



Family Handbook 2026

Cygnets Cooperative Preschool

Main Site : 181 Louise St. Stratford, ON N5A 2E6
St.Ambrose School (left of the school entrance) 226-921-7601
Secondary Site : St. Alysious 228 Avondale Ave, Stratford, ON N5A 6N4

www.stratfordcygnetspreschool.ca

Updated August 2026

Welcome to Stratford Cygnets Cooperative Preschool

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, Your Cygnets Family

Mission Statement

Stratford Cygnets provides a stimulating and caring environment for all children. Celebrating each child at 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; set their own boundaries and allow them to explore the world around them.

Services Offered

Licensing Information

**Main Site Location: Cygnet's Cooperative Preschool 181 Louise St Stratford ON,
N5A 2E6**

Toddler and Morning Preschool programs: 8:00 am to 11:45 am

Preschool Afternoon programs: 12:30 pm to 4:00 pm

Extended Day: 9:30 am to 3:00 pm

Before School programs: 7:00 am- 9:00 am

After School programs: 3:15 pm - 6:00 pm

**Secondary Site: Before and After School Program St.Alysious 228 Avondale St, Stratford ON
N5A 6N4**

Before School programs: 7:00 am- 9:00 am

After School programs: 3:15 pm - 6:00 pm

Program Information

Preschool Program Children 30 months - 5 years of age are eligible to attend our program. The Ministry of Education has granted us a privilege that allows 20% mixed age grouping (a maximum of 2 children from 24-30 months may be placed in each group on a given day). The ratio of children in the program is 8 children to 1 teacher. These ratios are mandated by the Ministry of Education and must be followed.

Toddler Program: Children 18 – 30 months of age are eligible to attend our program. The Ministry of Education has granted us a privilege that allows 20% mixed age grouping (a maximum of 2 children from 16-18 months may be placed in the toddler classroom on a given day). The ratio of children in the program is 5 children to 1 teacher. These ratios are mandated by the Ministry of Education and must be followed.

School Aged Children: 1 - 13 JK/SK, 1 - 15 School Age or 1 - 13 mixed ratio of Kindergarten and School Age. If you have an approved mixed-age group, you can include

up to 25% Kindergarten Children (ages 44 months to <7 years). As long as that 25% threshold is not exceeded.

Canada Wide- Early Learning Child Care Learning Agreement

The federal and provincial governments entered into the Canada Wide Early Learning and Child Care Agreement to make child care more affordable for families with children under six years of age. A plan for reduced fees is a priority for the Ministry of Education and Stratford Cygnets Preschool is participating in the Canada Wide Early Learning and Child Care system. As a result, parents using care with Stratford Cygnets Preschool will see a gradual reduction of fees over the next few years. Non base fees such as late fees or costs associated with field trips, etc. are not eligible for the CWELCC. Participating in the CWELCC system will help us continue to provide high quality Child Care that is accessible, affordable, inclusive and sustainable.

Program Fees - Effective June 22, 2026

Preschool Program

Program	Daily Rate
Toddler (18 months to 30 months)	\$12(base fee)
Preschool Half Day - (2.5- 5 years)	\$12 (base fee)
Extended Day - (2.5- 5 years)	\$22 (base fee)

School Age Programs

Note: The Canada-Wide Early Learning and Child Care system does not apply to School Age Programs for children 6 years of age and older or include non- base fees such as late fee or field trip associated costs, etc.

Program	Children Under 6	Children Over 6
Before School	\$12 (base fee)	\$14
After School	\$12 (base fee)	\$15
Before and After	\$15.75 (base fee)	\$29

Full Day Programs	\$17.50 (base fee)	\$35
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- There is \$1 minute / child charge when a child is late being picked up (non base fee)
- 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 25th of each month a monthly invoice will be issued on the first of each month
 - Cash due on or before the first day of the month.
- LATE PAYMENTS are subject to a \$25 (Non-Base Fee). If a family reaches one month in arrears we kindly ask that your child refrain from attending the 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.
- If a child in respect of whom a credit or refund needs to be issued, these circumstances may include over payments, withdraw from program with child(ren) enrolled depending on if payments have already been made, the licensee shall ensure that a refund is provided of any remaining amount within 60 days after the day the child ceases to receive care

Child care subsidies are available to families.

For more information, please contact the City of Stratford Social Services Department at 519-271-3773 ext. 254

We are closed for all Statutory Holidays, New Years Day, Family Day, Good Friday, Victoria Day, Canada Day, Labour Day, Thanksgiving Day, Christmas Day and Boxing. Holiday.

Additional closures on the following days:

- Easter Monday and Civic Holiday
- April, 25, 2026 Professional Development Learning Day
- September 3 & 4 for training day and centre clean up
- December 21, 2026 through January 1, 2027 for the annual winter break shut down

Our Team

Cygnets Cooperative Preschool has a talented, caring , knowledgeable dedicated team of Educators that create a safe and nurturing environment for our children. They work collaboratively to support each child's growth, development, individuality, building strong relationships with families, and one another.

