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PARENT HANDBOOK

John G. Althouse

BEFORE AND AFTER SCHOOL PROGRAM



caring for your child every step of the way

Providing quality child care programs for children ages 4 to 13
years old

Two locations to serve all your school-age child care needs

Princess Margaret Junior School

65 Tromley Drive, Etobicoke, ON, M9B 5Y7

Grades JK to 5

John G. Althouse Middle School

130 Lloyd Manor Road, Etobicoke, ON, M9B 5K1

Grades 6-8

416-394-6989

Parent Handbook Review

I have read the John G. Althouse Before and After School Program Parent Handbook and I am fully aware of the routines, rules and policies outlined in the Parent Handbook.

Parent/guardian signature

date

Parent/guardian signature

date

This form is to be placed in the child's personal file.

Table of Contents

Parent Handbook Review Form and	1
Table of Contents	2
History	3
Program Statement	4
Implementation Innovative Programs, ELECT, Early Learning for Every Child Today	5
Implementation Innovative Programs	6
Implementation Innovative Programs, Monitoring of Compliance, Contravention of Policies	7
Monitoring of Compliance, Contravention of Policies, Prohibited Practices	8
Hours of Operation, Holidays, Arrival and Departure, Absenteeism,	9
Staff, College of Early Childhood Educators	10
Volunteers, Students, Criminal Reference Checks, Vulnerable Sector Clear, Employee Training and	11
Development Behaviour Management, Parent Code of Conduct, Concerns and Complaints,	
Parent Involvement	
Parent Communication, Fee Subsidy for JK/SK, Inclusion Policy, School-age Program,	12
School-age Program, PA Days, Camps, Kindergarten Program	13
Kindergarten Program, Snacks and Lunches	14
Nut Free facility, Food Restrictions, Allergies, Quiet Time, Personal Belongings, Child Guidance	15
Extra-Curricular Activities, Serious Occurrences, Emergency Evacuation, School Closures	16
Children's Emergency Information on File, Child Illness, Medications, Epi-pens	17
Staff Training in First Aid, CPR and Epi-pens, Outdoor Play, Payment of Fees, School Security and Key	18
Cards Ministry of Education, City of Toronto	
Termination Policy, Enrollment Procedure, Waitlist, Program Evaluation	19
Toronto Children's Services Assessment for Quality Improvement , Ministry of Education	20
Duty to Report Violence in the Workplace Policy	
Violence and Harassment in the Workplace, Accessibility to Service Policy, Anti-Racism Policy	21

A complete set of written policies and procedures is located in the office in a binder. Important Policies are on display in front of the daycare office. If you are interested in a specific policy. Please request to see the manual.

Before child care can commence all parents or guardians must read the Parent Handbook and the Parent

Code of Conduct Policy. All parents must sign a form indicating that these were read and that the information in the handbook and the policies are fully understood.

History

The John G. Althouse Before and After School Program was opened in September 1989 to meet the needs of 30 children (aged 6-9 years) and their working parents. The Program is a non-profit organization licensed under the Day Nurseries Act.

The Program was designed, implemented and endorsed by a group of interested parents in co-operation with the John G. Althouse Home and School Association, John G. Althouse Junior-Middle School administration, the Etobicoke Social Development Council, the Board Of Education Child Care Liaison, and the Ministry of Community and Social Services.

The purpose of the Program is to provide a warm, safe, stimulating environment and to further develop the individual child's physical, social, emotional and intellectual needs throughout the school year, before and after school and also on Professional activity days.

In September 1992, the Program expanded to include 15 children aged 10 to 12 years.

In September 1996 the Princess Margaret Junior School was reopened and John G. Althouse became a middle school only. As a result, the Program expanded to provide before and after school care at both the John G. Althouse Middle School and the Princess Margaret Junior School.

In September 2012 the Program opened a half day Kindergarten Program. In September 2013 the Fullday Kindergarten classes were provided at Princess Margaret Junior School and the Program agreed to be the third party operator for the Kindergarten age group. The Program currently provides 52 child care spaces for children in Junior and Senior Kindergarten, 90 child care spaces for children in grades one to five and 45 child care spaces for children in grade's 6, 7 and 8.

The John G. Althouse Before and After School Program is managed by a volunteer Board of Directors consisting of parents with children in the Program, representatives from the school administration, and community members. Each director holds office for a 12 month term and is eligible for re-election. The Board meets at least eight times during the year.

The Program leases space from the Board of Education in the John G. Althouse Middle School and in the Princess Margaret Junior School. The Program operates on a split shift basis and is open for child care Monday to Friday. The Program is closed during Christmas and March breaks and does not operate during the summer.

We believe that all children are competent learners and are capable of complex thinking and the potential to thrive physically, emotionally, socially and cognitively at their own unique pace. All children are curious learners who naturally seek out opportunities within their environment to learn through play and inquiry. We believe that every child is a valuable contributor to his or her surroundings and deserves an opportunity to succeed while ultimately feeling as though they belong. Our goals for children’s learning, development, health and well-being, support the four foundations of “How Does Learning Happen?” Ontario’s Pedagogy for the Early Years.

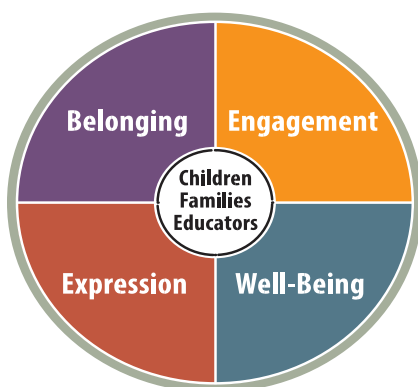
We believe that every child:

- Has a sense of **belonging** when they are connected to others and seen as a valuable contributor to their community and world around them
- Is continually developing a sense of self, health and physical and mental **well-being**. Developing self-regulation skills is necessary for every child.
- Is an active and **engaged** learner who explores the world with their body, mind and senses. Children need to develop skills such as problem solving, creative thinking and innovation
- Is a capable **communicator** who expresses themselves in various ways. Children need language rich environments to support communication skills and early literacy.

