



School Age Parent/Guardian Handbook



Caring



Teaching




Developing

School Age Locations

<p><u>Algonquin Public School</u> 519-537-6322</p> <p>59 Algonquin Rd. N4T 1R8 Room Location: Activity Room & #157 Start Times: Before 7:00 am After 3:25 pm</p>	<p><u>Roch Carrier</u> 519-536-0974</p> <p>840 Sloan St. N4S 7V3 Room Location: Library Start Times: Before 7:00 am After 3:25 pm</p>
<p><u>Central Public School</u> 519-532-9499</p> <p>410 Hunter St. N4S 4G4 Room Location: Room # B 16 a Start Times: Before 7:00 am After 3:15 pm</p>	<p><u>Springbank Public School</u> 519-536-0976</p> <p>1060 Sprucedale Rd. N4S 4Z9 Room Location: Activity Room & Room#116 Start Times: Before 7:00 am After 3:25 pm</p>
<p><u>Eastdale Public School</u> 519-536-0145</p> <p>65 Aileen Dr. N4S 4A2 Room Location: Library Start Times: Before 7:00 am After 3:25 pm</p>	<p><u>St. Jude's Catholic School</u> 519-532-0417</p> <p>30 Caffyn St. Ingersoll N5C 3T9 Room Location: Room # 121 Start Times: Before 7:00 am After 3:30 pm</p>
<p><u>Holy Family Catholic School</u> 519-536-0975</p> <p>177 Oxford St. N4S 6A6 Room Location: Cafeteria & Room 103 Start Times: Before 7:30 am After 3:15 pm</p>	<p><u>St. Michael's Catholic School</u> 519-536-1977</p> <p>1085 Devonshire Ave. N4S 5S1 Room Location: Library Start Times: Before 7:30 am After 3:25 pm</p>
<p><u>Northdale Public School</u> 519-532-9226</p> <p>290 Victoria St. N N4S 6W5 Room Location: Room #122 Start Times: Before 7:00 am After 3:25 pm</p>	<p><u>St. Patrick's Catholic School</u> 519-536-0949</p> <p>346 Parkinson Rd. N4S 2N6 Room Location: Room #139, #133 & Room #131 Start Times: Before 7:30 am After 3:00 pm</p>
<p><u>Oliver Stephens Public School</u> 519-536-0973</p> <p>164 Fyfe Ave. N4S 3S6 Room Location: Room # 109 Start Times: Before 7:00 am After 3:25 pm</p>	<p><u>Tavistock Public School</u> 519-301-3990</p> <p>79 Maria St. Tavistock NOB 2R0 Room Location: Activity Room Start Times: Before 7:00 am After 3:25 pm</p>
<p><u>Winchester Street P.S.</u> 519-532-3979</p> <p>110 Winchester St. N4S 7K6 Room Location: Activity Room Start Times: Before 7:00 am After 3:25 pm</p>	
<p>School Age Programs Also Include:</p> <ul style="list-style-type: none"> • Before and After School Care • Kindergarten Extended Day Programs • Summer Day Camps • PA Day Programs • Winter/March Break Programs 	<p>Algonquin and St. Jude's Program Supervisor: Dana Cooper-Green 519-421-9997 dana@goodbeginningsday.com</p> <p>All other School Age Programs Supervisor: Kelly Walker 519-421-0687 ext. 125 kelly@goodbeginningsday.com</p>

Other Contacts

 <p>A Child First A special needs resource program that provides services to families in Oxford County and the Tillsonburg Tri-County community</p> <p>Child Care Centres and School Age Programs in Woodstock Contact: Tracey Thompson, Supervisor Tel: 519-421-0687 x 122 Fax: 519-421-2463 Email: traceyt@goodbeginningsday.com</p> <p>Parkside Child Care Centre and St. Jude's School Age Program Contact: Paula Hathaway, Manager of Children's Support Teams Tel: 519-842-9000 x 254 Fax: 519-842-7625 Email: p.hathaway@communitylivingtillsonburg.ca</p>
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Child Care Centres

<p style="text-align: center;">Algonquin Child Care Centre</p> <p style="text-align: center;">59 Algonquin Road, Woodstock, ON N4T 1R8</p> <p style="text-align: center;">Contact: Dana Cooper-Green Child Care Supervisor Tel: 519- 421-9997 Fax: 519- 421-9998 Email: dana@goodbeginningsday.com</p>	<p style="text-align: center;">Community Complex Child Care Centre</p> <p style="text-align: center;">375 Finkle Street, Woodstock, ON N4V 1A3</p> <p style="text-align: center;">Contact: Sherri Doyle Child Care Supervisor Tel: 519- 421-0687 x123 Fax: 519- 421-2463 Email: sherri@goodbeginningsday.com</p>
<p style="text-align: center;">Oxford Gardens Child Care Centre</p> <p style="text-align: center;">423 Devonshire Ave, Woodstock, ON N4S 5P5</p> <p style="text-align: center;">Contact : Wendy Porter Child Care Supervisor Tel: 519-537-7850 x23 Fax: 519-537-7662 Email: wendy@goodbeginningsday.com</p>	<p style="text-align: center;">Parkside Child Care Centre</p> <p style="text-align: center;">30 Caffyn St. Ingersoll, ON N5C 3T9</p> <p style="text-align: center;">Contact: Dana Cooper-Green Child Care Supervisor Tel: 519-425-0593 or 519-421-9997 Email: dana@goodbeginningsday.com</p>

Administration

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**If you would like more information about any of our programs and services,
please contact a Child Care Supervisor.**

You can also find more information on our website:

www.goodbeginningsday.com



is Good Beginnings' innovative way to keep our parents informed about what is happening at their child(ren)'s centre. Watch for it in your email!

Your Child's School Age Program Information

School:

Hours of Operation:

Program Room:

Designated Educator:

Educator:

Program Assistant:

Program Contact Information

Program Cell #:

Program Email:

Emergency

Evacuation Site:

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Welcome

Welcome to Good Beginnings Day Nursery, Woodstock, Inc. We look forward to working with you and providing your child with the best possible care and early learning experience. This parent handbook will give you an overview of our policies and procedures.

We have been a non-profit corporation since November 1, 1986. In September 1987, we merged with the developmental centre from Woodstock and District Developmental Services to form a special needs resource program in child care centres. In September 1989, we launched our first before and after school programs, and that number has grown to thirteen. In 1991 we opened a centre at the new Woodstock District Community Complex. In 1994 we opened the first school-based centre in Oxford County at Algonquin School. In 1998, A Child First was formed and inclusive programs were made available to all children in Oxford County. In 2008 we moved our original location to a newly renovated space at Oxford Gardens, retirement living community. In 2016 we merged with Parkside Child Care Centre, which has been operating since 2004.

