



GS CARE

508-23 Woodlawn Rd. E., Guelph, ON, N1H 7G6 • 519-716-6622 • info@gs-care.com • <http://gs-care.com>
Guelph School-Age CARE Inc.

PARENT HANDBOOK

Version 8.1

September 2016

Table of Contents

BEFORE AND AFTER SCHOOL PROGRAMS.....	4
Drop off and pick up.....	4
WITHDRAWAL FROM GS CARE.....	4
GS CARE – PROGRAM STATEMENT.....	5
Goal “A”: To provide a safe environment while encouraging students to make healthy and nutritional choices that support healthy development, well-being and a growing sense of self.....	5
Goal “B”: To encourage and support positive, responsive and meaningful interactions between students and Educators, parents and the community at large.....	6
Goal “C”: To provide an environment where students are able to engage in active, creative and meaningful exploration, play and enquiry (HDLH page 37).....	7
Goal “D”: To provide a responsive program where students are viewed as active participants in their own development and are able to learn through exploration and observation.....	7
Goal “E”: To ensure an environment where students are viewed as active participants in the program and are encouraged to initiate their own play and exploration with support from Educators when and where it is needed.....	7
Goal “F”: To promote an environment that plans and creates experiences where the learning and development of each student is supported.....	7
Goal “G”: To provide a program that responds to the physical needs of the students on both an individual and a group basis, taking cues from the students and allowing them to steer the program as they become increasingly aware of their own abilities to self-regulate.....	7
Goal “H”: To build strong and collaborative relationships with parents ensuring that they are visible and active partners with our Educators while their child attends the program.....	8
Goal “I”: To build collaborative relationships with local community partners in order to provide our students with opportunities to explore and learn outside of the program.....	8
Goal “J”: To support the continuing professional development of staff as they acquire a secure knowledge base in order to be effective co-learners with our students.....	8
Goal “K”: To ensure ongoing review and evaluation of GS CARE goals and approaches and their impact on students and their families.....	9
PHILOSOPHIES.....	10
Junior and Senior Kindergarten.....	10
School Age.....	10
INCLUSION POLICY.....	10
BEHAVIOUR MANAGEMENT POLICY.....	11
Goals.....	11
Principles and techniques.....	11
Interactions.....	12
Teacher to student.....	12
Student to student.....	12
Behavioural problems or concerns.....	13
REPORTING ABUSE.....	13
PARENTAL CUSTODY AND ACCESS.....	14

PARENT INTOXICATION.....	14
SAFETY.....	14
ACCIDENT PROCEDURE.....	15
SERIOUS OCCURRENCE POSTING.....	15
HEALTH.....	15
MEDICATION POLICY.....	16
SMOKING.....	16
NUTRITION.....	16
PD DAY FIELD TRIPS.....	17
COMMUNICATION WITH PARENTS/GUARDIANS.....	17
PROGRAM CONCERNS OR COMPLAINTS.....	17
PARENT/GUARDIAN RESOURCES.....	18
EMERGENCY AND MEDICAL FORMS.....	18
STAFF.....	18
STAFF PROFESSIONAL DEVELOPMENT.....	18
PLACEMENT STUDENTS AND VOLUNTEERS.....	18
STAFF BABYSITTING.....	18
HOURS OF OPERATION.....	19
FEE POLICY.....	19
FEE SCHEDULE.....	20
Monthly and Daily fees (effective September 2016).....	20
LATE FINES.....	20
CONTACT INFORMATION.....	21
On site contact information:.....	21

Before and After school programs

GS CARE offers a high quality, before and after school program for children aged from 3.6 years up to 12 years. All operations are licensed by the Ministry of Education and led by RECE's (Registered Early Childhood Educators) and/or OCT's (Ontario Certified Teachers).

GS CARE programs operate during the following hours:

Before school: 7:30am – 8:45am

After the program, Junior Kindergarten children will be walked to their classroom by GS CARE staff. All other children will be directed outside to the playground where they will be under the supervision of the School Teacher on playground duty.

After school: 3:15pm – 6:00pm

JK and SK children will be collected from their classroom by GS CARE staff or may be escorted by a school EA to the GS CARE classroom. All other students walk on their own to their GS CARE classroom.

Drop off and pick up

GS CARE staff and parents must ensure that a clear “transfer of care” happens at both drop off and pick up. There must be contact between the parent/guardian and staff at these times to ensure that every student is safe. Students must be dropped off into GS CARE classrooms. Staff must not release students until they have physically seen the parent/guardian who is picking up. If someone other than a parent/guardian is picking up a student, parents are asked to inform GS CARE staff. Parents should inform any one picking up their child that they may be asked for ID.

GS CARE staff will not release a student to anyone under the age of 18.

Withdrawal from GS CARE

One month's notice is required when a student is to be withdrawn. If a student is withdrawn without notice, the deposit will not be returned unless the spot can be filled immediately. If the spot cannot be filled within a month, then the monthly fee for care will be charged (parents will be responsible for paying the balance if applicable). The deposit will be returned in full if the spot is filled immediately or a partial refund will be provided if the spot was filled before the deposit was used up.

