



CHILD CARE ALGOMA EXTENDED DAY PROGRAMS
PARENT INFORMATION
PROGRAM STATEMENT

The “How Does Learning Happen”, Ontario’s Pedagogy (*referred to as HDLH*) for the early years document is used for the purpose of guiding all licensed child care programs and early years support programs.

Children enrolled in our program will be given many opportunities to build on their competencies, capabilities and will be exposed to activities to foster their thinking. Our programs are designed to encourage curiosity for children to build on their potential.

The goals (*for the children*) that are used to guide our programs are intended be used by educators in the planning and in the creating of environments, experiences and contexts for children’s learning and development across all the domains of learning.

FOUNDATIONS	GOALS FOR CHILDREN	EXPECTATION FOR PROGRAMS
BELONGING	Every child has a sense of belonging when he or she is connected to others and contributes to their world.	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging amongst and between children, adults, and the world around them.
WELL-BEING	Every child is developing a sense of self, health, and well-being.	Early childhood programs nurture children’s healthy development and support their growing sense of self.
ENGAGEMENT	Every child is an active engaged learner who explores the world with body, mind, and senses.	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play and inquiry.
EXPRESSION	Every child is a capable communicator who expresses himself or herself in many ways.	Early childhood programs foster communication and expression in all forms.

Goals to guide our program:

We will promote the health, safety, nutrition and well-being of all children by:

- Ensuring that our environment is always safe and clean,
- Encouraging self-care through proper handwashing and hygiene,
- Providing a variety of healthy food options and encouraging children to try new foods and to make healthy food choices.
- Allowing opportunities to take reasonable risks.
- Provide engaging environments to act as the third teacher (supported by Ontario's Pedagogy HDLH)
- To support children in building a connection with the natural world

We believe in supporting positive and responsive interactions among the children, parents, child care providers and staff. This will be demonstrated daily in the way that our staff welcome and communicate with our children and families, forming relationships. Our connectedness to the children and families helps us to ensure that our program values the unique and diverse characteristics of the children's families, cultural practices and the community in which they live.

We will foster the engagement of ongoing communication with parents about the program and their children. We believe families are competent and capable and provide us with a rich understanding of their child. We recognize that everyday moments are rich opportunities to encourage a child's development, build self-esteem, thinking and communication skills, social and emotional well-being and the capacity for self-regulation. We will encourage the children to interact and communicate in a positive way and support their ability to self-regulate by encouraging children to openly express themselves in a safe, accepting environment. Children will be supported in developing strategies and discovering tools to help them express their feelings and emotions to develop resiliency. Descriptive praise will be used to acknowledge the children's positive behaviours, engagement and accomplishments.

We will foster the children's ability to explore, play and inquire through child-initiated and adult supported experiences. We will build upon the children's natural curiosity by observing their interests and providing activities to enhance children's experiences. We will create a positive learning environment and experiences in which each child's learning and development will be supported by providing inclusive, yet adaptable activities to meet the needs of all children.

Children's daily schedule and environment will incorporate indoor, outdoor and active play, rest and quiet time making accommodations to support the individual needs of all children. Within our environment we will provide enough activities to support both large group play and individual play. Some examples include centres such as sand and sensory, science, fine motor and manipulative, construction and blocks, writing, literacy/listening, creative art, everyday living, and neighbourhood/nature walks. Children who do not sleep at rest time will be accommodated with a variety of quiet activities.

We commit to fostering positive relationships with community partners and provide families with links to community resources. We believe that children benefit from respectful interactions with a variety of community members. We work collaboratively with other community agencies to ensure that all children are adequately supported such as Triple P Positive Parenting Program, No Wrong Door Referral System, Community Quality Assurance, and participation on various committees.

We recognize the importance of and support staff and home child care providers to participate in learning as a continuous process. We provide opportunities such as Professional Learning Sessions and Networking, Professional Development Days, and Mentorship Programs. New staff and students are mentored through a thorough orientation process.

We will document and review the impact of the strategies set out in our goals for the children and families through open daily communications and opportunities for self-reflection. The success of our programs will be measured using a quality assurance process, (Meaningful Action Plan~ MAP) and parent feedback.

Reflective Practice

We commit to reflect on current best practices and to engage in professional development learning experiences, both individually and with colleagues. We believe it is imperative that our registered early childhood educators and other educators are knowledgeable and responsive to children, families and their community, as these flourish in social and physical environments where children will thrive. We are reflective practitioners who learn about children using various strategies. We listen, observe, document, and have discussions with families to understand their children as unique individuals. As reflective practitioners we will commit to the following reflective questions for each foundation in our practice this year.

