

STRATFORD CYGNETS
COOPERATIVE PRESCHOOL



FAMILY HANDBOOK

UPDATED OCTOBER 2025

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 person's unique qualities. We are committed to being an accessible workplace and learning environment, ensuring that all individuals, including those with varying abilities and those within the 2SLGBTQ+ community, feel safe, supported, and empowered.

By promoting an inclusive and accessible environment that embraces the full spectrum of human diversity, we aim to foster compassion, acceptance, and understanding in the hearts and minds of our young learners and their families for 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; set their own boundaries and allow them to explore the world around them.



PROGRAM STATEMENT

This Program Statement is a living document, and will be reviewed 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.

At Stratford Cygnets, our philosophy was developed using the Four Foundations of Learning, as laid out in "How Does Learning Happen, Ontario's Pedagogy for The Early Years (2014)". Our programs strive to embrace the whole child while providing a safe and nurturing environment through the play-based, emergent curriculum model. We take pride in celebrating each child as they are, including but not limited to: their sense of self, their personality, their skills, their interests and their learning styles.

At Stratford Cygnets, we view all children as competent, capable, curious and rich in potential. We believe all children should feel represented and welcome in our environment; from our youngest learners in our toddler program, to our oldest learners in our school age programs. This is accomplished not only through the relationships built with families, children and community members; but also in the accessible layouts of our not-for-profit centres.

As a team of highly knowledgeable and qualified educators, we know that learning happens everywhere. We foster these opportunities through rich, intentional environments, provocations, invitations and the freedom to explore, inquire and question. We follow the children's interests through the use of observation and reflection and believe that the job of the educator is to facilitate, challenge, and allow the freedom to make mistakes. All play is purposeful and meaningful; we provide the space and capacity for creative play to flourish. Through child-initiated and adult-supported experience, children are in control of their learning and together with educators, the learning environment is co-created to be engaging, positive and rewarding.



PROGRAM STATEMENT

Continued...

All learning environments at Stratford Cygnets, which includes both indoor and outdoor environments, are tailored to the key pedagogical outcomes of well-being, belonging, expression and engagement. We believe that the environment is the third teacher and should provide opportunities to take healthy risks, set boundaries and explore.

We value nutrition and healthy eating. We provide our toddlers, preschoolers and before and after school program students a snack during program time. These snacks follow Canada's Food Guide and include a whole grain, a fruit, a vegetable and a protein option. We never force children to eat, and believe children can make their own choices when it comes to what and how much they eat. Families in our full day camp programs bring two snacks and a lunch. Should they not have their own snack, we provide options of what we have on hand which includes a fruit, vegetable and a grain product. As part of our Extended Day preschool program, children are provided with one snack and a nutritious lunch cooked by our chef.

Stratford Cygnets uses these four key pedagogical outcomes as the foundations of optimal learning and healthy development. That being Engagement, Expression, Well-Being and Belonging. Children learn best in environments where they feel safe and loved. This can be fostered through positive and responsive interactions among the children, families, child care providers and the educators. The foundation of a healthy and purposeful learning community is the authentic and caring relationships that are built between the educators and the children; the educators and the families; the educators and the community is the authentic and caring relationships that are built between the educators and the children; the educators and the families; the educators and the community; and the educators and one another.

Daily schedules at Stratford Cygnets are flexible and are designed as a guide for the day. There is time provided for both indoor and outdoor play, active play and snack time. The schedules are flexible in order to best respond to the diverse needs, abilities and interests of our learners. We believe that children should have choices, and have a voice in the decision making of how their day goes.



PROGRAM STATEMENT

Continued...

We encourage the children at Cygnets to interact and communicate in a positive way while supporting their ability to co- and self-regulate. In order to accomplish this we allow for free, uninterrupted play and the choice of a variety of interest/learning centres to encourage interactions. Our staff speak to the children using positive words and tones; as well as discuss and label emotions for the children. Our staff model empathy and self-regulation out loud for the children to hear. Staff encourage problem-solving skills and empathy by encouraging children to listen to their peers, express their emotions and encouraging children to think about how others might feel. It is through these methods that staff work towards helping children develop their own calming strategies.