Sherry-Lee Allum, RECE - Supervisor
supervsior@stratfordcygnetspreschool.ca

Amber Brown, RECE - School Age Coordinator
school.age@stratfordcygnetspreschool.ca

Randi Parsons, RECE
Allie Huitema, RECE
Hailey Stevenson, RECE
Robin Vandergroot, RECE

Natalee Wilhelm, RECE
Sarah King, CYC
Jaafar Alsudani, CYC

Janelle White
Teya Haufe, RECE

Board Of Directors

Cygnets is a non for profit organization whose operations are managed by your supervisor and governing Board of Directors. Our Board Directors consist of community members and parents who volunteer their time and expertise to governance of Cygnets Preschool.

The Board Consists of the following Executive positions: Chair, Vice Chair, Treasurer; and 4 Members at Large.

Chair- Caitlyn Foertsch
Treasurer- Sarah Myers

Vice Chair- Amelia Elliott
Secretary- Nicole Knibbs

Program Statement

At Stratford Cygnets, our philosophy was developed using the four foundations of learning, Belonging, Well- Being , Engagement and Expression that is laid out in "*How Does Learning Happen, Ontario's Pedagogy for The Early Years (2014)*", for the Pedagogy for the Early Years as set out by The Ministry of Education.

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, capable, curious and rich in potential 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. The Cygnets Program is reviewed annually to ensure it is aligned with the Ministry of Education's Policy Statement.

This Program Statement is a living document, and will be reviewed annually by staff and board members and revised annually to reflect our evolving goals. As our staff and program continue to learn and grow, so will our Program Statement to reflect those changes.

Cygnets Cooperative Preschool, inclusive of all educators and support staff, believes in offering a program that:

- a) Promote the health and safety, nutrition and well being of the children through such practices as:

- *Educators will follow a daily routine that is adaptable to promote safety, nutrition, encouraging children to lead activities based on their interests, and includes movement and mindfulness practices to enhance self-regulation.

- *We will provide and follow a well-balanced menu for snacks and lunches that will follow Canada's Food Guide

- *Educators provide environments that have calming area that is available throughout the programs

- *Educators will supervise all children during outside play, inside the classroom, during transitions and washroom routines

- *Educators will maintain an up to date First Aid/CPR C Certification

- *All Educators and any staff working in our centre have a cleared criminal/reference vulnerable sector

- b) Support positive and responsive interactions among the children, parents, childcare providers and staff through practice such as:

- *Educators will engage will be at child's level or space depending age group

- *Educators will use appropriate tone, voice, language, and to provide support to help children understand and express themselves with confidence and care

*Our educators will model empathy, compassion, and mindfulness for all age groups through different activities implemented in program

*Our centre welcomes families' involvement, input, participation, and feedback to strengthen our learning partnership.

*Our educators will communicate with parents upon drop off and pick up about their child's day

- c) Encourage the children to interact and communicate in a positive way and support their ability to self regulate through practice such as:

*Our educators offer guidance in expressing emotions in safe ways and support their abilities to self regulate, educators will respond quickly when upset to help validate and work through feelings

*Our educators will offer a variety of ways children can communicate in many ways through art, movement, sound, language, behaviour, and silence

* We will create a welcoming learning environment in all programs where children feel supported, included, loved, and celebrated for their individuality, and to allow for one on one and as a group to demonstrate appropriate social interaction

* Our educators will create and follow a routine to help self regulate in each of our programs

- d) Foster children's exploration play and inquiry through practice such as:

*Educators will respond to supporting the children's curiosity by adding and rotating materials, equipment, and toys, and posing questions to further play, discovery and inquiry.

*Educators will create experiences through play based learning which fosters creativity, individualism, and socialization

*Environments of each program will be organized, by material, time and physical space which allows discovery for the children

- e) Provide child-initiated play and inquiry through practice such as:

*In our programs 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

*Our educators consistently observe, reflect and provide a framework for learning, while being sure not to interrupt the play that is happening

*Educators are constantly looking for and implementing ways to expand the children's interests to facilitate learning

- e) Plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all

children with individualized plans through practice such as:

- *Educators will engage all children in active, creative and meaningful exploration and inquiry within a positive learning environment in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized learning plans.

- *Educators will offer a variety of open ended creative experiences which will allow for individualism

- *Educators will involve children in open- ended conversations through meaningful, thought-provoking dialogue to develop an understanding of the child's interests. Educators will provide child initiated and adult- supported experiences inclusive of all children

g) We will Incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and give consideration to the individual needs of the children receiving care through practice such as:

- *Educators will create and provide opportunities active choice-making with both quiet and dynamic play zones, and materials that inspire creativity, master skills and foster independence

- *Educators position themselves in the different environments to support each child's needs, support and be available for child interaction

- * During outside play the educators will provide sensory opportunities the children to build, water play , sand digging, messy kitchen to explore nature, and to be creative with chalk

- *Educators will provide items like bikes to ride, balls to play with, boards to climb, hockey sticks with pucks and nets, sleds , shovels, depending on seasonal weather conditions for children to have opportunities for physical activity