Mission and Program Statement

Mission Statement

To be a leader in the provision of quality child care programs, which are affordable and accessible to families in Woodstock and the surrounding communities, delivered by professional and caring Educators.

Program Statement

Every parent wants a “Good Beginning” for their child. We understand each child develops to their greatest potential of becoming lifelong learners by feeling a sense of belonging, health and well-being, while being supported by caring, responsive families, educators and communities.

We believe children are curious learners who deserve the highest quality of care to be provided by caring and nurturing educators. Every child is seen as a unique individual with unique ideas, plans and goals. They are valued and seen as a partner in building curriculum.

Together, caring educators work in partnership with families to build relationships through the ongoing conversations that, in essence, emerge from families sharing their knowledge and expertise about their child. We aspire to have open communication and strong relationships, where family members feel welcome to participate in our programs.

Our programming and pedagogy are guided by current practices in early learning philosophy and programming such as; “How Does Learning Happen? Ontario’s Pedagogy for the Early Years”, “Think, Feel, Act”, and “Early Learning for Every Child Today” (ELECT) documents from

the Ministry of Education. We believe that in order to flourish in the early years and throughout their lives, every child's future potential depends on the following ways of being;

BELONGING

We believe authentic caring relationships among children, adults, educators and communities contribute to the healthy growth and development of children. As educators we know parents are a child's first teacher, educators are the second, and the learning environment is the third teacher. Families are instrumental in assisting with their child's learning. We embrace the opportunity to discover together alongside a child and their family by establishing a means of communication that reflects each family's diversity. We are committed to ensuring these relationships have time for growth through creative opportunities for families to share their culture, being involved in community events and by participating in board-level decisions. The quality of this connection is reflective in the responsive relationship educators have with families by inviting them to contribute their knowledge in setting goals for their child/(ren).

Communication occurs on a daily basis in a variety of ways, such as; discussing their child's learning and development, daily observations, documentation and learning stories, DOKmail, Facebook, phone calls, newsletters, parent nights, surveys, and an interpreter as needed for families where English is a second language.

Through the relationships with their friends children gain a sense of belonging. We encourage our educators to build meaningful relationships with the children, so that the children feel a sense of security with the educators.

Good Beginnings embraces the opportunity to learn and grow by encouraging educators to seek instructional and informal learning opportunities. Good Beginnings provides professional learning opportunities for all employees to attend workshops, training sessions, networking opportunities and conferences. Our organization partners with Early Learning programs throughout the County of Oxford to submit capacity funding proposals to ensure ongoing professional learning regarding reflective practices and collaborative inquiries. The College of Early Childhood Educators regulates professional standards for our educators.

ENGAGEMENT

Every child has a right to be acknowledged as a respected citizen who is capable of developing his/her own ideas. We believe that quality care means children need unhurried time to explore the world through play and interactions with the people around them. We accomplish this by creating opportunities to help develop social awareness through interactions with other children and supporting adults. Play has positive effects on early learning and development. Research shows strong links between creative play, language, physical, cognitive and social development. Play is a healthy essential part of childhood.

Educators, as researchers, co-plan with children by involving them in the decision making process to have shared input over the direction of their learning. We encourage the children to pursue their personal interests. Activities are planned based on listening to the children's voices to ensure that their views are heard and valued, and by asking the children questions to have a better understanding of what their intentions are while maintaining an active, mutual participation in the activity (Reggio Emilia inspired).

As co-learners, educators actively engage in learning with children while supporting them to explore their world with their body, mind and senses. As educators ask children questions, they learn how to further enhance children's interests and curiosities by expanding and scaffolding their ideas and creative learning. Educators are encouraged to engage in reflective practice through daily documentation, observations, reflections, anecdotal notes, planning at team meetings, and through having a curriculum committee with representation from each of the Good Beginnings' programs.

Good Beginnings strives to have a responsive relationship with families. We believe parents are experts in their children's learning and feel it is important to be respectful and welcome information shared with the educators. Initial contact with a family begins with a discussion about their hopes for their child, as they begin their journey with Good Beginnings.

EXPRESSION

We acknowledge the uniqueness of each child. Educators guide children to explore their own theories through play, and to expand children's thinking through purposeful play and caring interactions. Play is essential to children's learning and development. Play helps children to; develop pre-literacy skills, problem solving skills and concentration, generates social learning experiences, and to express their thoughts and feelings. Children are encouraged to communicate and express themselves in various ways. They have the ability to express themselves through their body, words and use of materials such as; loose parts, sensory, dramatic play, storytelling, song, dance, Seeds of Empathy, pedagogical documentation, iPad, and See What I See – photography.

Children are supported in actively engaging in learning while exploring the world with their body, mind and senses. The indoor/outdoor environments are co-constructive by the adult and children to create a diverse space that invites open ended materials for periods of uninterrupted play. By creating a home like atmosphere enriched in diversity, we are building an environment that is a natural third teacher. These experiences assist with fostering the children's exploration, play and inquiry.

As co-learners in a play based environment, educators invite children to join in small/large group time, and provocations based on their interests, to increase opportunities for children to enjoy achievement based on their own interests, knowledge, and ideas through investigation and research.

We aim to continuously review and reflect the strategies implemented in our program statement, ensuring it meets Good Beginnings' best practices and the requirements of the Minister of Education's Policy Statement on Programming and Pedagogy. Survey input provided by families, colleagues, and community partners is taken into consideration regarding the direction of future strategic planning that occurs at any decision making level (i.e...Board of Directors, leadership meetings, team meetings, various Good Beginnings' committees).

WELL-BEING

As researchers, educators co-plan with children to create opportunities to ensure that the children are developing a sense of self, health, safety, nutrition and well-being. Educators also create a physical environment that supports participation to create capable, competent and curious children, rich in potential. Our daily routine provides an environment that is reliable and emotionally safe. Children's schedules are based around the child's individual needs.

Educators follow the guidelines set out by the Ministry of Education, Oxford County Public Health, Canada's Food Guide and the Healthy Indicator Tool. Educators perform daily child health and safety checks, safe supervision of children, Program Quality Assessment, School Age Care Environmental Rating Scale, Rosie Observation Scale for Inspiring Environments, playground inspections, sanitation and disinfection procedures, and emergency procedures. Every employee has a Criminal Reference Check, including a Vulnerable Sector Check and is trained in Standard First Aid, including Infant and Child CPR.

Research currently identifies an increase in the level of anxiety being observed by children of various ages. Quite often the energy being burned by the child may occur with or without the child or educator knowing (Resource: Dr. Stuart Shanker). Educators help children to learn what it feels like to be calm, and help children to develop strategies that help them get back to calm when they feel themselves becoming agitated. Educators encourage children to problem solve independently. The educators use their knowledge of child development, and research to distinguish between "misbehaviour" and a "stress behaviour" pertaining to a child.