We see families as the most influential people in their child’s world who want the best for their child. Parents are acknowledged and respected as experts on their child. Families provide ongoing guidance to ensure their child’s wellbeing while he or she learns and develops.

Our child care professionals are knowledgeable, caring and resourceful. Our team of professionals build partnerships with the families we work with to ensure children are reaching their full potential. Our staff create engaging environments and experiences to foster children’s learning and development. Our staff are reflective in their practices and continually evaluate our programs to ensure we are meeting the needs of the families in our care. We support our child care staff in their role as lifelong learners and the importance to build on their experience and to make decisions about theory, research and their understanding of the children and families they work with.

Families and Child Care Professionals are competent, curious and rich in experience. They bring diverse social cultural and linguistic perspectives. Family members and educators are seen as valuable contributors who belong and are provided with opportunities to feel engaged and accepted.



ELECT

Early Learning for Every Child Today, A Framework for Ontario Early Childhood Settings

This early learning framework sets out six principles to guide practice in early years settings. ELECT is recognized as a foundational document in the early years sector. It provides shared language and common understanding of children's learning and development for early year's professionals. The principles of ELECT have informed provincial child care policy such as the Ontario Early Years Policy Framework.

The John G. Althouse Before and After School Program recognizes the importance of ELECT framework and incorporates the following six principles of this early learning framework into their daily practices with the children in their care.

- Principle 1 Positive experiences in early childhood set the foundation for lifelong learning, behavior, health and well-being.
- Principle 2 Partnerships with families and communities are essential
- Principle 3 Respect for diversity, equity and inclusion is vital
- Principle 4 An intentional, planned program supports learning
- Principle 5 Play and inquiry are learning approaches that capitalize on children's natural curiosity and exuberance
- Principle 6 Knowledgeable, responsive and reflective educators are essential

Implementing Innovative School-age Child Care Programs

For over 25 years we have been providing quality school-age child care programs to meet the needs of working parents in our community. Our school-age programs are uniquely designed for children ages 4-13 years of age. Our Programs are constantly evolving as staff design and develop new and innovative ways to engage children through daily Programs. Our professional teaching staff implement exciting activities that entice children to learn necessary life skills. Carefully planned programs ensure that children develop new interests by participating in special clubs that fuel their desire to explore new ideas. Our creative and stimulating environments ultimately encourage children to develop a wide range of skills and an appreciation for others. We strive to empower the skilled staff we employ and by ensuring our teachers have the tools and resources that they require to continually provide a creative, fun-filled educational program on a daily basis.

Our Commitment to the Implementation of our Program Statement

The John G. Althouse Before and After School Program is committed to supporting children to grow to their fullest potential in a safe, caring and nurturing environment. The program statement describes our specific goals for children's learning and development, and the approaches that will be implemented.

The John G. Althouse Program is aligned with How Does Learning Happen? Ontario's Pedagogy for the Early Years.

The following goals will guide programming and pedagogy to comply with our Program Statement and the approaches that will be implemented in the program

Promote the health, safety, nutrition and well-being of children

Our priority is to ensure the safety and welfare of all children. Health and safety policies are developed and implemented with strict guidelines for staff to follow. Policies will be reviewed each year and staff will be required to sign forms annually indicating their understanding.

Support positive and responsive interactions among the children, parents, child care providers

and staff

Our goal is to implement a quality program where children, family members and staff all feel welcome and respected as an important participant in the Program. We will maintain an open door policy where all families feel welcome to visit and take part in the Program at their leisure.

Encourage children to interact and communicate in a positive way and support their ability to self-regulate;

Our professional team of teachers will provide opportunities and experiences that will enhance communication skills and positive social skills. Emphasis will be placed on promoting self-regulation, decision making skills and independence.

Foster children's exploration, play and inquiry

The Program is designed to encourage all children to learn through play. Staff nurture the children's imagination and inquisitiveness through by providing open ended activities that promote exploration and skill development.

Provide child initiated and adult-supported experiences

Staff will plan and implement a quality program that includes a wide variety of activities and experiences that children can choose to do independently at their own pace. Staff will provide and monitor age appropriate activities that engage the children and encourage specific skill development.

Plan for and create a positive learning environment in which each child's learning and development will be supported;

Staff will plan and provide children with an exciting and stimulating environment. New and relevant materials, toys and equipment will be added to the Program on a regular basis. Each child will be encouraged to participate and individual needs and abilities will be taken into consideration when planning.

Incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and give consideration to the unique needs of the children receiving child care;

Our daily program will provide opportunities for planned indoor play and outdoor play activities. Children's individual needs are recognized and they may rest at their leisure in comfortable areas provided in the rooms.

Foster the engagement of and ongoing communication with parents about the program and their children;

Our relationships with parents are key to the success of our Program. All parents play a special role to ensuring their children's experience in the Program is always positive. Parents are kept informed and up to date about all happenings in the Program. Emails, newsletters, bulletin boards and casual meetings with parents are just some of the ways we ensure ongoing communication with families.

Involve local community partners and allow those partners to support the children, their families, and staff

As part of our open door policy we encourage community partners to join us in our mission to support and guide the children, families and staff in our Program. Outside resources are always considered as an essential measure to ensure children are reaching their potential and that families and staff are provided with any needed support or intervention.

