervisor of Stratford Cygnets. As a Registered Early Childhood Educator (RECE) with years of experience and my continuous professional development, I am passionate about fostering a love of learning and am dedicated to providing an enriching and nurturing environment for your child's early years.

At Stratford Cygnets, we firmly believe that children deserve the very best start in life and that is through socialization and play-based learning. As a non-profit organization, our focus is solely on providing an outstanding experience for your child, rather than pursuing financial gains. We place the value on delivering care that prioritizes your child's individuality and holistic development.

Stratford Cygnets is fully licensed by the Ministry of Education under the Child Care and Early Years Act (CCEYA). We prioritize creating an environment where your child(ren) is able to thrive, explore, and flourish while you rest assured knowing that they are being cared for.

We consider you, parents and guardians, partners in your child's educational journey. Your insights, feedback, and active participation are invaluable to us. Together, we can create a strong foundation for your child's future success and well-being.

Once again, welcome to Stratford Cygnets. We are delighted to have you as part of our vibrant community, and we look forward to working closely with you and your child to provide an exceptional learning experience. Please use this handbook as a valuable resource during your child's time with us. It outlines our program philosophy, policies, procedures, and the various services we offer to support your child's growth.

Warm Regards,

Jamie-Lee Wagler, RECE, OCT, BApsych
Supervisor

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SAFE & WELCOMING FOR ALL

At Stratford Cygnets, we take pride in celebrating all families and individuals.

We understand that people come in diverse forms and we value and respect each and everyone. We wholeheartedly believe in creating a safe and supportive environment for all individuals including those with varying abilities and those within the 2SLGBTQ+ community.

By promoting an inclusive environment that embraces the full spectrum of human diversity, we hope to foster compassion and acceptance in the hearts and minds of our young learners and their families for the years to come.

MISSION STATEMENT

Stratford Cygnets provides a stimulating and caring environment for all children. Celebrating each child and their individual learning style, personality, skill set and their interests. Our program supports a holistic approach to the development of emotional, physical, intellectual and social skills with a strong focus on imagination and freedom. The children will develop these skills through a play-based learning environment.

Our goal is to prepare all children to take risks, both physical and emotional; get their own boundaries and allow them to explore the world around them.



PROGRAM STATEMENT

This Program Statement is a dynamic document, annually reviewed and updated to align with our evolving goals.

At Stratford Cygnets, we follow the four foundations of learning as per "*How Does Learning Happen, Ontario's Pedagogy for The Early Years (2014)*". Our programs aim to nurture the whole child within a safe and curious play-based environment. We celebrate each child's individuality, viewing them as competent and capable learners.

Our highly qualified educators understand that learning occurs everywhere; promote that sentiment through intentional environments, provocations, and exploration. We believe in child-initiated learning and value creative play. Our learning environments prioritize well-being, belonging, expression, and engagement.

Nutrition is essential, and we provide balanced snacks following Canada's Food Guide. We respect children's choices regarding what and how much they eat. Flexibility is key in our daily schedules, tailored to accommodate diverse needs and interests.

We foster positive communication, self-regulation, and problem-solving skills among children. Families are valued partners, and their involvement is encouraged through various means. Community engagement is vital, offering opportunities for children to connect with the real world.

Our educators are committed to lifelong learning and professional development. We welcome feedback from families, staff, and community partners to continuously improve our programs and better serve our community.



PROGRAM STATEMENT

IMPLEMENTATION PLAN

All staff, students, and volunteers are expected to follow the Program Statement. Upon hire, there will be an orientation covering policies and procedures, including this one. After the initial orientation, ongoing monitoring and reflection on the program statement will be a collaborative effort. Each staff member will engage in individual reflection, room reflection, and center reflection annually as part of the monitoring process.

Volunteers and students will be monitored by the supervisor or their designate, in coordination with room educators, to ensure compliance with the Program Statement.

The Program Statement will undergo an annual review. Any suspected violations will be investigated by the Supervisor, who will determine if discipline is warranted, including verbal or written warnings or dismissal.

Individual and Room Monitoring and Reflection:

Several times a year, the educators of Stratford Cygnets will reflect on the goals based on the program statement which are laid out in this document and answer the following question:

If I was a child, family member, community member or program advisor, do I see this section reflected in my interactions and program? How so or how not?

We review and store these reflections in the employee's file. Every other month educators gather for a team meeting within their room team to discuss the following questions related to the environment. These reflections are kept in the Program Statement Folder for each program.

- How does the environment show that we believe children are competent, capable, curious and rich in potential?
- How does the documentation displayed in the room and in the ECE Communication app on the ipad show your understanding of "How Does Learning Happen?" and your understanding of child development?
- What evidence do you have in the room of the areas set up based on children's interest, and that the interests are being scaffolded and explored further?
- What evidence of Engagement do you see within your room and playground?
- What evidence of Expression do you see within your room and playground?
- What evidence of Belonging do you see within your room and playground?
- What evidence of Well-Being do you see within your room and playground?
- What is one piece of learning in the time since our last meeting that I am excited about (each member shares within the team)?
- What is one thing in the time since our last meeting that I found challenging (each member shares with the team)?
- Collaborate ideas on how to make the challenging aspects less challenging.

Stratford Cygnets provides a child care program that uses these 4 statements as their foundation for optimal learning and healthy development. The following statements will outline the goals we have in place for each of the 4 foundations and how we achieve the goals set out by the CCEYA.



01. FOSTER BELONGING

Every child, family and educator has a sense of belonging when they are connected to others and have the opportunity to contribute to the world.

At Stratford Cygnets we respect human rights. Regardless of ability, race, gender, sexuality, culture or creed, we welcome all children and families.



APPROACH

Children in our programs cultivate a strong sense of belonging through healthy relationships with educators, peers, and the community. Educators take pride in nurturing these connections with each child and their family. Children's artwork and photos adorn our rooms, reinforcing their role as valued contributors to the classroom, boosting their self-esteem.

