

GLEN ABBEY CHILDCARE & MONTESSORI

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PARENT HANDBOOK

Centre Hours: 7:00 am - 5:30 pm

Last Update: October 13, 2026

The Parent Handbook outlines important information that will provide you with what you need to know while your child is in our care.

We look forward to getting to know you and your child and to embarking on a partnership that supports you to be informed, consulted, and involved in your child's life at Glen Abbey Childcare & Montessori Centre.

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1. An Understanding of Children, Families, and Educator

Children are competent, capable of complex thinking, curious, and rich in potential. They grow up in families with diverse social, cultural, and linguistic perspectives. Every child should feel that he or she belongs, is a valuable contributor to his or her surroundings, and deserves the opportunity to succeed. When we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities.

Families are composed of individuals who are competent and capable, curious, and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the first and most powerful influence on children's learning, development, health, and well-being. Families bring diverse social, cultural, and linguistic perspectives. Families should feel that they belong, are valuable contributors to their children's learning, and deserve to be engaged in a meaningful way.

Educators are competent and capable, curious, and rich in experience. They are knowledgeable, caring, reflective, and resourceful professionals. They bring diverse social, cultural, and linguistic perspectives. They collaborate with others to create engaging environments and experiences to foster children's learning and development. Educators are lifelong learners. They take responsibility for their own learning and make decisions about ways to integrate knowledge from theory, research, their own experience, and their understanding of the individual children and families they work with. Every educator should feel he or she belongs, is a valuable contributor, and deserves the opportunity to engage in meaningful work.

◉ The Four Foundations of How Does Learning Happen?

Belonging, **Well-Being, Engagement**, and **Expression** are the four foundational conditions that are important for children to grow and flourish.

These foundations, or ways of being, are a vision for all children's future potential and a view of what they should experience each and every day. They are conditions that children naturally seek for themselves.

These four foundations apply regardless of age, ability, culture, language, geography, or setting.
A focus on these foundations throughout all aspects of early years programs ensures optimal learning and healthy development.

Belonging refers to a sense of connectedness to others, an individual's experiences of being valued, of forming relationships with others and making contributions as part of a group, a community, the natural world.

Well-being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self, and self-regulation skills.

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

Expression or **communication** (to be heard, as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children can develop capacities for increasingly complex communications. Opportunities to explore materials support creativity, problem solving, and mathematical behaviours. Language rich environments support growing communication skills which are foundational for literacy.

Every child has a sense of belonging when he or she is connected to others and contributes to their world.

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

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

Every child is a capable communicator who expresses himself or herself in many ways.

To plan for and create positive learning environments and experience's in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans.

In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry.

And it is through play and inquiry that young children practise ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond.

2. ABOUT OUR CENTRE

a. Our Philosophy

★ **Establish positive, responsive interactive relationship among children, parents and educators and offer a warm and caring environment,** which allows children to learn through purposeful play. Experts recognize that play and academic work are not distinct categories for young children: creating, doing, and learning are inextricably linked.

★ **Provide inclusive learning environments and experiences that encourage exploration, inquiry, and investigate their theories, and interact with others in play;** when children are engaged in purposeful play, they are discovering, creating, improvising, and expanding their learning.

★ **Value children as individuals and as active and competent contributors with their own interests and points of view;** viewing children as active participants in their own development and learning allows educators to move beyond preconceived expectations about what children should be learning, and focus on what they are learning.

★ **Recognize the connection between emotional well-being and social and cognitive development and the importance of focusing on these areas holistically.**

★ **Engage with families and support each child within the context of his or her family, recognizing that family and child well-being are inextricably linked;** children learn best in an environment that focuses on relationships and healthy development cannot happen without good relationships and there is perhaps no relationship that holds greater responsibility or reward than the relationships we develop with children and their families.

★ **Be reflective and intentional about building and achieving effective parent-provider relationships through good communication.** As educators, as family members, as policy makers, or as administrators, we all know that the stronger our partnerships and the deeper and more valuable our connections, the greater the benefit. **As child care professionals, when we become true collaborators in children's care and learning, children benefit exponentially.**

3. OUR APPROACHES TO MEET OUR PROGRAM STATEMENT

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

Health and Safety Well being

We observe regular hygiene and sanitary practices, such as regular and intermittent hand washing and bathroom routines to ensure the health and safety wellbeing of all of the children in child care. We follow daily practices and procedure of health check upon children's arrival into the centre, as a quick way for the educator to ensure a child's well-being. In the presence of any concern, the educator documents the concern in the classroom's daily journal for monitoring purposes and for the acknowledgement of other educator's in the child's classroom.

If a child shows any symptoms of ill health, or displays worsening health conditions then parents are called to fetch the child. Until the parent picks up the child, he or she is separated to a comfortable cot or couch under the care of another educator to prevent the spread of any communicable disease or sickness. While in seclusion, child's health will be constantly monitored and documented. A copy of child's health check showing the time interval at which their health check is carried out will be provided to the parent for their notice. A child showing any symptoms of communicable sickness such as, diarrhea and vomiting, seasonal influenza, conjunctivitis, and/or other communicable sickness are to be kept home for at least 24-48 hours or until such time as the child is deemed symptom free from the family doctor's office.

Nutrition

Our meals and snacks are planned and prepared onsite keeping in mind the food preferences of our children and their nutritional requirements concurrent with the Canada Food Guide. We also cater to the food sensitivities of the children based on the children's health, food allergies and their family's cultural/religious needs. Seasonal produces and whole foods are selected whenever possible. Guidelines are followed from Public Health and the health and safety requirements from the Ministry of Education around sanitizing the food prep area and the kitchen in general.

Daily Supervision

All children upon arrival or departure must be signed in/out in our daily attendance sheet by educator indicating the time of arrival and departure, along with the initials of parent/ caregiver doing the drop off or pick up. Any observed changes in the care giver/ parent doing the drop off and pick up will be documented. Educator's will ask for ID's of any adult picking up the child and parents will be contacted to ensure that the child is released to a responsible caregiver as per their instructions.

When beginning a shift, staff must confirm verbally with supervising staff on duty the number of children on attendance and check this against the attendance clipboard. The same procedure must be completed when leaving or returning from breaks and lunches. Staff must provide written verification of attendance after each staff change and group attendance. Head counts of the children are to be completed on a frequent basis throughout the day. Head counts are to be checked against the attendance and sign in/out sheets. Head counts must be completed before and after a transition with a group of children from one activity area to another (example: playroom to playground). All completed attendance sheets are be kept on file in the office. Daily, monthly and seasonal playground checks are completed to ensure that playgrounds are safe.

★ **Fostering exploration, play & inquiry:**

Learning environments are carefully planned to support active exploration while maintaining safety. Teachers will strive to plan and create a positive child-initiated and adult-supported learning environments by fostering children to engage in an active, creative, and meaningful play, exploration, and inquiry to support children's learning and development.

Children are born with a natural sense of curiosity and wonder. They play naturally. As parents and educators, we watch children explore their world through their senses, repetition of tasks, imitation, asking questions, pretending. But what are children really doing? Children are putting together all the pieces of how the world works through exploration, play and inquiry.

Glen Abbey Childcare & Montessori Centre Educators understand the importance of play. They foster, expand and scaffold this natural talent called play by being: active participants; architects of the play scape; keen observers; planners; reporters; collaborators; reflective practitioners. Children decide where, when, what and how they wish to play. Their decisions are based on their interests and curiosity. The educator responds by adapting the environment by adding new toys, materials and equipment, posing questions, and being a play partner. This sets the stage for further play, inquiry, discovery and learning. The educator's role is to support play so that learning and development flourishes.

