



## Program Statement

Clarkson Angels aims to build a sense of belonging amongst our families, staff and community by providing nurturing environments and experiences. We support the development of children through Ontario's Pedagogy for the Early Years: How Does Learning Happen? Our curriculum is tailored to enhance the foundation of each child's sense of belonging, well-being, engagement and expression, viewing children as competent, capable, curious and rich in potential.

Clarkson Angels is committed to allowing children to develop a sense of self as we promote all forms of communication and expression.

How Does Learning Happen? Sets out goals for children and expectations for programs, organized around four foundations that are central to children's learning and growth. They are not meant to measure children's development but rather to guide practice.

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when he or she is connected to hers and contributes to their world	Early childhood programs cultivates authentic, caring relationships and connections to create a sense of belonging among 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 further children's healthy development and support their growing sense of self.
Engagement	Every child is an active and 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.

Clarkson Angels believes that **excellent nutrition** is essential for growth and development in early childhood. Clarkson Angels provides a well-balanced menu which follows Canada's Food Guide and the Heart and Stroke Health Check program. We have carefully selected Yummy Catering as our choice to provide children with a variety of delicious and nutritious home-style meals. Children are exposed to an engaging and educational eating environment by self-serving, which allows children to be aware of serving sizes, making choices, and learning self-help skills. Our teachers sit with the children during mealtime, use positive language and involve the children in open-ended discussions about healthy eating. This allows the children to practice language development and supports a **positive attitude about food and nutrition**. Children are encouraged to try new foods but are never forced to eat. Both children and staff wash hands frequently throughout various points in the day, including but not limited to, before and after meals, after outdoor play and during toileting and diaper routines.

Our on-site kitchen staff members are Certified Food Handlers and strictly adhere to Clarkson Angels Health and Safety Policies. In addition, they are thoroughly trained in all **food allergies** within the centre. Teachers follow health and safety guidelines set out by Peel Children Services, Region of Peel Health Department, and the Ministry of Education.

Clarkson Angels strives to be a **peanut and tree-nut free environment** and ask that Parents refrain from sending children with any outside food, including unfinished breakfast or snacks. There are both staff and children with life-threatening allergies (anaphylaxis). Eating or touching these foods, even in trace amounts, may cause a severe reaction that can lead to death. Parents/guardians are responsible to ensure the centre is aware of their child's allergies and/or dietary restrictions. Information on each child's allergy will be kept on file in the office, in the kitchen and posted on the wall in each classroom. A recent photograph is posted on each child's **Anaphylaxis Emergency Plan** in each classroom and kitchen. Children with life threatening allergies need to carry their Epi-Pen on them, alternatively it will be kept in a labelled pouch in the classroom. A secondary Epi-Pen is to be kept in the office for emergency purposes if supplied. All staff are trained on anaphylaxis procedures through First Aid training by a certified trainer as well as parents of child with the allergy. Breast milk, formula, cereal and infant food will be allowed to ensure infants individual needs are met.

An '**Individual Medical Emergency Plan**' with instructions must be completed and signed by parents of any child who has one or more acute or chronic medical conditions such that he or she requires additional supports, accommodations, or assistance. We request the completion of the Individual Emergency Medical Plan & Medication Form to allow us to administer any applicable medication the Parent or Doctor:

\*\*Emergency procedures specific for each affected child are to be posted in all classrooms, the kitchen and in the staff room along with a recent photograph of the child.

All **accidents and/or injuries** are reported to the Supervisor as soon as possible. An incident report is filled out and signed by both the teacher and the Supervisor. Parents are asked to read and sign the report when picking up their child to ensure they were informed of the incident.

All staff, students, and volunteers are required to receive **health assessment and immunizations** as recommended by the local medical officer of health. Staff members are also required to have their **Standard First Aid and CPR-C** certifications. **Vulnerable Sector Checks** are received prior to employment of each employee and will be re-

screened every five years. In addition, each year staff are required to sign an offence declaration form indicating they have no convictions for offenses under the Canadian Criminal Code.

Staff names, profiles and picture are located near the entrance of the centre on the **"Meet Our Team"** wall. This serves as a great introduction for children and families to learn about our staff and their past childcare experience.

An attendance is kept in each classroom to log children who are **signed in and out** of the centre each day. To ensure the safety and well-being of the children at all times, children are only **supervised** by staff and employees of Clarkson Angels. Under no circumstances will direct unsupervised access be granted to anyone under the age of 18 years old. Placement students and volunteers are not counted in staffing ratios.

Our **North location** has a 3500 sq. ft. facility to accommodate the following children:

Infant Room (Birth - 18 months)	9 Infants
Toddler Room (18 - 30 months)	10 Toddlers
Preschool Room (2.5 – 5 years)	15 Preschoolers
OR Kindergarten (3.8 - 5 years)	10 Kinders
Before & After School (6 - 12 years)	29 School Age

Our **South location** has a 6000 sq. ft. facility to accommodate the following children:

Toddler Room (18 - 30 months)	30 Toddlers
Preschool Room (2.5 – 5 years)	24 Preschoolers
Preschool Room (2.5—5 years)	24 Preschoolers
<b>OR</b> Kindergarten (3.8 - 5 years)	20 Kinders
School Age Room (6—12 years)	11 School Age

Clarkson Angels provides a variety of **full time, part time, half day and flex care programs**. We also provide March Break/Winter Break and Summer Break Camps. We are open Monday through Friday 7:00am to 6:00pm. The Centre is closed on all Statutory & Civic holidays.