Upon arrival at Stratford Cygnets, both children and adults receive warm greetings, fostering a welcoming and valued atmosphere. Families and children are encouraged to share their experiences, enhancing our partnership through daily communication. Knowing our community families strengthens a child's sense of belonging, making it a crucial aspect of our role. Families are not only invited to enter program rooms at any time but also participate in committees, volunteer, and participate in various events throughout the year.

Stratford Cygnets is dedicated to building and maintaining community partnerships, including Occupational Therapists, Speech Pathologists, Physiotherapists, and Resource Consultants, benefiting both the children and our staff. We collaborate to create individual plans supporting children's growth and development, providing families with valuable resources and support. Our connections with universities, colleges, and high schools offer opportunities for practicum support, volunteering, and professional development. We believe in the strength of community involvement and appreciate local partners and businesses for enriching learning opportunities and excursions in our city.

Our educators recognize the value of documenting and reflecting on children's learning, and share it through our program and communication tools. This fosters a sense of belonging and achievement, as children review their progress with their families and peers. Through ongoing reflection, educators create authentic learning environments tailored to children's interests. We welcome families' involvement, input, participation, and feedback to strengthen our learning partnership.

02.

FOSTER WELL BEING

Every child is developing a sense of self, health and well-being.

Stratford Cygnets nurtures children's healthy self-image by encouraging self-care and care for others in their learning environment.



APPROACH

We focus on developing self-care skills. Our flexible daily schedule caters to the diverse abilities and interests of our learners, respecting their individual needs, learning styles, and preferences within our community.

We honor each child's identity by entrusting them to understand their boundaries. Our programs offer both indoor and outdoor play opportunities, including active and quiet play areas, and open-ended materials to foster choice and decision-making. While we maintain a daily schedule, it adapts to allow children to lead based on their interests and engagement. We also provide opportunities for movement and mindfulness to promote self-regulation, emphasizing the importance of co-regulation in early childhood development.

Our educators are well-trained in safe child supervision, including appropriate age-based ratios and transition supervision. They hold certifications in Level C CPR, First Aid, and Children Protection Procedures, adhering to the guidelines of the College of Early Childhood Educators. We follow Huron Perth Public Health's guidelines for Communicable Disease Prevention, implement sanitization and disinfection procedures in line with Ministry of Health guidelines, and plan menus following the Canadian Food Guide. Our educators encourage healthy eating habits through family-style snack sharing with the children.

At Stratford Cygnets, we prioritize positive interactions and relationships. The following are strictly prohibited: (a) corporal punishment of children; (b) physical restraint, except when necessary to prevent harm; (c) locking exits, unless during emergencies as part of our emergency management policies; (d) harsh/degrading measures, threats, or derogatory language; (e) depriving children of basic needs; (f) inflicting bodily harm, including coercive feeding or drinking. O. Reg. 137/15, s. 48; O. Reg. 126/16, s. 34.

No employee, volunteer, student, or care provider affiliated with our licensee shall engage in these prohibited practices with children receiving our care. O. Reg. 51/18, s. 19.

FOSTER ENGAGEMENT

Every child and educator is an active and engaged learner who explores the world with their body, mind and senses.



APPROACH

At Stratford Cygnets we offer play-based, child-directed learning in all of our programs, designed in a way to best benefit the age group of the program, and in a way that offers learning choices. By providing all of the children, regardless of age, opportunities for choice, we are promoting autonomy and independence. We understand the importance of play and that during that play, children develop meaning and a greater understanding of the world around them.

We provide many opportunities for open-ended, engaging and inquiry-based activities for children to use their imagination and senses to explore their environment. The children are provided with invitations and provocations to engage with their peers which in turn, helps them learn about themselves and the world around them. Children are encouraged to explore and manipulate materials in their environments in a way that is meaningful to them, thereby giving them the opportunity to be fully invested in their own learning experiences. Our educators consistently observe, reflect and provide a framework for learning, while being sure not to interrupt the play that is happening. They are constantly looking for and implementing ways to expand the children's interests to facilitate learning. Cygnets educators respond to the children's curiosity by adding and rotating materials, equipment, and toys, and posing questions to further play, discovery and inquiry. Our educators are always willing participants and partners in play when invited.

In the same way that our children are recognized as lifelong learners, we instill the same opportunities and value in our staff. We take part in the many professional development events and opportunities facilitated by the City of Stratford. As a center, we value resource-sharing, leadership development and opportunities to contribute to the field of early childhood education offered through professional development.

04. FOSTER EXPRESSION

Every child is a capable communicator who expresses themselves in many ways.



APPROACH

We believe children are capable communicators and stress the importance of seeing each child as an individual. Our educators model appropriate communication, positive expression, respect and conflict resolution.

We strive to make the children in all of our programs feel comfortable and ensure they view their time with us as positive, whether that be in toddler, preschool, school age or one of our camp programs, and feel as though we are an extension of their home lives.

We encourage children to express themselves in situations where they are experiencing emotions and provide assistance in labeling these emotions with words. Our educators offer guidance in expressing emotions in safe ways. There are areas designed in each of our program rooms to foster quiet time should the children feel the need for space.

In order to maintain open engagement and expression with families, our educators use the following strategies:

- Displaying children’s artwork, pictures and creations
- Photographs of the children at play
- Parent App for daily interactions
- Documentation
- Celebrations & Community events
- Monthly calendar

Stratford Cygnets embraces the four foundations daily. We respect children’s unique learning journeys, fostering individual growth, and supporting them throughout their educational journey, from toddlers to beyond. Our goal is for every child, regardless of age, to feel loved and valued.

WE ARE LICENSED BY THE EARLY LEARNING DIVISION OF THE MINISTRY OF EDUCATION.