We recognize that families are curious about their child's learning and should be seen as partners in this educational journey. Their involvement, participation, feedback and input are all welcome and encouraged. Encouragement is fostered through the use of learning stories, pedagogical documentations, portfolios, verbal and written communication.

We strive to provide opportunities to build and involve local community partners and allow those partners to support the children, the families and staff. At Stratford Cygnets we provide opportunities for children to explore their community and make connections to the real world through field trips, community walks, and inviting community members into our centre to visit, to name a few. We strive to establish connections with local organizations and community members through participation as an organization in community events such as the Santa Claus Parade; supporting co-op students from local high schools, colleges and universities and by involving children in supporting community initiatives such as food drives. We also work cooperatively with various agencies such as The City of Stratford, Thames Valley Children Centre, Occupational Therapists, and Resource Consultants to name a few.

Our educators are recognized as lifelong learners and our centre takes pride in the professional development events and opportunities facilitated by our educators across the province and the country. The City of Stratford creates rich professional development, networking, and resource-sharing opportunities.

Families, Staff and Community Partners are invited and welcome to provide feedback to the Supervisor or the Board of Directors at any time. From the feedback provided we seek ways to improve our programs and better serve the individuals who work, volunteer, and have children at our centres.

Revised July 2023



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.



APPROACH

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

The children who attend our programs develop a sense of belonging through a variety of healthy relationships. That includes the educators, children and the community. The educators take pride in the relationships they foster with each individual child and family registered at Cygnets. Children's artwork and pictures are displayed throughout the room allowing children to view themselves as a contributing member to the classroom which provides them with value, confidence and increased self-esteem. The children are provided with the choice to take their creative masterpieces home or to display them throughout the room.

When arriving at Stratford Cygnets, each child and adult receives a warm greeting as they enter the centre and the room to make them feel welcome, comfortable and valued. Families and children are asked about the evening/morning/day they have had and are provided with the opportunity to share any news. Through daily verbal and written communication with families, our partnerships with them improve, which in turn strengthens our connection with children. Getting to know the families in our community increases a child's sense of belonging, and is therefore a critical part of our role. Families are welcome to enter our program rooms at any time, share their own interests, sit on various committees, volunteer and join in social or fundraising events throughout the year. Through the committees, family volunteers assist with a number of critical functions, instrumental in providing the children with high quality care.

Stratford Cygnets is committed to welcoming, establishing and maintaining community partnerships. These include but are not limited to Occupational Therapists, Speech Pathologists, Physiotherapists, and Resource Consultants. Not only do these partnerships help support the children in our care and their families, but also our staff. Individual plans can be developed in conjunction with families, educators and community agencies to support a child's personal growth and development. We as Registered Early Childhood Educators, alongside community agencies, can and should be used as resources to families to provide any support and information needed to assist in this journey. We have partnerships with universities, colleges and high schools to provide rich opportunities for practicum support, volunteer opportunities and professional development. At Cygnets, we believe it takes a village. We are happy to have the support of many local community partners and businesses that are able to provide unique learning opportunities and excursions in the city.

Our educators understand the value and benefit that comes in documenting and reflecting on the children's learning. Through this documentation learning is captured and shared throughout the program and on the Brightwheel app we use for daily communication. This provides children with a sense of belonging and accomplishment as they review it with their families and peers. Through ongoing reflective practices, the educators are able to provide children with authentic learning environments geared to their interests. We also welcome involvement, input, participation and feedback from families to promote a strong partnership in learning.

02.

FOSTER WELL BEING

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



APPROACH

Stratford Cygnets promotes a healthy sense of self by providing opportunities for children to care for themselves and others in their learning environment. Children are provided opportunities to acquire and build on self-care skills such as feeding themselves and independent handwashing. Our daily schedule at Stratford Cygnets is designed in response to the diverse abilities and interests of our learners. Our focus on each child's needs, learning styles and preferences supports their well-being within our community.