GS CARE – Program Statement

GS CARE is committed to providing a high quality program that is consistent with Ministry of Education policies, pedagogy and curriculum. In line with the Minister of Education's Policy Statement on Programming and Pedagogy. (June 8th 2015), our program statement is a living document and references a number of Ministry documents which include:

- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- Think, Feel, Act: Lessons from Research about Young Children.

Our Program Statement will be reviewed and revised annually to reflect the best possible practice.

GS CARE Educators view our students as capable, curious and rich in possibilities, they and their families are effective partners in working with us to create safe, nurturing, engaging and stimulating environments in our classrooms.

Our programs reflect the four foundations of How Does Learning Happen?:

- Our students have a sense of **belonging** when they are able to make contributions to the environment around them, their contributions are valued and they are able to form relationships with others and feel a sense of connectedness.
- Our students are able to develop an understanding of the importance of physical and mental health and **well being**, focusing on self-care, a sense of self and self-regulation skills.
- Our students are involved and **engaged** and are able to develop and build skills such as problem solving, creative thinking and innovating. Our Educators realise that by providing our students with opportunities for self-exploration, inquiry, and age-appropriate risk, the students are acquiring life skills which will take them beyond our programs.
- Our students are capable and effective communicators and are able to **express** themselves through many mediums.

The Child Care and Early Years Act (2014) includes a number of goals for every licensed Child Care program in Ontario and ensures that each program outlines their approaches on how they will meet those goals.

Goal “A”: To provide a safe environment while encouraging students to make healthy and nutritional choices that support healthy development, well-being and a growing sense of self.

Approaches: GS CARE meets all of the MEDU requirements under Health and Safety by providing annual Public Health inspections, Fire Certificates and Water Flushing and Lead Testing Results. Our Educators will promote the health, safety and nutrition of every student by

providing a safe and clean environment while including students in the process so that they are able to understand the importance of safety, responsibility and accountability. Snacks will be monitored and healthy snacks will be encouraged and explained. All Educators will familiarize themselves with any Allergy Lists that are posted in our classrooms and demonstrate awareness of the protocols outlined on any Allergy Individual Emergency Plans.

Playground checks will be conducted daily, monthly, seasonally and annually.

All GS CARE staff, volunteers and placement students are required to undergo an orientation process, prior to working within our programs, which includes introductions to our Program Statement, our Staff Manual/Policies and Procedures and actual time in program to shadow our Educators.

All staff are required to review and sign Policy Review forms annually. They are also provided with a copy of the Staff Manual for their own perusal (electronic copy). During monthly staff meetings, Policies and Procedures are reviewed to ensure that Educators continue their awareness and implementation.

Goal “B”: To encourage and support positive, responsive and meaningful interactions between students and Educators, parents and the community at large.

Approaches: GS CARE management recognise that qualified, well-trained and responsive staff are the key to facilitating this goal and during the hiring process, these qualities are forefront in any interviews that occur.

Our Educators will encourage all students to communicate in a positive way and support them to self-regulate (defined as the ability to deal with stress and recover from it) through role-modelling and age-appropriate coaching. The ability of our Educators to build strong relationships with our students will have an impact on how each student learns to self-regulate, if students are provided with experiences, support and encouragement as they interact, they will grow confident in their abilities to manage. Students will be provided with opportunities to develop self-regulation skills and be successful.

Educators will, on a continuing basis, observe, reflect upon and adapt the learning environment and programming in order to support each student as they learn to self-regulate. All of our classrooms provide a cozy, private area for students to go to if they are feeling stressed and need space to cope effectively.

Interactions between our Educators and students are to remain respectful, safe and supportive, GS CARE management will ensure the monitoring of interactions ensuring that they align with our program statement and beliefs. The following practices are prohibited at any time:

- Deprivation of a student of basic needs including food, shelter and clothing.
- Corporal punishment.
- Deliberate harsh or degrading measures that humiliate a student.
- Exits are not to be locked for the purpose of confining a student.
- Use of a locked room or structure for the purpose of confining a student.
- Verbal abuse including yelling, swearing, threatening, sarcastic comments.
- Negative discussion of a student's behaviour or development while they are present or within hearing distance.
- Any type of sexual abuse
- Lack of supervision including: leaving students unsupervised, staff attention diverted for frequent or prolonged periods of time.

Contravention of the above prohibited practices will result in the issue being addressed according to the strategies outlined in the GS CARE Staff Manual – page 40.

Goal “C”: To provide an environment where students are able to engage in active, creative and meaningful exploration, play and enquiry (HDLH page 37).

Goal “D”: To provide a responsive program where students are viewed as active participants in their own development and are able to learn through exploration and observation.

Goal “E”: To ensure an environment where students are viewed as active participants in the program and are encouraged to initiate their own play and exploration with support from Educators when and where it is needed.