★ **Incorporating indoor, outdoor, active, rest & quiet activities:**

Glen Abbey Childcare & Montessori Centre educators design a daily schedule that meets the individual needs of the children receiving child care and provides for a balance of activities throughout the day. Consideration for the care requirements, age, developmental level, energy level, and interests of the children are included. Generous blocks of time for children to explore, play, and inquire are included both indoors and outdoors. The daily schedule is not rigid but operating in small groups is mandated. One small group of children may be on a walk in the community, while the other small group may prefer to stay

indoors and bake cookies. Periods of active and quiet play are interwoven throughout the day both indoors and outdoors.

★ **Cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.**
At Glen Abbey Childcare & Montessori Centre, we understand that young children flourish in all areas of development when they are in positive and responsive relationships with adults. Glen Abbey Childcare & Montessori Centre educators build a foundation of trust with children by being available, sensitive, responsive, and caring. Our educators create an inclusive and respectful environment to foster positive, equitable, and collaborative relationships. When children feel safe, secure, valued and a contributing member of their world they are able to explore, discover, try new things, grow, learn and develop. To support each child's care, growth and development the Glen Abbey Childcare & Montessori Centre educators interact and communicate with parents on a daily basis sharing observations, documentations, and reflections.

★ **Establish and support positive and responsive interactive relationship among the children, parents, and staff to foster the engagement of and ongoing communication with parents about the program and their children.**
We believe that children are best supported in an environment where Educators participate in children's play at their level, following the lead of the child. Majority of the program activities are child lead activities. Teachers view each child as competent and capable. Relationships formed between all staff, families and children ensure that programs are centred on the child and the family. Learning and development are anchored through long-term, trusting and supportive relationships with Educators. Children are encouraged to learn new things and to expand their learning in a diverse and inclusive setting where they are supported by qualified Early Childhood Educators and Early Childhood Educators Assistants.

★ **Encourage children to interact and communicate in a positive way and support their ability to self-regulate by providing learning environments and experiences to engage them in active, creative, and meaningful play, exploration, and inquiry.**
By observing and responding to children's individual needs, and cues, the staff provides learning environments where stressful situations are minimized. Positive, trusting relationships between Educators and children are nurtured so that children are able to express their emotions in acceptable ways, to solve problems and conflict. Positive encouragement is one way that Educators can recognize the efforts of children. When children's emotions are calm and focused they are best able to modulate their emotions, inhibit impulses and understand the consequences of their actions.

★ **Involve local community partners to identify and provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth.**
Parenting and community resources are shared through newsletters and parent display boards. Students from colleges and other training institutions work along with qualified staff in the classroom. Educators collaborate with outside agencies to support the child and family such as Erin Oaks Kids, the Halton Resource Connection, Family & Children's Services and local boards of Education. Where additional resources are needed, parents can provide consent for outside community agencies to become involved to further assess the child and to develop an individual learning plan that will support and foster the growth of the child.

★ **Support staff interactions with the children incorporating Continuous Professional Learning (CPL) and participating in ongoing reflective practice and collaborative inquiry with others.**
Educators are supported and encouraged to participate in ongoing professional development. As members of the College of Early Childhood Educators, Educators are aware of the need to enhance their own learning in order to support both children and families and are continually reflecting on their practices, collaborating with other educators and attending training to enhance their skills and knowledge. Teachers are members of the Halton Resource connection; staff can attend workshops and other learning opportunities. All staff participates in a yearly performance review where strengths and goals are discussed.

★ **Using pedagogical documentation as a means to value, discuss, review and make learning visible.**
The program gathers information from many sources to provide a learning environment that is responsive to the interests and developmental needs of all children. Children are allowed to be independent, where they can make choices, solve problems, and play with others in a supported, safe and nurturing environment. By working together, families and educators provide a positive learning environment where all children are respected and valued as competent, capable and rich in potential. Program assessment tools, and parent daily input provides valuable information to be used for future planning and program development. Families are valuable contributors to their child's learning and we encourage them to become involved at the centre.

MONITORING

The following procedures will be actively pursued to determine the adaptability and practicality of the policy and to monitor and ensure adherence to the Centre's policy.

An open forum discussion to reflect on the Centre's program statement will be carried out during monthly staff meeting . Staff will be encouraged to provide feedback to modify and/ or improve adaptability of our policy and program statement that can be documented and then implemented by the management team.

Quarterly staff reviews are done for all staff at Glen Abbey Childcare & Montessori Centre, where staff members are evaluated based on their compliance to the Centre's program statement and other policies are discussed. Feedback is provided by the supervisor to enhance staff performance and adaptability to our program statement.

The cook will follow Canada's Food Guide, the Healthy Food Indicator, Public Health guidelines to support all areas of food preparation, menu planning and cleanliness.

Teachers participate in ongoing professional development and in the Continuous Professional Learning plan as outlined by the College of Early Childhood Educators. All teachers are registered members in good standing with the College of Early Childhood Educators and abide by the Code of Ethics and Standards of Practice.

- **TEACHERS AND STAFF**
  Our Early Childhood Educators come with a background of education and experience. Our staff must go through rigorous screening process that include demonstrating their values and skills, providing a police reference check that is renewed every 3 years, and holding a valid Standard First Aid and Infant and Child CPR certification. Once selected, new staff members are provided training and orientation program on centre policies and procedure, and Ministry of Education regulations.

Our Early Childhood Educators are trained to:

- Communicate regularly to families about their child's progress
- Plan classroom activities based on their knowledge of early childhood development
- Observe and document the progress of each individual child
- Practice Glen Abbey Childcare & Montessori Centre's high standards of child safety and protection

At Glen Abbey Childcare & Montessori Centre, we recognize the importance of continued professional learning and have developed extensive series of learning modules through CCEYA licensing resources and the Halton Resource Connection centre learning resources to gain a deeper understanding of child development, play, play partnership, program planning, extension of play and scaffolding of learning, effective communication, and providing positive learning environments.

College of Early Childhood Educators

"The College of Early Childhood Educators" is the professional self regulatory body for registered early childhood educators (RECEs) in Ontario. The College's role is to protect the public interest by setting requirements for registration to practise as an RECE, setting ethical and professional standards and holding RECEs accountable for their practice. RECEs are trained in child development and the planning and delivery of play-based learning and care programs. Glen Abbey Childcare & Montessori Centre staff with an early childhood education diploma or equivalent qualifications degree are current members of the College in good standing. RECEs renews their membership with the College on an annual basis.

Our Volunteers and Students on Educational Placements

Glen Abbey Childcare & Montessori Centre programs are enhanced by the involvement of volunteers and placement students. Volunteers and placement students are always under the supervision of a our senior staff member and never left alone with children. All volunteers and placement students must provide a police reference check before interacting with children and are required to adhere to all the centre policies and procedures and Ministry of Education regulations.

Self-regulation and Positive Behaviour

The Glen Abbey Childcare & Montessori Centre believes that it is the role of the adult in a child's life to support them to learn how to interact successfully with the world around them including other children, adults and the environment. Self-regulation is a skill children develop over time and involves learning how to 5 respond efficiently and effectively to one's bodily functions, impulses, emotions, and to maintain focus or attention so they can learn. Calm, caring, and consistent Early Childhood Educators and a child's family provide external supports that serve as the basis for a child developing self-regulation.

Glen Abbey Childcare & Montessori Centre's Early Childhood Educators set the stage for positive behaviour by implementing the following approaches:

- Building dependable, positive and nurturing relationships with children and their families
- Fostering healthy social connections with other children
- Responding to each child's individual developmental needs through observation and reaction to cues
- Providing small group experiences which allow for more individualized adult attention
- Role modelling inclusive, respectful and collaborative interactions with children and other adults
- Ensuring the learning environment is flexible and materials are plentiful and available to children at all times
- Providing children with the freedom to make choices
- Engaging as a play partner with children , to demonstrate pro-social skills including promoting discussion, problem solving when conflict arises and understanding how our actions affect others Attending trainings that address developing self-regulation and resilience in children

Prohibited Practices

A prohibited practice is any behaviour by a staff, volunteer or placement student that puts children at risk or that can inhibit a child's growth, self-esteem or healthy development. All Glen Abbey Child Care & Montessori staff, volunteers and placement students are aware that the following practices are unacceptable at the Glen Abbey Child Care & Montessori.