Educators are encouraged to ask the question "why" when seeing a change in a child's interactions, and to use the "Five Core Steps to Self-Regulation," as outlined by Dr. Stuart Shanker, as a guide.

Five Core Steps to Self-Regulation by Dr. Stuart Shanker:

1. Read the signs and reframe the behaviour (Resource: the six steps to Conflict Resolution, HighScope).
2. Identify the stressors (i.e. visual clutter, tone of voice, and look on face).
3. Reduce the stressors (Resource: Circle of Security – who is the child's "safe haven"?).
4. Become aware of when you're overstressed (Resource: Second Step).
5. Figure out what helps you calm, rest, and recover (Resource: Resiliency – Reaching In, Reaching Out).

Educators implement “The Six Steps to Conflict Resolution”, to guide them in assisting children with problem solving:

Step 1: Approach calmly, stopping any hurtful actions.

Step 2: Acknowledge children’s feelings.

Step 3: Gather information. Find out what happened.

Step 4: Restate the problem.

Step 5: Ask for ideas for solutions and choose one together.

Step 6: Give follow up support as needed. Make sure everyone is happy with the solution.

To best support the child’s individual needs, we aim to develop an intentional program plan and daily routine that supports learning, by implementing indoor/outdoor play, active play, rest and quiet time to best support the child’s individual needs. As pedagogical leaders, we provide the children with time and space for playing and learning to happen. From the start, play based educational activities are planned based on the children’s interests and individual needs to foster the children’s exploration, play and inquiry. Continuous learning naturally flows between the indoor/outdoor environments. Transitions and interruptions are limited to provide a loving and warm atmosphere.

Our teaching approach is an emergent curriculum based on HighScope and Reggio Emilia. Good Beginnings uses the HighScope curriculum, a high quality researched approach which encourages children to become strong independent learners. This curriculum aligns with, “How Does Learning Happen? Ontario’s Pedagogy for the Early Years.” Research shows that children learn best when they are actively involved with meaningful activities with people and things, centred on their own personal interests. The HighScope curriculum calls this approach “active participatory learning”. Educators are given planning time daily to reflect and review their observations on the children and their interests. This enables them to be able to plan for the next day, to further enhance children’s interests and curiosities by expanding and scaffolding their ideas and creative learning. Based on the children’s interests, educators introduce new materials, equipment, and toys, as they are placed into the learning environment. We are driven to create an environment that invites community partners to actively participate within the child’s environment, and invite their support and sharing of resources.

Two of our Child Care Centres and thirteen of our School Age Programs are located within schools, one within a community centre, and one within a retirement facility. Partnerships and relationships with school personnel and facility employees are very important for our professional success and community partnerships.

Community outreach ensures that we are using evidence-based approaches in meeting the needs of children (i.e. Ministry of Education’s, “How Does Learning Happen? Ontario’s Pedagogy for the Early Years”, “Think, Feel, Act: Lessons from Research of Young Children”).

Educators and families are kept informed through partnerships with; local school boards, the County of Oxford Public Health and Emergencies Services, The United Way, Oxford Early

Learning Associations, Quality Child Care Committee, Ontario Early Years, and the Oxford Mentor Network.

Specialized agencies support the inclusion practice of children through A Child First, Applied Behaviour Analysis, Canadian National Institute for the Blind, Child and Parent Resource Institute, Children's Aid Society, Fanshawe College Woodstock/Oxford Reginal Campus, Oxford Elgin Child and Youth Centre, Thames Valley Children's Centre, tyke TALK and Woodstock District and Developmental Services.

Good Beginnings provides mentoring opportunities through student placements and volunteers (ie. High School, College, University, Family Literacy Day, Relay for Life).

Good Beginnings recognizes the value of investing in children, families and educators, to provide diverse experiences each and every day to "ensure opportunities for optimal learning and healthy development", ("How Does Learning Happen? Ontario's Pedagogy for the Early Years").

We continue to do our best to be a part of a resource of people working together, sharing knowledge, learning from others to achieve intentional relationships of mutual respect with children, families, educators, and the community.

Websites of reference we encourage you to view for further information:

Minister of Education's Policy Statement on Programming and Pedagogy
<http://www.edu.gov.on.ca/childcare/programCCEYA.pdf>

"How Does Learning Happen? Ontario's Pedagogy for the Early Years" HDLH
<http://www.edu.gov.on.ca/childcare/pedagogy.html>

"Early Learning for Every Child Today" ELECT
<http://www.edu.gov.on.ca/childcare/oelf/>

"Think, Feel, Act: Lessons from Research of Young Children"
<http://www.ontario.ca/edu>

HighScope Curriculum
www.HighScope.org

Ontario Reggio Association
www.ontarioreggioassociation.ca

GLOSSARY OF TERMS

Anecdotal Notes – recording information about a particular event or experience after it happens, details of an observed event

Collaborative Interests (Inquiries) – building and integrating new knowledge and understanding

Pedagogy – the practice of teaching/learning

Pedagogical Documentation – documentation that has learning as its focus, and to determine what a person is capable of without predetermined expectations

Provocations – means of provoking further action, something that arrives by surprise and sparks interest

Reflective Practice – Processes by which you stop and think about your practice, analyse your decision, and draw a theory

Scaffolding – a concept that is built upon a previous learning structure, thereby ensuring its stable integration into the child’s knowledge or skill base

Seeds of Empathy – a program designed for Early Childhood settings to foster social and emotional competence and early literacy skills and attitudes in children three to five years old while providing professional development for their educators

Self-Regulation – the ability to adapt one’s emotions, behaviours, and attention to the demands of the situation

HighScope Active Participatory Learning – a program where children; choose to pursue their own interests (well-being); are able to explore their environment freely choosing to manipulate many open-ended materials (engagement); children are encouraged to think and talk about what they learn (expression); educators interact with the children, they help to expand the learning process by guiding children in problem solving. Educators act as partners with the children in the learning process (belonging).

1. Materials
2. Manipulation
3. Choice
4. Child Language and Thought
5. Adult Scaffolding

Ages of the Children

The Extended Day programs are designed for children 44-68 months of age.

The School Age programs are designed for children 6-12 years of age.

Educator: Child Ratios/ Reduced Ratios

As a licensed child care organization, Good Beginnings follows the Educator: Child Ratios as set out by the government:

Name of Age Category	Age range	Ratio of employees to children	Max # of children in group
Kindergarten	44 months or older but younger than 7 years	1:13	26
Primary/Junior School Age	68 months or older but younger than 13 years	1:15	30
Junior School Age	9 years or older but younger than 13 years	1:20	20

Early Learning Centres' Reduced Ratios		
Name of age category	Number of Children in Room	Number of Staff Required
Kindergarten	1-20	1
	21-26	2
Primary/Junior School Age	1-23	1
	24-30	2
Junior School Age*	20	1
*Reduced ratios are not possible for junior school age groups as the maximum group size only requires one staff per group.		