Goal “F”: To promote an environment that plans and creates experiences where the learning and development of each student is supported.

Approaches: Based on observation and through engaging with our students, our Educators know that students learn best by being involved in the program and by pursuing their own interests and ideas. Our Educators will act as ongoing responsive, observers, listeners, facilitators and provocateurs, gathering information from the students and offering initial resources and activities that the students can choose, explore, investigate, adapt and direct. Students are engaged through play, experimenting with different materials, manipulating objects, acting out roles and problem solving. This allows them to expand their own critical thinking skills, ask questions and make sense of the world around them.

Educators ask questions to provoke student's thinking and engage as co-learners along with each participant.

Our Educators realise the value of child-directed activities and teacher-directed activities and are able to adapt to either direction as the experiences unfold, recognising opportunities to stimulate student's thinking and create meaningful programs..

Each student is recognised as an individual with their own unique qualities of gender, ancestry, culture, ethnicity, race, religion, language, socio-economic status, family environment and developmental abilities. Our Educators view each student and their families as valuable contributors and plan programs to reflect their diversity and enrich the environment. In responding to the uniqueness of each student, their family and community, our programs support their learning and development. We believe that inclusive programming leads to a sense of belonging in our programs for each student and their family.

Goal “G”: To provide a program that responds to the physical needs of the students on both an individual and a group basis, taking cues from the students and allowing them to steer the program as they become increasingly aware of their own abilities to self-regulate.

Approaches: As our Educators build responsive and supportive relationships with each student, they become attuned to the moods and dynamics of not only the individual student but also the students as a group and are able to plan and adapt the environment, schedule and activities as needed. Our classrooms provide space and resources for individual, small group, large group, active and quiet activities. Students are encouraged and coached to make their own choices based on how they are feeling and what they are interested in at that time. Choices

are respected and students are supported in communicating appropriately with their peers. Educators realise the value of outside play and schedule and engage in activities to promote large motor skills, participation, team building, fair play and inclusion.

Goal “H”: To build strong and collaborative relationships with parents ensuring that they are visible and active partners with our Educators while their child attends the program.

Approaches: Our belief at GS CARE is that our families are the experts on their children. It is integral to a successful program for all if there is a collaborative and co-operative relationship between our Educators and families. We want our families to have the support of a high quality, safe, reliable and licensed program which will provide peace of mind while they work. We demonstrate trust, respect, integrity, empathy and care in our relationships with our families and view them as partners whose influence is invaluable as we strive to meet the needs of our students.

Communication and interaction with our families is part of our daily program, when knowledge is shared, it enhances the relationship and parents are secure in the fact that their child is a member of our family and their contributions are noticed and valued. Communication may come in all forms e.g. in person, by phone, by email and is facilitated by all staff at GS CARE including the Licensee and Programs Manager.

We have an “open door” policy for families and they are welcome into our programs at any time to share the activities and spend time with their child and the group as a whole.

We organise various events and activities for families to enjoy together and also seminars and information nights for parent/guardians without their children (we provide child care).

Goal “I”: To build collaborative relationships with local community partners in order to provide our students with opportunities to explore and learn outside of the program.

Approaches: GS CARE values community partners and their support, contributions and involvement in our programs. Our Educators are able to seek out community partners in the fields of support services, Occupational Therapists, Speech Therapists, counsellors etc for assistance and also direct parents to these support systems if needed.

As all of our programs are operated on WCDSB property, our relationships with the school community are vital to the success of our programs, our staff maintain these relationships at all times by continuing respect, communication and collaboration. Our staff make themselves known to Principals, teachers, office staff, custodians and other members of the school community and engage in ongoing dialogue on a daily basis.

Educators are encouraged to plan walks and activities that involve the local community, facilitating the exploration of local neighbourhoods and history.

PD day programs allow us to venture further afield by bus, into the outlying communities, where staff and students can take advantage of fun and educational activities by visiting farms, museums, nature trails, parks and other places of interest.

Goal “J”: To support the continuing professional development of staff as they acquire a secure knowledge base in order to be effective co-learners with our students.

Approaches: During our hiring process, a priority for GS CARE is to recruit candidates who are enthusiastic and passionate about continuous professional development. Our staff are encouraged and supported to attend workshops, seminars and conferences that will extend

their knowledge and in turn will enhance our programs. Staff are expected to stay up-to date with current developments in the field of Early Childhood Education and teaching and to reflect their learning in all aspects of the program.

Management are committed to keeping staff notified of any professional development opportunities that arise in the local community and beyond and do so through email and verbal notification. Staff are compensated for the time spent on professional development as well as any registration fees or supplies required.

Management also provide in-house professional development which is directly linked to GS CARE policies and procedures, specific situations that staff deal with and any other topics that staff request to be included. Staff are also asked to share their own professional development learnings during staff meetings which is, in itself, an opportunity for growth.

GS CARE management provide ongoing support and mentoring through daily visits to our program sites.