We respect each child's identity by trusting them to know and understand their own limitations and boundaries. We offer opportunities throughout our programs for both indoor and outdoor play. There is special attention paid to active play, quiet play areas and open-ended materials to promote choice and decision making. While we have a daily schedule, it is flexible to allow for children to lead the day based on their interest and engagement. We offer opportunities to participate in yoga and mindfulness which are proven to promote self-regulation. We place a strong emphasis on co-regulating, and believe all children best develop the skills required for self-regulation through strong co-regulation in their early years.

Our educators are trained in safe supervision of children, including proper ratios for age groups and supervision during transitions. Our educators are also trained in Level C CPR training, First Aid Training and Children Protection Procedures. They abide by the guidelines and regulations set in place by the College of Early Childhood Educators, our governing board. Stratford Cygnets follows Huron Perth Public Health's guidance for Communicable Disease Prevention. We have set in place sanitization and disinfection procedures with Ministry of Health guidelines in mind. Our menu is planned out following the Canadian Food Guide and our educators promote healthy eating habits by hosting a family-style snack with the children.

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.

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.

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

Every child is encouraged and welcome to express themselves in any way they deem fit. We believe children are capable communicators in their very way and stress the importance of seeing each child as an individual. Our educators model appropriate communication, positive expression, respect and conflict resolution. This allows children to observe these important skills.

We strive to make the children in all of our programs feel comfortable at Cygnets 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
- Brightwheel app for daily interactions and happenings
- Family surveys
- Documentation
- Celebrations
- Community events
- Monthly calendar

We believe that Stratford Cygnets embraces and incorporates the four foundations in our daily actions at the centre. We understand that children need opportunities to explore the world around them in their own way, making their learning experiences as unique as they all are. We foster and support their individual needs allowing every child to reach their potential no matter how long it takes to get there or the routes they take along the way. We aspire to see children through their education journey from toddler age all the way up to and beyond before and after school and camp needs; ensuring the children, regardless of age, know how loved and valued they are.

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

Licensing Information

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

Per Session:

- 10 children between 18 - 30 months
- 24 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 rooms
- 1:13 for JK/SK
- 1:15 in the school-age programs.

Cygnet's 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 \$150 (Non-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.

WAITLIST 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 Regulations 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 Co-operative Preschool will strive to accommodate all request 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 the new child(ren) to be enrolled, the waiting list procedures set out below will be followed.
- No fee will be charged for placing a child on the waiting list.

Additional Policy Statements

The supervisor will monitor the OneHSN website for new applicants and make sure that the waitlist on the site is uptodate.

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/guardians of their child's a position of the list.

WAITLIST POLICY AND PROCEDURE

Continued...

Procedures Continued...

Determining Placement Priority when a Space Becomes Available

1. 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
2. Once these children have been placed, other children on the waiting list will be prioritized based on the program room availability and the chronology in which the child was placed on the waitlist

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 48 hour time frame to respond before the next child on the waitlist will be offered a space.
3. Where a parent/guardian has not responded within the given time frame, the licensee or designate will contact the parent of the next child on the waiting list to offer them the space.

Responding to Parents/Guardians who Inquire about their Child's Placement on the Waitlist

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 waitlist
2. The supervisor or designate will respond to parent/guardian inquires 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 parents.
2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

Glossary

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

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 (all references to parents include legal guardians, but will be referred to as "parent/guardians" in the policy).

*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.

ST. AMBROSE SITE

STRATFORD CYGNETS COOPERATIVE PRESCHOOL

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

www.StratfordCygnetsPreschool.ca



HOURS OF OPERATION

Our Toddler and morning Preschool programs run morning sessions from Monday - Friday 8:00am - 11:45am.

Our afternoon Preschool program runs Monday - Thursday from 12:30pm - 4:00pm.

Our Extended Day program runs Monday - Friday 9:30am - 3:00pm.

Our St. Ambrose before school program runs from 7:00am - 9:00am, Our after school program runs from 3:15pm - 6:00pm.

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.

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.