- *Our centre finds outdoor play important daily because it helps children to safely test their limits for example when jumping or climbing, being outside helps to regulate emotions, and the opportunity for open ended creativity in natural elements

h) Foster the engagement of and ongoing communication with parents about the Program and their children through practice such as:

- *Observing and Documenting sharing with families through pictures, messages, displays and documentation books

- *Sharing resources and informative materials with families

- *Daily communication at arrival and dismissal with parents about children to improve support for child's experience

- *Special Events throughout the year will be organized, christmas concert, Family Day celebration, year end celebration, for families to participate in

- i) Involve local community partners and allow those partners to support the children, families, educators and support staff by:

- *Our community outreach rep is responsible for connecting with local organizations, to connect with the staff and families in supporting local charities

- *Our centre 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 support.

- * Families are encouraged to share perspective and cultural experiences to enhance our daily programming

- j) Support educators and support staff in their continuous professional learning through practices such as:

- *Educators will be encouraged, supported provided with workshops as well as with ongoing professional development within the College of Early Childhood Educators' Continuous Professional Learning

- *Our centre will be reviewing, discussing personal goals throughout the year, and providing resources for educators to keep evolving

- * Our centre will provide professional development opportunities and support, develop own person grown and development during monthly meetings

- k) Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families through practices such as:

- * Producing regular Documentation (both written and verbal) to ensure that educators, support staff and families are engaged and communicating about the child's interests, needs and learning

- * Supervisor/ Board Members have discussions with Educators to support putting strategies into place set out in clause (a) to (j) into practice, Examples could include; How can professional development about risky play be part of the program ? or a Reflection question about an observation of a child's interest they observed, and how their environment supported this interaction or play

Program Statement Implementation

At Cygnets children are guided in a positive manner. Staff and volunteers will foster positive relationships amongst all children by engaging in the various activities and encouraging positive, sincere interactions with other children and adults.

Communication with Families

Our centre uses the app Brightwheel via communication with parents, fee payments organized, children profiles and shared paperwork for easy access for families and educators.

Educators will send photos and videos at appropriate times, or before and after the program to share their children's experiences.

Communication such as messages will be received and responded to at appropriate times.

Any emergency related issues will be handled via phone call by either the guardian or preschool staff and or following our emergency management policy.

Daily communication about child's day will be communicated at drop off or pick up following our program statement.

Any behavioural issues we will follow our guidance policy.

Prohibited Practices

(1) The following is a list of Prohibited practices. None of these shall be used at Stratford Cygnets

Every behaviour has a reason and all interactions build relationships. At Stratford Cygnets we do not allow the following:

- (a) corporal punishment of the child;
- (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) inflicting any bodily harm on children including making children eat or drink against their will. O. Reg. 137/15, s. 48; O. Reg. 126/16, s. 34.

(g) Anyone working in or providing licensed child care who has been convicted of below-noted offences must notify their licensee immediately and cannot continue working in or providing child

care.

- Section 152 invitation to sexual touching- Section 153 sexual exploitation
- Section 153.1 sexual exploitation of person with a disability
- Section 160(1)(2)(3) bestiality - Section 162 voyeurism
- Section 162.1 publication of intimate image without consent
- Section 170 parent or guardian procuring sexual activity
- Section 171.1 making sexually explicit materials available to a child
- Section 172.1 luring a child
- Section 172.2 agreement or arrangement sexual offence against a child
- Section 271 sexual assault
- Section 272 sexual assault with weapon, threats to a third party or bodily harm
- Section 273 aggravated sexual assault - Section 281 abduction of person under 14
- Section 286.1(1) obtaining sexual services for consideration
- Section 286.1(2) obtaining sexual services for consideration from an individual under the age of 18

(2) No employee or volunteer of the licensee, or student who is on an educational placement with the licensee, and no person who provides home child care or in-home services at a premises overseen by a home child care agency shall engage in any of the prohibited practices set out in subsection (1) with respect to a child receiving child care. O. Reg. 51/18, s. 19.

Ways to Get Involved

Board of Directors- As a board member you must attend 10 board meetings, through the year, that happen each month. The board oversees the program, finances, and human resources.	Community Outreach- You will represent Stratford Cygnets at various community events. As well as gather information, recruit volunteers, and participate. A minimum of 5 events.
Laundry- Once a month on your assigned day you are responsible for taking the laundry home to be cleaned, washed, drying and folding.	Playground Clean Up- Once a month you are required to assist with seasonal cleanup. For example, raking, shoveling, weeding, etc, typically happens on a Friday afternoon.

Sanitization- Once a month you will be responsible for sanitizing the toys/ equipment in the classroom, typically on a Friday afternoon.	
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These committees are a huge part of the cooperative model, and need to be filled so that preschool can run smoothly.

Emergency Management Procedures

As described in section 68.1 of Ontario regulation 137/15, in case of an emergency Cygnets Cooperative Preschool Educators are trained to follow their designated roles to ensure everyone's safety as outlined in the schools policies and procedures. Staff will ensure that children are kept safe, accounted for and are supervised at all times during an emergency situation. Stratford Cygnets Cooperative Preschool takes every precaution necessary to provide a safe environment for the children and staff in our program and their families.