Relationships:

What more can we do to engage in responsive relationships with children, parents and families to support their emotional well being and sense of belonging while adhering to the current guidelines?

View of Staff, children and families:

What more can we do to ensure that our environments, experiences and pedagogical approaches value children as competent, capable, curious and rich in potential?

What more can we do to demonstrate our view of families as competent, capable, curious and rich in potential?

What more can we do to demonstrate how much we value our colleagues (educators/ support staff) as competent, capable, curious and rich in potential?

Supportive Behaviour Statement

Our program is designed to.

- Encourage the children to interact and communicate in a positive way and to support their ability to self-regulate,
- Foster children's exploration, play and inquiry,
- Provide child-initiated and adult-supported experiences,
- Plan for and create positive learning environment and experiences in which each child's learning and development will be supported.

Child Care Algoma Board of Directors, Management and staff acknowledge that our program statement is a living document and will be modified as needed. All staff, students and volunteers will review the program statement through the orientation process, as well as yearly thereafter or if modifications are made.

Child Care Algoma's Program Statement has been reviewed and is supported by the Board of Directors.

Mission Statement

Child Care Algoma is a non-profit agency dedicated to being a leader in providing quality programs which support healthy early childhood development

Vision Statement

To strengthen the foundation for learning, behaviour and health of all children for future success

Membership

We offer you the opportunity to become a Member of the Corporation of Child Care Algoma. Members are individuals interested in furthering the Agency's purpose. It allows you to exercise voting privileges on matters that affect Child Care Algoma at our Annual General Meeting and opportunities to apply to become a volunteer member of the Board of Directors. There is no membership fee required. Employees may not be a member of the Corporation. We will require written notice of your interest in becoming a member of the Corporation.

Philosophy

Children spend several hours in out of school care. It is their "home away from home" and it is a place where a great deal of growth and development takes place. It is the goal of Child Care Algoma that the children will develop a sense of belonging in our extended day programs.

The safety of the children is critical. Safety rules, which the children may assist in developing, allow children to know what is expected of them. It is essential that rules are consistently maintained. Children who feel safe and secure will feel free to select and pursue activities that hold their interest.

Within the structure and limits there is much freedom and many choices. Free play activities will be a central part of our program.

The children's needs, interests and developmental levels will be taken into consideration when developing curriculum. The environment is designed to be challenging both mentally and physically, to foster independence, and to allow children to grow and develop at their own rate.

It is our responsibility to strive to meet the needs of children and their families. We welcome and encourage input into our programs by both parents and children.

Code of Ethics and Standards of Practice

These define the professional knowledge, expertise, ethical values and behaviours expected of early childhood educators as members of the College of Early Childhood Educators

Code of Ethics

- ✚ Responsibilities to Children
- ✚ Responsibilities to Families
- ✚ Responsibilities to colleagues and to the profession
- ✚ Responsibilities to the community and to society

Standards of Practice

- ✚ Caring and nurturing relationships that support learning
- ✚ Developmentally appropriate care and education
- ✚ Safe, healthy and supportive learning environment

- ✚ Professional knowledge and competence
- ✚ Professional boundaries, dual relationships and conflicts of interest
- ✚ Confidentiality and consent to the release of information regarding children and their families

Program Schedule

As a result of the Canada-Wide Early Learning & Child Care System (CWELCC) funding model, regular charges **will** apply for the following:

- ✚ Any days missed including sick, vacation and absent days.
- ✚ Program closures for Professional Development
- ✚ Program closures for School Board mandated cleaning (Programs in Schools)
- ✚ Unplanned closures (i.e. inclement weather)

Child Care Algoma programs will be closed on the following holidays:

New Year's Day ~ Family Day ~ Good Friday ~ Easter Monday ~ Victoria Day ~ Canada Day ~ Civic Holiday ~ Labour Day ~ Thanksgiving ~ Christmas Day ~ Boxing Day

Prior notification will be given to parents for any planned closures.

Extended Day programs operate from September to June. Child Care Algoma will not charge fees for the following closures: March Break, July & August, and Christmas Break.

Waitlist & Enrolment Policy

Priority for enrolment will be in the following order. Please note that special circumstances may be considered at the direction of the Executive Director. Child Care Algoma will not charge or collect a fee or require a deposit for the placement of a child on our waitlist.