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

✉ supervisor@stratfordcygnetspreschool.ca

☎ 519-273-8096

in [Connect with Me](#)

Jamie-Lee has been working with children for over 14 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

Lauren Coughlin, Secretary

Karli Langille, Vice Chairperson

Sarah Myers, Treasurer

MEET OUR EDUCATORS



MS. RANDI PARSONS, RECE

Toddler Program Educator, Office Administrator

"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. ROBIN VANDERGROOT, RECE

Preschool 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. SHERESE GOORAY

Preschool Educator

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



MS. STACEY MCINTOSH, RECE

Preschool 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."

MEET OUR EDUCATORS



MS. AUTUMN MALOTT
Extended Day Preschool & School
Aged Program Educator



MS. SARAH KING, CYC
Preschool & Toddler 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. JANELLE WHITE,
Floater and Supply Educator



MS. ALLIE HUITEMA
School Aged Program Supervisor
at St. Aloysius

MEET OUR EDUCATORS



MS. ANGELA CHARBONNEAU,
RECE
School Aged Program Educator



MS. NATALEE WILHELM, RECE
School Aged Program Educator



MS. BALSIMRAN KAUR
SANDHAWALIA "MS BINNY", RECE
School Aged Program Educator



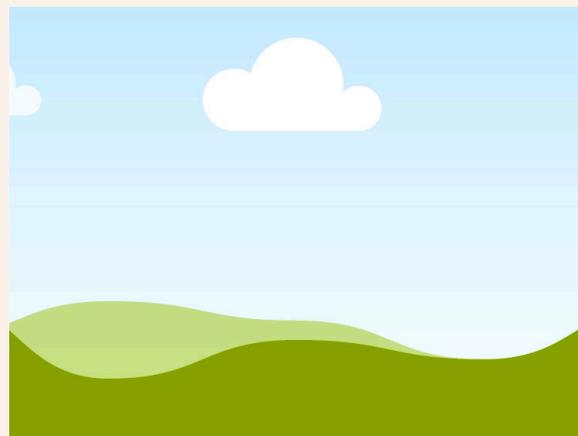
MS. NAVPREET KAUR
School Aged Program Educator

MEET OUR EDUCATORS



MS. REBECCA WAGLER

PM Preschool Educator



MS. CHANTELL HUITEMA

Cook Extraordinaire



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.

2025/2026 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)

2025/2026 PRESCHOOL PROGRAM - MORNING, AFTERNOON, EXTENDED DAY

	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)
Extended Day Program		\$22.00 (Base Fee) / day

PROGRAM FEES

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 \$308 (Base Fee) / Month
After School	\$12 (Base Fee) / day \$214.50 (Base Fee) / Month	\$15 (Base Fee) / day \$330 (Base Fee) / Month
Before AND After School	\$15.75 (Base Fee) / day \$346.50 (Base Fee) / Month	\$29 (Base Fee) / day \$639 (Base Fee) / Month
Full Day Programs	\$17.50 (Base Fee)	\$40 (Base Fee)