If needed to evacuate our meeting spot is Anne Hathaway Public school.

In case of an emergency all parents/guardians will be notified by phone and or by email and when safe to do so other outlets such as social media and brightwheel depending on the various situations by Supervisor or Site Designate.

Local Excursions/Field Trips

Educators plan excursions for the children to a variety of locations within walking distance of the program. Walks are not always planned , but occur to accommodate the interests and the needs of the family. Walking permission forms are filled out during the registration process. Field trips may be planned through the year to enhance the program and experiences, a permission form will be sent out to families prior to the trip.

Illness

If your child is not well enough to participate in the program, both indoors and outdoors, please keep your child at home. 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.

If your child becomes ill while in our program, you will be contacted to come and pick up your child if your child is showing any of the symptoms listed below.

- A fever of 38 degrees or higher
- Diarrhea (two or more extremely loose bowel movements)
- Vomiting
- Any contagious disease (chicken pox, strep throat, etc.)
- severe/coughing/wheezing/congestion
- Unexplained rash
- lethargic/not coping/unusual temperament(with no alternate reason)

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.

Anaphylactic Policy and Procedures

Anaphylaxis is a serious allergic reaction that can be life-threatening. It requires avoidance strategies and immediate response in the event of an emergency. These policies and procedures are intended to help meet the needs and save the lives of children with severe allergies and provide relevant and important information on anaphylaxis to parents/guardians, staff, students, volunteers and visitors at the child care centre.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for an anaphylactic policy for child care centres. The requirements set out in this policy align with Sabrina's Law, 2005

Policy: Individualized Plans and Emergency Procedures for Children with Life-Threatening & Anaphylactic Allergies

- Before attending the child care centre, the supervisor/designate will meet with the parent of a child to obtain information about any medical conditions, including whether the child is at risk of having or has anaphylaxis.
- Before a child attends Stratford Cygnets or upon discovering that a child has an anaphylactic allergy, an individualized plan and emergency procedures will be developed for each child with anaphylaxis in consultation and collaboration with the child's parent, and any regulated health professional who is involved in the child's care that the parent believes should be included in the consultation
- All individualized plans and emergency procedures will include a description of symptoms of an anaphylactic reaction that are specific to the child and the procedures to

be followed in the event of an allergic reaction or other medical emergency based on the severity of the child's symptoms.

- The individualized plan and emergency procedures for each child will include information for those who are in direct contact with the child on a regular basis about the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- All individualized plans and emergency procedures will be made readily accessible at all times to all staff, students and volunteers at the child care centre and will be kept. Located in the office filing cabinet and at the teacher counter in each room.
- All individualized plans and emergency procedures will be reviewed with a parent of the child to ensure the information is current and up to date.
- Every child's epinephrine auto-injector must be carried everywhere the child goes.

Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

The following strategies to reduce the risk of exposure to anaphylactic causative agents must be followed at all times by employees, students and volunteers at the child care centre:

- Do not serve foods where its ingredients are not known.
- Do not serve items with 'may contain' warnings on the label in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.
- In cases where a child has food allergies and the meals and snacks provided by Stratford Cygnets cannot meet the child's needs, the child's parent will be asked to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.
- Ensure that parents/guardians label food brought to Stratford Cygnets with the child's full name and the date the food arrived at the child care centre, and that parents/guardians advise of all ingredients.
- Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.
- Encourage parents/guardians who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the child care centre (e.g. by thoroughly washing hands, brushing teeth, etc.)
- Do not use craft/sensory materials and toys that have known allergens on the labels.
- Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in the child care centre.
- Make sure each child's individual plan and emergency procedure are kept-up-to-date and that all staff, students, and volunteers are trained on the plans.
- Refer to the allergy list and ensure that it is up to date and implemented.
- Update staff, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures.
- Update families when changes to allergies occur while maintaining the confidentiality of children.

- Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at Stratford Cygnets.

Communication Plan: The following is our communication plan for sharing information on life-threatening and anaphylactic allergies with staff, students, volunteers, parents/guardians and families.

- Parents/guardians are encouraged not to bring in any food related items for special events or birthdays.
- Parents/guardians and families will be informed about anaphylactic allergies and all known allergens at Stratford Cygnets through our welcome letter at the beginning of the year and kept up to date throughout the school year through newsletters.
- A list of all children's allergies including food and other causative agents will be posted in all cooking and serving areas, in each play activity room, and made available in any other area where children may be present.
- Each child with an anaphylactic allergy will have an individualized plan and emergency procedures that detail signs and symptoms specific to the child describing how to identify that they are having an allergic reaction and what to do if they experience a reaction.
- Each child's individualized plan and emergency procedures will be made available and accessible wherever the child may be present while receiving child care.
- Individuals who collect groceries on behalf of the child care centre and/or other food handling staff, where applicable, will be informed of all the allergies at the child care centre, including those of children, staff, students and volunteers. An updated list of allergies will be provided to the caterer or cook as soon as new allergies are identified. The supervisor or designate will communicate with the caterer/cook about which foods are not to be used in food prepared for the child care centre and will work together on food substitutions to be provided.
- The child care centre will communicate with the Ministry of Education by reporting serious occurrences where an anaphylactic reaction occurs in accordance with the established serious occurrence policy and procedures.
- This communication plan will be continually reviewed to ensure it is meeting the needs of the child care centre and that it is effectively achieving its intended result.