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.
G. Any acts of sexual abuse, sexual misconduct or engaging in a prescribed sexual act, as those terms are defined in the Early Childhood Educators Act, 2007.

Our families and Children

At Glen Abbey Childcare & Montessori Centre, we understand that the most important people in a child's life are their family. Our Early Childhood Educators play a supporting role while parents go to work or school. Involving, consulting with, and informing family members about the Centre's program helps a child feel a greater sense of belonging.

Diversity and Social Inclusion

Glen Abbey Childcare & Montessori Centre is committed to creating and sustaining an environment that celebrates diversity and appreciates the dignity and worth of all members of the community. We are committed to pursuing equality and to creating an environment free from discrimination, harassment and barriers to equal opportunity. Our programs are designed to develop children in spirit, mind and body. We believe every child is a unique individual and adds value to our programs. Our staff strive to ensure the environment and programs are adapted to meet the needs of all children and will seek our community partners to enhance our ability to support children.

Resolving Concerns and Issues

Glen Abbey Childcare & Montessori Centre staff are committed to connecting, partnering and engaging parents to provide the best possible care for each child. Daily conversations benefit the child, family, and the staff. They help provide consistency for the child, support staff to understand the child and therefore plan for their success, and give families the opportunity to be part of their child's day. In situations where issues and concerns arise, our educators and supervisors together with the family and our Director will work as a team to reach a resolution in a timely, confidential, fair and consistent manner. It is expected that concerns and issues will be resolved in a respectful manner in keeping with the Glen Abbey Childcare & Montessori Centre Values (Caring, Health, Honesty, Inclusiveness, Respect and Responsibility). A complete copy of our Parent Issues and Concerns Policy and Procedures is attached in the supplementary document section of this package.

Child Protection

Everyone, including members of the public and professionals who work closely with children share a responsibility to protect children and vulnerable persons from harm. Glen Abbey Childcare & Montessori Centre recognizes its responsibility to promote safe environments and practices to protect children and vulnerable persons. Our educators are trained to recognize the indicators of neglect and abuse and are legally required to report any suspicions that a child may require protection. The role of the child protection agency is to investigate and determine if there is any proof of abuse or neglect and implement supports for the child and their family. It is important that our educators ensure all reports are kept confidential, including only discussing with the family that a report has been made if the child protection agency authorizes them to do so.

4. OUR CHILDCARE PROGRAM



Hours of Operation

At Glen Abbey Childcare & Montessori Centre, our standard hours of operation are 7:00 a.m. to 5:30 p.m. Monday to Friday.

Program operates year round excluding Statutory/Public/Civic Holidays.

Early Closures: The centre closes at **noon** on Christmas Eve and New Year's Eve.

Our Curriculum

Glen Abbey Childcare & Montessori Centre curriculum is based on the philosophy that young children learn best through play. Throughout the preschool years your child will explore and discover their natural surroundings through small group and individual play experiences that will prepare him/her for school. Our Educators are engaged in children's learning through observing, planning and seeking opportunities to become a play partner and extend the play experiences. The goals and approaches of our centre's Playing to Learn align in philosophy, standards and recommendations with the provincial frameworks; Minister of Education's Policy Statement on Programming and Pedagogy, "How Does learning Happen?" Ontario's Pedagogy for the Early Years and Early Learning for Every Child Today (ELECT)

Communication with Families

At Glen Abbey Childcare & Montessori Centre, we know how important it is to you as a parent to have all the details of your child's day at the centre. Our Educators keep a daily record of your toddler's nap times, feedings, diaper changes, and any changes in health observed. All individual children's activities are recorded in the centre's daily journal and Brightwheel App so that our educators and parents can see each child's progress.

Additional communication tools our staff provide for families about the program and their child's development are;

- Daily face to face communication with families upon arrival and departure times.
- Significant play experiences are posted on the Brighwheel App
- Weekly program documentation highlighting learning that occurred during a play experience
- Twice a year families are provided the opportunity to have a one-one meeting with their child's teacher to discuss their child's development.

What you can bring to the centre?

By packing a few essential items for your child and providing any specific details about your child's health, rest, feeding, and activity, you help our staff to provide individualized care for your child.

Toddler Room

What to bring for your toddler: (Please ensure all of your child's belongings are clearly labelled with their name)

- Diapers, wipes and any creams or lotions labelled with your child's name and written instructions for application
- Dishwasher safe water bottles or sip cups
- Few changes of clothing
- Seasonal outdoor clothing and footwear
- Blanket and/or sleep toy for rest time.
- Indoor Shoes

Preschool Rooms

What to bring for your preschooler:
(Please ensure all of your child's belongings are clearly labelled with their name)

- Pull ups or training pants (for toilet training)
- Change of clothing
- Seasonal outdoor clothing and footwear
- Blanket and/or sleep toy for rest time
- Reusable, dishwasher safe water Bottle
- Indoor Shoes

Clothing and Possessions

Due to the changing season, please ensure that your child is dressed in proper weather appropriate clothing for indoor and outdoor play

Please label all articles of your child's clothing. It is more likely for lost items to be returned back to the centre when the belongings are properly labelled. Please be aware that Glen Abbey Childcare & Montessori Centre will not be responsible for lost items. For all seasons, an extra set of clothes should be kept in child's cubby.

Please return all "day care clothing" (emergency clothing we use for the children in the event that they do not have extra clothing) as soon as possible.

Please be aware that aprons and smocks will be provided during messy art and sensory times however despite the precaution, clothing may still get soiled. Ensure that you send your child to the Centre in clothing which they are permitted to 'play' in.

For Toddlers in diapers, this means supplying a stack of diapers either at the beginning of the week (preferably) or enough for each day. Staff will let you know when your supply is low and will expect to have these replenished immediately.

License

The centre is a licensed childcare centre through the Ministry of Education for 110 children from under 18 months to 5 years of age and ages 6 to 12 for School aged Children

Class	Age	Licensed Spot	Staff to Child Ratio
Toddler	18 months - 30 months	15	1:5
Preschool	30 month to 5 yrs	48	1:8
School Age	Jk/Sk to school age	30	1:15

Location

We are located at 1240 Old Abbey Lane, at the intersection of Dorval Drive and Old Abbey Lane in Oakville, ON.

Our Staffing Ratio

Class	Age	Staff to Child Ratio	Staff Requirement
Toddler	18 months - 30 months	1:5	at least 1 RECE
Preschool	30 month to 5 yrs	1:8	at least 1 RECE
School Age	Jk/Sk to school age	1:15	at least 1 RECE

Daily Routine

Routine is important for young children and helps develop feelings of security and order. Each classroom has a general schedule that includes time for indoor and outdoor play, lunch and snacks, hygiene and structured activities. This schedule is posted daily for both adults and children.
A rest period of 1 hour (minimum) to 2 hours (maximum) takes place after the children's lunch is finished. Each child has their own cot and sheet, and the sleeping area is under constant supervision by staff. For those children who are unable to sleep during this time, they may read a book borrowed from the Centre's library, at their cot.

Cot sheets are washed every week and cots disinfected and cleaned regularly. Parents are asked to take your child's blankets home for laundering on Fridays.

We ask parents to provide us with a written request explaining why her/his child should be prevented from sleeping during nap schedule.