Licensing Information

Cygnets' Cooperative Preschool
St. Ambrose Site
181 Louise Street
Stratford, ON N5A 2E6

Per Session:

- 10 children between 18 - 30 months
- 16 children between 30 - 60 months
- 13 JK/SK aged children
- 30 children between the grades of 1-6 aged children in Before/After School programs.

Ratio of Educators to children:

- 1:5 in the Toddler room
- 1:8 in the Preschool room
- 1:13 for JK/SK
- 1:15 in the school-age programs.

Cygnets' School Age Program
St. Aloysius Site
228 Avondale Avenue
Stratford, ON N5A 6N4

Per Session:

- 26 JK/SK aged children
- 30 children between the grades of 1-6 children in the before and after school programs.

Ratio of Educators to children:

- 1:13 for JK/SK
- 1:15 in the school-age programs

Note: Our license does allow us to have 2 children between the ages of 15 months and 18 months in our toddler program, and 3 children between the ages of 24 months and 30 months in our preschool program.

Intake & Discharge Policies

Before your child can start at Cygnets, parents must submit the registration forms fully completed and have provided an up to date copy of your child's enrollment package, which includes information that is important for us to know about your child's personality, habits and needs. In order to maintain accurate records, we ask that you notify us of any changes in this information (new address, phone number, emergency contact numbers, immunization boosters, etc.) Special needs and/or past therapy must be disclosed in the enrollment forms to make sure we can meet the needs of every child in our program. Should this information not be disclosed and it comes to light after, there is a risk of us not being able maintain enrollment unless we have the support required; this will occur without a refund of enrollment fee.

There will also be a non-refundable \$70 (Base Fee) registration fee due at the time of registration. If you, at any point during the school year, would like to volunteer in the classroom, it will be your responsibility to submit an original copy of Criminal Reference Check with Vulnerable Sector obtained within 45 days before submission to be kept on file at the Cygnets location. You are also responsible for submitting an up to date immunization record for yourself. If there is a criminal record on file, the Supervisor and Chair of the Board of Directors will consult on the admissibility of that volunteer.

Written notice of permanent withdrawal from any Stratford Cygnets program must be given one full month (30 days) in advance. If notice is not received, full program fees will be charged. If at the time of your written notice you have not fulfilled your fundraising obligation, we will divide the amount of \$150 (Non-Base Fee, single student family; \$200 per family with multiple children) by the 10 months of the school year. Therefore, you will be required to pay \$15 (Non-Base Fee) for every month that your child was enrolled.

ST. AMBROSE SITE

STRATFORD CYGNETS COOPERATIVE PRESCHOOL

181 Louise Street
Stratford, ON N5A 2E6
519-273-8096

www.StratfordCygnetPreschool.ca



HOURS OF OPERATION

Our Toddler program runs morning sessions from Monday – Friday 8:00am – 11:45am.

We also have two preschool programs. The morning session runs from Monday – Friday 8:00am – 11:45am and the afternoon preschool program runs Monday – Thursday from 12:30pm – 4:00pm.

Please be mindful of these times and know that we will not open the doors until it is start time as our teachers are setting up the classrooms with exciting and stimulating activities for your children.

Our St. Ambrose before school program runs from 7:00am – 9:00am, If you require an early start time, please reach out to one of the Supervisor. Our after school program runs from 3:15pm – 6:00pm.

PICK UP / DROP OFF PROCEDURE

Each program at St. Ambrose uses the same door to enter Cygnets. Families can arrive at the Cygnet's doors and buzz to be let in. These doors are located on the left side of St. Ambrose School, walk through the gates to find the door.

LATE PICK-UPS are subject to \$1 (Non-Base Fee) / minute.

EMERGENCY CARE

If your child has not been picked up by the end of their enrolled program, all attempts will be made to get in contact with parents/guardians. If we are unable to reach a parent/guardian, we will contact the emergency contact provided. If an emergency contact cannot be reached after 30-minutes, the Children's Aid Society will be called to provide emergency care.

ST. ALOYSIUS SITE

STRATFORD CYGNETS COOPERATIVE PRESCHOOL

228 Avondale Ave
Stratford, ON N5A 6N4
519-273-8096

www.StratfordCygnetPreschool.ca



HOURS OF OPERATION

Our St. Aloysius before school program runs from 7:00am – 9:00am, If you require an early start time, please reach out to one of the Supervisor.

Our after school program runs from 3:15pm – 6:00pm.

For full day camps including PD days, March Break and Summer camp; our programs will run from 8:00am – 4:30pm. Optional early start (7:30am) however the added cost is \$5 (Non-base fee.)

PICK UP / DROP OFF PROCEDURE

The Before and After School at St. Aloysius uses the Main school doors at the front of the building off of Avondale Street.

LATE PICK-UPS are subject to \$1 (Non-Base Fee) / minute.

EMERGENCY CARE

If your child has not been picked up by the end of their enrolled program, all attempts will be made to get in contact with parents/guardians. If we are unable to reach a parent/guardian, we will contact the emergency contact provided. If an emergency contact cannot be reached after 30-minutes, the Children's Aid Society will be called to provide emergency care.

MEET OUR LEADERSHIP



JAMIE LEE WAGLER, RECE, OCT, B.A.

Program Supervisor

✉ cygnetscoopreschool@gmail.com

☎ 519-273-8096

in [Connect with Me](#)

Jamie-Lee has been working with children for over 12 years. She earned her Early Childhood Education diploma from Conestoga College in 2011, her Bachelor of Psychology in 2014, and her Bachelor of Education in 2015. Her love and passion for children started early on and has only flourished through her experience. From spending time with her nieces and nephew to getting dirty and learning lots with her own children, Jamie loves watching the emotion children show when they learn new things and accomplish new milestones. She strives to foster self-confidence in the children she teaches and celebrates the individuality and uniqueness in all learners. Above all else, she hopes that the main lesson that children walk away with after having her as an educator, is that they are kind. When she's not at Cygnets she enjoys taking part in professional development and she owns her own Early Childhood Educational consulting business: Miss Jamie Consulting. You can follow her on Instagram: [@missjamie_rece](#). Jamie is an advocate for early learning and Early Childhood Educators everywhere and strives to share the importance and benefits of high-quality learning environments!