Staff are encouraged to engage in critical reflection and discussion with their team members and other colleagues about pedagogy and practice in order to support continuous learning and growth.

GS CARE realizes the importance of fairly compensating our staff. As well as fully supporting professional development, we also encourage and support staff to take care of their own well-being. Each staff member can take two paid personal leave days per year and can also choose to join a fitness facility and have the yearly membership fee paid for by GS CARE. We provide a comprehensive benefits plan once our staff have been employed at GS CARE for one year.

Goal “K”: To ensure ongoing review and evaluation of GS CARE goals and approaches and their impact on students and their families.

Approaches: GS CARE Educators understand the need to reflect on a daily basis and assess their program and environment to ensure that it is meeting the needs of each student and that the environment is set up according to the interests of the group.

Through daily communication with students, colleagues and families, Educators are able to assess the impact of GS CARE goals and approaches to ensure that they remain current and effective and are truly reflecting a pedagogical approach whilst meeting the needs of our students and families. Our Educators use various forms of documentation to reflect the daily happenings in our program, this assists them in planning future experiences and gives meaning to what the students do and experience. Our documentation also provides an opportunity to make the students learning and understanding of their world visible – to themselves, to each other, to their families and to our staff. Students are able to see their developmental growth over a period of time. Documentation of the program also allows a dialogue with families about their child's experience and an invitation to parents to add their own documentation about their child's learning. Through discussion during informal and formal staff meetings, the goals and approaches contained in our Program Statement will be reviewed and reflected upon and our living document may be updated and modified as our stakeholders and programs dictate.

Philosophies

Junior and Senior Kindergarten

GS CARE is committed to providing a high quality program that assists families by providing a safe, reliable and nurturing program during out of school hours. GS CARE will focus on providing a respectful environment that fully supports emotional, social, intellectual and physical growth.

School Age

Our objective is to assist families by providing a safe, reliable and high quality school-age program during out of school hours. Our focus will be to create a respectful environment that enhances the development of intellectual, social, emotional and physical skills.

GS CARE is a program that includes and encourages diversity in race, nationality, religion and students with any type of disability.

In some cases a parent may wish to enroll his/her child in GS CARE, but with no knowledge of, or, limited English language. The Guelph and District Multicultural Centre Inc. provides interpretation services and will assist in the communication process. The Centre is located at 926 Paisley Road, Guelph, ON. N1E1N4. (519) 836.2222 – www.gdmc.org

Inclusion Policy

GS CARE strives to provide a positive, accessible and supportive environment for all students and their families regardless of any academic or physical ability. Children of all abilities are accepted into our programs. Upon registration, GS CARE staff will consult with the Parents or Guardian to ensure a “goodness of fit” between the family and the program and in order to gain an understanding of the student's and family's needs, wants and expectations of the program. We want to identify those students who need additional supports and ensure that those supports are in place upon enrollment. GS CARE staff are skilled in providing environments that allow for group and individual activities and allow students to develop relationships with each other, where all materials and activities are accessible to all students and where all students can feel that they belong.

GS CARE creates respectful and collaborative partnerships with parents and teachers in order to provide high quality programs and the best possible environment for each child.

Behaviour Management Policy

At GS CARE the use of appropriate language to and around students will be respectful, warm and positive. A warm, supportive relationship can be established with students through daily attention and recognition of their positive behaviour. Corporal punishment, harsh or degrading measures that humiliate a student are not permitted. Emotions are part of daily life and dealing with them in a productive and appropriate way is an effective life skill and one that we promote at GS CARE.

At GS CARE we assist students in dealing with emotions, practicing anger management and coping skills and we teach and encourage different techniques to manage anger and frustration.

Goals

To increase students awareness that anger is okay and can be dealt with in an appropriate way.

To encourage students to identify their emotions and communicate them with others effectively

To distinguish between appropriate and inappropriate anger responses and help students realise that appropriate responses usually have more positive outcomes.

To encourage the use of coping skills and alternate choices as a means of reducing angry feelings.

To encourage students to take responsibility for their own feelings, actions and behaviour.

Principles and techniques

- **“Time out” for students is not to be used at GS CARE**

The following principles and techniques are intended to encourage desirable behaviours rather than emphasize the less desirable behaviours.

All situations should be dealt with in a controlled, calm and respectful manner, when this is reflected from staff then it calms the situation down and there is more likelihood of a positive outcome. It also provides effective role-modeling for students.

Focus on what you want the students to do rather than what you don't want them to do e.g. “walk down the stairs” rather than “stop running down the stairs”, “ask for the markers” rather than “don't grab the markers”.

- **Recognise positive behaviour:** give genuine and specific praise both in group and individual situations. Watch for combinations of children who are getting along well and make them aware of their behaviour and how it's reflecting positively on others and the environment.
- **Set consistent limits and offer choices when able:** encourage the students to make appropriate choices and support them in their decisions.
- **Be sensitive to the students needs:** support them and try to see the situation from their point of view.