1. Children currently enrolled in a Child Care Algoma program for a partial week, who have requested or are waiting for full week.
2. Children of full-time, permanent part-time or long term contract staff or member of the Board of Directors may be given priority. Employees will be encouraged to enroll their children in a program different to the one they work in.
3. Siblings of children already enrolled in the program.
4. Transfers from one program to another
5. Children on application site based on application date and the age of the child in respect to the next available day care space.
6. Children requesting a change to partial week or registering for a partial week may have limited choices on partial week availability based on program needs.

Note: For all Sault Ste Marie programs, all families must register on the Sault Ste Marie Child Care Application Site (www.saultchildcare.ca). In Central Algoma families must register with Program Coordinators and/or Site Supervisor.

Information contained on the application site will be shared with all child care agencies selected by the applicant, for the purposes of placing children in an available space. If a child has attended a child care centre in the past, information regarding outstanding child care fees may be shared between child care operators before a child is placed again. Information collected on this application form is subject to the provisions of the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA).

Admission & Discharge Policy

A program visit will be arranged to familiarize parents and children with the surroundings, answer questions and complete admission forms prior to enrolment. Please inform the program staff of any change to your child's personal information or parent's contact information.

Written notice of permanent withdrawal must be given at least two weeks in advance. If notice is not received, full program fees will be charged. Withdrawal taking place in the first 15 days of the month will be billed for those weekdays. Withdrawal taking place in the remaining part of the month will be billed for those weekdays in the entire month

Parents of children enrolled who access subsidy must be working or attending school. Should your situation change, it is important that you notify the Subsidy Office. In Sault Ste Marie contact Community Child Care Services at (705) 759-5266, in the Algoma District call (705) 842-5808 extension 212.

Behaviour Management

Behaviour Management sets out what practices are permitted and what practices are prohibited, in order to protect the emotional and physical well-being of children in care.

Child Care Algoma shall NOT permit:

- Corporal Punishment of a child, including but not limited to;
 - Striking, shaking, shoving, spanking
 - Requiring that a child maintain an uncomfortable position
 - Forcing the consumption of food
- Deliberate harsh or degrading measures to be used on a child that would humiliate a child or undermine a child's self-respect.
- Deprivation of a child's basic needs including food, shelter, clothing or bedding.
- Use a locked room or structure to confine a child who has been withdrawn from other children.
- Physical or mechanical restraints.

When children are disciplined at CHILD CARE ALGOMA the following guidelines will be followed in the development of Behaviour Management policies and practices.

- Discipline related to the nature of the troublesome behaviour.
- Appropriate to the development level of the child.
- Used in a positive, consistent manner.
- Designed to assist the child to learn appropriate behaviour.
- Discussed with the parent(s) if a difficult situation arises with a child.
- Act with confidence and sympathetic firmness.
- Implemented as soon as possible after the troublesome behaviour.
- Use simple clear statements about what is acceptable behaviour; with choices when possible, adding a statement about what is not acceptable.
- The consequences for misbehaviour will be immediate, of short duration and without humiliation for the child.
- Effective consequences are restrictions in space, such as where the child can play or be, and restrictions in use, such as what the child can use.
- Respect the child's feelings of guilt, but do not try to add to them. Accept any restitution the child may wish to make, and then leave the incident behind.

- Only after two separate discussions with the child over the same negative behaviour may you have a child sit on a chair. A quiet area will be used in extreme cases where a child has purposely hurt another child or will hurt him/herself if allowed to continue the inappropriate behavior.
- The child will have his/her body turned in a position which enables the child to observe the room.
- No child will be refused or forced to eat food that they do not care for.
- All children will be treated equally.
- Emergency intervention may be used when a child is likely to cause harm to him/herself or harm to others. This is in reference to unpredicted behaviours. Teachers are to make use of the least possible restrictive methods to resolve the matter; however the physical SAFETY of the child and others must prevail. Release the child as quickly as is appropriate. Teachers must be “reasonable” in their actions. No form of a Mechanical Restraint is permitted.
- Predicted behaviours requiring restraints; a signed BEHAVIOUR PLAN from a qualified health practitioner (licensed practitioner) accompanied by written consent from parent/guardian must be in place before teachers are able to implement the plan as developed

Management of Children with Extreme Behaviour

Periodically, some aggressive behaviour occurs. Behaviour which threatens the safety of the child, other children or adults are taken seriously. Parents will be notified of patterns of aggressive behaviour. At this time we will ask for your partnership in addressing these behaviours. It may be necessary to withdraw the child from the program until appropriate referral and support are arranged. In some instances permanent withdrawal may be necessary.