Jamie values spending time with her family! This includes going paddle boarding with her two kids, husband, and their dog. Some of their other favorite things to do include going to parks, going for hikes, bike rides, and playing in the mud! She strongly believes that the best learning happens by living through situations rather than instructing, and fully encourages play-based learning across all grades.

BOARD OF DIRECTORS

Cygnets is a non-profit organization whose operations are managed by our Supervisor and overseen by a governing Board of Directors. Our Board of Directors consists of community members, and parents who volunteer their time and expertise to support the good governance of Cygnets Cooperative Preschool.

The Board consists of the following positions; Chairperson, Vice-Chairperson, Treasurer, Secretary, and 4 Members at large. Within the Board, a core group consisting of the Chairperson, Vice-Chairperson, Secretary, Treasurer, creates the Board Executive.

Hayleigh Culliton, Chairperson
Judy Walters, Treasurer

Karli Langille, Vice Chairperson
Lauren Coughlin, Secretary

MEET OUR EDUCATORS



MS. RANDI PARSONS, RECE

Toddler Program Educator

"Working with children is such a privilege! We help them grow, learn, watch them become their own person. I take great pride in feeling like part of their family!"



MS. NATALEE WILHELM, RECE

Toddler Program Educator

"I love creating wild activities for the children (the messier the better)! I'm eager to continue to learn and grow here at Cygnets!"



MS. SHERESE GOORAY

Preschool & School Age Program Educator

"Through my past experiences, I have found a passion for working with children, and I am excited for what the future holds!"



MR. LIAM MCINTOSH, RECE

Preschool Program Educator

"My passion for early childhood education comes from my wish to offer children and their families a childcare experience founded on kindness, caring and compassion."

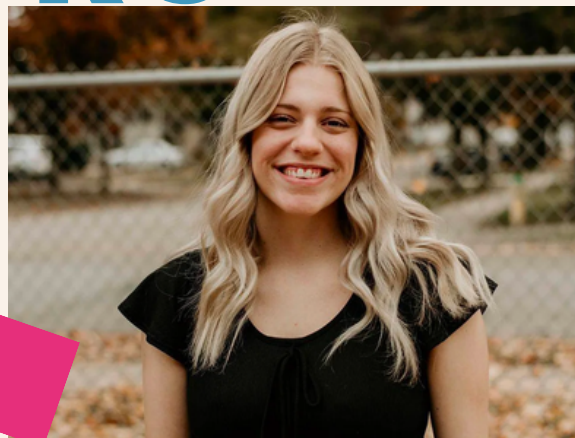
MEET OUR EDUCATORS



MS. JAZZLYN HARVEY, RECE

Preschool & School Aged Program Educator

"It has been a rewarding time in my life to be part of children's lives and help them grow to be strong and independent thinkers. I look forward to many years as a RECE and the growth that I myself will encounter working alongside these amazing little humans."



MS. STACEY MCINTOSH, RECE

Preschool & School Aged Program Educator

"Working with children is my dream and I love watching all of them grow and become their own unique people. I am super excited to see what the future holds and can't wait to continue as an ECE."



MS. SARAH KING, CYC

School Aged Program Educator

"I have enjoyed working with children and youth as I love watching them learn and achieve those milestones to become independent individuals."



MS. SOPHIE HOLDEN

School Aged Program Educator

"I believe in instilling kindness as a core value and actively advocate for early learning and high-quality learning environments."

PROGRAM FEES

On Tuesday, November 8th, 2022, Stratford Cygnets officially was approved to join the Canada-Wide Early Learning and Child Care (CWELCC) system. This system was designed to support Ontario's children, families, employers, and the child care sector to make licensed child care programs are more affordable, accessible, inclusive, and of higher quality. We are working towards an average of \$10 a day for childcare.

2023/2024 TODDLER PROGRAM - MORNING SESSION ONLY

	FEES	MONTHLY
2 Sessions / Week Tuesday, Thursday	\$12 (Base Fee) / day	\$108 (Base Fee)
3 Sessions / Week Monday, Wednesday, Friday		\$168 (Base Fee)
5 Sessions / Week		\$264 (Base Fee)

2023/2024 PRESCHOOL PROGRAM - MORNING & AFTERNOON SESSIONS

	FEES	MONTHLY
2 Sessions / Week Tuesday, Thursday	\$12 (Base Fee) / day	\$108 (Base Fee)
3 Sessions / Week Monday, Wednesday, Friday		\$168 (Base Fee)
4 Sessions / Week PM ONLY - Monday - Thursday		\$204 (Base Fee)
5 Sessions / Week		\$264 (Base Fee)

PROGRAM FEES

2023/2024 SCHOOL AGE PROGRAMS

	CHILDREN UNDER 5 YO	CHILDREN OVER 6 YO
Before School	\$12 (Base Fee) / day \$214.50 (Base Fee) / Month	\$14 (Base Fee) / day \$364 (Base Fee) / Month
After School	\$12 (Base Fee) / day \$214.50 (Base Fee) / Month	\$15 (Base Fee) / day \$390 (Base Fee) / Month
Before AND After School	\$15.75 (Base Fee) / day \$346.50 (Base Fee) / Month	\$29 (Base Fee) / day \$754 (Base Fee) / Month
Full Day Programs	\$17.50 (Base Fee)	\$35 (Base Fee)

NOTES:

- All registrants are subject to a \$70 (Non-Base Fee) Registration Fee Annually. Families who choose to enroll as part of the Duty Program will have this fee waived
- We offer a 10% Family Discount for each sibling enrolled
- We accept the following forms of payment: Cheques must be dated the 1st of each month and made out to Stratford Cygnets Cooperative Preschool; e-Transfer due date varies by program and will be provided on your monthly invoice; Cash due on or before the first day of the month.
- LATE PAYMENTS are subject to a \$25 (Non-Base Fee). If a family reached one month in arrears we kindly ask that your child refrain from attending program until payment is made. You will have one week to bring your account up to date. Should your account remain in arrears, your child will lose their space and it will be offered to the next available family on the waitlist.
- Cheques returned as NSF will be subject to a \$25 (Non-Base Fee) penalty.
- There will be no reduction/credit for days missed due to vacation, illness, inclement weather or any unexpected centre closures including labour disputes that limit Stratford Cygnets access to Child Care and program spaces. We are closed all Statutory Holidays, as well as Easter Monday and the Civic Holiday.
- Child care subsidy is available to families. For more information, please contact the City of Stratford Social Services Department at 519-271-3773 ext. 254

WANT TO GET INVOLVED?

Consider joining a committee and taking one of our duty parent positions.

Duty spots are limited, but as a token of our appreciation, any family who takes on a duty will have the registration fee of \$70 (non-base fee) waived. Failure to complete the responsibilities of your assigned duty will result in removal from your duty position and you will be charged the Registration Fee. Learn more about the different duty options below.



PLAYGROUND CLEAN UP/SANITIZATION (2 POSITIONS)

Once a month you will be responsible for either maintaining the playground or sanitizing the toys/equipment. This duty typically takes 1 ½ hours on a Friday afternoon.

LAUNDRY (4 POSITIONS)

Once a month on your assigned day you will be responsible for taking the laundry home to be cleaned. You will be responsible for washing, drying and folding the laundry.

BOARD OF DIRECTORS (8 POSITIONS)

As a Board member, you must attend 8 out of 10 monthly evening meetings, which typically last around 2 hours, depending on the agenda's length. The Board oversees the program, finances, and human resources.

FUNDRAISING COMMITTEE (4 POSITIONS)

You will be responsible for planning three fundraising events, including contacting the businesses, gathering event details (profits, deadlines, delivery), and assisting with afternoon deliveries as needed.

COMMUNITY OUTREACH COMMITTEE (2 POSITIONS)

You will represent Stratford Cygnets at various community events, such as parades, walks, fundraisers, and preschool preparations. A minimum of five events is required, with the team deciding which ones to participate in and recruit volunteers.

FUNDRAISING

As a non-profit organization, fundraising is a necessity for our school. We strive to partner with companies and organizations that offer useful and quality products for our families, which in turn allows us to enhance the programs, activities, and tools that we offer our children.

During the course of the year, members are expected to raise a minimum of \$150 in profits per student or \$200 per family for those with more than one child in the school. Families have the choice not to fundraise and pay the \$150 (\$200 for multiple student families) at the time of registration.

You will receive updates periodically through the year to let you know your fundraising balance. Any/all fundraising amounts over the family minimum benefits the school directly, and is therefore greatly appreciated.

EXAMPLE: \$100 Chicken order with a profit margin of 30% means your profit is \$30.

Should you choose to withdraw from Stratford Cygnets Cooperative Preschool and have not yet fulfilled your fundraising obligation your final invoice will include a \$15/\$20 (Non-Base fee) for every month that your child(ren) was enrolled.

Anticipated Fundraisers 2023 - 2024

In order to help you plan your fundraising efforts, here is a list of anticipated fundraisers for this year. Please note that some of these may change.

- October - Student Picture Day, MacMillans
- November - Drop-in Movie Night
- January - Chocolate Barrs
- February - Corner Store Candy Co.
- March - Lynn River Farms
- April - Uncle Dad's Pizza
- May - Mr. Amish
- June - J.D. Sweid (Elmira Chicken)



CONTRAVENTIONS OF POLICIES

Should there be any areas of concern with an individual's ability to comply with all policies, procedures, the Program Implementation Plan, the use of prohibited practices and individualized plans, they will be brought forward to the Supervisor or Designate. The Supervisor will address their observations through a review and discussion with the individuals at least twice a year and will seek to or provide them with appropriate support to achieve and maintain compliance (e.g. additional training).

Stratford Cygnets will make every effort to clarify expectations and encourage staff, students and volunteers to raise their questions and concerns about implementing policies, procedures and individual plans on an ongoing basis to support clarity, learning, development and ongoing compliance.

Progressive discipline may be used to address observed non-compliances with policies, procedures and individualized plans, taking into consideration the nature and severity of the incident, and the individual's history of previous non-compliances.

Where a staff, student or volunteer is observed to be non-compliant, the licensee, supervisor or designate will take one or more of the following actions:

- Inform the individual that a non-compliance was observed, including the review of any pertinent records or documentation that provide evidence of the non-compliance;
- Re-review the relevant policies, procedures, and/or individualized plans with the individual;
- Issue a verbal warning;
- Issue a written warning;
- Temporarily suspend the individual from their position at the child care centre for 1-3 days based on severity;
- Terminate the individual from their position;
- Inform any relevant parties (e.g. College of Early Childhood Educators, College of Teachers, College of Social Work and Social Services, the contact person for the program from which a student has been placed, CAS, police, etc.); and/or
- Report violations with the College of Early Childhood Educators' Code of Ethics to the College.
- Where an observed non-compliance meets the criteria for a reportable serious occurrence (e.g. an allegation of abuse or neglect), the serious occurrence policy and procedures will be followed.
- Where appropriate, the supervisor or designate will follow up with the family of a child in accordance with our policies and procedures on parent issues and concerns.

NUTRITION & LUNCH POLICIES

Snacks and beverages for children in our care adhere to Health Canada's "Eating Well with Canada's Food Guide." Weekly menus, visible to all families, are posted for the current and following week. Children with special dietary needs follow written parent instructions, with substitutions noted on a chart. Both the menu and substitution lists are kept for 30 days.