- **Use I messages and active listening:** if the students feel that you are listening to them and hearing what they are saying then they are more likely to address the situation in a calmer manner.
- **Encourage the students to become responsible for their behaviour:** put the ownership on them: “you made the choice to do what you did, no-one can make you do something”
- **Plan for positive outcomes:** plan and arrange the environment to be interesting and challenging – take into consideration the developmental level of the children, their needs and their personalities.
- **Redirection:** be aware of what is happening in the room and intervene before situations become problematic – redirection must be clear and understandable.
- **Project a cheerful attitude:** always be ready to call upon your sense of humour, students appreciate the funny side of things and this really helps to build relationships.
- **Relate clear messages:** be specific about what you want the students to do, state your expectations right away and reinforce them often.
- **Do not reinforce inappropriate behaviour:** the student may need to be removed from audience or the audience from the student – make a point of noticing the behaviours you want to encourage and comment on them.
- **Be flexible:** it's okay to change your mind and it shows the children that you are flexible and resilient.
- **Point out natural or logical consequences:** clarifying logical consequences can assist in developing understanding and self-discipline. Consequences should be immediate and realistic.
- **Promote discussion:** make sure all parties have an opportunity to share their feelings and actions, encourage participation rather than leaving the situation – make it a safe environment.

Interactions

Teacher to student

Always be aware of what is happening in your program and monitor situations. Intervention is the key and prevention of situations can assist in ensuring the environment stays supportive and respectful. Look for and recognise behaviour or situations that are getting out of hand and assist:

- **Be supportive** – ask if you can help, encourage calm communication, ensure all parties are present and listening. Promote discussion and encourage the students to problem-solve themselves rather than you providing a solution. Make sure the solution is agreeable to all parties.

Strategies for interaction with students:

- Enjoy the students (have fun!)
- Speak in a warm, positive tone
- Listen attentively when the students speak to you
- Model appropriate behaviour
- Explain the reason for rules and expectations
- Role play
- Spend time in activities that involve interaction with the students
- Pay attention to the students as individuals

Student to student

It is important to teach the students how to interact with each other in an appropriate manner.

Coach them in the skills needed to be assertive. If there are situations where a student behaves inappropriately towards another student, encourage these skills:

- Encourage each student to share how the behaviour makes them feel
- Encourage each student to communicate what they want verbally
- Encourage the students to do their own problem-solving, you can coach and assist but try not to solve the problem for the students

At all times, interactions should be respectful, calm and appropriate. GS CARE promotes a safe, supportive environment for all.

Behavioural problems or concerns

Rules and expectations should be clearly stated by the teachers, and intended to keep everyone safe. The students are to begin to learn and understand underlying reasons for rules and expectations.

The teachers are to recognize and support students who are making attempts to interact with others and are having difficulty in doing so. In order for this student to be successful he/she needs support, coaching and encouragement to develop and master this skill.

If a student is physically and/or verbally abusive to other students and/or GS CARE staff, and an attempt has been made to redirect him/her by a teacher in charge, the student in question may be asked to find another area to play by him/herself or to cool-off. The student must not be asked to leave the room and be by himself/herself. The student must be in an area where he/she is supervised. If the behaviour continues a parent/guardian may be called to take the student home. GS CARE staff will work with the student and parent/guardian to devise and employ strategies in order to assist the student in managing in the program and also assist in accessing outside agencies and support if needed. If none of the solutions employed seem to work, the family may be asked to find alternative care arrangements with the assistance of GS CARE staff.

Reporting Abuse

GS CARE is mandated by law to report any suspicions or allegations of abuse directly to Family and Children's Services. Every individual who performs professional or official duties with respect to a child has a legal responsibility to report abuse or any suspicions of abuse towards a child. This also applies to placement students, volunteers and support staff. Failure to report could result in legal action and a fine if convicted. Any suspected cases of abuse must be reported to Family and Children's Services, The Ministry of Education and the County of Wellington Child Care Services.

Parental Custody and Access

With the challenges of separation/divorce, there comes with it many communication issues and stress for both the family and GS CARE. Please understand that we will only follow instructions that are outlined on legal Court Documents. Parents/Guardians are responsible for ensuring that GS CARE has all updated information.

Parent Intoxication

If a parent arrives to pick up their child and GS CARE staff deem that the parent is under the influence of alcohol or drugs (observing physical appearance, behaviour and/or alcohol smell from breath), GS CARE will request that the parent call the other parent or a taxi to transport them and their child home. If there is any resistance to this request then GS CARE will call the police to ensure the safety of all involved.

Safety

Safety is a priority at all times. Staff are required to continuously monitor toys, activities, crafts and equipment for any hazards and act accordingly. The outside environment is checked daily before the students are able to go out and staff are to ensure that they are always aware of where the students are playing and that the activities are appropriate.

Every GS CARE program will be equipped with a comprehensive First Aid kit. All staff are required to have up to date certification in Standard First Aid/CPR Level C. Any new hire will be required to have their certification prior to commencement of employment. During any off-property trips the teacher in charge will carry a First Aid kit, the students' information sheets and a cell-phone.