Other programs offered when enrolment warrants:

Professional Activity Days, March Break, Summer and Winter Camps

Wait List Policy

Good Beginnings strives to meet the individual child care needs for families within Oxford County. Children registered for full time care attend 5 days a week. Part time care is anything less than 5 days a week. As a result of limited infant spaces, we accept infants on a full time basis only.

Although we would like to accommodate all families who require child care, due to limited space, a wait list has been implemented to ensure that we are taking all measures to serve as many families as possible. If a particular centre/program is full, or if a family is planning or requiring care in the near future families will be directed to register an account online through the One list, an online database where parents may place their name on any Child Care Organization's Wait

List in one convenient place. To complete an application and register an account with One list please visit: <https://onehsn.com/oxford>.

When a child care space becomes available within a specific age grouping, Supervisors will refer to the One list and contact families, inquiring if they still are needing care. Supervisors will provide a specified time for families to respond and express interest in an available space. If a response is not received within the specified time your name will be removed from the wait list. Children of Good Beginnings' staff will take priority over the current wait list. Additionally siblings are also a priority to help ensure that they can be cared for in one location and to better support our families. Any current Good Beginnings' families who require a transfer to another centre or program take priority over the present wait list.

Families attending Before and After School Programs will receive a re-registration package for the new school year. Families currently enrolled in the program and any siblings that would be starting have priority, as well as families transferring to a different location, then new families registered on the One list will be contacted as spaces are available. Our School Age Professional Activity Days, Winter Camp, March Break Camp and Summer Camp enrollment is available for families currently enrolled in a Good Beginnings' School Age program. After the initial registration process, the programs will be open to families who have registered on the One list.

Supervisors responding to any wait list status inquiries will only be able to provide an approximate timeline. Families may inquire about their position on the waitlist at any time. All information on the wait list are confidential, therefore no other families' names, position or personal information will be shared with anyone else to ensure their privacy. There are no guarantees that a space may be available at the exact time a family requires care. Families will be contacted when a space becomes available. Your name will remain on the wait list as long as the following criteria are met: your child is of age for the program. We have not received a request from you to remove your name from the wait list. Once a space is available for a family, the Supervisor will arrange a registration/orientation appointment to tour the centre/program and receive/complete the required documentation and review the parent/guardian handbook.

Exceptions may apply to this policy on a case by case situation at the discretion of the Executive Director and/or the Board of Directors.

Licensing Requirements

- Good Beginnings is governed by the Child Care and Early Years Act 2014
- Provincial government standards are established to ensure that all programs provide a safe, healthy and stimulating environment with quality care for children
- Good Beginnings' School Age Programs are inspected annually by the Ministry of Education
- Our School Age Program also operates in compliance with all health regulations through Oxford County Board of Health

How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)

- In 2014, the Ontario Ministry of Education published the document, “How Does Learning Happen? Ontario's Pedagogy for the Early Years”, as a resource for Educators which outlines goals for children in early years settings as well as expectations for programs
- The resource is intended to create a common language and understanding among Educators as well as providing questions for reflection to encourage engagement in thoughtful discussion about best practices
- “How Does Learning Happen? Ontario's Pedagogy for the Early Years” is built on four foundations; Belonging, Well-Being, Engagement, and Expression
- These foundations are imperative to children's ability to grow and flourish in early years programs and as lifelong learners. “How Does Learning Happen? Ontario's Pedagogy for the Early Years” brings an engaging focus to the context of relationships children have with their Educators, families, and their environment. As well as, how to move forward, building programs that support learning and development for every child
- Good Beginnings has embraced the philosophies outlined in “How Does Learning Happen? Ontario's Pedagogy for the Early Years” agency-wide and is continually striving to engage our Educators as pedagogical leaders in our programs and community

Educators/Staff

- Each staff member is carefully interviewed and screened
- Educators are registered Early Childhood Educators with the College of Early Childhood Educators or they are otherwise approved by the Ministry of Education (examples; Recreation and Leisure Diplomas, Recreation Leadership, Child & Youth Worker, or Elementary Education-Primary division)
- Other members of our organization are Child Care Supervisors, Cooks, Resource Consultants and Program Assistants
- At the Community Complex location, you will find our Executive Director, Business Administrator, Administrative Assistant- Finance, Human Resources and Communications Assistant and the School Age Supervisor
- All staff are provided opportunities to attend professional development sessions, such as workshops, conferences and seminars, both in service with Good Beginnings, or through community agencies
- Have access resource materials and information on child development, child care techniques and family support services in the community
- Are certified in standard First Aid including infant and child CPR
- Have a Criminal Reference Check, including a Vulnerable Sector Check

Supervision of Students and Volunteers

- Good Beginnings is very supportive of the development of students at our educational

institutions

- Several times throughout the year the centre works with the College to provide placements for students
- The placements vary in length and are a great learning opportunity for the children, students and Educators
- In addition volunteers may occasionally participate in the various programs Good Beginnings offers
- Students and volunteers provide enriching opportunities for children in our programs
- Students are interviewed, screened & provide a criminal reference check including a vulnerable sector check as well as a health assessment completed by a physician
- Students work under the direction of qualified Educators and do not work alone with children
- A policy has been developed to help support the safety & well-being of children in our programs by ensuring appropriate orientation and supervision of placement students

Payment of Fees

In your package you will find a Financial Agreement which must be signed by both parents (if applicable) and returned along with your registration payment. Please refer to our Financial Agreement for any questions regarding Good Beginnings' School Age payment fees and our policies. Fees are payable in advance, by either pre-authorized payment or a series of post-dated cheques, dated the first of each month whether or not your child is present. Email transfer is also available. Please make cheques payable to Good Beginnings. Please contact christine@goodbeginningsday.com for further information. If alternate payment arrangements are needed, please contact the Executive Director or Business Administrator to assist you with this matter. As fees are a key component in our ability to provide high quality School Age Programs, we ask that you make fee payments in a timely manner.