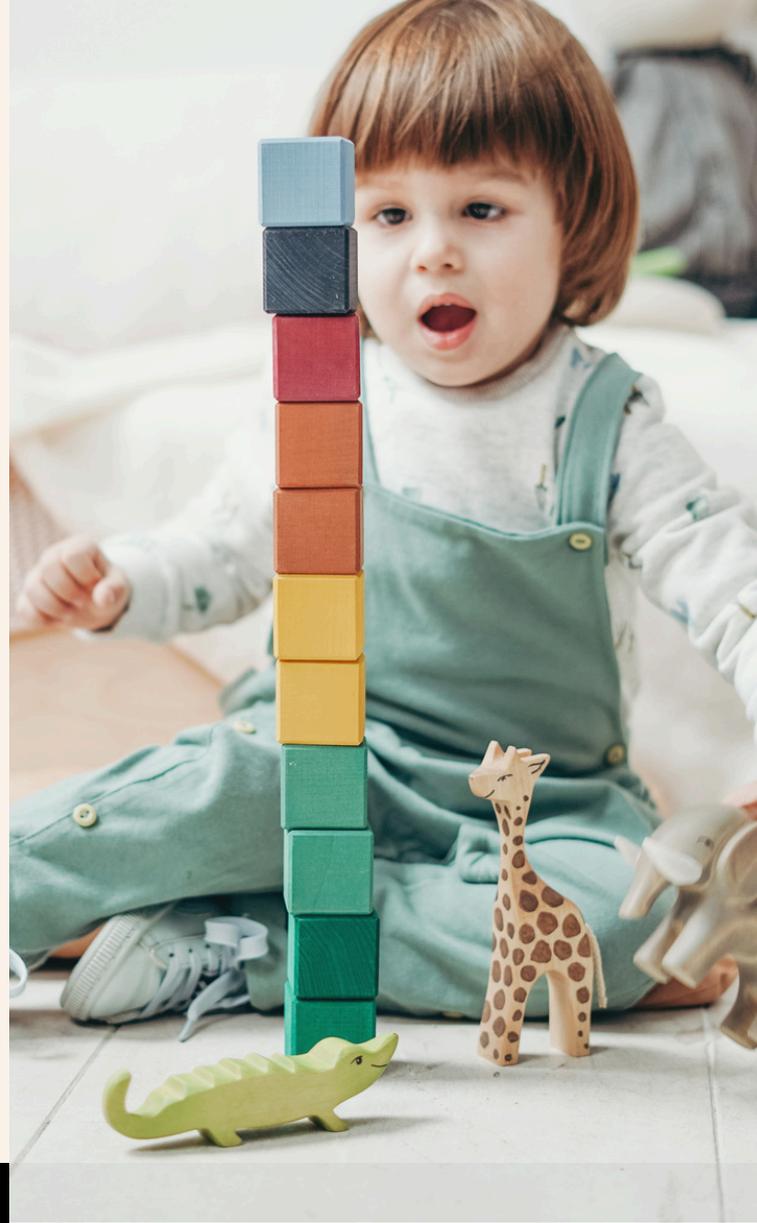
NOTES:

- We offer a 10% Family Discount for each sibling enrolled if both/all children are over the age of 6.
- 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 at the end of the current 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 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.
- A refund or credit will be provided in the case of a fee change or an over payment is made.
- 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 available to anyone who wishes to volunteer. As a token of our appreciation, any family who takes on a duty will have the registration fee of \$150 (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 some of the duty options below.



PLAYGROUND CLEAN UP/SANITIZATION

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

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

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

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 (Non-Base fee).

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.



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 Chef cooks and prepares snacks and lunch (for extended day) each week, ensuring they are prepared appropriately 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 labelled 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 (more information is below under Anaphylactic policy)

Staff assist and monitor snack and 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 labelled 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-Nurtiti-on-Breaks.pdf>

ANAPHYLACTIC POLICY

Purpose

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.

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

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 (the form in Appendix A may be used for this purpose).
- 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.

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-Nurtiti-on-Breaks.pdf>

ANAPHYLACTIC POLICY

- 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.

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-Nurtiti-on-Breaks.pdf>

ANAPHYLACTIC POLICY

- 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.

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.

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-Nurtiti-on-Breaks.pdf>

ANAPHYLACTIC POLICY

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-Nutrition-Breaks.pdf>.

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.

ANAPHYLACTIC POLICY

- 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. The form in Appendix B may be used for this purpose.

ANAPHYLACTIC POLICY

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

1. A child exhibits an anaphylactic reaction to an allergen
 2. The person who becomes aware of the child's anaphylactic reaction must immediately
 - a. Implement the child's individualized plan and emergency procedures;
 - b. Contact emergency services and a parent/guardian of the child, or have another person do so where possible; and
 - c. Ensure that where an epinephrine auto-injector has been used, it is properly discarded (i.e. given to emergency services, or in accordance with the drug and medication administration policy.)
 3. Once the child's condition has stabilized or the child has been taken to hospital, staff must:
 - a. Follow the Stratford Cygnets's serious occurrence policies and procedures.
 - b. Document the incident in the daily written record, and
 - c. 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
1. Staff must:
 - a. Ensure that written parental authorization is obtained to allow the child to carry their own emergency allergy medication;
 - b. Ensure that the medication remains on the child (e.g. fanny pack, holster) and is not kept or left unattended (e.g. in the child's cubby or backpack);
 - c. 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
 - d. Where there are safety concerns relating to the child carrying his/her/their own medication (e.g. exposure to other children), notify the Supervisor or the designate and the child's parent of these concerns, and discuss and implement mitigating strategies.
 - e. Document the concerns and resulting actions in the daily written record.

