



Child Care

GUIDING STARS

"HELPING CHILDREN REACH FOR THE STARS"

Parent Handbook 2021

Please note some information may be temporarily different due to Covid-19

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Program Statement

Guiding Stars is a childcare centre licensed by the Ministry of Education. We have regular monitoring visits from the ministry, as well as, the ministry of health and the County of Simcoe to ensure quality care.

We believe all children deserve quality care that meets their individual needs and interests; regardless of their gender, religion, race, class, ethnicity, or ability. Guiding Stars employees share a passion and love for educating children in all areas of development through play and planned daily activities.

Our program statement encompasses the child and how we provide optimum care. The statement describes how our program supports and fosters early learning. It goes into details about how we see children, as well as our philosophy and pedagogy. It also explains the approaches and goals that we use to ensure healthy child development.

Our View Of The Child

Every child is a unique individual explorer just beginning their adventure. As Early Childhood Educators we understand that every child is different in their developmental growth, but all are capable and competent. We appreciate their curious and imaginative minds and journey with them as co-learners trying to understand the great wide world.

It is through play that allows this adventure to be a positive, enjoyable, and an engaging experience. Children are self-learners and do not require an adult to choose what they should learn. We instead build on the child's interests supporting natural play in positive, developmentally appropriate learning environments created by caring professionals. We believe under these circumstances a child will excel.

The role of play in children's early learning

Learning involves creating new pathways in the brain to connect and understand new things. Play is intertwined with this process, acting as a facilitator for faster connections by making context for the child that is fun and engaging. Play is what children use to help them understand the world. When you see a child playing with blocks, those blocks are their tools and they are learning about shapes, balance and dimension. They choose that activity, no one told them they had to do it and they are having fun. By valuing play we are creating delightful environments that capitalize on this effective learning method. High quality play strengthens many qualities that are valuable in life. Not just physically, or cognitively, but mentally as well making children socially competent, communicating with others freely, regulating their attention and emotional outputs. All of these abilities are fundamental and can be developed best in play based environments.

Curriculum

At Guiding Stars we plan activities on a weekly basis to meet our children's individual interests and needs

Guiding Stars uses two main documents to help us in implementing our play based environment and programming. Those documents are *How Does Learning Happen? Ontario's Pedagogy for Early Years* (Queen's Printer for Ontario, 2014) and *Early Learning For Every Child Today, A Framework for Ontario early childhood settings (ELECT)* (best start expert panel on early learning, January 2007).

How Does Learning Happen? Is a professional learning guide that focuses on the relationship aspect of learning. Relationships, not just with the educator, but with family, community and environment. Every child should feel that they belong, are a valuable contributor, and have every opportunity to succeed. The document focuses on four major areas in relationship building, they are belonging, well-being, engagement, and expression.

ELECT is a document that charts age appropriate development in five different domains for children in early years. These domains list several skills that are learned and refined through play. The areas of focus are physical (large and fine motor), cognitive, emotional, language, and social.

Both of these documents promote play as their core learning tool. Play propels learning and development. When a child feels comfortable, and happy they can become engaged in play activities. Play then facilitates learning by creating pathways, making that experience an enjoyable one rather than a chore. These documents also allow us to

focus on following the child's lead by observing their play in order to promote their interests, extending engagement in the play to extend the learning.

Each classroom, documents the children's learning through pictures and stories detailing what the children are learning during their activities.

Our image of families and our commitment to them

A child is influenced by the connections and interactions it has with others. There are no greater interactions than those it has with family. We see family as a diverse cast of individuals with ideas, beliefs and culture that should be shared. We respect and understand no two families are the same. They come in many shapes and sizes. We encourage families to participate in our program, and their child's learning. For it is through combined effort that the child will achieve the best outcome. We want families to share in their child's accomplishments, by inviting them into our classrooms, so, they can see how their children learn through various documentation of planned and spontaneous activities. We also, encourage families to bring their knowledge and talents into the classroom to help create a more home like environment.

Families deserve to feel secure in the knowledge that their child or children are safe, healthy, and happy, while, they are in a childcare centre. That they are being looked after by highly trained staff who attend to their needs in a kind and trusting method.