Parent Issues and Concerns Policy

Nature of Issue or Concern	Steps for Parent/Guardian to Report Issue or Concern	Steps for Staff or Site Supervisor in responding to Issue or Concern
Program Related (schedule, sleep routine, toilet training, indoor/outdoor play, feeding arrangements)	Raise the issue or concern to the classroom staff or Site Supervisor directly	Address the issue or concern at the time it is raised, or arrange for a meeting with the parent/guardian within 2 business days. Document the issues or concerns in detail. Documentation should include: -Date and time the issue or concern was received -Name of person who received the issue/concern -Name of person reporting the issue/concern -Details of the issue/concern -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 Program co-ordinator 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 2 business
General, Centre or Operations Related (fees, hours, staffing, waiting list, menus)	Raise the issue or concern to the classroom staff, Site Supervisor or Program Co-ordinator directly	
Staff, Parent, Supervisor and/or Licensee related	Raise the issue or concern to the individual directly or the Site Supervisor or Program co-ordinator All issues or concerns about the conduct of staff, parents that put a child's health, safety and well-being at risk must be reported to the supervisor as soon as parents/guardians become aware of the situation	

Student/Volunteer Related	<p>Raise the issue or concern to the staff responsible for supervising the volunteer or student or the Program Co-ordinator</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk must be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	<p>days or as soon as reasonably possible. Document reasons for delays.</p> <p>Provide a resolution or outcome to the parent/guardian who raised the issue/concern.</p>
<p style="text-align: center;">Escalation of Issues or concerns</p> <p>Where the parent/guardian are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Executive Director.</p>		

Duty to Report

Child Care Algoma provides services to children and their families and therefore also has roles and responsibilities with respect the child abuse and neglect. The Child and Family Services Act requires that everyone who has reasonable grounds to suspect that a child is in need of protection, should immediately report the suspicion and the information on which it is based to the Children's Aid Society.

Serious Occurrence Posting

As an operator of licensed child care centres, Child Care Algoma works diligently to provide a safe, creative and nurturing environment for each child. In spite of all the best precautions, serious occurrences can sometimes take place. The Ontario government requires licensed child care centres to post information about serious occurrences that happen at each child care centre.

Emergency Management Policy

In the event of an emergency evacuation and the necessity to relocate to the designated emergency evacuation shelter location, the site supervisor or designate will notify parents by telephone.

Volunteers / Students

Child Care Algoma volunteers and students will **not** have unsupervised access to children. Students and volunteers are supervised at all times by a Child Care Algoma employee, and are NOT permitted to be alone with children.

Arrival & Departure

Safe arrival and departure of children in the programs is ensured by the parent/guardian taking the children to and from the program, or by other arrangements made by the parent/guardian.

Parents, guardians or others arranged by the parent/guardian must sign the child into the program. Children are not permitted to be dropped off at the door of the school/building to enter or to leave the program on their own.

A "Transportation Consent Form" must be completed prior to admission for children arriving and/or departing by school bus / taxi. It is critical that we receive proper bus route information as well as pick up and drop off times.

Unless otherwise arranged, children will not be released to any person other than those specified on the application form. Please inform staff if someone other than yourself will be picking up your child. Staff will not release your child to anyone under the age of 18 years unless they are the child's legal parent or guardian.

If your child is going to be late or absent, please advise Child Care Algoma staff. This will avoid unnecessary phone calls being made to your home or place of employment. Parents arriving later than their scheduled pick up time will be charged. **Parents will be charged the usual fee for children who are scheduled but do not attend.**

Accepting a child into care

When accepting a child into care at the time of drop-off, program staff in the room must:

- Greet the parent/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 parents/guardians will be picking up, the staff must confirm that the person is listed on the emergency card or in the child's file or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note, email or See Saw App)
- Document the change in pick-up procedures in the daily written record. (communication book)
- Sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

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 the Site Supervisor or designate and they must contact the child's parent/guardian no later than one hour passed regular drop off time. The Site Supervisor/designate will call parent/guardian, email or send message on the see saw app, at least once and leave message.
- If Site Supervisor or designate is not able to reach anyone to confirm the child's absence from care a second attempt will be made when possible.

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

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 individual that the parent/guardian has provided written authorization that the child care may release the child to. Verbal authorization can also be given over the phone. 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 individual's information against the parent/guardian/authorized individual's name on the child's file, emergency card or written authorization.

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

Where a parent/guardian has previously communicated with the staff a specific time or time frame that their child is to be picked up from care and the child has not been picked up after 30 minutes of usual pick-up time or before centre closes. Site Supervisor or program staff shall contact the parent/guardian by phone call and advise that the child is still in care and has not been picked up.