ANAPHYLACTIC POLICY

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/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).

ILLNESS

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.

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 ISSUES AND CONCERNS 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 the family. The purpose of this policy is to provide a transparent process for families, the child care licensee and the staff 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 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, educators, chef)

Policy

General

Families are encouraged to take an active role in Stratford Cygnets. This includes regularly discussing with the educators what their child(ren) are experiencing with 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 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.

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURE

Continued...

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parent/guardians, children, staff, students and volunteers expect 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-modelling for children. Harassment and discrimination will therefore not be tolerated from any party. If at any point a parent/guardian; supervisor; or 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 professional who work closely with children, are required by law, to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the Child and Family Service Act.

For more information, visit

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

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURE

Continued...

Procedure

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 	

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURE

Continued...

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: supervisor@stratfordcygnetspreschool.ca

Hayleigh Culliton, Chairperson – Board of Directors
EMAIL: chair@stratfordcygnetspreschool.ca
FEEDBACK FORM: <https://forms.gle/ACVB2PiRAPLF9or16>



Regulatory Requirements: Ontario Regulation 137/15
Parent Issues and Concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) The steps for parents to follow when they have an issue or concern to bring forward to licensee;
- (b) The steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- (c) When an initial response to the issue or concern will be provided.

O. Reg. 126/16, 2. 31

SAFE ARRIVAL & DISMISSAL POLICY

Date Policy and Procedures Established: January 1st, 2024

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.

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

Policy and Procedure

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:
 - a. contact the child's parent/guardian not later than:
 - i. 8:45 am for Before School Programming
 - ii. 9:00 am for Toddler and Preschool morning Programs
 - iii. 10:30 am for Extended Day Preschool
 - iv. 2:00 pm for PM Preschool Programs
 - v. 3:45 pm for After School Programming



SAFE ARRIVAL & DISMISSAL POLICY

Continued...

- b. 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.
 - c. 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, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

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's name on the child's file or written authorization provided by the parent/guardian.

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.



SAFE ARRIVAL & DISMISSAL POLICY

Continued...

Dismissing a child from care without supervision procedures

Children under the age of 11: Stratford Cygnet Preschool and Cygnets School Age will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children under 11 be released from care to walk home alone.

Children over the age of 11: Where a parent/guardian has provided written and signed authorization for their child to be released from care without supervision, Stratford Cygnets Cooperative Preschool and Cygnets School Age must be responsible for dismissing the child from care. Prior to dismissing the child from care, the Stratford Cygnets Educator shall review the written instructions for release provided by the parent/guardian and release the child at the time set out in the instructions. The Stratford Cygnets educator shall document the time of departure from care and as well as their initials on the attendance record.

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.

Regulatory Requirements: Ontario Regulation 137/15 Safe Arrival and Dismissal Policy

50. Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,

- (a) provides that a child may only be released from the child care centre or home child care premises,
 - (i) to individuals indicated by a child's parent, or
 - (ii) in accordance with written permission from a child's parent to release the child from the program at a specific time without supervisor; and
- (b) sets out the steps that must be taken if,
 - (i) a child does not arrive as expected at the centre or home child care premises, or
 - (ii) a child is not picked up as expected from the centre or home child care premises

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 - b. sets out the steps that must be taken if,
 - i. a child does not arrive as expected at the centre or home child care premises, or
 - ii. a child is not picked up as expected from the centre or home child care premises.

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

Cygnets Cooperative will be closed for the following Statutory Holidays: Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Civic Holiday, Labour Day, and Thanksgiving.

For the 2024-2025 year, both Stratford Cygnets locations will be closed from December 23rd - January 3rd.

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

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.

STUDENTS AND VOLUNTEERS

At Stratford Cygnets Preschool, we value mentoring and fostering growth, which is why warmly welcome students and volunteers. Every student and volunteer is always supervised by a staff member, ensuring a safe and supportive environment. No student or volunteer is ever permitted to be alone with any child, prioritizing the safety and well-being of all.