Drug and Medication Requirements:

- Where drugs or medications will need to be administered to a child in response to an anaphylactic reaction, the drug and medication administration policy will be followed including the completion of a parental authorization form to administer drugs or medications.
- Emergency allergy medication (e.g. oral allergy medications, puffers and epinephrine auto-injectors) will be allowed to remain unlocked or carried by children with parental authorization so that they can be administered quickly when needed.

Training

- The supervisor of Stratford Cygnets, will ensure that the supervisors/designate and/or all staff, students and volunteers receive training from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication.
- Where only the supervisors/designate has been trained by a parent, the supervisors/designate will ensure training is provided to all other staff, students and volunteers at Stratford Cygnets.
- Training will be repeated annually, and any time there are changes to any child's individualized plan and emergency procedures.
- A written record of training for staff, students and volunteers on procedures to be followed for each child who has an anaphylactic allergy will be kept, including the names of individuals who have not yet been trained. This will ensure that training is tracked and follow-up is completed where an individual has missed or not received training.

Confidentiality

Information about a child's allergies and medical needs will be treated confidentially and every effort will be made to protect the privacy of the child, except when information must be disclosed for the purpose of implementing the procedures in this policy and for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Procedures to be followed in the circumstances described below:

Circumstance	Roles and Responsibilities
A) A child exhibits an anaphylactic reaction to an allergen	The person who becomes aware of the child's anaphylactic reaction must immediately 1. Implement the child's individualized plan and emergency procedures; 2. Contact emergency services and a parent/guardian of the child, or have another person do so where possible; 3. Ensure that where an epinephrine auto-injector has been used , it is properly discarded (ie. given to emergency services, or in accordance with the drug and medication administration policy.) Once the child's condition has stabilized or the child has been taken to hospital, staff must; 4. Follow Cygnets's serious occurrence policies and procedures.

	5. Document the incident in the daily written record, and 6. Document the child's symptoms of ill health in the child's health records.
B) A child is authorized to carry his/her own emergency allergy medication	Staff must: 1. Ensure that written parental authorization is obtained to allow the child to carry their own emergency allergy medication; 2. Ensure that the medication remains on the child (eg. fanny pack, holster) and is not kept or left unattended (eg. in the child's cubby or backpack); 3. Ensure that appropriate supervision is maintained of the child while carrying the medication and of children in their close proximity so that other children do not have access to the medication; and 4. Where there are safety concerns relating to the child carrying his/her/their own medication (eg. exposure to other children), notify the Supervisor/designate and the child's parent of the concerns to discuss and implement mitigating strategies. 5. Document concerns and resulting actions in the daily written record.

School-Age Bagged Lunch Policy

Parents/guardians must send a bagged lunch for children enrolled in non-instructional days only. This includes PD days, March Break and Summer Break. On these days children must provide their own snacks and lunch to last throughout the day. All lunches and snacks need to be "NUT FREE" and an ice pack must be sent to maintain food safety and nutritional value of bagged lunch. If the staff observe that a child's lunch items are compromised by temperature because of a missing ice pack, program staff will replace the compromised items with a nutritious alternative. Program staff will also document the missing ice pack and speak to the parent upon pick up, stating that an ice pack is mandatory.

The staff at Stratford Cygnets will assist and monitor the lunch time. In the event that a child's lunch has been forgotten, every effort will be made to contact the parent to have lunch brought to the program. Fast food items are not acceptable. If a parent is not available the program staff will provide a sandwich (or another grain item), fruit and vegetable in accordance with the food guide.

An example of a well-balanced lunch would include 1 slice of veggie pizza, cucumber slices, strawberries and a container of milk. Unhealthy choices like chocolate bars, chips and donuts are discouraged. All bagged lunches and drinking containers MUST be labelled with the child's name.

Resources for healthy lunch suggestion can be found on the healthy lunch suggestion can be found on the Health Unit Website at:

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

Glossary

Anaphylaxis: a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock. Symptoms can vary for different people, and can be different from one reaction to the next, including:

- Skin: hives, swelling, itching, warmth, redness, rash
- Breathing (respiratory): coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness/allergens/swelling, hoarse voice, nasal congestion or hay fever-like symptoms (runny nose and watery eyes, sneezing), trouble swallowing
- Stomach (gastrointestinal): nausea, pain/cramps, vomiting, diarrhea
- Heart (cardiovascular): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- Other: anxiety, feeling of “impending doom”, headache, uterine cramps, metallic taste in mouth

(Source: <http://foodallergycanada.ca/about-allergies/anaphylaxis/>)

Causative Agent (allergen/trigger): a substance that causes an allergic reaction. Common allergens include, but are not limited to:

- Eggs
- Milk
- Mustard
- Peanuts
- Seafood including fish, shellfish, and crustaceans
- Sesame
- Soy
- Sulphites which are food additives
- Tree nuts
- Wheat
- Latex
- Insect stings

Epinephrine: A drug used to treat allergic reactions, particularly anaphylaxis. This drug is often delivered through an auto-injector (e.g. EpiPen or Allerject).