Program and Activities

Various programs are incorporated into the Centre's daily curriculum, using Activity Center, Creative Arts, Blocks, Manipulative, Dramatic Play, Books, Puzzles, Music and Rhythm, Science, and Reading Readiness.

Each month we provide families with a newsletter and a calendar outlining activities the children will be involved in for the coming month. This calendar will also be clearly posted near each classroom. A planned development program is designed for the following week based on observation and cues documented during interaction with children. Areas covered include creative/art, science, dramatic play, cognitive, gross motor, sensory, music, drama and social emotional. The program is based on age appropriate goals to aid in development of communication skills, social skills, organization, the ability to problem solve, as well as fine and gross motor skills. Parents/guardians are always encouraged to discuss their child's development with the teachers.

Goals and Expectations

Studies have shown that the most important stage of life for learning and development is from birth to 6 years. It is here that the groundwork for future learning is established. When children are playing, they are 'working' to learn all about the world around them. The staff at Glen Abbey Childcare & Montessori Centre are dedicated to caring and encouraging your child(ren). Activities are carefully planned and the environment structured for development and learning. We aim to promote the individual child's self-esteem and independence, while fostering the child's identity as part of a group and community.

Sanitary Practices

Cleanliness and good personal hygiene are constantly practiced in the centre, in order to minimize the potential spread of germs, Children's toys are washed on a regular basis with a bleach and water solution. The Centre washes cot sheets on a weekly basis, and we ask that you take your Child's sleep blanket home to wash.

Washroom routines include supervising the children in washing their hands with dispenser soap after toileting. For children who wear diapers, the change table is disinfected before and after diaper change is done. The Staff Member washes their hands before and after the change, and all waste is discarded in sealed plastic bags.

Diapering and Toilet Training

Parents are expected to supply their Child(ren)'s own supply of DISPOSABLE diapers and containers of most towelettes.

The centre will assist your child in their toilet training when Staff and Parents have mutually agreed that the child is physically and emotionally ready to learn the task. Several changes of clothing including training pants (marked with child's name) will be expected each day.

If your child is in the process of toilet training, we encourage parents/guardians to provide a knapsack with lots of changes of clothing (shirts, pants, underwear and socks) and shoes because accidents are common before five years of age. Our staff will inform parents/ guardians when supplies are running low. Please replenish supplies before they run out. We have a small supply of extra clothes excluding underwear. In the event that your child does not have extra underwear and has a toileting accident, parents/guardians will be contacted to pick up their child. We may not be able to accept children that do not have the appropriate supplies.

5. PROGRAM PROCEDURES:

Sleep Supervision and Position Requirements

Glen Abbey Childcare & Montessori Centre staff routinely perform direct visual checks of sleeping children that are documented on a chart. Direct visual checks of children are performed every 30 minutes for toddlers and preschoolers. Anytime a staff observes a significant change in a child's sleeping patterns or health during sleep it will be communicated to parents/guardians.

Nutrition

Glen Abbey Childcare & Montessori Centre full day child care programs for children 18 months- 4 years of age, offer a variety of nutritious morning snacks, lunches and afternoon snacks prepared by an on-site cook. To ensure your child receives a well-balanced meal, our menus follow Eating Well with Canada's Food Guide. The current and following week's menus are posted for your information. Due to children with allergies and food restrictions the Glen Abbey Childcare & Montessori Centre discourages sending any food from home.

Life-Threatening Allergies (Anaphylaxis)

The Glen Abbey Childcare & Montessori Centre strives to protect the children in our care who have life-threatening allergies by reducing as much as possible exposure to their known allergens. A list of allergens to be avoided in the program is included in your registration package and a notice is posted for all families near the entrance to the program. Families are advised to check frequently as the notice is updated monthly. Any parent/guardian of a child with a life-threatening allergy is responsible for providing the Glen Abbey Childcare & Montessori Centre with detailed information about their child's known allergens, signs and symptoms of an allergic response and the steps to take in an emergency prior to their child starting care. It is also very important that parent's/guardian's inform Glen Abbey Childcare & Montessori Centre staff anytime there is a change to a child's allergies.

“Outside Food/snack” Policy

It is the policy of Glen Abbey Child Care & Montessori Centre to ensure that there is a written food/snack rules and regulation that is consistent with the Ministry guidelines regarding nutrition.

Nutrition

Adequate and appropriate nutrition is vital to to children's health, growth, development and well-being. The centre uses Canada's Food Guide to make informed decisions when creating our weekly menus.

Any child requiring special dietary arrangements must be provided by parents labeled with the child’s name including containers for individual storage of food. All written instructions provided by the parent will be implemented. Parents are asked to follow the following guidelines provided when sending food/snack.

- Lunches and a minimum of 2 snacks should include a variety of foods from each of the 4 food groups. Referencing Canada’s Food Guide. Fruit, Whole Grain Bread, Cheese, Vegetables, Fruit Salad, Pasta, Yogurt Salad
- Please ensure that lunches/snacks, do not include foods with low nutritional value and/or high in sugar content such as; Potato Chips, Chocolate Bars, Soda Pops and Candy.
- Food/snacks will be refrigerated when possible. Please send an ice pack with your child’s lunch for when a refrigerator is not available.

Parents will be notified if they forget to send food/snack or when concerns arise regarding the nutritional adequacy and/or presence of any nuts, tree nuts or allergens in snacks and meals. The centre will seek consent from parents to supplement food/snacks such as apples, crackers and rice cakes to children

Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

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

- Do not serve foods where its ingredients are not known.
- Do not serve items with ‘may contain’ warnings on the label in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.
- Ask the cook to provide the known ingredients for all food provided. The ingredients will be reviewed before food is served to children to verify that causative agents are not served to children with anaphylactic allergies.
- In cases where a child has food allergies and the meals and snacks provided by the child care centre cannot meet the child’s needs, ask the child’s parent to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.

- Ensure that parents label food brought to the child care centre with the child's full name and the date the food arrived at the child care centre, and that parents advise of all ingredients.
- Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.
- Encourage parents who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the child care centre (e.g. by thoroughly washing hands, brushing teeth, etc.)
- Do not use craft/sensory materials and toys that have known allergens on the labels.
- Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in the child care centre.
- Make sure each child's individual plan and emergency procedure are kept-up-to-date and that all staff, students, and volunteers are trained on the plans.
- Refer to the allergy list and ensure that it is up to date and implemented.
- Update staff, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures.
- Update families when changes to allergies occur while maintaining the confidentiality of children.
- Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at the child care centre.
- Refrigerate food/snack when possible, encourage families to send an ice pack with their child's lunch when a refrigerator is not available.

Health and Illness

Young children do not have a fully developed immune system, therefore your child experiencing some illness while in child care should be expected. The local Public Health unit sets out and monitors a comprehensive cleaning and sanitation routine and personal health care practices including frequent hand washing for Glen Abbey Childcare & Montessori Centre staff to follow. These routine practices are designed to minimize the spread of illness. You can help the Glen Abbey Childcare & Montessori Centre prevent the spread of illness by keeping your child home from the program anytime they have the following signs and symptoms of communicable illness until symptoms have stopped for at least 24 hours or a doctor has determined your child is or is not experience a communicable illness.

A temperature above 38 degrees Celsius (100 degrees Fahrenheit)

- Difficult or rapid breathing or a severe cough
- Vomiting more than twice in the last 24 hours
- Unexplained (i.e. not due to diet, or medication) diarrhea more than twice in the last 24 hours

- Sore throat especially if accompanied by a fever
- Undiagnosed skin rash
- Persistent scratching of body or head
- Eyes are red or yellow, bowel movement is grey or white, or urine is dark or tea coloured

If your child experiences any of the signs and symptoms of communicable illness listed above while at the child care program, Glen Abbey Child Care & Montessori staff will contact you or one of your authorized pickup persons to arrange for your child to be taken home. Parents/ guardians or their designee are expected to arrive within two (2) hours of being notified.