Support staff or others who interact with children in relation to continuous professional learning

Our team of professional staff are valued and respected and we continually strive to make sure they are supported in their endeavours. We provide ongoing professional development opportunities each

year. Workshops, training and conferences are available to all staff. Guidance and mentoring is also provided by senior staff.

Document and review the impact of strategies on children and their families.

Ongoing observation, monitoring and documentation will be practiced on a continual basis. As strategies are implemented to enhance the program we will track their effectiveness and make changes that will respond to the needs of our children and families.

Our Monitoring Practices

- The JOHN G. ALTHOUSE BEFORE AND AFTER SCHOOL PROGRAM implements a wide range of monitoring practices to ensure the goals and approaches described in the program statement are implemented
- Monitoring Practices include:
- Quality care assessments for each age group conducted by Toronto Children's Services.
 - Providing coaching and guidance for staff to engage in ongoing reflective practice and collaborative inquiry with the staff teams.
 - Tracking all mandatory and supplemental training completed by each staff.
 - Parent Surveys

Prohibited Practices

Research shows that young children benefit from positive interactions with other children and adults. Children who attend quality child care programs where they experience warm, supportive relationships are more content and are motivated to learn. Long term effects are documented to affect mental and physical health wellbeing long after their school-age years. Our Program Statement outlines approaches that support positive interactions between staff, families and the community.

The following practices are prohibited in the John G. Althouse Before and After School Program.

- (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.

Measures Used to Address Contravention of Policies and Practices are outlined in the details of the

Monitoring of Compliance and Contravention of Policies and Procedures

Roles and Responsibilities

Our Program Board of Directors Will:

- Conduct a comprehensive annual review of the Program Statement including the goals and approaches. Information gathered through the various monitoring practices will be integrated. A signed record will be kept of the review.
- Ensure that any results of third party inspections are used for planning and to develop and implement strategies
- Ensure a parent survey is conducted annually and ensure feedback is integrated into the program.
- Respond immediately to any concerns or complaints of prohibited practices observed or reported in consultation with appropriate authorities (as needed)

Our Director Will:

- Ensure all new staff, students and volunteers are oriented to the Program Statement before they interact with children. A sign off sheet signed by the staff, student, or volunteer and the person who led the review indicating the date of orientation will be kept.
- Review the Program Statement with all staff, students, and volunteers on an annual basis or any time there is substantive changes to the program statement.
A sign off sheet signed by the staff, student, or volunteer and the person who led the review indicating the date of orientation will be kept.
- Provide coaching and guidance for staff to engage in ongoing reflective practice and collaborative inquiry with the staff teams through documentation, staff meetings.
- Performance Appraisals will be conducted with each staff, student and volunteer prior to their probation period ending and bi-annually thereafter. Plans and goals are documented as required throughout the year
- Discuss curriculum, Ministry of Education licensing, and quality assessments, and parent survey results with staff and develop a plan of action to be implemented and shared with the Board of Directors
- Provide staff with opportunities to attend all mandatory and supplemental training. Track all training completed by each staff.
- Support the program and make recommendations for referrals and provided resources based on children's and families requirements.
- Monitor all staff, students and volunteers for compliance with the approaches set out in the program statement of any prohibited practices through a combination of observation; reports from colleagues, parents, and community partners; and program plans and documentation.
- Immediately report any concerns or complaints of any prohibited practices to the Board of Directors. Report to Ministry of Education, Toronto Children's Services, child protection agencies, and the College of ECE within established guidelines.

Our Educators will:

- Engage in ongoing reflective practice and collaborative inquiry with the staff team.
- Participate fully in all discussions of curriculum, Ministry of Education licensing, and quality assessments, and parent survey results with the Director and the staff and assist in developing a plan of action to be implemented and shared with the Board of Directors
- Attend and fully participate in mandatory and supplemental training.
- Make recommendations for referrals and provided resources based on families requirements.
- Immediately report any concerns or complaints of any prohibited practices to the Director and/or the Board of Directors
- Report to child protection agencies

Hours of Operation, Holidays and Summer Closure

The Program is open for child care from Monday to Friday. The Program is closed for the Christmas and March break and does not operate in the summer. Child care is available on professional activity days from 7:15 a.m. to 6:00 p.m.

Child care is not available on the following holidays: Labour Day, Thanksgiving Good Friday, Easter Monday and Victoria Day. The Program is closed for the summer months.

The Program does not provide child care after 6:00 p.m. A late fee of \$1.00 a minute will be charged after 6:00 p.m. Parents will also be required to pay \$1.00 a minute if their child is signed in prior to 7:15 a.m.

Princess Margaret hours of operation: 7:15 a.m. to 9:00 a.m. and 3:30 p.m. to 6:00 p.m.
John G. Althouse hours of operation: 7:15 a.m. to 9:00 a.m. and 3:00 p.m. to 6:00 p.m.

Arrival and Departure

The Program is open for child care at 7:15 a.m. Children are not admitted before this time. Parents are responsible for the child until they have been signed in and the staff has been notified of the child's arrival.

It is the parents responsibility to ensure that their child gets home safely. **Children in grades JK-7 are not permitted to sign themselves out.** The Program is not responsible for children who have been signed out of the Program at the end of the day.

If arrangements have been made for someone other than the parent to pick up your child, please inform the staff. Children in our care are not released to persons who are not noted on your list of emergency contacts.

Children in grades 5-8 are permitted sign in privileges only in the mornings, only grade 8 students are permitted to sign-out in the afternoon. Special forms must be signed by the parent and arrangements must be made through the Director for this privilege. If you wish to know more about this policy please speak to the staff.

Absenteeism

If your child will be absent from the Program please inform the staff as soon as possible. We expect your child will arrive every day after school. When a child is missing we become very concerned. The school will not inform us if your child was absent from school. Please call the Program or leave a message on the answering machine.