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.

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
- \$150 (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 PROGRAMS

- 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

TOILET LEARNING AND SUPPORT

At Stratford Cygnets, we understand that toilet learning is a unique developmental process for each child. There is no single right way or timeline – every child learns at their own pace. Our educators work in partnership with families to provide consistency, encouragement, and a supportive environment during this important stage.

We recognize that children may learn quickly, take time, or even regress during transitions, illness, or big life changes. These are all normal parts of development. While our team will support routines, offer gentle reminders, and maintain positive reinforcement, families remain responsible for their child's toilet learning progress. Our educators will not force or pressure a child, and we do not take responsibility for the pace of toilet training or regressions that may occur.

HOW WE SUPPORT TOILET LEARNING

- We follow the child's cues and respect their comfort level.
- We encourage independence through routines such as dressing and handwashing.
- We use positive language and celebrate small successes.
- Educators communicate regularly with families to ensure consistency between home and school.
- Children are never shamed or punished for accidents; they are a natural part of learning.

FAMILY PARTNERSHIPS

- Families are encouraged to:
 - Discuss their child's readiness and routine with staff.
 - Provide extra clothing and necessary supplies.
 - Maintain consistent language and expectations at home and school.
 - Communicate any regressions or changes that may affect the process.

If families have concerns about toileting, frequency, or regression, we recommend speaking with their child's doctor or a healthcare professional for personalized guidance.

HELPFUL RESOURCES

Books for Children:

- Potty by Leslie Patricelli
- Everyone Poops by Taro Gomi
- Once Upon a Potty by Alona Frankel
- Potty Time with Elmo by Editors of Publications International



TOILET LEARNING AND SUPPORT CONTINUED...

HELPFUL RESOURCES

Books for Families:

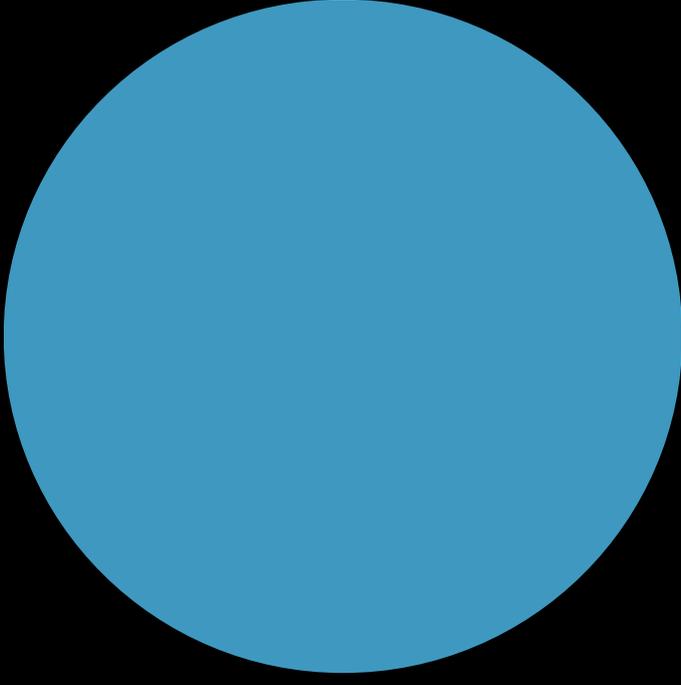
- Oh Crap! Potty Training by Jamie Glowacki
- The Potty Training Answer Book by Karen Deerwester
- Stress-Free Potty Training by Sara Au and peter Stavinoha

Online Resources:

- [Caring for Kids - Toilet Learning](#)
- [HealthyChildren.org - Toilet Learning](#)
- [Fraser Health - Toilet Learning Tips!](#)

Toilet learning is most successful when families and educators work as a team, sharing information, maintaining consistency, and celebrating progress along the way. By building trust and open communication, we can create a calm, encouraging environment that allows each child to feel confident and supported. Together, we honour every small step – knowing that toilet learning is not a race, but a part of each child's individual growth and readiness journey.





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COOPERATIVE
PRESCHOOL**

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