While your child is waiting to be picked up, they will be separated from the other children and supervised by staff, as appropriate, until it is determined that they do not have a communicable illness.

Medication

Whenever possible, parents/guardians should administer drugs and medication to their children at home, if this can be done without affecting the treatment schedule. When a child is ill, it is in their best interest to remain at home where they are comfortable and able to rest and get better. The Glen Abbey Childcare & Montessori Centre is required to administer only drugs and medications either prescribed by a doctor, nurse practitioner or other licensed health provider, with a prescription label on the original container on the medication or accompanied by a doctor's note that outlines the following:

- Date note was written.
- Time to be administered or detailed reason for administering including signs and symptoms (e.g. fever above 38°C, wheezing or coughing, itchy and watery eyes, sneezing, etc.).
- Expiry date of the note (i.e. is it for a specific time period? or on going until further notice?)
- Child's legal first and last name.
- Name of drug or medication.
- Dosage to be administered.

Anytime you bring prescription drugs or medications to be administered to your child at the child care centre the Glen Abbey Childcare & Montessori Centre staff will provide you with a Medication Administration Authorization form to complete that details the dosage, times of administration and permission for the Glen Abbey Childcare & Montessori Centre to give your child the drug or medication.

Advil, Tylenol, Motrin (Pain Relievers, Fever Reducers, and Anti-inflammatory Medications) It is not the Glen Abbey Childcare & Montessori Centre's practice to administer medications such as Advil, Tylenol, or Motrin to control cold or flu symptoms. It is in the best interest of the child experiencing these symptoms to remain home, to rest, and get better.

Incident/Accident Reporting

Children are active and curious. It is not uncommon for young children to experience cuts, scrapes, and bruises while running, jumping, and playing. All Glen Abbey Childcare & Montessori Centre staff hold valid certification in Standard First Aid and Infant and Child CPR and have been trained in emergency procedures.

Anytime your child has an accident, Glen Abbey Childcare & Montessori Centre staff will record the details on our Accident/Incident Notification for Parent form and provide you with a copy. In the event of any injury to the head or bite mark with broken skin, we will be contacting you immediately via telephone and Brightwheel app.

In the event a more serious incident involving your child occurs, Glen Abbey Childcare & Montessori Centre staff have been trained to respond based on the severity of the injury. Glen Abbey Childcare & Montessori Centre staff will either call emergency support services (911), parent/guardian or your designated emergency contacts to take your child for medical evaluation.

Serious Occurrence incidents are reportable by the Glen Abbey Childcare & Montessori Centre to the Ministry of Education Child Care Quality, Assurance and Licensing Unit within 24 hours of the supervisor becoming aware of the incident. Details regarding the serious occurrence will be posted near the entrance of the program for 10 days. A serious occurrence incident is defined as; a life-threatening injury or illness of a child, an allegation of abuse by a staff, student, or placement volunteer, a missing or unsupervised child, a disaster on premises, or the death of a child.

Emergency Management Procedures

Glen Abbey Child Care & Montessori has emergency management procedures and policies in place. It is essential that all staff at Glen Abbey Child Care & Montessori are aware of their responsibilities and know how to respond appropriately during an emergency situation.

Staff will follow these three steps when responding to an emergency:

1. Immediate Emergency Responses;
2. Next Steps during an Emergency; and
3. Recovery

Staff are to ensure that children are kept safe, supervised and accounted for at all times during an emergency situation. Meeting place if centre needs to be evacuated: far end of playground 2, outside of the fenced in area. Evacuation site if centre deemed “unsafe to return” is Starbucks. All emergency situations will be documented in the daily log book by the supervisor. Regular drills will be conducted monthly by the centre. So children as well as staff are aware of all the emergency procedure protocols.

Emergency Response
The Glen Abbey Childcare & Montessori Centre is committed to being prepared and to keep all staff, volunteers and families safe in the event of an emergency or natural disaster. We understand that Glen Abbey Childcare & Montessori Centre families, staff, volunteers and students on placements are never counted in ratios and rely on our ability to deliver uninterrupted programs and services in safe environments. The Glen Abbey Childcare & Montessori Centre trains all staff, volunteers, and students on placement before interacting with children and annually on emergency procedures including how to respond to personal injuries and medical emergencies, building emergencies (power failure, flood), fire drills and evacuation, inclement weather, threats from criminal activity (lockdown) and natural disasters.

In the event your child is involved in an emergency you will be contacted directly by the Glen Abbey Childcare & Montessori Centre. If the Glen Abbey Childcare & Montessori Centre is unable to reach you directly they will call the emergency contacts you have identified in your child's registration package. The Glen Abbey Childcare & Montessori Centre will also endeavour to post information on our website, and social media accounts. Depending on the nature of the emergency, the Glen Abbey Childcare & Montessori Centre staff and children may have to re-locate to an evacuation site until you can pick up your child. The Glen Abbey Childcare & Montessori Centre evacuation site address will be posted in the entrance way of the program.

Smoke Free
Glen Abbey Childcare & Montessori Centre Child Care programs are required to be smoke free environments under the Smoke Free Ontario Act 2005. Smoking or handling a cigarette or tobacco on the premises where a Glen Abbey Childcare & Montessori Centre child care program is located, including all in-door and outdoor areas is prohibited. This includes playgrounds, school property and surrounding areas. Failure to comply could result in a penalty of up to $5,000.00.

Outdoor Play
All children in full day child care centres are required to play outdoors for a minimum of two hours each day, weather permitting. During inclement weather, alternate active play must be provided indoors. Weather can change quickly. A rainy cool morning can rapidly become a humid, sunny afternoon. We ask that you always prepare your child for any type of weather so that your child can participate comfortably outdoors.

Field Trips and Community Walks
Field trips and community walks provide valuable experiences for children and allow staff the opportunity to extend program activities outside of the classroom. When these opportunities arise, parents/guardians will be required to complete a permission form giving consent for their child to participate in the activity. Community walks may be part of the regular program and as such do not require a permission form.

Extreme Weather
During extreme weather conditions, advisories or alerts, (heat, smog or wind chill) the Glen Abbey Childcare & Montessori Centre follows the guidelines of the local health department. Our first priority is to keep children safe from serious adverse health effects such as frostbite and sunburn. Glen Abbey Childcare & Montessori Centre Educators will adjust the amount of time spent outdoors or provide an alternative indoor plan.

6. PROGRAM INFORMATION:

Programs Offered

Daily Programs -	Toddler Care Preschool Before & After School.	Other Programs -	P.A. Day Camp Winter Break Camp March/ Spring Camp Summer Camp

Part Time Programs
Part time programs are available for preschool classrooms. Families can choose from 2 day (Tuesday & Thursday) or 3 day (Monday, Wednesday and Friday) options. You will be asked to sign a part time program agreement form.

Arrival and Departure
The safety and well-being of all children participating in Glen Abbey Childcare & Montessori Centre child care programs is of utmost importance to us. Parents/guardians or their designate are required to personally escort their child into the program and to pick up their child at the end of the day. Please ensure the Glen Abbey Childcare & Montessori Centre staff is aware you have arrived or that you are departing with your child. Arrival and Departure times are recorded by a Glen Abbey Childcare & Montessori Centre Educator prior to parents/ guardians leaving the centre.

Authorized Drop off/Pick up and Emergency Contacts
At the time of enrolment you will be asked to provide the names and contact information including telephone numbers and addresses of any adults 16 years of age or older that you authorize to drop off/pick up your child or come to the centre in the event that you cannot be contacted when your child is ill or has been involved in an emergency. The Glen Abbey Childcare & Montessori Centre does not permit children 15 years of age or younger to escort younger children home. If you require an alternate person to pick up your child who is not on the list please provide this information in writing (email) to the Glen Abbey Childcare & Montessori Centre staff. Any new visitors to the Glen Abbey Childcare & Montessori Centre who come to pick up a child will be asked to provide photo identification.