Staff

Our professional team of staff are qualified in the field of early childhood education or recreational leadership.

ECE Staff are registered with the College of Early Childhood Educators. The teaching staff are dedicated to maintaining the quality care your child receives at the Program. Teachers design and implement age appropriate activities and experiences while observing progress and identifying your child's individual needs. Our caring teachers ensure a warm and friendly atmosphere which encourages the development of children's self-worth.

Staff are provided with yearly professional development opportunities. Workshops, training sessions and seminars are available through various organizations which address the needs of the child care professional.

College of Early Childhood Educators

The College of Early Childhood Educators (the College) is the professional self-regulatory organization for early childhood educators in Ontario. The College was formed to protect the public interest and focuses on quality and standards in the practice of early childhood education. The practice of early childhood education is regulated by the College in accordance with the Early Childhood Educators Act, 2007 (the Act), and the regulations and by-laws made under the Act.

The Early Childhood Educators Act, 2007 includes:

- A definition of what constitutes the practice of the profession of early childhood education
- A requirement for persons to be members in order to practice the profession
- Title protection authorizing only members of the College to use the title of "early childhood educator" (ECE) or "registered early childhood educator" (RECE)
- Roles and responsibilities of the statutory committees established by the Council **The College's primary duty is to serve and protect the public interest. It does so by:**
- Setting requirements for membership in the College
- Maintaining a public register of early childhood educators
- Establishing a code of ethics and standards of practice that all early childhood educators are accountable to meet
- Investigating complaints about the conduct of its members and, if necessary, disciplining members
- Promoting high standards and quality assurance with respect to early childhood educators

The College is governed by a Council comprised of fourteen elected members of the College and ten members of the public appointed by the Lieutenant Governor in Council. The Council makes decisions related to entry to practice requirements, ethical and professional standards and professional misconduct. The Council, its committees and College staff strive for excellence in fulfilling the College mandate through its registration policies and practices, the establishment of standards of practice, the investigation of complaints and dealing with disciplinary matters. The College is accountable to its members, the public and the Government of Ontario through the Minister of Education.

Volunteers and Students

From time to time the Program may have students or volunteers who work at the Program. All individuals are required to have an orientation to the Program from the Director.

Volunteers and students must also provide a clear Criminal Reference Check with the Vulnerable Sector

Screening before they are able to work at the Program. Students and Volunteers are not permitted to supervise children on their own; a full-time employee must be present.

Vulnerable Sector Checks and Annual Offence Declarations

All staff, students and volunteers must provide proof of a Criminal Reference Check with a vulnerable sector check prior to employment. Furthermore in each calendar year thereafter all staff, students and volunteers must complete an Offence Declaration which is to be kept on file at the Program

Employee Training and Development

We take great pride in our professional team of staff and we support their needs for professional development and training. Each employee is provided with opportunities each year to participate in workshops across the city or to attend a choice of conferences or seminars. Employees who attend colleges for ECE courses are also provided with assistance. Employees are mentored by the Site Supervisors and the Director. Annual performance appraisals are conducted in consultation with the staff. All staff are required to keep track of their on-going training and record it on the parent information board so that it is observed by the parents.

Behavior Management

Each year all employees must read and sign the Behavior Management Policy as part of their employment contract. The policy sets out strict guidelines as to what forms of discipline are prohibited and what

techniques may be used by the staff to handle children when they are being difficult. Contravention of this policy by a staff member can result in immediate dismissal. All serious issues involving inappropriate behavior by children will be discussed with the parents.

Parent Code of Conduct

All parents are required to read our Parent Code of Conduct Policy and sign a form indicating your understanding of the policy. Parents are also required to have their emergency contacts read the policy and sign the same form.

Concerns of Complaints

Our Conflict Resolution Policy ensures that we have a process to deal with any concerns or complaints associated with the Program. Parents are encouraged to discuss any issues with the Site Supervisors or the Director to quickly resolve problems and ensure information is shared in a timely manner.

Parent Involvement

Parents are welcome to participate in their child's program at any time. Special events and activities will be planned for families on a regular basis. Parents who wish to volunteer to assist with the children on trips will need a current Criminal Reference Check with a Vulnerable Sector Screen. Forms are available in the office. Parents are required to follow all policies in the same manner as a volunteer. Parents are encouraged to participate as a member on the Board of Directors.

Parent Communication

Should you have any concerns regarding the Program or your child please feel free to discuss them with the staff. We also enjoy hearing your ideas and suggestions.

Several times throughout the year we will host family events. We encourage your family to become involved in the activities and we welcome you to join us at any time during the hours of the Program. A parent bulletin board is located in the hallway, please take note of the programming information so that you may be informed about your child's activities and any upcoming events.

We encourage your family to provide an e-mail address where newsletters and information can be forwarded and you can access information about the Program at your convenience. It is very important that parents read the information we provide. Overlooking information could directly impact your child's experiences while in the program. If your family prefers a paper copies of letters and information please indicate this upon enrollment. The program takes complaints very seriously. To facilitate ongoing communication between the program and parents we have a Conflict Resolution Policy and a Parent Code of Conduct Policy in place so that clear and consistent standards are set out and issues are dealt with in a timely and fair manner.

Fee Subsidy for Child Care

The Program does have Purchase of Service Agreement with the City of Toronto for the Kindergarten Program. Parents who are already receiving subsidy can transfer their services to our Program. For more information about subsidy contact Toronto Children's Services at 416-392-5437 or visit the website www.toronto.ca/children/subsidy/htm.