GS CARE is a nut-free environment. If your child attends a morning program, please ensure, if they have had peanut butter or any nut products for breakfast, that they wash their hands, faces and remove any peanut/nut residue from their clothes before they arrive at the program. We also have some children who have life-threatening allergies to other foods/products and you may be asked to refrain from bring these into our programs, our staff will make sure all parents know of any known allergens and parents can consult our allergy lists posted on the bulletin boards.

PARENTS ARE ASKED TO REFRAIN FROM USE OF PERFUMED PRODUCTS DUE TO ALLERGIES BY SOME OF OUR STAFF AND CHILDREN.

In case of fire, flooding, lack of heat and lighting or tornado damage to the school, all students will be evacuated to their designated emergency shelter (see individual program evacuation plans). If the above, or any other structural damage to the school takes place and GS CARE is unable to operate, parents will be contacted and expected to pick up their children immediately from the evacuation site.

Accident Procedure

In the case of an accident, staff will attend to the student using first aid principles. Staff will fill out an accident report for parents to sign upon pick up of the student and parents will be provided with a copy of the report. On occasion, staff may call parents and let them know the details of what happened and that there is an accident report to be read and signed by the parent. Completed accident reports will be kept in the filing cabinets on site.

Serious Occurrence posting

As of November 1st 2011, all licensed child care centres are required to post information about serious occurrences that happen. GS CARE will post a Serious Occurrence Notification Form on site in a visible area for 10 days to support increased transparency and access to information.

Health

Prior to admission to GS CARE all parents are required to complete a Medical Form pertaining to the student. The forms will include allergies and medical history of the students. Immunization records are kept by the schools therefore GS CARE will not need to retain them. However, the Day Nurseries Act does specify that all students must be immunized against six designated diseases: diphtheria, tetanus, polio, measles, mumps and rubella (German measles) If your child has not been vaccinated against these diseases, you must have an exempt form from the local Public Health unit and provide GS CARE with a copy.. In the event of any of these diseases appearing in our programs, those students who have **not** been vaccinated will not be allowed to attend GS CARE and may not return until the program is disease free.

A quick visual health inspection of students will be done as they arrive, and if any unusual marks are observed a student would be asked how he/she got them. A student may not feel or look well as they arrive and a teacher will check for other symptoms and decide whether to call a parent(s) or guardian. If the teacher suspects that the student may have a contagious illness, the student should be isolated if possible (away from other students but not out of supervision by GS CARE staff) until he/she is picked up. Anything observed must be documented in the program log book.

A student will be sent home if the following symptoms occur: a fever of over 100 degrees (37.8 degrees Celsius), vomiting, diarrhea, red eyes accompanied by discharge or any other illness symptoms that staff determine may be contagious. The student will be isolated away from the other students but still in the program room and the Parent/Guardian will be called. Students should be symptom free for 24 hours (or follow Public Health recommendations) before returning to GS CARE. All information must be documented in the program log book.

If 2 to 3 people become ill from the same illness, at the same time, the Medical Officer of Health will be notified immediately as this may be an outbreak of a disease. The Health Unit staff may also be called for questions regarding observed symptoms. GS CARE staff will inform parents of any guidelines that are mandated by the Public Health Unit e.g. in the case of an outbreak of illness, the amount of time that an individual must be away from the program if showing symptoms and will also document all cases of the illness to report to Public Health.

In the case of Head Lice being found at GS CARE, parents will be called to pick up their child. All eggs and live lice must be removed before the student will be allowed to return to GS CARE. Other parents will be notified that the program has been exposed to head lice. All information must be documented in the program log book.

Medication Policy

GS CARE staff can be authorized to administer both prescription and non-prescription medication to students. A medication authorization form must be filled out and signed by the parent or guardian before medication can be administered. The medication must be in an original pharmacy container showing the student's name, Physician's name, name of medication, dosage, times to be given, expiry date and storage instructions. Forms are to be kept in program binders until medication is completed. Medication must be stored in a locked container away from the students. If the medication needs to be refrigerated, it must be stored in the school fridge as GS CARE is not permitted to have refrigerator in the classrooms.

Smoking

Smoking is not permitted in any GS CARE classroom or on school property and playgrounds as directed in the Smoke-Free Ontario Act.

No smoking signs are posted in each classrooms

Nutrition

GS CARE does not provide snack during any programs but there is a designated snack time in the morning and afternoon. The students are expected to bring their own snack and they must be healthy and nutritious. Due to allergies, only siblings will be allowed to share snack. Parents should ensure that their child has an adequate number of snacks so that they have one for GS CARE. Morning students may bring their breakfast to eat during the program, if they wish to do so.

STUDENTS SHOULD NOT BRING ANY FOODS CONTAINING NUTS OR NUT-PRODUCTS. GS CARE IS A NUT-FREE PROGRAM.