Late Pick up

Glen Abbey Childcare & Montessori Centre Early Childhood Educators are counting on you to be on time to pick up your child at the end of the day so that they can meet their personal and family obligations. We do understand that that weather and traffic accidents happen, however we appreciate you calling the program to let us know you will be late or making arrangements for an alternate adult to pick up your child. Child care arrangements may be withdrawn by the Glen Abbey Childcare & Montessori Centre for parents/guardians who frequently pick up their child late.

For a child left past 5:30 pm without notification from parents, all attempts will be made to contact the parents and emergency contacts for immediate pick-up. If no contact can be made by 5:45pm, Family and Children's Services will be notified.

Space Limitations

The Glen Abbey Childcare & Montessori Centre has the right to manage enrolment which may result in the centre not being able to accommodate your child care needs for the subsequent school year. Priority will be given to children of families registered with the centre for the prior school year and for children graduating from the centre attending the school being serviced by the centre. In situations where capacity is limited and expansion of space is unavailable, the Glen Abbey Childcare & Montessori Centre will provide families with written notice.

Program Closures

Glen Abbey Child Care & Montessori Programs are closed on all statutory holidays during the year. When a statutory holiday falls on a weekend, Pinehurst Child Care Centre will recognize the closure on the following business day. Fee payment is required for all statutory holiday closures.The centre is closed on the following statutory holidays:

- New Year’s Day
- Family Day
- Good Friday
- Victoria Day
- Canada Day
- Civic Holiday
- Labour Day
- Thanksgiving Day
- Christmas Day
- Boxing Day

In addition to statutory holidays, Glen Abbey Child Care & Montessori may schedule 1–2 centre professional development closure days per calendar year. These days allow staff to participate in mandatory training and professional development to support high-quality care and programming.

Professional development closure days will be treated similarly to statutory holidays:

- The centre will be closed to children
- Regular childcare fees will apply
- Families will receive a minimum of 30 days' written notice prior to any scheduled professional development closure

Whenever possible, professional development closure dates will be communicated well in advance to support family planning.

Inclement Weather Program Closures

Severe weather conditions can result in school boards closing schools. In this case all Glen Abbey Childcare & Montessori Centre child care programs will also be closed. Please listen to local radio/television stations or check local school board websites for information. The Glen Abbey Childcare & Montessori Centre will make every effort to inform families of centre closures due to inclement weather through our website ymcagta.org, Refunds will not be offered for these closures.

Gradual Entry Program

Children who begin in our Toddler and Preschool programs require a gradual entry period of a few days. Gradual Entry, is an important process that assists your child in making a smooth transition into our childcare facility. Teacher(s) will work with each family to meet each child's needs in this regard.

The period of transition may be shorter or longer, depending on the child's ability to cope within the program. If you child is over 18 months, taking your child to your work place for a visit helps them 'see' where their loved one will be while they are at Day Care.

Help prepare your child by telling her/him that you will be going to work and that she/he will go to Child Care. Prepare your child and share as much information about the Child Care arrangement as you can with your child.

Drop Off Transition:
Keeping a morning routine at home and not rushing your child to get ready can make all the difference in how your child will react to being dropped off. A cheery confident good-bye with the assurance of return on time will facilitate this important transition time. Tell your child when you will return: a few minutes, an hour, after lunch, before supper or whatever you expect, be accurate, if you will not be back for hours do not say you will be back soon. By having a positive attitude in the morning when you are dropping off your child will help them with their adjustment.

Pick Up Transition:
When picking up your child, let them know how glad you are to see them and that you want to hear about their day. Your child may be excited to see you, cry, be mad at you or not even acknowledge your presence. Each reaction is normal and you should not take any negative reaction personally. Your child may be tired from a fun filled busy day so please try to not plan any new activities for your child during their first week or two. They may get overstimulated and need a bit of extra wind-down time at home and more hugging time with you.

Daily Transition:
As mentioned before, the first month of enrolment is not a good time to start anything new. That includes potty training, weaning or removing any comfort items such as soothers, blankets, stuffies, etc. If possible start at least a month before your child's first day and at least 2-3 months after their successful transition into the daycare. By then they should be okay at drop off, adjusting well to our routine and if applicable; napping well.

On occasion some children may take longer to adjust, especially if they have only been with one main caregiver. Be prepared for what may be the end of their world in their eyes. The goal is to make sure you are both happy, by taking it slow and not rushing in to drop off your child. No matter how late for work you are, say goodbye slowly. If not it might make the next time worse. Give yourself lots of time in the morning just in case traffic is bad.

Suggested Transitioning Your Child into the Centre

To allow transition to be effective and smooth, a child needs time to adjust to a new environment.
We have listed below our suggested transition schedule (5 Days).

- DAY 1- Child visits for 2 hours in the morning
- DAY 2- Child visits and remains for lunch
- DAY 3- Child visits and remains for afternoon nap
- DAY 4- Child visits and remains until free play in the afternoon
- DAY 5- Child visits and remains for the whole day
- Each child’s transition time will be modified to meet their individual needs.

7. REGISTRATION INFORMATION:

Waitlist

The Glen Abbey Childcare & Montessori Centre strives to accommodate all registration requests, however there may be times when space is unavailable in our programs and you may be offered to place your child on a waitlist. To address this issue the Glen Abbey Childcare & Montessori Centre has created a waiting list procedure. Please note there is no fee to place your child on a waiting list.

a. Application Procedure for Waiting List

There is absolutely no fee to place your child's name on the wait list. Glen Abbey Childcare & Montessori Centre aims to develop a waitlist policy and practices that are transparent, fair and consistent. If you wish your child to be placed on the waiting list, a waiting list enrolment form must be completed.

b. Waitlist Management

To ensure that families gain access to Glen Abbey Childcare & Montessori Centre programs in the shortest time possible, the following practices are put in place:

- The date of registration on the waitlist will reflect the date the registration form was received by the Administration Office (online or by phone);
- A family who refuses a space the first time it is offered or fails to return a first call within one week will retain its priority on the wait list;
- A family who refuses a space when offered a second time or fails to return a second call within one week will be placed at the end of the waitlist;
- A family who refuses a third offer for a space or fails to return a third call within one week will be withdrawn from Glen Abbey Childcare & Montessori Centre's waitlist. Once withdrawn from the waitlist, a family must forward a new registration form to the Administration Office to be placed on the waitlist.
- It is the parent's responsibility to call or e-mail Glen Abbey Childcare & Montessori Centre to bring changes to their contact information.
- When a space becomes available, the family at the top of the waitlist will be contacted, irregardless of whether the space is full-time or part-time. Once a child is registered, it becomes possible to eventually accommodate for more specific needs, for example, going from a part-time to a full-time space.
- Waiting list are maintained as per the needs identified and discussed by parents however, vacant spots are provided to families needing immediate care not for a family needing care at a future date.

The order of priority in which children are enrolled is:

- children graduating from within the centre or requiring change of program
- siblings of the children currently attending a program in our Centres
- children of parents working in Centre
- children as per the waitlist

Admission

Once a place for your child has been confirmed, you will be required to complete a registration package for your child, including a medical form with a record of immunization, and an emergency contact form along with the deposit of two weeks fees, which will cover the first two weeks of childcare.
All registration forms including immunization forms and other consent forms must be completed and returned to the centre before the child begins.

Glen Abbey Childcare & Montessori Centre will accept new children when there are vacancies, as per the order of priority stated above. No family will be discriminated against on the basis of race, language, culture, gender or sexual orientation or special need.