Inclusion Policy and Consultation Services

We b The John G. Althouse Before and After School Program believes that all children have the right to be cared for in environments within their own community that can meet their needs, and help them grow and develop to their fullest potential. Our Program will evaluate the needs of each child prior to enrollment to determine if the Program is best suited to the child's needs. When possible the program will adapt to accommodate children with special needs and remove barriers that may prevent children from actively participating in the Program. Consultation services are provided Terry Tan Child Centre. Consultants are available to support children, families and staff. Individual support plans for children with special needs will be developed in consultation with the parents and any other professionals who work with the child. Individual support plans will include use of aids or equipment, modifications to the environment, support for staff and a plans to ensure the child is participating in a purposeful manner. There are no fees for consultation services and the Program may be able to access child care support funds to assist with the costs of additional staff support. If you would like more information about this service please speak to the Director.

JUNIOR AND SENIOR SCHOOL-AGE PROGRAM GRADE 1-8

The staff will provide children with a variety of activities and materials which encourage both independent choices and group decision making processes. Children will be exposed to both recreational and skill building activities in a cooperative and non-threatening environment where the ultimate choice to participate is the child's.

The daily program will take into account both individual and group needs of the children at two different times of the day. Children will be encouraged to assist the staff in the planning of the program by sharing personal interests and ideas, and through participation in the following areas:

- active and quiet areas
- indoor and outdoor play
- personal projects and homework
- community and cultural events
- special interest clubs

The program will provide a full day of activities and field trips on School Professional Activity Days. A majority of these activities will be recreational. During the year the program will also plan and provide a variety of family and special events.

Age groups may be combined depending on the type of activity planned. Both schools may be utilized by the program.

Professional Activity Days

The Program provides child care on all P.A.Days.

Special events and field trips are usually planned. Notice is given to parents one week before the P.A.Day, outlining all the details. Parents are required to sign a permission form allowing their child to participate in the activities planned. P.A. Day fees are determined according to the cost of event booked for the day. The average cost of each P.A. is \$20.00.

Special Camp Programs, March Break and Christmas

Camp Programs will be offered during the two week Christmas Break and for the week of March Break. These camps will operate from 7:15 a.m. until 6:00 p.m. Lunches and two snacks are served daily and at least one special field trip is planned during the week. There is an additional cost for these special camps.

Information is always shared in advance so parents have lots of time to sign up for the camps.

KINDERGARTEN PROGRAM

“Explore, Create and Learn”

We believe that playing is essential for children to develop their physical, emotional and intellectual capabilities. Children play with purpose and we recognize the need for play experiences to extend a child’s opportunity to learn about relationships between people, materials and their physical environment; ultimately ensuring that the child sees himself or herself as a unique contributor and learner.

Exploration includes activities designed to expand the child’s knowledge of their environment and the world around them. Examples could include sand and water play, experimenting with different materials and instruments such as magnets or microscopes. Manipulating everyday objects or simply playing with bugs on the playground can be an enriching learning experience.

Play experiences initiated by the child are encouraged to promote decision making skills and emotional attachments. Teachers often form many of their assessments about a child’s development by observing

the children during "Free Play" It is an ideal opportunity to determine the individual interests and needs of the children in our care.

Creative experiences are designed to encourage self-expression as well as a variety of skills including fine motor skills, organizational skills, decision making skills and creative thinking. Often these experiences influence and promote early learning concepts such as math, reading and writing.

The daily program will take into account both individual and group needs of the children at two different times of the day. Weekly Program Plans will focus on age appropriate activities designed to enhance development of the individual child's:

- Cognitive Learning
- Social and Emotional Development
 - Physical Development
- Creative and Artistic Expression

The program will provide a full day of activities and field trips on School Professional Activity Days. A majority of these activities will be recreational. During the year the program will also plan and provide a variety of family and special events. Age groups may be combined depending on the type of activity planned.

Kindergarten Snacks and Lunches for Non-instructional Days

A nutritious morning and afternoon snack is served daily, fresh fruit is always available for the children and our menu takes into consideration any allergies the children may have. Lunch is provided on noninstructional days such as PA Days or camp days.

If parents choose to send a lunch with their child it should meet the requirements of the Canada's Food Guide. All bagged lunches must be marked clearly with the child's name.

School-age Daily Snacks and Lunches from Home

A nutritious afternoon snack is served daily, fresh fruit is always available for the children and our menu takes into consideration any allergies the children may have. A morning and an afternoon snack is available on P.A.Days Children are required to bring a lunch from home, unless otherwise informed. Bag lunches should meet the requirements of the Canada's Food

Guide and all perishable food items must be packed with ice packs. All bagged lunches must be marked clearly with the child's name. Parents are responsible for recording allergies and food restrictions on their child's health forms. The Program is a nut-free facility, foods containing nuts will not be served on the premises during program hours. **All parents must ensure that lunches and food brought into the program do not contain nuts or nut products.**

Nut Free Facility

All parents must ensure that lunches and food brought into the program do not contain nuts or nut products.

The Program is a nut-free facility. Parents must use caution when preparing and packaging food items at home. Food items that may contain nuts or have come in contact with nuts must not be sent to the Program. Teachers will monitor lunch periods and observe lunches for any nut products. Any food items containing nuts will be removed from the room and disposed of.

Food Restrictions and Allergies

All food restrictions for religious or other reasons or and allergies that the children have must be documented on the child's emergency card and posted in the rooms where the children may be in attendance. The program will always have fresh fruit and vegetables available and we will do our best to provide alternate snacks that are similar to what is being served.

Quiet Time

The Program does not provide a sleep period for the children. Children are welcome to bring personal belongings such as blankets or snuggle toys into the Program. A quiet comfortable area will be provided for children to read, listen to soft music or do quiet activities. If children happen to fall asleep during this time we will let them rest for up to 30 minutes before waking them to participate in the Program.