Fee Schedule

The fee schedule below has been in effect since July 1, 2015. Rates are subject to review July 1st of each year. We continue to strive to provide the highest quality of early learning and childcare programs and experiences for your children. Fees are calculated on the actual number of school days & statutory holidays averaged over the 10 months of school.
Non-Refundable Registration Fee: \$25 per Child

	Before School Only		After School Only	
	Monthly Rate 1 st Child	Monthly Rate 2 nd Child	Monthly Rate 1 st Child	Monthly Rate 2 nd Child
Full Time (5 mornings/week)	\$219.18	\$186.30	\$219.18	\$186.30
Part Time (12 mornings/month)	\$134.88	\$114.65	\$134.88	\$114.65
Full Day Learning JK/SK (5 mornings/week)	\$239.46	\$203.54	\$239.46	\$203.54
Full Day Learning JK/SK (12 mornings/month)	\$147.36	\$125.26	\$147.36	\$125.26

Both Before and After School		
	Monthly Rate 1 st Child	Monthly Rate 2 nd Child
Full Time (5 ams & 5pms/week)	\$438.36	\$372.61
Part Time (12 ams & 12 pms/month)	\$269.76	\$229.29
Full Day Learning JK/SK (5ams & 5pms/week)	\$478.92	\$407.07
Full Day Learning JK/SK (12 mornings/month)	\$294.72	\$250.51

Professional Activity Days – JK/SK (Max 9 hours)		Professional Activity Days- School Age (Max 9 hours)	
1 st Child	2 nd Child	1 st Child	2 nd Child
\$39.78	\$33.81	\$37.74	\$32.08

Financial Assistance

- Financial Assistance from the County of Oxford may be available for eligible families: for more information, please contact Oxford County Social Services at 519-539-9800 or visit their website at www.oxfordcounty.ca
- You may also contact the School Age Supervisor, who will refer you to the appropriate contact at the county office

Income Tax Receipts

- Good Beginnings issues income tax receipts by February 28 of the year following the taxation year
- Please indicate at the time of registration to which name(s)/address(es), the receipt should be issued

Holidays

The School Age Program will observe the following holidays during which the program will be closed. As per the Financial Agreement these holidays will be a part of the regular monthly payments with the exception of Easter Monday.

- | | |
|-------------------|---------------------|
| 1. New Year's Day | 2. Family Day |
| 3. Good Friday | 4. Easter Monday |
| 5. Victoria Day | 6. Thanksgiving Day |
| 7. Christmas Day | 8. Boxing Day |

Withdrawal/Service Terminations

When your child leaves the program, you must provide two weeks written notice of termination, or two weeks fees will be required in lieu of notice. Giving notice provides your child, the educators and other children in the room time to prepare for saying good-bye. If you wish to withdraw temporarily from the program, we will be unable to hold a space for you, as

there may be others on our waiting list. We can, however, place your child on the waiting list. **Once notice is received, any outstanding fees are payable immediately.**

Health and Immunization

- Good Beginnings is committed to providing safe and healthy environments, and to avoid spreading communicable diseases
- Medical and health information of your child is part of the registration documentation
- Children are building up their immunities and a child who is unwell is prone to other infections
- To ensure the health and safety of all children, and in order to control the spread of communicable diseases or illnesses, we ask that you do not bring your child to the program if they show any combination of the following symptoms:
 - a) An elevated fever of 101degrees F/38 degrees C or higher
 - b) Vomiting within a 24 hour period
 - c) Diarrhea consisting of 2 consecutive loose bowel movements within a 24 hour period
 - d) Visible rashes that have not been diagnosed by a physician
 - e) Any contagious diseases (chicken pox, lice, pink eyes, strep throat, severe coughing and congestion, etc.)
- Specific details about communicable diseases, treatment, isolation period and exclusion for these illnesses can be obtained from the School Age Supervisor
- They may not attend until they are **symptom free for 24 hours**
- A doctor's note **may** be required before your child can return to the Program to ensure that your child is no longer communicable
- If your child becomes ill during the program we will contact you to let you know about the illness, and ask you to pick up your child if the following symptoms are observed; vomiting, fever, diarrhea, rash of unknown origin
- If your child is diagnosed with a communicable disease, please let us know so that we may notify other parents (in confidence)
- We are required to report particular communicable diseases to the Oxford County Board of Health, a list of reportable communicable diseases is available from your School Age Supervisor
- We work very closely with the staff from the Oxford County Board of Health, to ensure a safe and healthy environment, and refer to "Well Beings", published by the Canadian Pediatric Society
- We strongly recommend that you arrange an on call alternative caregiver in the event that your child is ill and unable to attend the program

Confidentiality

- Information that is disclosed to the program regarding children and families is considered confidential

- Good Beginnings will not share personal information about you or your child with anyone outside the organization unless we have your permission on a *Signed Release of Information Form*
- The only exception to this is if we are required by law to share information, as with the Children's Aid Society of Oxford
- Our staff is required to sign a *Confidentiality Agreement* at the time of hiring as well as annually

Accidents

- All children's information must be kept up to date at the program in case of an emergency
- Should an emergency occur, we will contact you right away
- If immediate treatment is necessary, we will call 911 emergency services, administer first aid until assistance arrives, and contact you or if you are not available your emergency contact
- An Educator will accompany your child to the hospital (if there are two or more educators on site) and will remain with your child until you arrive
- A child's emergency information will accompany the child to ensure prompt treatment by medical personnel
- Any cost incurred for the emergency treatment, including ambulance fees, will be the responsibility of the parents
- Parents are required to provide emergency contacts that have consent to act on their behalf, in the event that the parent cannot be reached

Accident Reports

- From time to time, accidents do occur, minor bumps and cuts will be treated with tender loving care, first aid, and will be reported to you when you pick up your child
- An Accident Form will be completed and reviewed with you
- We will ask for your signature and a copy will be provided to you as well
- If your child has had an accident at home, please notify us of any special care that may be required

Availability of Parents in Emergency

- Please inform the Educators of any changes in address, telephone numbers, employment, emergency contacts, people picking up etc.
- It is vital that the Educators are able to contact you in case of an emergency

Administration of Medications

- The Designated Supervisor, will administer prescription medication only, to your child in accordance with the Child Care and Early Years Act

- Over the counter medications **will not** be administered
- You must provide: written instructions on our *Medication Authorization Form*, including the dosage and times any medication is to be administered
- Prescription medication will be administered and recorded on the *Medication Administration Form*
- Prescription medication must: be in the original container supplied by the pharmacist, have a current date, clearly labeled with your child's name, name of medication, dosage, instruction for administration, expiry date, time of administration and the doctor's name and proper storage
- Please ensure all medication is given directly to an Educator
- Parents may give permission for their child to self-administer medications such as; puffers or epinephrine, a Medication Authorization Form must be completed and Educators will document when a child has self-administered a medication