We are committed to the families of our centre by keeping them well informed about their child's day. We are in constant communication sending messages freely between staff and parents. We have one RECE in every room and at least one assistant to help care for the children. All staff have CPR training and criminal reference checks (vulnerable sector). At Guiding Stars we adhere to parents' requests, whether they are cultural, or personal preference, as long as it will not prevent the child from participating in the program or bring harm. We want families to be a part of our centre creating an extension of family and not just somewhere to drop off their children, but a home away from home.

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

At Guiding Stars we wish for all our children to be healthy and safe, and have several procedures in place to ensure this. Here are some of them:

Safe ministry approved ratios of staff to children

Standard first aid and CPR training

Criminal Record Check (vulnerable sector)

Emergency procedures

Communicable disease prevention

Sanitizing and disinfecting of toys, equipment and furniture procedures and policies

Proper hand washing practice

Weather appropriate clothing and skin protection

Playground safety

Sleep supervision

Serious Occurrence definitions and procedures

Medication administration policy and procedures

Supervision of volunteers/students policy and procedures

Program Statement Implementation

Fire Safety and Evacuation plan

Anaphylactic, individual plan

Individual plan for children who are differently able

Nutrition: At Guiding Stars we have 2 snacks and a lunch daily which is provided by the catering company "Healthy Kids Eats." The meals are child friendly, and consist of multicultural dishes. All food in the centre is nut free, shellfish free, and pork free. Healthy Kids Eats will also provide alternatives for children with allergies or restrictions.

Anaphylactic individual plan

When registering your child with Guiding Stars it is parents' responsibility to inform the centre of any anaphylactic allergies including: the allergen, initial symptoms of exposure, and the procedure to follow. Parents must provide the epi-pen for their child as well as training for all staff in the centre.

This information will be gathered on a poster to be posted in all classrooms and the kitchen.

Early Screening Matters

In our registration package we provide you with the Nipissing District Developmental Screen in order to understand the strengths and needs in your child's development. With this information an Individual Education Plan can be developed for your child. We can also determine if further screening tools are necessary. Our staff are also trained in the Early Referral identification kit (ERIK) which is completed by staff in cooperation with parents.

Guiding Stars is also a smoke free centre. The Smoke Free Ontario Act states that Childcare Centres remain smoke free at all times. The act extends to outdoors on premises of the centre. Any person smoking on the premises will be asked to leave. Smoking is prohibited within 9 meters of the front doors as well as playground fence and emergency exit. Violating this act has no maximum fine set and therefore could carry a fine upwards of \$5000.00

Support positive and responsive interactions among the children, parents, childcare providers and staff

At Guiding Stars we know that children do best when they are happy, and surrounded by those they have trusting relationships with. Our centre uses various tools and techniques to ensure all interactions are positive, and responsive between those involved in the care of the child, and the children themselves. For the children the staff get on the child's level when talking. Modeling eye contact and listening. We also encourage children to use their words when interacting with peers, and even suggest words they could use, assisting them with their interactions and modeling acceptable behaviour. Staff create an inclusive environment, interacting with every child. With parents and guardians we use an app called "Daily Connect" that is updated throughout the day with information about how their child is doing. We also, communicate face to face at drop off and pick up. We communicate respectfully and consistently about all aspects of the care we provide, this includes the children's needs and activities, and comments or concerns we have regarding a child.

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

Guiding Stars believes an educators role is to support children in their inquiries about the world and how to interact with it. Part of that interaction is communication and how they themselves react and feel about things such as peers, adults, and the environment. This is where self regulation comes in. Self-regulation refers to how a child deals with a stressor and then how long it takes to recover. We use different approaches, to help children to stay calm and have constant positive communication and environment. We comfort them while keeping a warm disposition, encouraging positive behaviour. We encourage communication through words rather than negative actions between peers. We stress the importance of sharing and represent it in the moment as well as at circle time. We ask the child if they need to calm down and provide calming activities as well as a calming area. We also, role model positive interactions and behaviours.

We support children's efforts to start, and join in play. At Guiding Stars we acknowledge these interactions, and try to take the child's point of view. The staff are attuned to the physical and emotional states of each child and respond in a warm and sensitive manner. We speak with the children and their families in order to find the root cause of their behaviour. This way we can anticipate how the child will react to situations and respond in an appropriate way that removes, or reduces that stress.