The Supervisor procures snacks each week, ensuring they arrive in unopened, original packaging to prevent cross-contamination in line with our nut-free policy. Allergies are considered in menu planning. Parents receive the snack policy and requirements in their welcome package and parent handbook.

Drinking water is always available, and allergy/restriction lists are posted in program areas and binders. Parent-supplied food or drink for allergies or dietary restrictions must be labeled with the child's name.

For full-day, non-instructional days (e.g., PD days, March Break, Summer Break), parents must provide a nut-free bagged lunch with an ice pack for food safety. If a lunch lacks an ice pack, program staff may replace items with nutritious alternatives and notify parents.

Staff assist and monitor lunchtime, making efforts to contact guardians if a lunch is forgotten. Fast food is not accepted, and if necessary, program staff provide a balanced meal following the food guide.

A well-balanced lunch includes items like veggie pizza, cucumber slices, strawberries, and milk. Unhealthy choices like chocolate bars, chips, and donuts are discouraged. All bagged lunches and drinking containers must be labeled with the child's name, as should water bottles.

****WE ARE A NUT FREE FACILITY SO PLEASE CHECK ALL LABELS TO ENSURE EVERYONE'S SAFETY.****

Resources for healthy lunch suggestions can be found on the Health Unit Website.

<http://www.pdhu.on.ca/wp-content/uploads/2015/03/One-Month-of-Mini-Meals-for-School-Nurtition-Breaks.pdf>

ILLNESS & ALLERGIES

ILLNESS

If your child is not well enough to participate in the program, both indoors and outdoors, please keep your child at home. If your child becomes ill while in our program, you will be contacted to come and pick up your child. Further, your child must be symptom free for 24-hours (48-hours for nausea, vomiting and/or diarrhea) before returning. Children suffering from infectious or communicable diseases are prohibited from attending the preschool, by Public Health Regulations.

Please keep your child home, if they are experiencing any of these symptoms:

- Fever and/or chills (temperature of 37.8°C/100°F)
- Cough or barking cough
- Difficulty breathing/shortness of breath
- Decrease or loss of taste or smell
- Muscle aches or joint pain
- Extreme tiredness
- Sore throat
- Runny or stuffy/congested nose
- Headache
- Abdominal pain
- Pink eye
- Decreased or no appetite
- Nausea/vomiting/diarrhea

Please ensure that you call, or send an email to let us know that your child is ill, and what symptoms they are displaying.

ALLERGIES

To reduce the exposure to causative agents in our program there will be allergy signs posted in the classroom adjacent to the snack table. The foods that cause anaphylaxis will be avoided at all times. All allergies must be identified on registration forms and individual medical plans will be completed by parents/guardians if the allergy is diagnosed by a physician and labeled life threatening.

HANDWASHING HYGIENE

Handwashing of our educators and our children continues to be very important within the learning environments. Upon arrival, educators will practice proper handwashing with the children each day. In addition, we will continue to practice hand hygiene when coming in from outdoors, prior to and following meals, following use of the facilities, and as needed throughout the day. Hand sanitizer stations are located throughout both sites for use by the educators.



PARENT CONCERNS POLICY

This policy outlines a clear process for addressing parent/guardian concerns

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

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

Guardians are encouraged to take an active role in our child care centres and regularly discuss what their child(ren) are experiencing within 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 educators 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 staff at Stratford Cygnets. Every effort will be made to address and resolve concerns to the satisfaction of all parties and as quickly as possible. All 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/concern will be provided to parents/guardians within 2 business days. The person who raised the issue/concern will be kept informed throughout the relationship process. Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

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 Supervisor or their designate, as well as the Board of Directors.

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

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).

Stratford Cygent's holds and maintains high standards for positive interaction, communication and role modeling for children. Harassment and discrimination will 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 or their designate and/or licensee.

SUSPECTED ABUSE/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 and neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly. Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the Child and Family Services Act.

For more information, visit

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

Nature of Issue or Concern	Steps for Parent/Guardian to Report	Steps for Staff/Licensee in Response
<p>Program Room-Related</p> <p>E.g: Schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, schedule timing, outdoor timing, program schedule, etc.</p>	<p>Raise the issue/concern to:</p> <ul style="list-style-type: none"> • Classroom staff, or • Supervisor/Licensee 	<ul style="list-style-type: none"> • Address the issue/concern at the time it is raised, or • Arrange for a meeting with the parent/guardian within 2 business days • Document the issues/concerns in detail • Documentation should include: <ul style="list-style-type: none"> ◦ The date and time the issue was received ◦ The name of the person who issued the concern ◦ A description of the issue/concern; and ◦ Any steps taken to resolve the issue/concern and/or next steps • 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 3 business days, or as soon as reasonably thereafter. Document reasons for delays in writing. • Provide a resolution or outcome to the parent/guardian who raised the concern.
<p>General, Centre or Operations Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue/concern to:</p> <ul style="list-style-type: none"> • Supervisor/Licensee 	
<p>Staff, Duty Parent, Supervisor and/or Licensee-Related</p>	<p>Raise the issue/concern to:</p> <ul style="list-style-type: none"> • The individual directly, or • Supervisor/Licensee 	
<p>Student/Volunteer Related</p>	<p>Raise the issue/concern to:</p> <ul style="list-style-type: none"> • The individual directly, or • Supervisor/Licensee 	

ESCALATION OF ISSUES/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 supervisor or designate, as well as the board of directors.

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 Education's Child Care Quality Assurance and Licensing Branch.