Nutrition/Food Safety

- Good Beginnings is committed to providing the children with excellent food while they are in our care
- We serve nutritious morning and afternoon snacks which are prepared fresh daily
- All snacks are prepared in accordance with the Health Canada documents, "Eating Well with Canada's Food Guide" and Public Health safety standards
- Educators and the Oxford County Board of Health review our menus and food premises
- Menus are posted on the parent information board as well, for parents to review
- Snacks are served family style, where Educators and children set up, serve, eat and tidy up together
- Children are encouraged to try new foods and to feed themselves
- Please let us know if your child has any food restrictions or allergies, so that we may take the necessary steps to meet your child's needs
- Children's special allergies medical needs and dietary needs will be posted in the food preparation, eating area, play area and in the registration binder; the binder will be carried whenever the group leaves their designated room
- Families will provide a nutritional bagged lunches which meets the Canada's Food Guide, for children attending full day camp programs, morning and afternoon snacks will be provided by the program

Allergy Alert

- Please let us know if your child has any allergies
- A *Medication Administration Form* is required, should your child require any prescribed medication to be administered while in care

Severe Allergy and Anaphylaxis Policy

- Anaphylaxis is a severe, potentially life-threatening allergic reaction that requires immediate medical attention
- Good Beginnings has a comprehensive policy regarding children with severe allergies and anaphylaxis
- If a child has been diagnosed with an anaphylactic allergy, an individual emergency plan for a child at risk of an anaphylactic reaction will be completed by a parent
- Both a *Medication Authorization Form* as well as the *Administration of Medication Form*, will be completed providing staff with permission to administer prescribed medications
- The emergency plan will be reviewed by all Educators and Staff members
- All anaphylaxis and asthma individualized emergency plans will be reviewed by parents every six months
- We make every effort to not use foods or materials containing significant allergens such as nuts or nut products
- As part of this policy we ask your co-operation in **not** bringing food into the program

Children with Medical Needs

A child with medical needs is defined as a child who has one or more chronic or acute medical conditions and he or she requires additional supports or accommodations. For example, a child with diabetes, asthma, anaphylaxis allergies, seizures etc..

If a child has been diagnosed with a medical need an individualized medical plan will be developed in consultation with the child's parent(s)/guardian(s) and any regulated health professional involved in the child's health care and who, in the parent's opinion, should be included in the consultation. Parent(s)/guardian(s) will review their child's individualized medical plan every six months.

Each child with medical needs has an individualized medical plan which shall include,

- steps to be followed to reduce the risk of the child being exposed to any causative agents or situations that may exacerbate a medical condition or cause an allergic reaction or other medical emergency;
- a description of any medical devices used by the child and any instructions related to its use;
- a description of the procedures to be followed in the event of an allergic reaction or other medical emergency;
- a description of the supports that will be made available to the child in the early learning setting any additional procedures to be followed when a child with a medical condition is part of an evacuation or participating in an off-site field trip.

Confidentiality of a child's medical history including diagnosis will be kept at all times. Sensitive or confidential medical information and detailed reports from medical professionals should not be included in the plan unless consent, in writing, has been given by the parent

A School Age child may carry and administer their inhaler and/or epi-pen, if there is a signed consent form from their parents/guardians. The School Age Designate Educator will observe the child when they administer the medication and record the information on an Administration of Medication form

Guiding Children's Behaviour

- Children need to feel accepted and by guiding their behaviour in a manner which is positive, constructive, caring- yet firm, children learn to solve their own problems and attain self-control
- Educators facilitate the development of self-esteem by expressing respect, acceptance and comfort regardless of the child's behaviour
- Good Beginnings utilizes child guidance techniques to create a climate of trust which will nurture this concept by enabling your child to help identify their feelings, and solve their own problems
- Below are the *Steps in Conflict Resolution* which we use from the HighScope approach

Six Steps to Conflict Resolution

Step 1: Approach calmly, stopping any hurtful actions.

Step 2: Acknowledge children's feelings.

Step 3: Gather information. Find out what happened.

Step 4: Restate the problem.

Step 5: Ask for ideas for solutions and choose one together.

Step 6: Give follow up support as needed. Make sure everyone is happy with the solution.

The Child Care and Early Years Act., 2014 states that the following methods of child mentoring are not acceptable.

Prohibited Practice Methods not used include:

- A. Corporal Punishment of a 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

Support for Children with Special Needs

A Child First- Is a Program of Good Beginnings

- Good Beginnings supports inclusion in all of our programs, through the efforts of Resource Consultants and Program Assistants with A Child First
- Children with special needs are able to participate fully in a program of their choice
- The vision of A Child First, a partnership with Good Beginnings Day Nursery Woodstock Inc. and Community Living Tillsonburg is as follows:
- We will promote a community, in which inclusion is embraced; where all children belong and families are supported in their choices
- We believe supported child care is a shared responsibility between parents, child care professionals, Resource Consultants and the community
- We will strengthen our partnerships with our colleagues in education, health and social services, as we support children and their families in Oxford County
- If you have questions or concerns regarding your child's development, and feel your child might benefit from the support of A Child First, please speak with the School Age Supervisor

Absenteeism

- If your child is going to be absent from the before and/or after school age program, please contact the Educators
- The school age phone has voicemail, therefore a message may be left at anytime
- Monthly fees are due regardless of absenteeism

Lateness

- The program closes at 6:00 p.m.
- We ask that you arrive in time to gather your child's belongings

- In an emergency, if you are going to be late, and unable to make other arrangements, please call the program before 6:00 p.m, this allows the staff member to prepare your child to stay late, and to notify their own family
- If you do not arrive to pick up your child by 6:00 p.m., an Educator will contact you
- If we cannot reach you, we will phone your emergency contacts to arrange pickup

Arrivals, Departures and Release of Children from the Program

- When you arrive, please bring your child to the program and sign the sign in sheet, with the time and your initials, making sure the Educators are aware of your presence
- Please bring your child into the program and sign your child in and out on the “sign in and out sheet” daily
- Only authorized names that appear on the registration form will be permitted to pick up your child, unless prior authorization has been provided
- Educators will ask for photo identification from any new individual picking up your child
- Parents involved in custody/access conflicts will be asked to supply the office with necessary legal documents regarding the child’s release
- An individual must be 16 years of age or older to pick up a child and must have proof of age with written notice by the child’s parent
- Please remember to park in the designated areas and turn off your car engine, as the City of Woodstock has an idling by-law
- The Educators will not release your child to any person who has not been authorized by you to pick them up
- If another person is picking up your child, please notify the Educators, otherwise your child will not be released
- Please contact the Educators at any time to inquire about your child’s day

Impaired Policy

- Educators will not allow a child to leave in a vehicle with a parent/adult who is impaired
- Educators will call an alternate person to drive the child home
- If the parent/guardian insists on taking the child in the vehicle, the Educators will phone the police and inform them
- An Incident Report will be completed
- The parent will be asked to leave the program at this time
- Your cooperation is appreciated by not placing the Educators, staff or your child in this situation

Parent Communication and Participation

- You are the most important influence in your child’s life

- At Good Beginnings we encourage open communication and strong relationships, where family members feel welcome to participate in the programs as interests and schedules permit
- Your input is encouraged; we feel it is important that you share information with the Educators about your child
- The Educators will share the events of your child's day, their interests and what's new in the program
- You are more than welcome to participate in our outings, visit the program and to help with our fundraising events
- We are pleased to have you attend our special activity days
- You will be required to provide a criminal reference check including a vulnerable sector check to volunteer in the program or participate on outings, request forms are available from your School Age Supervisor, to take to your police department
- Good Beginnings' website, newsletters, Dokmail and Facebook are ways we communicate to our families
- Feedback through questionnaires and daily communication with Educators, are valuable methods of contributing to the quality of the program
- You are also encouraged to volunteer on our Board of Directors
- Please contact your Educator and/or School Age Supervisor if you have any questions or concerns

Process for Expressing Issues and Concerns

This policy is to provide Good Beginnings and our parents/guardians with a clear and transparent procedure to follow when a parent/guardian has brought forward an issue or concern they wish to have addressed by a member or members of Good Beginnings.