Guiding Stars does not condone the use of corporal punishment, physical restraint, 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. Guiding Stars does not lock the exits of the childcare centre 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 our emergency management policies and procedures. Guiding Stars does not condone the 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. Guiding Stars will never deprive the child basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or inflicting any bodily harm on children including making children eat or drink against their will.

Foster the children's exploration, play and inquiry

Children explore their world through their senses, through repetition and imitation, through asking questions and pretending. These things together help them to create a picture of what the world looks like and how it works. These tools manifest as exploration through play. Our educators understand the importance of play and foster and expand on it. We encourage the children, and spark their imaginations by offering interesting activities. Those activities from our programming are based on observations, and support their interests, furthering exploration. Educators, also, bring in new materials and have a large variety of toys for the children to interact with. Documentations of the children themselves at play are posted around the classroom, so, that they may reflect on their progress, and create new play based on what they see. Our educators also, participate in the play as co-learners expanding it through verbal and behavioural techniques allowing the children to decide where, when, what and how they play.

Provide child-initiated and adult-supported experiences

At Guiding Stars the child initiates the activity, there is no designated area that the child must play in, or any pre-determined activity they must be doing. We follow the child's lead and add to the classroom items based on their interests that we have observed in order to extend play. Our educators understand that they are there to support and assist, observe and ask questions. They play with the child following their direction. There are no expectations imposed by educators. We believe in the process not the product. It doesn't matter what we want them to learn, create or make, what matters is we give them the freedom and ability to learn, create or make what they want and how they want. This creates a more enjoyable experience allowing for more learning to happen.

Plan for and create positive learning environments and experiences in which each child's learning and development will be supported

Guiding Stars understands that a child learns from many teachers. From their parents, educators and their environment. We plan and create learning environments to support play in order to maximize learning. Our educators, represent each child in the classroom making them feel a part of it like they do at home. They represent the children through photographs of themselves playing in the room, hanging their art on the walls, and displaying things that they make. They also give ownership to the children with their own bed and their own place to hang up their stuff, and it is their room. These things help the children to feel safe and comfortable inside the room. We also fill our rooms with soft furnishings and light colours for a more holistic feel. Children, learn not in one area at a time but in multiple areas of development. Therefore, children are free to move about the room. There might be dolls in the block area or toy animals in the paints because these items are being used to understand something. Educators, understand this and through their observations will add items and rearrange toys to spark the child's interest even further. This reduces restrictions allowing for a positive experience.

Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to individual needs of the children receiving childcare

Guiding Stars creates a schedule that meets the individual needs of each child as well as creating a balanced day, that includes various activities, active play, indoor and outdoor time, and rest and quiet time. Every child depending on their needs eats three times a day. Two snacks and one full meal which is lunch. They go outside twice a day weather permitting for at the least one hour each time for a total of at least two hours a day. Older children in the playground, and infants for walks in the stroller, or if they are walking and there is appropriate coverage, such as snow, they go out in the playground. Infants have their own individualized schedule though we do try to put them down after lunch for a nap. Children under 12 months will be placed on their backs unless a doctor's note is provided for the child, or the infant is able to roll on their own. For toddlers and preschools there is a scheduled nap time in the middle of the day after lunch but if a child does not sleep they do quiet activities. Quiet activities can take

the shape of reading books or playing at the table. Each child sleeps in their own cot or crib. They are checked periodically by staff while sleeping. Infants are checked every 15 minutes and toddler, preschool, every hour. Parents/Guardians are also informed of any changes that occur in respect to the child's sleeping arrangements. For active indoor activities we have dance parties and movement songs, yoga and playing with balls, parachute or tunnels. Outside there are riding toys, wagons, pretend play and simply room for running. Educators work to make transitions as short as possible between periods of play, so, children can play more, by separating into smaller groups and transition songs. The day is structured in a predictable manner so children know what is going to happen next. When children know what to expect it reduces stress and helps them to regulate their behaviour.