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

CONTACTS:

Ministry of Education, Licensed Child Care Help Desk

TEL: 1-877-510-5333

EMAIL: childcare.helpdesk@ontario.ca

Jamie-Lee Wagler, RECE and Program Supervisor

TEL: 519-273-8096

EMAIL: cygnetscooppreschool@gmail.com

Hayleigh Culliton, Chairperson - Board of Directors

EMAIL: cygnetscoopchair@gmail.com

FEEDBACK FORM: <https://forms.gle/ACVB2PiRAPLF9or16>



BEHAVIOUR MANAGEMENT

POLICY

It is our belief that children often act out in a negative way because they have no other knowledge of how to react or handle their emotions. Children must be taught that angry or frustrating feelings are OK and how to deal with these feelings in a positive and socially acceptable way. We accomplish this by teaching the children to identify their emotions, to understand them, to empathize with others and to problem solve difficult citations. The children are treated with respect and understanding in all situations. At no time is corporal punishment ever permitted.

The following is a list of Prohibited practices. None of these shall be used at Stratford Cygnets Cooperative Preschool at any time, by anyone. This includes all teachers, staff, duty parents, volunteers or students.

- Physical or corporal punishment, such as spanking, hitting or shaking, physical restraint of the child, such as confining to a high chair, car seat, stroller or other device for the purpose 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.
- Use of harsh or degrading measures or threats that would humiliate, shame, frighten, or undermine a child's self-respect, dignity or self-worth.
- Locking the exits of the preschool 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.
- Depriving a child of his/her basic needs for food, shelter, clothing or bedding. - Using a locked or lockable room or structure to confine the child if he/she has been separated from other children.
- Inflicting any bodily harm on children including making children eat or drink against their will.



WAIT LIST POLICY & PROCEDURE

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a child care centre that maintains a waiting list to have related policies and procedures.

Licensee: The individual or corporation names on the license issued by the Ministry of Education responsible for the operation and management of the child care centre.

Parent: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family (all references to parents include legal guardians, but will be referred to as “parent” in the policy).

This policy and the procedures within provide for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents in a way that maintains the privacy and confidentiality of children.

The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide parents with information about their child’s position on the waiting list.

POLICY GENERAL:

- Stratford Cygnets will strive to accommodate all requests for the registration of a child at the child care centre.
- Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.
- No fee will be charged to parents for placing a child on the waiting list.
- The supervisor will monitor the OneHSN website for new applicants and make sure that the waitlist on that site is up to date.

Regulatory Requirements: Ontario Regulation 137/15

Waiting Lists

75.1 (2) Every licensee that establishes or maintains a waiting list described in subsection (1) shall develop written policies and procedures that,

- (a) Explain how the licensee determines the order in which children on the waiting list are offered admission; and
- (b) Provide that the waiting list will be made available in a manner that maintains that privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected persons or families.

WAITLIST PROCEDURE

RECEIVING A REQUEST TO PLACE A CHILD ON THE WAITING LIST

01.

A. The licensee or Designate will receive parental requests to place children on a waiting list via OneHSN (website).



PLACING A CHILD ON THE WAITING LIST

02.

B. The licensee or designate will place a child on the waiting list in chronological order, based on the date and time that the request was received

C. Once a child has been placed on the waiting list, the licensee or designate will inform parents of their child's position on the list.

DETERMINING PLACEMENT PRIORITY WHEN A SPACE BECOMES AVAILABLE

03.

D. When space becomes available in the program, priority will be given as follows

- To children who are currently enrolled and need to move to the next age grouping
- Siblings of children currently enrolled
- In order of applications received on OneHSN

E. Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list

WAITLIST PROCEDURE

OFFERING AN AVAILABLE SPACE

04.

F. Parents/Guardians of children on the waiting list will be notified via email and/or phone call, that a space has become available in their requested program.

G. Parents/Guardians will be provided a timeframe of one week in which a response is required before the next child on the waiting list will be offered the space.

H. Where a parent has not responded within the given timeframe, the licensee or designate will contact the parent of the next child on the waiting list to offer them the space.

CONT'D



RESPONDING TO INQUIRIES ABOUT PLACEMENT ON THE LIST

05.

I. The supervisor or designate will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list

J. The supervisor or designate will explain that there are many factors that go into ones place on a list, that it is impossible to tell if/when their child will be called upon should a space open up.

MAINTAINING PRIVACY AND CONFIDENTIALITY

06.

K. The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.

L. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

SUPERVISION OF STUDENTS & VOLUNTEERS

Stratford Cygnets welcomes both placement students and volunteers into the various programs offered in our child care program. We believe it is a valuable part in gaining experience in a child care environment. Volunteers and students also play an important role in supporting staff in the daily operation of child care programs.

This policy will provide supervising staff, students and volunteers with a clear understanding of the roles and responsibilities. This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for child care centres.

POLICY

- Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive child care.
- Students and volunteers will not be counted in staff to child ratios.

ROLES AND RESPONSIBILITIES

The Student/Volunteer must:

- Maintain professionalism and confidentiality at all times, unless otherwise required to implement a policy, procedure or individualized plan.
- Notify the supervisor or designate if they have been left alone with children or have any other concerns about the child care program (e.g. regarding staff conduct, program statement implementation, the safety and well-being of children, etc.)
- Submit all required information and documentation to the licensee, the supervisor or designate prior to commencing placement or volunteering placement, such as a valid VSC.
- Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required.
- Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required.
- Review allergy lists and dietary restrictions and individualized plans and sign and date a record of review, where required.
- Respond and act on the feedback and recommendations of supervising staff, as appropriate.
- Report any allegations/concerns as per the "Duty to Report" under the Child and Family Services Act
- Complete offense declarations annually, no later than 15 days after the anniversary date of the last VSC or offense declaration (whichever is most recent) in accordance with the child care centre's criminal reference check policy.
- Provide an offense declaration to the supervisor/designate as soon as possible any time they have been convicted of a Criminal Code (Canada) offense.