Parents/guardians are encouraged to take an active role in their child(ren)'s early learning care, and regularly discuss what their child(ren) are experiencing within Good Beginnings' early learning centres. As supported by our program statement, we support positive and responsive interactions amongst the children, parents/guardians, child care providers and Educators. We foster the engagement of ongoing communication with parents/guardians about the program and their children. Our Educators are available to engage parents/guardians in conversations, and support a positive experience during every interaction. Initial communication by a parent/guardian regarding their child(ren) will be documented in the Daily Written Record and Communication Log. Official issues or concerns regarding the same matter will be escalated to the Supervisor and/or Executive Director. The concern will no longer be documented in the Daily Written Record or Communication Log but rather on the ***Parent Issues and Concerns Form***.

All issues and concerns raised by parents/guardians are taken seriously by our Educators, Employees, Supervisors, Executive Director, and our Board of Directors. All issues and concerns

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.

An initial response to an issue or concern will be provided to parents/guardians within 1 business day, either verbally or in writing. The person who raised the issue or concern will be kept informed throughout the resolution process. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved. Investigations of issues and concerns will be fair, impartial, and respectful to all parties involved.

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, Educators, 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).

Confidentiality will be observed at all times and all Good Beginnings' members (i.e. Supervisor, Educator, Employee etc.) will remain professional throughout the duration of the process. As per the Confidentiality Policy, the Good Beginnings' Supervisor, Educator, Employee or Executive Director will only communicate to the involved parties, and in a private setting.

Confidential Documentation will:

- Be logged on the Parent Issues and Concerns Form which will remain in password protected files on our organization's server that only the Supervisor has access to
- Not be found on desks, as desks will be cleared of confidential information

Good Beginnings maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider, Employee, or Educator feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to their Supervisor, Executive Director and/or the Board of Directors.

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.

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue or Concern:
Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom Educators directly or - the Supervisor
General, Centre or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the Supervisor
Staff, Educator, Supervisor and/or Good Beginnings-Related	Raise the issue or concern to - the individual directly or - the Supervisor, Executive Director or the Board of Directors. All issues or concerns about the conduct of Employees/Educators, etc. that puts a child's health, safety and well-being at risk should be reported to the Supervisor as soon as parents/guardians become aware of the situation.
Student / Volunteer-Related	Raise the issue or concern to - the Educator responsible for supervising the volunteer or student or - the Supervisor 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.

Steps for Educators/Employees/Supervisors in responding to issues and concerns:

- Address the issue or concern at the time it is raised,
- An initial response to an issue or concern will be provided to parents/guardians within 1 business day verbally or in writing,
- If a meeting is requested by any party, it will be arranged within 1-2 business days.
- Complete the **Parent Issues and Concerns Form** within 1 business day after the initial concern is raised. Continue documentation throughout the process until the issue has been resolved.

Document the issues or concerns in detail.

Documentation on the Parent Issues and Concerns Form 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 parents/guardians regarding next steps or referral

The electronic document will remain in the password protected folder on the company server.

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

Ensure the investigation of the issue or concern is initiated by the appropriate party within 1 business day 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 or concern.

Further Steps for Resolution: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may take further steps to resolve their concern verbally or in writing to the **Executive Director** by sending an email to maryann@goodbeginningsday.com or by telephone **519-421-0687 Ext.126.**

Issues or concerns related to compliance with requirements set out in the Child Care and Early Years Act., 2014 and Ontario Regulation 137/15, should be reported to the Ministry of Education’s Child Care Quality Assurance and Licensing Branch.

Issues or concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Good Beginnings and A Child First Contacts	
Algonquin Child Care Centre 59 Algonquin Road, Woodstock, ON N4T 1R8 Contact: Dana Cooper Green, Child Care Supervisor & School Age Supervisor Tel: 519- 421-9997 Fax: 519- 421-9998 Email: dana@goodbeginningsday.com	School Age and Summer Camp Program Office 375 Finkle Street, Woodstock, ON N4V 1A3 Contact: Kelly Walker, School Age Supervisor, School Age & Summer Camp Tel: 519-421-0687 Ext.125 Email: kelly@goodbeginningsday.com
Community Complex Child Care Centre 375 Finkle Street, Woodstock, ON N4V 1A3 Contact: Sherri Doyle, Child Care Supervisor Tel: 519- 421-0687 Ext.123 Fax: 519- 421-2463	A Child First- Child Care Centres and School Age Programs in Woodstock 375 Finkle Street, Woodstock, ON N4V 1A3 Contact: Tracey Thompson, Program Supervisor

Email: sherri@goodbeginningsday.com	Tel: 519-421-0687 Ext. 122 Email: traceyt@goodbeginningsday.com
Oxford Gardens Child Care Centre 423 Devonshire Ave, Woodstock, ON N4S 5P5 Contact: Wendy Porter, Child Care Supervisor Tel: 519-537-7850 Ext.23 Fax: 519-537-7662 Email: wendy@goodbeginningsday.com	A Child First- Parkside Child Care Centre and St. Jude's School Age Program Contact: Paula Hathaway, Manager of Children's Support Teams Tel: 519-842-9000 Ext. 254 Fax: 519-842-7625 Email: phathaway@communitylivingtillsonburg.ca
Parkside Child Care Centre 30 Caffyn St. Ingersoll, ON N5C 3T9 Contact: Dana Cooper-Green, Child Care Supervisor & School Age Supervisor Tel: 519-425-0593 or 519-421-9997 Email: dana@goodbeginningsday.com	Executive Director, Good Beginnings 375 Finkle Street, Woodstock, ON N4V 1A3 Contact: Mary Ann Hogan, Executive Director Tel: 519-421-0687 Ext.126 Email: maryann@goodbeginningsday.com
Ministry and other Agency/Organization Contacts	
College of Early Childhood Educators Address: Suite 1900, 438 University Ave, Toronto, ON M5G 2K8 Phone: (416) 961-8558	Ministry of Education, Licensed Child Care Help Desk Tel:1-877-510-5333 Email: childcare_ontario@ontario.ca
Children's Aid Society Telephone: (519) 539-6176 or 1(800) 250-7010 Facsimile: (519) 421-0123	Board of Health, Oxford County Address: 410 Buller St, Woodstock, ON N4S 6G9 Phone: 1 800-755-0394
Woodstock Police Service Emergencies 911 Main Communications Centre: 519-537-2323 Administration Department: 519-421-2800 Administration Fax: 519-421-2818 Crime Stoppers: 519-421-8477 (TIPS)	Tavistock Contact Numbers Emergencies 911 Township of East Zorra-Tavistock Municipal Township Office Administration Department Tel: 519-462-2697 Poison Control Centre: 519-667-6565
Ingersoll Contact Numbers Emergencies 911 Ontario Provincial Police: 519-485-6554 Fire Department Administration: 519-485-3910 Hospital: 519-485-1700 Ambulance: 519-485-4300 Poison Control Centre: 519-667-6565	