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

At Guiding Stars educators are in constant communication with parents, for we know that we are here not just to support the child, but their parents as well. Educators speak to parents face to face as well as through our email app called "Daily Connect." Getting to know family members is an important part of including them in the program, and creating a sense of belonging for the child. Educators share videos and photos as well as verbal stories showcasing the learning and development of the children. Educators also, create documentations that are posted around the room for parents to see. Documentations are a collection of photos with a short written story focusing on an activity, or learning experience that the children are doing. We encourage families to read these as well as the program plans. Another of our strategies is interest related newsletters that are sent home with the child.

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

Guiding Stars works closely with local community partners in order to better support our children, and their families. We work with the County of York Region Children and Community Services for quality enhancement and subsidy. We also, work with occupational therapists, speech and language pathologists and resource teachers to support our program. We actively seek out community partners to share our knowledge with others. We also look for opportunities for networking by attending conferences and workshops. We invite community helpers to come into our centre for special visits.

Support staff, home childcare providers or others who interact with the children at a childcare or home care premises in relation to continues professional learning

Guiding Stars is committed to ongoing professional learning. Professional learning refers to continuing ones education in their chosen field. There is always new information and more to learn. We offer our educators opportunities to attend workshops, training events and to see guest speakers in order to keep that learning going, to further our program and support the children. We also support training requirements like standard first aid and CPR so that it is all up to date. On a day to day basis it is the supervisors duty to assist in the coaching and development of educators. We also conduct regular staff meetings to reflect and plan for the future. We invite our community helpers and guest speakers to these meeting as well. The supervisor or community partners may provide additional reading materials such as links to articles to further learning even more.

Document and review the impact of the strategies set out in clauses a) to j) on the children and families. You will need to monitor your program statement and implementation review. What will your process and tools look like?

Educators are continually observing and documenting play and its significance. They determine the child's interest, and then, plan activities that support those interests. Links are made through this documentation to pedagogy, theory, research and children's interests, and the program statement to inform the actions and decisions educators make about planning. This is a cycle of information that is reflected throughout the centre from our toys and materials to our furniture and equipment. Within this cycle educators are continuously assessing and reflecting on the effectiveness of the environment. On a daily, and weekly basis, educators are discussing and sharing programming with their team, and supervisor. We also meet monthly as a whole team to talk about what we are doing and to plan for the future.

2. Registration

Guiding Stars provides care for children aged 1.5-5. We have a Toddler program for ages 18 months-30 months and a Preschool program for ages 2.5-5 years.

Upon registering your child we require the following items to be submitted to the office:

- Birth Certificate
- Up-to date Immunization Records
- Completed Registration Forms
- Back page of handbook signed

3. Wait List Policy

On occasion a parent will contact us looking for space for their child and we are full for that classroom. This policy describes the procedure for those occasions.

If a prospective client calls for a space for their child in a classroom that is at capacity the supervisor or owner will take their Full Name, Child's Name, Phone Number, Proposed Start Date, and Child's Age on Start Date. They will not be asked to pay any fees until a space is available. This information will be kept in the White Tour binder in the office. Once the space will be available the supervisor or owner will contact the prospective client to inform them the space will be available and begin the registration process. If the prospective client has already registered elsewhere, or is not otherwise needing the space, they will be removed from the wait list and the next name on the list will be called. If anyone on the wait list is interested in knowing their spot on the list they can call and ask the supervisor or owner that information. Names of other children on the list will not be given. Families on the wait list will be called in the order they asked to be put on the wait list.

This policy will be reviewed annually, and as needed, by all staff, students, and volunteers.

4. Transition Policy

When children are approaching the age and skills for the next classroom at Guiding Stars they may begin to do visits to that classroom. The purpose of these visits is to give the child a chance to familiarize themselves with the teacher, children, and routine of their new classroom. The visits will occur when ratios and staffing in the next classroom allow. Each child is unique with different needs and abilities so the transition period for each child will look different. The visits will begin with a short visit during outside time or free play. When the child is comfortable in the new room their visits will increase in length and frequency accordingly. A child who is slower to warm to new people and places may take longer to transition to give them more time to become accustomed to the change. If a child has begun a visit and becomes agitated when asked to return to their usual room they will be allowed to stay for a longer visit. If a child becomes agitated during their visit they will be allowed to return to their usual room.