Parents are strongly encouraged to include whole wheat breads, crackers, fresh fruit(s), fresh vegetables, yogurt, cheese, real fruit juice or milk in their child's snack.

Students are not allowed to consume candy, cookies, potato chips, soft drinks, chocolate or any other foods that are not nutritional (as deemed by the Canada Food Guide) while attending GS CARE programs. GS CARE follows the recommendations from the Ministry of Education – Staff should monitor the content of snacks (daily) and bagged lunches (on PD days) and discuss with parents when there are concerns regarding the nutritional adequacy of snacks and meals.

If parents choose to purchase breakfast from a restaurant to bring to GS CARE, please make sure that the food items follow the above policy. If you are not sure, please do not bring the food into GS CARE.

PD Day Field Trips

GS CARE does operate on PD days and registration for these days is on a first-come, first-served basis. Trips are planned and scheduled for all PD days. Parents/guardians, grandparents etc. are welcome to join us for the trips. Trips would not be more than 60km radius from the School and transportation is usually by chartered bus or public bus. Students will be expected to bring their own lunch and snacks. All lunches and snacks must be healthy and nutritional. Parents are advised to follow the Canada Food Guide when planning their child's snacks and lunches. GS CARE can provide copies of the Canada Food Guide to those parents who request it. Examples of a lunch that meets the Canada Food Guide – **Snack:** fresh fruit, yoghurt, wholewheat crackers, cheese, rice cakes, unsalted bread sticks. **Lunch:** cold meat and cheese, pasta in a thermos, pizza. All lunches are to have an ice pack if there are foods provided that require refrigeration. GS CARE does not have access to a refrigerator. GS CARE does not have access to a microwave so parents are asked not to provide lunches that require heating. Warm foods must be stored in a thermos. Staff will monitor snacks and lunches to ensure that they are healthy and nutritious, if they are not then GS CARE staff reserve the right to purchase a healthy and nutritious replacement snack/lunch and the parent will be asked to reimburse the cost when they pick up their child.

Students are not allowed to consume candy, cookies, potato chips, soft drinks, chocolate or any other foods that are not nutritional (as deemed by the Canada Food Guide) whilst attending a PD day.

Parents need to ensure that they talk to GS CARE staff before their child attends a PD day to have all the needed information and for pick up and drop off sites as these do change during PD days.

Communication With Parents/Guardians

On a daily basis, teachers will informally update parents/guardian on how their child is interacting with other students and in the program in general. Our staff and students use many forms of documentation to reflect what is happening in our programs. Documentation is displayed in and around our classrooms and make take the form of photographs, writing, 3-dimensional creations, activities and pictures. All families are encouraged to visit our classrooms at any time to see our programs in action.

Program concerns or complaints

Please contact the Licensee or designate by phone or email if you have a concern or complaint. You can also contact a Programme Advisor at the County of Wellington Child Care Services by phone, email or in writing. The Programme Advisor will listen to your concerns and provide advice, information, resources or mediation if necessary. Complaints can be made in confidence.

Call a Programme Advisor at 519-837-3620 or 1-800-265-7294 x3095,
email: programmeadvisor@wellington.ca

If your concern is related to licensing requirements, please contact the Ministry of Education at 1-877-510-5333 ext. 6354

Parent/Guardian Resources

GS CARE is able to offer resources on specific issues that may arise for parents e.g. speech and language, behavioural issues, mental health. We have a number of leaflets and brochures that highlight agencies and organisations that can offer support to any parents that need assistance. Please speak to any GS CARE staff if you have questions and concerns. Information is also posted on each GS CARE parent board located in or near each classroom. Parents can also access valuable information on the Early Learning Framework website at www.children.gov.on.ca/earlychildhood

Emergency and Medical Forms

Upon enrollment of a student, Parents are required to fill out Registration and Medical forms. Please make sure that any information on these forms is **kept up-to-date** and if changes or updates are needed then please request the forms back in order to make changes. For returning families, GS CARE will request that parents check the forms each year to ensure information is accurate. **All Registration and Medical forms need to be filled out in full including cities, postal codes and phone numbers for all information listed.**

Staff

As required by the Ministry of Education all Primary staff will have a minimum of E.C.E. (Diploma in Early Childhood Education) or OCT (Ontario Certified Teacher). Preference for teaching assistants will be given to ECE and Child Studies students first. Requirements for a Police Vulnerable Sector Check, First Aid/CPR training and required immunization must be met before employment commences.

Staff Professional Development

GS CARE staff are active in attending workshops, conferences and institutes through out the year on a variety of subjects that relate to all aspects of social, physical, emotional and intellectual development in children. These professional development activities are highlighted in GS CARE newsletters to parents. Staff also present their learning to other staff during staff meetings so that all staff can benefit and enhance GS CARE programs.

Placement students and volunteers

GS CARE welcomes placement students (College and University) and volunteers into our programs to gain practical experience and enhance and enrich our programs. Students and volunteers are required to provide a Police Vulnerable Sector Check and immunization record prior to entering our programs and are never counted in ratio or allowed to be with any of our students unsupervised by a GS CARE staff.