Personal Belongings

Children at Princess Margaret are assigned a hook to store their personal items while they are in the Program. Due to our limited closet space, children in the primary grades may be allowed to use their school hooks. Parents should discuss this with the staff. Children in the Adventure Club must bring their school bags down to the program after school. Portable coat racks are available for the student's personal belongings. Personal items are not monitored by the staff and we suggest that students do not leave anything of value left unattended.

The staff would be more than happy to lock valuables in the storage room or office. Children must wear shoes at all times. Please ensure that your children have the appropriate shoes for physical activities.

Child Guidance

Our primary concern is the safety of your children. The rules we establish are for everyone's welfare. Should it be necessary to deal with a child who is not managing within the guidelines, the staff will remove the child from the situation and work with the child to decide how best to improve the behaviour. All discipline will be handled in a positive manner and used as a learning experience. The staff will discuss situations of a serious nature with the parent.

If circumstances ever arise whereby the staff have to use physical guidance to de-escalate a volatile situation the parents will be contacted immediately and the incident will be discussed and documented. The parents and the staff will develop an action plan to address future incidents

Extra-Curricular School Activities

Some children may wish to participate in after school activities such as the chess club. If your child will be arriving late to the program because of after school activities, please inform the staff so that we may record all necessary information. The Program does not assume responsibility for children who are not in attendance.

Serious Occurrences

In the event of an incident deemed to be serious in nature it is required that the program complete detailed reports and forward the reports to the Ministry within a 24 hour time period. Details of Serious Occurrence reports filed with the Ministry must be posted for parents and the community to observe. The Program will post

Serious Occurrence notification forms close to the license in the hallway of both schools. Each year we conduct an analysis of all serious occurrences as a method of identifying trends or issues. Actions are documented and records are kept on file and will be reviewed by the Ministry of Education during licensing inspections.

Emergency Evacuation

Should it be necessary to evacuate the facility the children attending the Program at John G. Althouse will be escorted to Princess Margaret Junior School located at 65 Tromley Drive.

Children attending the Program at Princess Margaret Junior School will be escorted to John G. Althouse Middle School, located at 130 Lloyd Manor Road. Parents will be contacted and asked to pick their children up at the designated school. In the event of a neighborhood evacuation both programs will be evacuated to St. Phillips Lutheran Church

School Closures

If for any reason the Toronto District School Board should decide to close the schools, for example in the event of a labour dispute. Our program will not be allowed to operate in the schools. If possible we will attempt to find a suitable alternate space in the community where we can operate our Program.

Child care fees can not be refunded if the schools are closed by the School Board.

Emergency Information for Child's Records

All parents must keep current information on file at the Program, e.g. addresses, phone numbers, emergency contacts, allergies etc. It is important that parents you inform the staff if information they have

recorded on the admission papers has been changed. In case of an emergency a parent or a guardian must always be able. Parents are required to give the names of two emergency contacts who the child may be released to.

Emergencies

Our Program strives to provide a safe, clean environment for children to play. The staff are always alert to potential hazards and take steps to ensure safe conditions. All staff are trained in emergency first aid, ECE staff are also trained in CPR. In the event of an emergency requiring medical attention, children will be transported to a hospital. Parents will be contacted and asked to meet the child and a staff member at the hospital. A signed consent form will permit the child to be examined by a physician. Each month our Program practices fire drills and lock down drills with the children.

Illnesses, Medication and Epi-pens

Any child who is ill will not be accepted into the Program. Children may not attend the Program if they are running a fever, have diarrhea, vomiting, have undiagnosed skin rashes or infections, have head lice or any infectious illness. If your child becomes ill during Program hours the parent will be contacted and is required to pick up the child as soon as possible. If the parent can not be reached an emergency contact will be called.

If your child is ill with a communicable disease or an infectious condition such as head lice please inform the staff so that other parents may be notified. Children recovering from a communicable disease may return to the Program with a doctors note.

Staff will administer any medication prescribed by a doctor. Over the counter medication must be accompanied by a doctors note, indicating dosage and consent. Parents are required to sign a consent form allowing the staff to administer the medication.

All children with severe allergies who require the use of an epi-pen will be required to wear their epi-pen belt during program hours. It is the parent's responsibility to ensure their child has their belt on before signing them into the program each day. Epi-pen belts must be kept in the children's school-bag and brought to the program in the morning and in the afternoon. The Program is also required to have an epi-pen that is available to the staff at all times. At the beginning of the school year the parent will provide an epi-pen to the program with their child's name clearly marked on the container. Children may not be accepted into the program unless their epi-pen is on site.

Staff Training of Epi-pens and First Aid/CPR

Each staff and volunteer will receive specific training based on the individual child's plan provided by the parent and approved and signed by the physician. Annual training will be provided by a designated trainer (assigned staff) who has been trained by each child's parent. All staff will sign forms indicating they received training for every child enrolled in the Program with an epi-pen.. All staff will be trained in Emergency First Aid and CPR (level C) by a certified agency and trainer approved by WSIB or a Director. CPR review and training is also completed by all staff each year.

Outdoor Play

Physical exercise and outdoor play experiences are planned daily for a minimum of 30 minutes. In the case of inclement weather the children will participate in an alternate physical exercise in the gymnasium or playroom. Outdoor play areas are inspected each day before the children are permitted to play on the grounds. Records are kept for review by the Ministry of Education. Parents are required to send appropriate clothing for outdoor play.

Payment of Child Care Fees

A deposit for two weeks of care must be received before child care can begin. This deposit will be refunded once you have provided the Program two weeks written notice upon terminating your child care agreement. Parents will receive a fee schedule in September and will be requested to submit 10 postdated cheques for the entire year.

(October to September). September fees are deposited on August 1 in preparation for a new school year.

Tax receipts will be issued in February.