Children's Clothing and Personal Belongings

- Please label all clothing with your child's name
- For the winter season recommended clothing includes: snow suits, winter boots, hat, mittens (two pairs), extra socks, neck warmer etc. and for the summer season we recommend: sun hat with wide brim, extra clothes for water play, outdoor shoes, sunglasses and sunscreen
- Children should have appropriate footwear for inside throughout the year
- We suggest running shoes or other soft soled shoes, as the children seem to play more safely when running and climbing

- Clothes should be simple, comfortable, and washable as the children often get dirty when playing
- Our programs provide a variety of toys, games and activities for children to enjoy
- We ask that personal toys remain at home to avoid loss or damage

Special Activities

- Throughout the year, special activities are planned for our PA Days, March Break, Summer and Winter camps
- These vary from a trip to South Side Park, a splash park day, and more!
- A notice will be sent home in advance informing you of our special events we encourage parents to participate as often as possible
- We will give you written information for any planned off site activities- where we are going, the date, the time we are leaving and when we will return, as well as means of transportation
- These trips are based on children's interests and safety and security is always a priority
- We will ask for written permission to take your child on any trip
- Parents are always welcome!
- *(Please note: Criminal Reference Checks with a Vulnerable Sector Checks are required.)*

Severe Weather and Smog Alerts

- The Child Care and Early Years Act, requires children attending before and after school aged programs to be outdoors 30 minutes a day weather permitting
- Children attending full day camps (6 hours or more a day) are required to be outdoors 2 hours a day weather permitting
- During extreme weather we adjust our outdoor time accordingly
- In the winter time children will play outside unless a cold weather alert is issued.
- During a heat or smog alert: we will encourage children to wear a hat, apply sunscreen, avoid being in full sun where possible, provide plenty of drinking water, plan outdoor activities for early in the morning when it is cooler, and monitor children's comfort regularly for signs of difficulty breathing, coughing, etc.

Sunscreen

- Good Beginnings provides sunscreen for children throughout the year
- If the sunscreen provided is not suitable for your child, you may bring your own
- A cream administration form is required to be completed

Water Testing/Flushing

- As per the Child Care and Early Years Act, Good Beginnings follows government guidelines to reduce potential lead levels in drinking water
- Each program is registered with the Ministry of the Environment and Climate Change and has a registration number. (Safe Drinking Water Act; 2002)
- Licensed programs are required to comply with the rules for lead testing in O. Reg. 243/07 under the Safe Drinking Water Act, 2002
- Prior to opening, either the first day of the week, if the building was built after 1990, or every day if the building was built prior to 1990, the water in our pipes and taps are turned on and flushed for a period of time
- If required, once each year, a water sample is sent to a laboratory for testing and the results are submitted to the Ministry of Education
- If the test is higher than the acceptable standard, the laboratory notifies the Ministry of the Environment who will notify us of what corrective action must be taken

Smoke Free Environment

- Good Beginnings fosters an environment which protects children and Educators from the hazards of second hand smoke and reinforces the healthy notion of being a smoke free society
- Smoking is not permitted on the premises of any of Good Beginnings programs
- “No smoking” signs are posted
- Smoking is not permitted at any time even when children are not present
- Anyone who does not follow these rules will be asked to leave the premises

Posting of Serious Occurrences

- The safety and wellbeing of children in the programs of Good Beginnings are our highest priorities
- We work diligently to provide a safe, creative nurturing environment for each child, but in spite of our best precautions, serious occurrences such as a serious injury to a child, fire or other disaster, or a complaint about service standard, can sometimes take place
- We are presently required to report serious occurrences to the Ministry of Education and are required to post a *Serious Occurrence Notification Form* for 10 days at the centre or program

Fire Safety

- In accordance with the Child Care and Early Years Act, every child care school age program must have an emergency fire evacuation plan
- Fire drills are practiced once a month in the before and after school age program
- During full day camps, fire drills are practiced weekly

- Emergency procedures are posted in each program
- All school age programs are routinely inspected by the Fire Department
- In the case of an emergency, each school age program will evacuate to a designated emergency site
- Parents will be notified by phone to pick up their child/ren, if required

Emergency Management Procedures

Good Beginnings has an emergency management policy to ensure clear direction for all staff to follow and respond to emergency situations. Such as;

Fire

Lockdown-when a threat is on or very near an early learning setting

Hold and Secure- when a threat is in the general vicinity of an early learning setting

Bomb Threat-

Disaster Requiring Evacuation

Tornado/Tornado Warning

Earthquake

Gas Leak

Educators will follow three phases

1. Immediate Emergency Response
2. Next Steps during an Emergency
3. Recovery

During the recovery phase Supervisors/School Age Designate Educators will inform the parents/guardians of the emergency situation by either: Dokmail, email or telephone. Supports will be provided to the children and Educators who experienced distress.

Each early learning setting will have a designated meeting point when they conduct their fire drills. As well, each early learning setting has a designated emergency evacuation site if full evacuation is required. Please refer to the front of this handbook for your early learning settings' evacuation site.

Recording and Reporting Suspected Child Abuse

- We are required by law under the Ontario Child and Family Services Act to report promptly to the Children's Aid Society if we suspect that a child needs protection
- Good Beginnings recognizes the right and responsibility of any of our Educators and Staff members to report promptly any concerns about abuse or neglect of a child in any of our programs
- If it is necessary to make such a report, we will keep it confidential to protect families' privacy as much as possible, and offer as much support as we can

Thank you

Thank you for trusting our organization to provide the highest quality of care to your children; children deserve Good Beginnings!

This handbook was last updated February 2018.