We strive to ensure:

- That other organizations in the community have information about the Centre, including pamphlets and posters.
- That a waiting list is maintained for each age group.
- That we keep the waiting list current by contacting families on it every three months to see whether they are still interested in the program.
- That we offer only the highest quality childcare.
- That we advocate for all children.
- That we offer a tour of the facility, and a gradual transition procedure to all families and children coming into the centre.

Canada-Wide Early Learning and Child Care System (CWELCC)
Glen Abbey Childcare Centre is enrolled in the CWELCC system. Effective January 1, 2025 CWELCC implemented a fee cap of $22.00 per day.

Base Fee	Daily	Weekly
Toddler Fee	$22.00	$110.00
Preschool	$22.00	$110.00
Part Time Tues/Thurs	$22.00	$110.00
Part Time Mon/Wed/Fri	$22.00	$110.00
School Age (Under 6 yrs) CWELCC		
Before School (Base Fee)		$12.00
After School (Base Fee)		$12.00
Before & After School (Base Fee)		$12.00
Camps (PD Day, Other School Closures) (Base Fee)		$22.00

School Age (Above 6 yrs)	
Before School	$12.00
After School	$15.75
Before & After School	$21.00
Camps (PD Day, Other School Closures)	$65.00

(Applicable Non Base Fees)

Late Fees- $5.00/min.**NSF Fees**- $45.00 **Field Trip Charge-** $25.00 per field trip **Uniform** (Summer camp shirt) $25

Fee Schedule (Above)

Child care payments

Child care payments are processed on a bi-weekly basis by pre-authorized payment/debit authorization.

Declined Fees

Any fees that do not clear the designated bank account will be charged a $45.00 handling fee (Non-Base Fee). Should child care fees continue to be in arrears child care services will be terminated.

Fee Increase

Parents will receive one month notice of any upcoming rate increases

Tax Receipts - Tax receipts are issued at the end of February each year

Deposit

Toddler, and Preschool:

Please note:

All Childcare fees are paid through **biweekly preauthorized payments.**
Please provide a **void Cheque.**

Monthly withdrawals for School Age Child Care will be taken on the last day of each month for the following month. Eg: Fees for February will be deducted at the last working day of January month

Our School Age Monthly Fee does not include coverage for any and all school closures for example, PA Day, Emergency and any other unforeseen school closures, and camps. (e.g. Winter Break and March Break)

Upon enrolment, the Parent agrees to submit the payment equivalent to two week's fees (which covers the first two weeks of care), along with the required registration forms and immunization record. Cheques are made payable to the Glen Abbey Childcare & Montessori Centre. Subsequent fees are paid by post dated cheques submitted to the centre Supervisor.

Before & After School Care:
Upon enrolment, the Parent agrees to submit the payment equivalent to one month fees (which covers the first month of care), along with the required registration forms and immunization record. Cheques are made payable to the Glen Abbey Childcare & Montessori Centre. Subsequent fees are paid by post dated cheques submitted to the centre Supervisor.
Fee Increase: Parents will receive one month notice of any upcoming rate increases

Absence from Centre
Please note that parents are responsible for regular fees during statutory holidays, sick days, vacations, snow, emergency closures and on days when the centre is closed for professional development.

Non payment, late payment and repeated dishonoured cheques will, at the absolute discretion of the management, be deemed to be a breach of this agreement by the Parent, giving rise to the termination of services and withdrawal of the Child from the Centre.

Program Request Changes
Registration changes include: family/child contact information, emergency contact information, and changes to program type (part time to full time). Registration changes and updates can take up to 10 days to be completed.

Request by any families requiring changes to their child's current program has to be in writing. You can drop the request letter to the Centre Supervisor. Although the centre cannot guarantee such changes however every possible arrangement will be made to accommodate the proposed changes. A minimum of 2 weeks notice is required to analyze if the centre can facilitate such changes.

Fee refund policy

As part of our participation and the Canada-Wide Early Learning system our centre is committed to transparency regarding fees ad refund practices.

Generally all childcare fees are non-refundable however under certain circumstances a refund may be issued in accordance with municipal fee subsidy guidelines.
Refunds will only be processed once official subsidy approval and retroactive coverage details have been received.

Payment Changes
Any changes to the cheques or accounts status must be made in writing to the Program Supervisor. This information will be forwarded to our processing. Please allow 10 business days.

Withdrawal Policy
The Centre ask parents/guardians for 30 days written notice should a client wishes to withdraw a child from the program enrolment.

Withdrawal of Glen Abbey Childcare & Montessori Centre Services
The Glen Abbey Childcare & Montessori Centre strives to meet the individual needs of all children and families enrolled in our Glen Abbey Childcare & Montessori Centre child care programs. However, situations do arise from time to time where it may be necessary for the Glen Abbey Childcare & Montessori Centre of Greater to withdraw child care services for a child and/or their family. The Glen Abbey Childcare & Montessori Centre does not take these decisions lightly and takes reasonable care to ensure a thorough assessment of the child's needs, community supports available, and the Glen Abbey Childcare & Montessori Centre programs ability to support the child have been undertaken before withdrawing services. Examples leading to withdrawal of services may include:

- Non-payment of program fees
- Frequent late pick up
- Parents/guardians or children who exhibit violent or harassing behaviour towards staff, volunteers, students on placement, other children or families
- Community resources for children with special needs are unavailable or have been exhausted
- Refusal by parent/guardian to meet with Glen Abbey Childcare & Montessori Centre staff and/or consent to the use of support services for children.

Privacy of Information

All Glen Abbey Childcare & Montessori Centre staff, volunteers and placement students understand the importance of keeping all personal information in the strictest of confidence. The Glen Abbey Childcare & Montessori Centre will not share any personal information with outside agencies, including school boards and resource consultants for children with special needs, without written parental consent.

8. Compliance with policies of the centre

The above Policies and Procedures are put in place to make sure that your child's day in our Centre runs smoothly, securely, and safely and is filled with appropriate learning experiences.

All individuals with interactions within the Glen Abbey Childcare & Montessori Centre are expected to be familiar with and adhere (at all times) to the Centre's policies and procedures. Failure to do so may result in discipline or withdrawal of the child.

Inclusion and Support Services

The Halton Region Child Care Subsidy program helps qualifying families cover the cost of licensed child care for children 0-12 years old. To be eligible, families must reside in Halton Region and be either working, in school or have a special need for their child. For more information on how to apply and for additional information, you can visit the Halton Region website at Halton - Need Help with the Cost of Child Care? or call 311 to inquire.

Glen Abbey Child care and Montessori participates in Halton Region's Quality Engagement Cycle. This cycle is a requirement for all operators to participate in to demonstrate their commitment to the Quality System Framework, which includes, but is not limited to, on-site visits and meetings with regional staff, completion and submission of required data and documentation, collaborative goal setting, and the development and implementation of action plans

Title: Supporting All Children – Tiered Model of Service

Our daycare follows the **Tiered Model of Service** introduced by Halton Region Inclusion Services to support children's diverse developmental needs. This approach provides universal support for all children, with additional focused or individualized support available when needed. The goal is to respond early, create inclusive learning environments, and ensure every child has the support they need to thrive. Our educators are trained to recognize and respond to a wide range of developmental needs, helping each child reach their full potential.