Fees are not charged when the Centre is closed during Christmas Break, March Break and the summer months. There is no reduction in fees for children who are absent due to illness or for children who may be absent for any other reasons such as family vacations.

The Program has the right to discontinue care if payments are not received.

Rates are subject to change annually.

School Security and Key Cards

Your child's safety is our number one concern. Both schools have strict routines they follow with regard to the locking of exterior doors to the schools. In 2013 we installed a security system on the door most often used by our Program at the Princess Margaret Junior School. This added safety measure provides peace of mind for staff and parents. All exterior door to the Princess Margaret Junior School are locked during program hours. Each parent is provided with a key card when their child is enrolled. The cost for the card is \$20.00.

Termination Policy

Two weeks written notice must be given to the Director should you wish to withdraw your child from the Program, failure to do so would result in the loss of your deposit fee.

The Program reserves the right to suspend or discontinue child care if a child is at any time determined to be a threat to himself or others. Acts of bullying and physical aggression will not be tolerated and will be immediately addressed by the staff and the Board of Directors.

Children who have been previously enrolled in the Program are not given priority for re-admittance. If you should decide you would like to reinstate your child he or she will be placed on a waiting list and will be enrolled only when a space becomes available.

Thank You for taking the time to read this handbook, if you have any questions about the Program or the policies please speak to the Director.

Procedure for Enrollment and Waiting List

A waiting list for enrollment into the Program is in place and children are taken on a first come first serve basis. In order to be considered for enrollment into the Program a **Waiting List Form** must be completed

by the parent, **there are no service fees associated with the waiting list.** Parents may inquire about where their child is on the waitlist. A position number will be provided to the parents in a manner that maintains the privacy and confidentiality of the children on the waitlist but that allows the position of a child on the list to be ascertained by the affected persons or the family.

The waitlist form is added to the wait list binder and when a space becomes vacant in the desired age group the family is called and offered a space. If the family accepts the space a meeting is arranged with the parents and the child to review the required enrollment package and determine a start date for the child. If the family turns down the offer of a space in the Program the child remains on the waitlist and does not lose their position on the waitlist.

Group Enrollment Meeting

Each year in April the program Director will determine how many spaces will become vacant for the new school year. As children graduate and progress to the next age group a large number of spaces will be available and offered to families on the wait list. Families will be called and offered a space and will be requested to attend a group orientation meeting where enrollment packages will be provided and information on the Program will be shared with families. Required forms, documentation and payments must be submitted to the Program on a specific date provided to parents.

Program Evaluation

Evaluation of the Program is ongoing and will be documented in the log book, staff minutes and Board minutes. The Director will make general observations of each program on a weekly basis and document any indicators that may proceed changes or improvements that could be made to the program. Program staff will make any recommendations for improvements in the daily log book. Each year a Program Evaluation will be provided to families to gather input from parents so that we can ensure that we are meeting the needs of our families and addressing any concerns or suggestions that parents may have. The results of the evaluation will be shared with the staff and the Board of Directors. All Program policies including the Program Statement and Implementation of Program Statement will be reviewed and updated annually.

City of Toronto, Children's Services Early Learning and Care Assessment for Quality Improvement

Outlines the City of Toronto's operating standards and practices as well as financial, administration and board governance best practices that programs with a Service Contact must meet. Our Program has regular visits from city consultants who complete evaluations and assessments on our Programs to ensure we are meeting the expectations for quality. Any issues that our brought to our attention are addressed immediately to ensure we are always in compliance with the City of Toronto service standards.

Ministry of Education Childcare Quality Assurance and Early Learning Division

As a Licensed child care program in Ontario we are required to follow all regulation's outlined in the Child Care and Early Years Act formerly known as the Day Nurseries Act. Our Program is monitored and assessed on an annual basis when our license is up for renewal. Ratings and assessments as well as our current license are posted outside the playrooms for parents to view.

In the event that parents wish to contact the Ministry about a concern our Program Advisor can be reached at 416-325-0671

Our Toronto Children's Services Consultant can be reached at 416-392-3975.

The cards are not refundable. Parents are responsible for keeping their cards safe and must use them each time they pick up or drop off their child.

John G. Alhouse Middle School is unique in that it houses a City of Toronto Parks and Recreation Community School. Recreational programs are provided in the evening and the community requires access to the school. The doors are locked at certain times during Program hours and then reopened to allow city run programs to commence in the evening.

Duty to Report

To uphold legal responsibility and ensure the overall welfare and safety of the children, it is our duty to report any suspected cases of child abuse.

The Child and Family Services Act 1984, states:

" every suspected incident of child abuse must be reported immediately "

" persons failing to report suspicion of child abuse are subject to legal action and a fine if convicted "

Section 68 (2) (5) (4) and Section 81 (1b)

Staff will observe the children on a daily basis and keep a written record of any unusual behavior's or signs of physical or emotional abuse or neglect. Staff will immediately consult with the Director when suspicions of child abuse arise. The Director will examine the child and provide guidance on whether or not a report should be made to the Children's Aid Society. If the Director does not file a report, the staff involved are legally responsible to report any suspicions directly to the Children's Aid Society.

Violence and Harassment in the Workplace

The John G. Althouse Before and After School program is committed to preventing workplace violence and harassment. This policy defines behavior that constitutes workplace violence and harassment, and explains procedures for preventing, reporting and resolving such incidents.

The Program is committed to providing a safe, healthy and supportive work environment by treating our employees and clients with respect, fairness and sensitivity.

Any member of the John G. Althouse Before and After School Program who believes that he or she is being threatened or who experiences or witnesses any workplace violence as defined in the policy, must promptly report the occurrence to the Director.

When threatening or violent behavior is connected to the John G. Althouse Before and After School Program or carried out on the school property during program hours the employees must report incidents immediately. A complete written policy can be found in the office in the Policy and Procedure Manual.