SUPERVISION OF STUDENTS & VOLUNTEERS

ROLES AND RESPONSIBILITIES - CONT'D

The Licensee/Designate must:

- Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.
- Ensure that all students and/or volunteers have been trained on each child's individualized plan
- Ensure that a vulnerable sector check (VSC) and annual offense declarations are on file for all students and/or volunteers in accordance with the child care centre's criminal reference check policy and procedures and Ontario Regulation 137/15.
- Ensure that expectations are reviewed with students and/or volunteers including, but not limited to
 - How to report their absence
 - How to report concerns about the program
- Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children.
- Appoint supervising staff to the students and/or volunteers, and inform them of their supervisory responsibilities.
- Inform students and or volunteers of their volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act

The Supervising Staff must:

- Ensure that students/volunteers are never included in staff to child ratios.
- Ensure that students/volunteers are supervised at all times and never left alone with children.
- Introduce students and/or volunteers to parents/guardians.
- Provide an environment that facilitates and supports students' and/or volunteers learning and professional development.
- Provide an environment that facilitates and supports students' and/or volunteers learning and professional development.
- Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Work collaboratively with the student's practicum supervising teacher.
- Monitor and notify the centre supervisor/director of any student and or volunteer misconduct or contraventions with the centre's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the child care centre's written process for monitoring compliance and contraventions



OTHER IMPORTANT INFORMATION

EMERGENCY MANAGEMENT

Stratford Cygnets has emergency management policies and procedures in place, and the staff review these policies annually. In case of an emergency, parents/caregivers will be notified by phone, email, and/or other social media outlets.

Our meeting spot, should we have to leave the premises for St. Aloysius location is the gym of Stratford Secondary School.

ACCESS TO CHILDREN

Only those persons designated by Guardians on the enrollment forms are permitted to pick up children. ID may be required under certain circumstances such as it is their first time picking up, or the staff in the program are unfamiliar with the designated pick up person.. For access protection for your child, please contact the Supervisor.

CLOSURES & PROFESSIONAL DEVELOPMENT DAYS

For the 2023/2024 year, both Stratford Cygnets locations will be closed from December 26th - January 2nd.

Stratford Cygnets values lifelong learning for our educators. Both locations will be closed for professional development days throughout the year. Families will not be charged for these days.

EXCURSIONS & FIELD TRIPS

Parents/Guardians will be notified and required to grant permission for all activities off the premises that require the transportation of students. Walking excursion permission is included in all registration packages, as we will occasionally go for walks around the neighbourhood.

ACCIDENTS AND SERIOUS INJURY/OCCURRENCE

If your child gets hurt at any Stratford Cygnets location, you will be notified by staff at pick-up time, and receive a written or emailed accident report. Guardians or emergency contacts will be contacted in the event of any serious injury that requires medical attention. First aid will be administered immediately and arrangements will be made to pick up your child or meet the Supervisor at the emergency facility.

Serious occurrences are reported to the ministry within 24 hours and a notification will be posted for all parents to view for 10 business days.

YOUR CHILD'S FIRST DAY CHECKLIST

In order for your child to begin attending Stratford Cygnets on the date discussed with the supervisor, you must submit the following information on, or before, their start date:

- Completed Application Form
- Up-to-date Immunization Record/Valid Exemption Form
- \$70 (Non-Base Fee) Non-Refundable Registration Fee (Exception: Duty Family Enrollment)
- First Month's Program Fees
- Blanket Creams Application Form

THINGS TO BRING:

TODDLER PROGRAM

- Diapers - 1 Sleeve, labelled
- Wipes - 1 container, labelled
- Diaper cream, labelled
- Full change of clothes in a large Ziplock bag, labelled, changed seasonally
- Indoor shoes, labelled
- Water bottle (Spring and Summer), labelled
- Dressed in weather appropriate clothing and outdoor gear

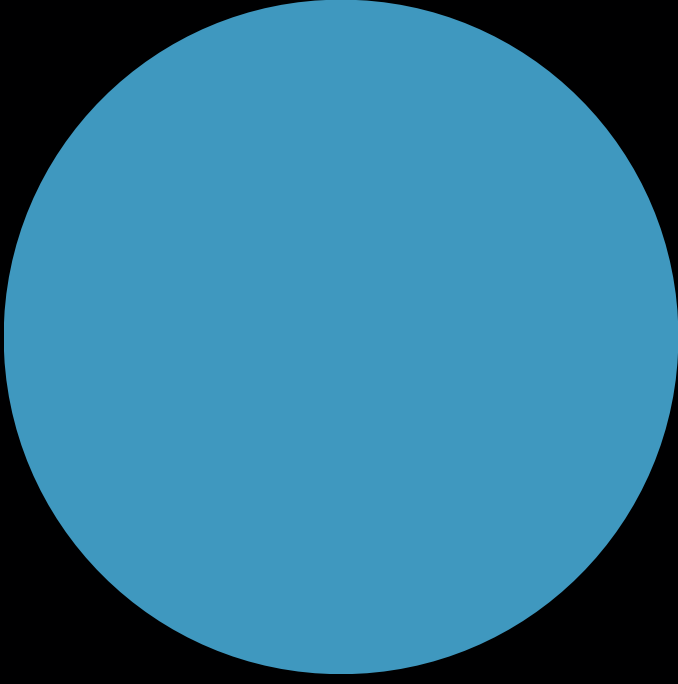
PRESCHOOL PROGRAM

- Diapers - 1 Sleeve, labelled
- Wipes - 1 container, labelled
- Diaper cream, labelled
- Full change of clothes in a large Ziplock bag, labelled, changed seasonally
 - If child uses the toilet, or is in the process of toilet learning, please pack a second set of extra items
- Indoor shoes, labelled
- Water bottle (Spring and Summer), labelled
- Dressed in weather appropriate clothing and outdoor gear

SCHOOL AGE PROGRAM

- Full change of clothes in a large Ziplock bag, labelled, changed seasonally
- Slippers to keep at program, labelled
- Water bottle, labelled
- Dressed in weather appropriate clothing and outdoor gear





**CYGNETS
COOPERATIVE
PREESCHOOL**

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