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

Licensee: The individual or corporation named on the licence 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 parent include legal guardians, but will be referred to as “parent” in the policy)

Safe Arrival and Dismissal Policy and Procedures

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

This policy will provide Stratford Cygnet's, staff, students and volunteers with clear steps that are to be taken when a child does not arrive at the home child care premises as expected, as well as procedures to follow to ensure the safe arrival and dismissal of children.

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

Policy and Procedures

Accepting a child into care

Stratford Cygnets Co-operative Preschool and Stratford Cygnets School Age is responsible for signing children in on the attendance record as children arrive at the premises where care is provided.

Stratford Cygnet's Educators are responsible for ensuring any communication from parents/guardians related to drop-off or absences is noted on the daily written record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at Stratford Cygnets and the parent/guardian has not communicated a change in drop-off or that the child will be absent (e.g., left a voice message, sent an email or text message or a message on brightwheel) the Stratford Cygnets Supervisor or designate must:
 - contact the child's parent/guardian not later than:
 - **8:00** am for **Before School Programming**
 - **9:00** am for **Toddler and Preschool morning Programs**
 - **10:30** am for **Extended Day Preschool**
 - **2:00** pm for **PM Preschool Programs**
 - **3:00** pm for **After School Programming**
 - **9:00** am for **School Age Day Programs**

- This will occur via phone call, and if the parent/guardian doesn't respond or no response is returned within 15 minutes of the initial call, the supervisor or designate will call the child's emergency contact.
 - No more than 30 minutes after trying or talking to the emergency contact, if no response the police will be called and asked to do a wellness check.
2. Once the child's absence has been confirmed, Stratford Cygnets supervisor or designate shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.
 3. If a child will be participating in a school extracurricular activity (e.g., basketball, clubs, etc.) and arriving at the After School Program later than their regular dismissal time, the parent/guardian must complete an **Extracurricular Activity Authorization Form prior to the child beginning the activity or alternate arrival arrangement**. The form must include the activity and expected arrival time. The child will be signed into care upon arrival at the program.

Releasing a child from care

Stratford Cygnets Cooperative Preschool and Stratford Cygnets School Age programs shall only release the child to the child's parent/guardian or another individual that the parent/guardian has provided written authorization that the child may be released to.

Where the educator or staff does not know the individual picking up the child, they must ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization provided by the parent/guardian.

School Age Programs ONLY

A sibling who is **13 years of age or older** may pick up a younger sibling from the program provided the parent/guardian has completed a **Sibling Pick-Up Authorization Form prior to the sibling beginning pick-ups**. The sibling must be listed as an authorized pick-up person and may be required to provide identification.

Where a child has not been picked up as expected

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 10 minutes the early childhood educator shall ensure that the child is given a snack and activity, while they await their pick-up. There is a \$1/Minute/Child charge when a child is late being picked up.
2. Stratford Cygnet's educators will attempt to call the family/guardian and advise that the child is still in care and inquire about their pick-up time. In the case where the person picking up the child is an authorized individual. The parent/guardian should be called first, and a

message left stating that the child still is in our care, and that if they have been picked up or we haven't heard back from them within 30 minutes we will be calling CAS. Next, call the emergency contact, explain the situation.

3. Where the Stratford Cygnets educator is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., emergency contacts) by 30 Minutes the Educator shall proceed with contacting the local Children's Aid Society (CAS) (519-271-5290). The Stratford Cygnets Educator shall follow CAS's direction with respect to next steps. The home child care provider shall also advise the licensee.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care program staff in writing can pick-up their child from care.

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

Parent/guardian: 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.

Intake Policy

Parents are required to fill out the registration forms and submit all supporting documentation including an up to date copy of immunization records. This registration package provides staff with detailed information about children's health and medical requirements, family dynamics and administrative information. We ask that all special needs and/or past medical issues and therapies be fully disclosed on the registration forms to ensure learning strategies are in place for all children. Any children with identified special needs or medical conditions are required to complete additional paperwork to ensure the staff and the Supervisors are fully prepared to meet the needs of the child.

All families must register care through OneHSN prior to submitting their registration forms to us. If our program is full, children can be placed on a no-fee waitlist.

After admission to Stratford Cygnets Cooperative Preschool, children will receive a welcome package via email before their start date. This package includes enrolment information and what to expect from the program as well as an additional questionnaire regarding your child's habits and routines to ensure the staff and the Supervisors have up to date information about every child's personality, interests and needs.

Discharge Policy and Procedure

Families must provide written notice of permanent withdrawal from any of our programs 30 days in advance. If notice is not received, full program fees will be charged.