Once a child is nearing the age of transition for their room the supervisor or owner will have a conversation with the parents or guardians of that child to explain the transitions and their purpose. All children transitioning will have signed permission forms in their file in the office. Prior to visits the supervisor will ensure the staff of the new classroom are aware of any preferences, needs, or other information for that child. The supervisor will also ensure the child's contact information is in the new room in case of emergency. Any supplies the child may need for their visit (diapers, wipes, cups, emergency medication, etc) will be brought to the new room with the child. A note will be put in the communication book regarding the visit and the child will be signed out of the class they have left and into the class they are going to so their location is known in the event of an emergency.

Parent and teacher communication is key to the well being of the children so staff will communicate consistently with parents in regards to the transition of their child to a new classroom. They will be informed of how their child's day was, if they enjoyed their visit, if there were any difficulties with the visit, and anything different in the routine or expectations of the new classroom.

5. Fees

Classroom	FT Monthly	Daily FT	4Days/Week Monthly	Daily PT 4	3Days/Week Monthly	Daily PT 3	2Days/Week Monthly	Daily PT 2	1Day/Week Monthly	Daily PT 1
Toddler	850	\$39	1005.33	\$58	780	\$60	528.67	\$61	268.66	\$62
Preschool	850	\$39	918.67	\$53	715	\$55	485.33	\$56	251.33	\$58

Monthly rates remain the same every month regardless of the month having 28 days, 31 days, or holiday closures. This amount is averaged over the entire year to maintain consistency.

A \$55.00 registration fee is required when registering.

Upon registration there is a non-refundable 2-week deposit which will be deducted from your first month's fees.

6. Payments

Fee payments are to be made at the beginning of each month. Payments can be made with cash, check, debit, or credit card.

7. Hours of Operation

Guiding Stars is open from 8:00am to 6:00pm Monday to Friday. We are open year round with the exception of 11 holidays. We are closed on New Years Day, Family Day, Good Friday, Easter Monday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving

Monday, Christmas Day, and Boxing Day. We are open for half days on Christmas Eve and New Years Eve but may close depending on registration for those days.

Drop Off and Pick Up

Drop off time is between 8:00am and 10:00am. If you will be later than 10:00am please call the centre by 9:30 the morning of to inform the staff. Pick up is between 2:00pm and 6:00pm. If you need to pick up or drop off your child(ren) between 11:00am and 2:00pm please give the centre advance notice as this time of day is when children are eating lunch and preparing for sleep and children being picked up or dropped off at this time can become very disruptive to the other children.

Late Pick Up

Guiding Stars closes at 6:00pm. If you should have need of picking up later than 6:00pm please call the centre to inform staff. There will also be a late pick up fee of \$1 per minute per child. This fee is to be paid in cash to the staff remaining in the centre at the time of pick up.

8. Withdrawal from Program

Should you wish to withdraw your child from care at Guiding Stars, or change the frequency they attend, we require 30 days written notice. Failing to provide adequate notice may result in additional fees.

9. Emergency Evacuation Policy

Guiding Stars Childcare Centre has a detailed Emergency Management policy on site. This policy outlines the procedures we follow for multiple categories of emergency situations; including, but not limited to, Lockdown, Hold & Secure, Disaster requiring evacuation, and Tornado and tornado warning.

In case of emergency requiring evacuation of the children Guiding Stars will relocate to:
Andrea Khanjin, MPP Office
237 Mapleview Dr E
Unit 1
Barrie On.
L4N 0W5
705-722-0575

Once we have safely evacuated and are situated in our evacuation location we will contact parents via phone call for immediate pick up of their children from this location.

10. Childhood Illness Policy

In order to avoid the spread of illness throughout our centre there are certain symptoms and illnesses that require children to be excluded from care for a certain amount of time. The following chart is a list of some symptoms and illnesses and the exclusions periods for each.