Staff Babysitting

GS CARE recognizes that this is a valuable service for both staff members and parents; however, this policy has been implemented to provide clarity of some points regarding private arrangements between staff members and parents/guardians:

- GS CARE will not be responsible or involved in any private arrangements or agreements that are made.
- Out of hours work arrangements must not interfere with a staff member's employment at GS CARE.
- Parents should be aware that other adults accompanying a babysitter may not have a relevant Criminal Reference Check and it may not be appropriate for them to care for children.
- GS CARE will not be held responsible for any health and safety or other issues that may arise from their private arrangements.
- No member of staff is allowed to take a child from GS CARE unless they are a named person on the child's "Authorised Release" form.
- Parents/guardian's must sign a "Consent to hold harmless" form before embarking on any private babysitting arrangements with GS CARE staff.

Hours Of Operation

Monday to Friday (except PD day)

Morning: 7:30am – 8:45am

Afternoon: 3:15pm – 6:00pm

PD days

7:30am – 5:00pm (**Please note the earlier closing time**)

All statutory holidays are observed and GS CARE will be closed on those dates. GS CARE will be closed during school Christmas holidays and March Break as well as the months of July and August.

In the event of inclement weather, if school buses are canceled but schools are open, GS CARE programs will run as usual.

WHEN SCHOOLS ARE CLOSED DUE TO INCLEMENT WEATHER OR OPERATIONAL DIFFICULTIES, GS CARE IS ALSO CLOSED.

Fee Policy

A deposit of \$200.00/family is required with acceptance of admission (returnable with 30 days notice of withdrawal). Students may not attend until all registration forms are completed in full (including addresses and postal codes) and returned to GS CARE.

Provide GS CARE with post dated cheques **for the full school year**, dated the first day of each month.

Tax receipts will be issued by the last working day of January, for the previous year.

For all families (new and returning) who are registering for September, all 10 post-dated cheques must be received by the end of May to guarantee attendance in the program. The cheques and deposit will be returned if GS CARE is notified of withdrawal by July 15th otherwise the September cheque and deposit will be used for September fees regardless of whether your child attends or not.

Full fees are required regardless of days missed due to vacation, illness, inclement weather,

school and/or statutory holidays. For part time students, this means for the days they are registered for.

In the instance of NSF cheques, the parent or guardian will be notified and a fee of \$10.00 will be charged. The outstanding fee and NSF charge should be paid within 5 working days, from the notification date.

Please note that if space is limited, priority to assigning spaces is given to sibling(s) of our current students and to those families requesting a full time space.

Fee Schedule

Monthly and Daily fees (effective September 2016)

All programs at all sites

Full-time (5 days a week)

Before and after school: \$379.00 per month
Before school only: \$157.00 per month
After school only: \$282.00 per month

Part-time (any schedule less than 5 days a week)

Before and after school: \$22.50 per day
Before school only: \$10.50 per day
After school only: \$18.50 per day

Monthly fees have been calculated according to the calendar issued by the Wellington District Catholic School Board and you are not charged for PD days. The fees are based on an annual amount and divided into ten equal payments.

Fee subsidy is available to families that qualify. You may contact Wellington County Child Care Services to determine whether you qualify for subsidy. The office is located at 21 Douglas St, Guelph, On. N1H 2S7 or call (519) 837-3620 for an appointment.

PD Days

Each PD Day: \$41.00

Late Fines

GS CARE closes at 6pm (**5pm on PD days**), the closing time is determined by the school clock in each classroom. GS CARE cell phones are set to these clocks also.

Please ensure you have picked up your child and have left the school by 6pm.

Late fines will be charged at \$5 flat fee if picked up within the first 5 minutes and then \$1 per minute thereafter. Parents will be required to sign a Late fee form and Late fees will be payable immediately as you pick up your child.

Contact information

Owner/Operator: Noma Vales 519-716-6622, noma@gs-care.com or gscare@sympatico.ca or info@gs-care.com

Programs Manager: Nanette O'Sullivan 519-240-0864
nanette@gs-care.com

On site contact information:

Guelph Locations:

GS CARE Sacred Heart: Claire and Sheena – 519-240-4258

GS CARE St. Francis: Stacy - 519-240-3527

GS CARE St. Ignatius: Krystal (Supervisor), Deborah, Frances, Jennifer, Rachel, Stephanie and Vidya - 519-239-5868

GS CARE St. John: Dorothy, Jillian and Nirmal - 226-755-0423

GS CARE St. Patrick: Amanda (Supervisor) - 519-240-3782

GS CARE St. Paul: Homaira (Supervisor) and Stephanie - 519-239-5991

Rockwood Location:

GS CARE Sacred Heart R.: Ana and Deardra – Phone TBA

Erin Location:

GS CARE St. John Brebeuf: Staff TBA – Phone TBA