Accessibility to Service

Our Program strives at all times to provide services in a way that respects the dignity and independence of people with disabilities. We are committed to giving people with disabilities the same opportunity to access our services and allowing them to benefit from the same services, in the same place and in a similar way as other customers. If at any time our families or clients require additional assistance we will be happy to provide these services.

Anti-Racism Policy

Purpose

To ensure an environment that is free of racism and discrimination in any form, the John G. Althouse Before and After School Program, as a service provider and employer is committed to equity for all races, cultures, and languages. This will be reflected in our program, it's policies procedures and relations with clients, staff and the community.

Guidelines

Employment and Service Equity

The John G. Althouse Before and After School Program will :

- identify and eliminate all barriers that may exist in obtaining or accessing services or employment
- provide services to all families in need, insuring equitable treatment for all individuals
- assist service users and employees in accessing or obtaining multilingual resources or consulting services
- ensure that all promotional material and information made available to the public will reflect the multicultural community served
- ensure that all application forms and job descriptions are written in clear language and are free from discriminatory questions and requirements
- ensure that all aspects of the recruitment process are free of bias and employees are hired and evaluated in a fair and equitable manner
- provide opportunities to employees for professional development and training in multiculturalism and inclusive programming.

Community Representation, Participation and Decision Making**The John G. Althouse Before and After School Program will:**

- ensure the opportunity for participating members of the Board, employees and volunteers to represent the various racial, cultural and linguistic groups identified in the community
- support and remain sensitive to the needs of culturally diverse groups when developing, implementing and evaluating the program and it's policies

Environment and Curriculum**The John G. Althouse Before and After School Program will:**

- implement an anti-bias curriculum which will promote inter-racial, inter-cultural and multilingual social and educational activities and experiences
- ensure that learning materials and teaching aids will be non-discriminatory and culturally appropriate
 - support the efforts of staff, clients, and board members who take the responsibility to ensure that their environment is free of racism and discrimination
- ensure that staff respond quickly to racism and discrimination which is identified in the learning environment; confrontations and situations requiring attention will also be used as positive opportunities to teach and initiate discussions among children

Handling Complaints

- A copy of the Anti-Racism Policy will be provided to all board members, employees and service users
- All issues and concerns will be investigated by a committee comprised of the Director and selected board members, maintaining confidentiality will be a priority
- Complaints lodged against the Program with respect to the Anti-Racism Policy will be brought to the attention of the Board Of Directors immediately



**John G. Althouse Before and After School Program
2017-2018 Monthly Fee Schedule Effective September 1, 2017**

School-age Program (grade 1-5)					
	FULL-TIME AM/PM	MORNING ONLY	AFTERNOON ONLY	P.A.Days Daily rate	Camps Daily rate
1 child	\$ 365.00 a month	160.00	260.00	23.75	45.00
2 children	\$ 710.00 a month	320.00	520.00		
3 children	\$ 1045.00 a month	480.00	780.00		

Kindergarten					
	FULL-TIME AM/PM	MORNING ONLY	AFTERNOON ONLY	P.A.Days Daily rate	Camps Daily rate
1 child	\$494.00 a month	205.00	305.00	17.00	45.00
2 children	\$968.00 a month	410.00	610.00		

Cheque date	Service dates
August 1	Sept 4 - 29
October 1	Oct 2 - 22
November 1	Oct 30- Nov 24
December 1	Nov 27- Dec 22
CAMP	Dec 2-5 (extra)
January 1	Jan 8- Feb 2
February 1	Feb 5- Mar 2
March 1	Mar 5- Apr 6
CAMP	Mar 12-16 (extra)
April 1	Apr 9- May 4
May 1	May 7 - June 1
June 1	June 4- 29

A security deposit is required upon registration. Please write this on a **separate cheque** from all other fees. This is refundable once you have provided written notice two weeks in advance to withdrawing your child. **200.00 per child**

For children attending the P.A.Days there will be an additional fee to reflect the total cost of each P.A. Day of \$42.00

Camp rates include camps that may operate during March Break, Christmas Break and Summer. Survey to determine operation of camps will be done in September and camp periods will be announced by October 1.

Approved on behalf of the Board of Directors

Date May 1, 2017

Fee Policies

Initial Two Week Deposit

Registration forms for September enrollment must be received before June 15. When you return your completed registration forms we will require a cheque for two weeks of child care (half of the monthly fee). Once you have provided the Supervisor with two weeks written notice of withdrawing your child from the program, this payment will be applied toward your final weeks of child care.

Post-dated Cheques

It is our policy to collect post-dated cheques for the entire year in advance. Fees for September are cashed in August. In September, all parents will be requested to submit 9 cheques before the end of the first week of school. Post-dates cheques should be dated for the first day of each month. There will be no exceptions to this policy.

NSF Cheques

Cheques returned non-sufficient funds will be subject to a \$25.00 service charge. After two NSF cheques you will be required to provide the program with certified cheques.

Late Fees

We are closed at 6:00 p.m. each day. We realize that there may be occasions when parents will be late i.e. bad weather or traffic. Staff are prepared to stay with your child until you or one of your emergency contacts have arrived. Late fees are paid directly to the staff on duty. A late fee of \$1.00 a minute will be charged after 6:00 p.m. We appreciate your consideration and co-operation with this policy.

Early Fees

We open at 7:15 a.m. each day. The staff monitors and records arrival times of each child. If you or your child sign into the program prior to 7:15 a.m. there will be a five dollar fee per day. Fees are paid directly to the staff on duty or will be billed to you at the end of each month. We appreciate your consideration and co-operation with this policy.

We do not accept cash as a payment for any type of fees.

Cheques can be made payable to John G. Before & After Prog.