- Where the staff is unable to reach the parent/guardian, staff must call again and leave a message for the parent/ guardian. 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's instructions or leave a voice message to contact the centre.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact emergency contact, wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed".

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

Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not by the time the centre closes staff shall ensure that the child is given a snack and activity, while they await their pick-up.

One staff shall stay with the child, while a second staff (when possible) 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/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable reach the parent/guardian.

If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact the authorized individuals listed on the child's file or emergency card.

Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 1 hour passed closure of program, the staff shall proceed with contacting the local Children's Aid Society (CAS) at (705) 254-6516 or Nogdawindamin Family and Community Services (NOG) at (705) 946-3700. Staff shall follow CAS's or NOG's direction with respect to next steps.

Dismissing a child from care without supervision procedures

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

Late Fees

A late fee of \$6.00 will apply to parents/guardians who pick up after their fixed departure time (see Arrival & Departure). A repetition of late pick up fees may result in the loss of your child care space.

Outdoor Play

Outdoor activities will take place, weather permitting. Please ensure that children are dressed appropriately for the weather.

Nutrition

Nutritious snacks are provided. Children's special dietary needs and allergies are posted in the cooking and playroom areas for our staff to refer to. Weekly snack menus are also displayed for your convenience.

We have children within our programs with potentially life-threatening allergies (anaphylaxis) to certain foods, predominantly peanuts, nuts, eggs, and milk. To reduce the risk of accidental exposure, we ask that children do not bring any food from home.

Health and Administration of Medication

The Ontario Child Care and Early Years Act regulations stipulate that prior to admission each child must be immunized as recommended by Algoma Public Health.

Children should not be carrying medication unless supervised by an adult. We will assume responsibility for medication once the child arrives at our program. Medication is not to be left in the cloakroom area. It must be placed in the locked cabinets provided.

Staff will administer medication, in accordance with Agency policy. This requires that the parent/guardian provide the following:

- 1) Daily written authorization including dosage and times drug is to be given, and
- 2) Medication in the original container, clearly labelled with the child's name, name of drug, dosage, expiry date and instructions for storage and administration

Fee Payment

FEE SCHEDULE

Effective December 31st, 2024

Age Group	Annual Base Fee	Before & After School		
		Before School	After School	Before & After
Infant Under 18 months CWELCC	\$22.00			
Toddler 18 months – 2 ½ CWELCC	\$20.10			
Preschool 2 ½ - 5 years CWELCC	\$19.35			
JK/SK 4 – 5 years CWELCC	\$18.40	\$10.95	\$12.00	\$12.00
School Age 6 – 12 years	\$38.90	\$10.95	\$13.80	\$22.95

Child care fees will also be posted on our website.

www.childcarealgoma.ca

Paperless Billing

Please provide your email address at the time of enrollment.

Your monthly invoices / statements will be sent electronically.

Contact ccaparents@outlook.com to edit/change your email address.

Invoices are sent monthly, Payment is due within 30 days.

Payment can be made by electronic bill payment

or by pre-authorized exact payment (bank or credit card).

For more information on payment options call (705)945-8898 Ext 241

Refunds due to withdrawals will be issued for base fees charged, provided two weeks' notice is given in writing. If written notice is not received, a charge for the 2 weeks of care will be applied.

Overdue accounts may result in the loss of your
child care space.

It is expected that our staff be treated with respect and kindness.
Behaviour or language that is disruptive, abusive or threatening will not be tolerated
and may directly affect your child care service

Program Information

***Kelly Rowlinson ~ (705) 248-2043
Program Coordinator***

Echo Bay Site ~ (705) 248-2043
Thessalon Site ~ (705) 842-5454
Central Algoma ~ (705) 782-6959

***Angela Dawson ~ (705) 945-8898 ext. 250
Program Coordinator***

Dacey Road Site (705) 945-8898 ext. 245
East View Site ~ (705) 945-8898 ext. 307
Parkland Site ~ (705) 945-8898 ext. 308
Holy Cross Site ~ (705) 945-8898 ext. 305
F.H. Clergue Site ~ Grand View Site ~
Pinewood Site ~
(705) 945-8898 ext. 252

***Suzanne Manson ~ (705) 945-8898 ext. 267
Program Coordinator***

Notre Dame du Sault Site ~ (705) 945-8898 ext. 309
R.M. Moore Site ~ (705) 945-8898 ext. 310
St Basil Site ~ (705) 945-8898 ext. 321

Administration Office

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Or visit our website at www.childcarealgoma.ca