Parent Issues and Concern Policy and Procedure

Purpose

Stratford Cygnets staff pride themselves on building strong relationships with each and every family that attends our preschool. We want it to be a rewarding experience for both the child and family. The purpose of this policy is to provide a transparent process for families, the child care licensee and the educators to use when parents/guardians bring forward issues and/or concerns.

Definitions

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

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

Policy

General

Families are encouraged to take an active role in our Stratford Cygnets. This includes regularly discussing with the educators what their child(ren) are experiencing within their programs. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff. We strongly stand by the importance of fostering engagement and ongoing communication with families regarding the programs and their children. Our educators and staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Stratford Cygnets 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 either 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 2 business days. 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 the 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, the Supervisor, or a staff member 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/guardian 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

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

Procedure

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g: Schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - The classroom staff directly OR - The Supervisor or licensee	- Address the issue/concern at the time it is raised OR - Arrange for a meeting with the parent/guardian within 2 business days
General, Centre- or	Raise the issue or concern to	

Operations-Related E.g. Child care fees, hours of operation, staffing, waiting lists, menus, etc.	- The Supervisor and/or licensees.	Document the issue/concerns in detail. Documentation should include: - The date and time the issue/concern was received; - The name of the person who received the issue/concern; - The name of the person reporting the issue/concern; - The details of the issue/concern; and - Any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 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.
Staff-, Duty Parent-, The Supervisor-, and/or Licensee-Related	Raise the issue or concern to - The individual directly or - The Supervisor or licensees. All the issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	
Student- / Volunteer Related	Raise the issue or concern to - The staff responsible for supervising the volunteer or student or - The Supervisor and/or licensees. All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to The Supervisor as soon as the parents/guardians become aware of the situation.	

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the 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 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 Labor, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts:

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

Sherry-Lee Schnarr, Supervisor, Stratford Cygnets Cooperative Preschool: 226-921-7601

Child Guidance Policy

Purpose

At Stratford Cygnets Cooperative Preschool, our educators provide guidance to children in a positive and consistent way. This guidance is based on the understanding of the individual needs and the development of the child. It is our goal to promote self-regulation. This will be accomplished through recognizing and reinforcing children's positive behaviours; having reasonable and positive expectations; setting clear and consistent limits; and by using redirection.

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 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 situations. The children are treated with respect and understanding in all situations.

When children exhibit aggressive behaviour, educators intervene quickly and help them resolve conflicts in a positive manner. This is done by explaining the rules, and showing the children how the other feels (i.e. "Ouch, that hurts. Look at *child's* face, how do you think they are feeling? How can you help make them feel better?")

Our educators discuss behaviour and guidance techniques constantly and are continually upgrading their skills through workshops, webinars and other forms of professional development. This allows for them to have the most up-to-date knowledge to help provide children with the utmost care and support.

Child Guidance: Prevention

- Plan for Positive Outcomes
 - Offer age appropriate programming, based on the interests of child

- Be organized and plan materials ahead of time to avoid unnecessary waiting
- Provide small group experiences
- Anticipate issues and be flexible
 - Pay close attention to children require more guidance and intervene before situations arise
- Plan and give reminders before transitions
- Children will be given time to finish an activity they are involved in
- Use proximity to help prevent situations from escalating
- Build positive emotional attachments and relationships
- Be present, engaged and positive with the children
- Project a cheerful, playful, professional
- Redirect children
- Provide safe and nurturing environments
 - Develop clear expectations with or for the children and be sure the children are aware of the expectations
 - Promote risky play in the spirit of learning
 - Teach children about the natural and logical consequences
- Communicate clearly using words and phrases the child will understand ● Use reminders
 - Acknowledge feelings
 - Communicate with children at their eye level
 - Allow children to respond and finish speaking and listen to children's words
- Recognize children through specific praise, compliments, and encouragement
- Role model behaviour expectations
- Recognize educators own emotions and attitude and request help to implement child guidance when needed

Child Guidance: Prevention and Intervention

- Offer safe choices mutually accepted by the educator and child
 - Include children in determining the choices, where possible
- Allow children personal space(different spot away from group, still supervised
 - If a child demonstrates the need for personal time to cool off, allow the opportunity to do so where they are comfortable while adhering to the supervision policy

- Promote discussion , problem solving and conflict resolution by allowing children to solve their own problems and intervening when required
- Remind children of expectations
- Follow with consequences and set limits
- Comfort children
 - Educators may use physical contact, with child's permission and consent, to calm children, when required. Educators will be sure a child wants to be comforted by asking the child and/or observing their body language

Families as Partners

Family involvement and insight in the behaviour guidance process is strongly encouraged and welcomed. Cygnets educators will provide regular feedback to families in person at drop or pick up sharing both positive and challenging behaviours.

On a day to day basis Cygnets request that families share with educators any relevant information to better care and understand the children.

Information such as:

- Changes in home
- Physical or emotional upsets
- Tired from a busy weekend
- New experiences
- Custody issues

Should ongoing concerns be noted by either the family or program the following steps will be taken.