Acknowledgement of Support Services Our child care program is supported by Halton Inclusion Services. Halton Inclusion Services is delivered by Halton Region, Community Living Burlington, Community Living North Halton and ErinoakKids. Together, we help all children feel included and supported in our program. You may see Resource Consultants, Occupational Therapists, and Speech and Language Pathologists (SLPs) visiting our centre. They watch how things are going in the classroom and work with educators to share ideas, training, and helpful tools. Often this support is for the whole classroom and may not be focused on any one child. Resource Consultants help our educators by checking in on children's development, making plans that focus on children's strengths and needs, supporting children who are getting ready for school and delivering workshops, sharing information and providing useful materials. If more help is needed, the Resource Consultant may bring in a Speech and Language Pathologist or an Occupational Therapist. Speech and Language Pathologists and Occupational Therapists are regulated health professionals who support children's learning and development. In our centre, the Speech and Language Pathologist offers helpful suggestions to support children in joining classroom activities and play that encourage different ways for children to communicate— through pictures, gestures, sounds, or words. The Occupational Therapist looks at how the classroom and materials are set up to help children take part in play, feeding and daily routines. Sometimes, after observing the program, the team may notice that a child could use extra help to be successful. If your child could use extra support, our educators will reach out to you. If you have any questions, please speak to our Supervisor or Director. They'd be happy to help.

Parent Issues and Concerns Policy and Procedures

Name of Child Care Centre: Glen Abbey Childcare & Montessori Centre Ltd.
Date Policy and Procedures Established: May 2, 2019
Date Policy and Procedures Updated:

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

General

Policy

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by supervisor and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within two business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality
Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct
Our centre maintains high standards for positive interaction, communication and role-modelling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child
Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

<table>
<tr><th>Nature of Issue or Concern</th><th>Steps for Parent and/or Guardian to Report Issue/Concern:</th><th>Steps for Staff and/or Licensee in responding to issue/concern:</th></tr>
<tr><td>Program Room-Related

E.g: schedule, sleep arrangements, toilet training, indoor/ outdoor program activities, feeding arrangements, etc.</td><td>Raise the issue or concern to
- the classroom staff directly or
- the supervisor or licensee.</td><td rowspan="4">- Address the issue/concern at the time it is raised
or
- arrange for a meeting with the parent/ guardian within two business days.

Document the issues/concerns in detail. Documentation should include:
- the date and time the issue/concern was received;
- the name of the person who received the issue/concern;
- the name of the person reporting the issue/concern;
- the details of the issue/concern; and
- any steps taken to resolve the issue/ concern and/or information given to the parent/guardian regarding next steps or referral.

Provide contact information for the appropriate person if the person being notified is unable to address the matter.

Ensure the investigation of the issue/ concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.

Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/ concern.</td></tr>
<tr><td>General, Centre- or Operations-Related

E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</td><td>Raise the issue or concern to
- the supervisor or licensee.</td></tr>
<tr><td>Staff-, Duty parent-, Supervisor-, and/ or Licensee-Related</td><td>Raise the issue or concern to
- the individual directly or
- the supervisor or licensee.

All issues or concerns about the conduct of staff, duty parents, etc. that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/ guardians become aware of the situation.</td></tr>
<tr><td>Student- / Volunteer-Related</td><td>Raise the issue or concern to
- the staff responsible for supervising the volunteer or student
or
- the supervisor and/or licensee.
-
All issues or concerns about the conduct of students and/or volunteers that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/ guardians become aware of the situation.</td></tr>
</table>

Glen Abbey Childcare and Montessori

Safe Arrival and Dismissal Policy and Procedures

Ontario Regulation 137/15

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

(a) provides that a child may only be released from the child care centre or home child care premises,
(ii) to individuals by a child's parent, or
(iii) in accordance with written permission from a child's parent to release the child from the program at a specific time without supervision; and

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

PURPOSE

This policy, along with its associated procedures, is designed to facilitate the secure arrival and dismissal of children under our care.

It aims to provide clear guidance to staff, students, and volunteers regarding their respective roles and responsibilities in ensuring the safe arrival and departure of children in our care.

The policy outlines specific steps to be taken in the event that a child does not arrive as expected and establishes protocols for the secure dismissal of children. Moreover, this policy is crafted to meet the requirements stipulated in Ontario regulations 137/15 concerning policies and procedures related to the safe arrival and dismissal of children from childcare centres.

POLICY

Glen Abbey Childcare will ensure that any child receiving child care at the child care centre is only released to the child's parents/guardian or an individual authorized by the parents/ guardian to pick up. These authorized individuals are noted on the child's registration form.

Glen Abbey Childcare will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.

Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedure set out below.

RELEASE POLICY

Glen Abbey Childcare is committed to ensuring the secure release of any child under its care exclusively to the child's parents/guardian or individuals duly authorized by the parents/ guardian for pickup, as indicated on the child's registration form.

Children enrolled at Glen Abbey Childcare will only be dismissed under the supervision of their parent/guardian or an authorized individual. The center strictly adheres to the practice of not releasing children from care without proper supervision.

In instances where a child fails to arrive as scheduled or is not picked up as anticipated, staff members are obligated to adhere to the safe arrival and dismissal procedures outlined below.

PROCEDURES

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
   - greet the parents/guardian and child.
   - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e, someone other than the parent/guardian picking up) Where the parent/guardian has indicated that someone other than the child's parent/guardian will be picking up, the staff must confirm that the person is listed as an emergency contact on there registration form or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g note or email).
   - Document the change in pick-up procedure in the written record.
   - Sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g left a voice message or advised the closing staff at pick up), the staff in the classroom must:
   - Inform a supervisor, admin or extra support which children have not arrived and they must commence contacting the child's parent/guardian no later then 10:00am.

A. First staff will message families at 9:30am through our Brightwheel communication app.
B. If no response on Brightwheel within 30 minutes, Supervisor will call parent/guardian at 10:00am. If no answer leave a voicemail asking the parent to call back as soon as possible.
C. If no contact is received by the parent/guardian by 10:30 am, we will contact the child's emergency contacts.
D. If centre is unable to speak with someone, we will continue to call parent/guardians, until absence is confirmed.
E. If a parent/guardian or emergency contact can not be reached by end of day the same day (5:30pm) and we have still not heard anything by 12:00pm the following day, the centre will reach out to the non-emergency police line 905-825-4777.

2. Once the child's absences has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Note: If a child's drop off time is consistently later than 9:00am, parent/guardians can provide the centre with an email indicating the child's consistent drop of time. This will be placed with your child's registration form and the centre will start the contact process above after the indicated time.

Releasing a child from care

The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or an individual authorized by the parents/guardian to pick up. These authorized individuals are noted on the child's registration form. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),

- Confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
- Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individuals information against the parent/guardian/authorized individuals name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up by 5:30pm, staff shall proceed with contacting parent/guardian. Staff will call the parent/guardian and advise that the child is still in care and has not been picked up.
   - Where the staff is unable to reach the parents/guardian, staff must continue to call and leave messages. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the

individual to confirm pick-up as per the parent/guardian instructions or leave a voice message to contact the centre.

- Where the staff have not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall continue to reach out to parent/guardian/ authorized person until the program closes and then we will refer to procedure under “where a child has not been picked up and program is closed.

Where a child has not been picked up and centre is closed

1. Where a parent/guardian/authorized individual who was supposed to pick up a child from care and has not arrived by 5:30pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/ guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent to inform them the authorized pick up has not arrived.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall continue to call until 6:00pm.
4. If the staff is unable to reach the parent/guardian or any other authorized individuals listed on the child’s file (e.g the emergency contacts) by 6:00pm, the staff shall proceed with contacting local Children’s Aid Society (CAS) direction with respect to next steps.

Dismissing a child from care without supervision procedure

1. Staff will only release children from care to the parent/guardian or authorized adult. Under no circumstances will children be released from care to walk home alone.

Parent Acknowledgement

As the undersigned parent/guardian, I acknowledge receipt of Glen Abbey Childcare & Montessori Centre Centre's hand book of Parent Policies & Procedures.

By signing below, I hereby confirm that I have read the contents of this handbook and agree

to abide by the Centre's policies.

Parent/Guardian Signature:

Name of Enrolling Child:

Parent/Guardian Name (Print Please)

Date

Supervisor Signature