Diarrhea	2 or more	Must be symptom free for 24 hours prior to returning to care
Vomit	1 or more	Must be symptom free for 24 hours prior to returning to care
Unknown Rash		Must be symptom free for 24 hours prior to returning to care
Chicken Pox <ul style="list-style-type: none"> • Fever • Itchy rash – spots turn to blisters then crust over 	Diagnosed by Doctor	Child must be excluded from care until fever is gone for 24 hours – spots are not a factor
Hand Foot and Mouth <ul style="list-style-type: none"> • Fever • Ulcers in the mouth • Sore throat • Rash on hands, feet, around the mouth, or other parts of the body 	Diagnosed by Doctor	Child may return once diagnosed as long as the child is well enough to participate in care
Impetigo <ul style="list-style-type: none"> • Rash with clusters of red bumps or blisters • Affects hands, face, neck, arms, and legs 	Diagnosed by Doctor	Must be symptom free for 24 hours prior to returning to care OR 24 hours after beginning treatment
Pink Eye <ul style="list-style-type: none"> • Redness of the eye • Goop from the eyes 	Diagnosed by Doctor	Must be symptom free for 24 hours prior to returning to care OR

<ul style="list-style-type: none"> • Painful or itchy eyes 		24 hours after beginning treatment
Fever <ul style="list-style-type: none"> • Temperature over 38°C or 100.4°F 		Must be symptom free for 24 hours, without aid of medication, prior to returning to care
Lice <ul style="list-style-type: none"> • Nits close to scalp • Live bugs on hair 		Child must be free from lice and be checked by a teacher upon entering the centre

Please note that during an outbreak the exclusion period will be extended. If any of the above symptoms should become present while your child is in our care we will call for immediate pick up of the child.

11. Serious Occurrence Policy

A serious occurrence is any event which has caused serious harm to a child, complaints of a serious nature made against a staff member or the centre, fire or disaster, missing child, abuse or allegation of abuse.

Serious occurrences are filed with the Ministry of Education within 24 hours of occurring and the report will be posted by the main entrance for all clients and visitors to the site to see for 10 days following the incident.

12. Parents Issues and Concerns

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

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

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

An initial response to an issue or concern will be provided to parents/guardians within 2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

13. Classroom Visits

Once you have registered your child with Guiding Stars we encourage you and your child to come visit the centre a couple times prior to your child's start date. This allows your child to get to know their teachers and peers prior to starting to make the transition into care easier.

14. Student and Volunteer Policy

Guiding Stars welcomes students and volunteers to the centre to help expand their knowledge of childcare and assist with their learning. All students and volunteers are required to have a Criminal Record Check with Vulnerable Sector, Standard First Aid and CPR Level C, Up-to-date Immunization Records, and they must have read and signed off on all of our Centre's policies and procedures. Students and volunteers are never in direct supervision of the children, they will always be working with a regular staff member and do not count towards classroom ratios.

15. Home Toys Policy

We encourage children to bring any stuffed toys or blankets that may assist them at rest time however we ask you to refrain from bringing other toys from home unless we have planned a designated sharing day. Toys from home may become lost or broken and we do not accept responsibility for any items brought from home.

16. Labeling Policy

All items coming in to the centre for your child **MUST** be labeled with their name. We have many children in the centre and keeping track of all belongings can be difficult. In order to

avoid loss of items or items being sent home with the wrong child, please label everything in a visible manner.

17. Off Premises Activities

Guiding Stars will occasionally plan outings where the children will leave the centre for an activity. In advance of any such outing a permission form will be sent home with parents which must be returned prior to the date of the event. If we do not receive a signed permission form prior to the outing your child will remain in the centre with a staff member.

18. Photography Release

I, _____, give permission for Guiding Stars to photograph my child(ren), _____, and use the pictures for the following (please check all that apply):

<input type="checkbox"/>	Internal Posting	<input type="checkbox"/>	Guiding Stars Facebook	<input type="checkbox"/>	Press
<input type="checkbox"/>	Website	<input type="checkbox"/>	Advertising		

Signature: _____

19. Product Use

I, _____, give permission for Guiding Stars to apply the following products provided by me to my my child(ren), _____. (Please check all that apply):

<input type="checkbox"/>	Diaper Cream	<input type="checkbox"/>	Sunscreen	<input type="checkbox"/>	Lotion
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Signature: _____

20. Signatures

I acknowledge that I have read and understand Guiding Stars Childcare Centre's Parent Handbook.

Parent/Guardian Name: _____

Signature: _____

Parent/Guardian Name: _____

Signature: _____