Guidelines for Addressing Severe Behaviours

On occasion, Cygnets understands that severe behaviours will occur. Cygnets Classifies severe behaviours as those listed below:

- Severe defiance and disruption
- Verbal abuse to educators or other children, including profanity
- Destruction of Cygnets
- Physical Abuse to educators or other children
- Leaving the program boundaries or group of activity without permission
- Theft of property
- Bullying or antagonizing behaviour

In the case that a child exhibits any of the above behaviours and all efforts have been

exhausted to follow the child guidance prevention and intervention strategies, the following guidelines will be followed.

1. Child will be redirected to a safe place and encouraged to calm down. Other children may be removed from the, depending on circumstances (ie., if there are concerns for safety).
2. Educators will work with the child to assist themselves,so they can rejoin the group and follow all program expectations. This may mean speaking to them, sitting with them, or letting them have time to themselves.
3. In rare cases, parents/guardians may be contacted if a child continues to put themselves or others at risk ie. a child continuously running away from program, and not returning to the site or throwing chairs, tipping shelves in the room and unable to be reintroduced for 15 minutes

Follow Up

- Incident will be documented on Cygnets Incident report and shared with family
 - Upon parent/ guardian arrival at pick up an educator will discuss the situation or in a situation where a parent/guardian isn't present , they will be contacted via email, with incident report documentation
 - Leadership team will be notified
 - After 3 incidents a meeting will be issued with the leadership team, Executive board members and family
- The meeting will include, but is not limited to:
- Behaviour strategies used at home and school (for school age)
 - Behaviour strategies that can be used/implemented at Cygnets programs
 - Discussion of Incident
- Leadership team will work with parents/guardians to work through a plan of action to assist child
 - Communication may need to be shared with other families in the program when an individual child's behaviour may have impacted all/most of the children (for example, having to clear the room to physical outburst) This communication will not disclose personal information of the child.

Cygnets may have to modify these procedures pending the severity of the incident(s).

Removal of participants

In the event that severe behaviours persist, and there are 4 incident reports,

Cygnets has the right for termination when the health and/or safety of the individual, other participants or staff are at risk. Termination from one Cygnets Program is termination from all current Cygnets Programs. Terminated students will be placed on the bottom of the waitlist and may re-enter future programs when the waitlist spot is reached upon Board review.

Students may be suspended, effective immediately, regardless of previous incidents at Supervisor discretion pending investigation and Board review depending on severity of incident(s). This suspension may result in termination.

Supervision of Students and Volunteers Policy

Purpose

Stratford Cygnets Cooperative Preschool welcomes both placement students and volunteers into the various programs offered in our child care centre. 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 the centre.

This policy will provide supervising staff, students and volunteers with a clear understanding of their 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 Stratford Cygnets Cooperative Preschool.

Note: Definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

General

- 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 care at Cygnets.
- Students and volunteers will not be counted in staff to child ratios.

Procedure

Roles and Responsibilities

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 individual plan.
- Ensure that a vulnerable sector check (VSC) and annual offence 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 duty to report suspected child abuse or neglect under the Child and Family Services Act.

The Supervising Staff:

- 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 students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
- Provide students and/or volunteers with feedback on their performance.
- 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 Stratford Cygnet's written process for monitoring compliance with contraventions.

Students and/or Volunteers 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, supervisor or designate prior to commencing placement or volunteering, 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 all allergy lists and dietary restrictions and ensure they are implemented.
- 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 offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with Stratford Cygnet’s Criminal Reference Check policy.
- Provide an offence declaration to one of the supervisors or the designate as soon as possible, any time they have been convicted of a Criminal Code (Canada) Offence.

Glossary

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

Staff (employee): Individual employed by the licensee (eg. program room staff).

Student: Individual who is enrolled in an education program/school and is completing a placement

Volunteer: An individual who participates in the child care program and interacts with children in care but not paid by the licensee (e.g. parents assisting on an occasional or recurring basis with child care programming, such as excursions, field trips, etc.)

Waiting List Policy and Procedure

Purpose

This policy and the procedures within provide a way 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.

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.

Note: Definitions for terms used throughout this plan are provided in a Glossary at the end of the document,

Policy General

- Stratford Cygnets Cooperative Preschool 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.

Additional Policy Statements

The supervisors will monitor the OneHSN website for new applicants and make sure that the waitlist on that site is up to date

Procedures

Receiving a Request to Place a Child on the Waiting List

1. 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

1. 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
2. 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 Become Available

1. When space becomes available in the program, priority will be given as follows
 - staff children who are currently employed in the programs
 - 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

2. 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

Offering an Available Space

1. 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.
2. Parents/Guardians will be provided a 5 business days time frame to respond before the next child on the waiting list will be offered the space.
3. Where a parent/Guardian 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.

Responding to Parents/Guardian who inquire about their Child's Placement on the Waiting List

1. The supervisor or designate will be the contact person for parents/guardians who wish to inquire about the status of their child's place on the waiting list
2. The supervisor or designate will respond to parent/guardian inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Maintaining Privacy and Confidentiality

1. 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.
2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.