Clarkson Angels requires NO **waitlist fee** to be placed on the Waitlist. Children are placed on a wait list according to when care is required. The following are the steps taken:

- Families are placed on a confidential Clarkson Angels waiting list when there is not an opening available for their child.
- Once an opening becomes available, families on our waiting list will be contacted according to the date of application.
- Priority is given to sibling of children already enrolled and to children who are enrolled and will be graduating to the next class. Families who have requested schedules that fits the available opening will also have priority.
- Families will be given date of application as a reference, should they require to see the actual waiting list. The list is kept confidential and in the office.
- Families who do not reply within a week will be removed from the waiting list.

Clarkson Angels requires your **child's registration** package to be fully completed in order to complete the enrolment process. It is the parent's/guardian's responsibility to ensure that all information is accurate and up to date. All information is confidential and is property of Clarkson Angels.

**Pre-authorized withdrawals** will be made bi-weekly on alternating Mondays. Please check your payment schedule for withdrawal dates. Payment is still required for if your child is absent, sick or on vacation. If payment is not received, within 10 days, services will be suspended until payment is made in full. Should suspension occur, your child's space may be re-assigned. NSF fees will be added to your account as necessary (\$25 late charge + \$35 NFS charge = \$60. Please note: We raise our fees annually to reflect changes in the operating costs of the program. The Supervisor must be notified in writing a minimum of **FOUR** weeks prior to the withdrawal of a child or payment in lieu of. Tax receipts will be issued on a yearly basis. Lost, misplaced or duplicated tax receipts are \$25 per receipt. Clarkson Angels has a subsidy agreement with the Region of Peel.

Staff, Students and Volunteers are required to sign a **confidentiality agreement** stating that any information regarding children, families & programs at Clarkson Angels is to remain in strict confidence. This includes but is not limited to any discussions of clients, families, staff or children within or outside Clarkson Angels, during or after employment. This also includes discussions through any electronic forms of communication (i.e. Facebook, email, texting, phone calls etc.) **RECE's** follow a code of ethics and standards of practice which define the professional knowledge, expertise, ethical values and behaviours expected as members of the College. This prohibits them from having any personal relationships outside of Clarkson Angels during or after employment. This includes private babysitting, nannyng and any social media connections.

Clarkson Angels reserves the right to dismiss a child should:

- He/she display behaviour that threatens the well-being of other children or staff.
- The family/guardian of a child enrolled at Clarkson Angels, fails to reasonably co-operate with the staff and fails to abide by the policies as agreed upon.
- The childcare fees are not received within 10 days of fees being due.
- He/she is unable to adjust to the environment after all options of transition have been exhausted.

**For pick up and drop off** in the early morning and late evening, the children (infants excepted) gather into one classroom as teachers arrive and leave for the day. It is recommended that you arrive to Centre by 5:55 pm to ensure that you and your child have enough time to dress and collect all personal belongings. This also allows staff enough time to prepare the Centre for closing by 6:00pm. Parents/Guardians **MUST** drop their child off in the classroom and ensure that they have signed their child into the attendance. Please contact the centre to inform staff if your child will be absent or if your child will be dropped off or picked up by someone else other than the assigned adult. The Child Care & Early Years Act states that a designated third party be named on the registration forms if a parent cannot be reached to pick up your child. Please note, **PHOTO** identification will be required when the designated person arrives to pick up the child. Late pick up fees are charged when children are picked up after 6:00pm. \$5.00 for every minute is payable at the time of arrival or will be added to your account.

Children will not be released to anyone under the age of 18 unless arrangements have been made with the Supervisor.

Clarkson Angels provides a **clean, safe and child friendly environment**. All accidents and/or injuries are reported to the Supervisor as soon as possible. An incident report is filled out and signed by both the teacher and the supervisor. Parents are required to read, sign & retain a copy for their records.

Our materials and rooms are organized creating a welcoming and engaging environment for children and their families. Our toys, equipment and furniture are cleaned, sanitized, and inspected regularly. These items are age-appropriate for each classroom and the development of all the children in each program. We adhere to and often exceed the recommended requirements by the Ministry of Education and the Ministry of Health.

*Parents/Guardians are responsible for providing:*

**Up-To-Date Immunization Records** – A signed health form noting the date and type of immunization administered is required. If you have chosen not to immunize your child a signed affidavit exemption form must be provided with your registration forms

**Medicines** – Staff can administer prescription and non-prescription medicines. Along with the medical form, parents will be required to sign the medicine log in their child's classroom should the medication be required for over a week. Medicine must be in its original container with the prescription label bearing the child's name.

Children should remain at home if they have the following symptoms:

- \* Fever- if a temperature remains above 38 C/100.4 F with the aid of medication
- \* Consistent eye/nose draining
- \* Vomiting (more than twice for the day)
- \* Skin irritations such as rashes, bumps that are undiagnosed and may be contagious
- \* Diarrhea (Ministry of Health requires children to be symptom free for 48 hrs)
- \* Other illnesses according to the Ministry of Health. If you are unclear on whether your child should attend, please contact the office for clarification.

Please be advised that in the event your child experiences any of the above symptoms or contracts any of the above illnesses **OR** is absent for more than 2-3 days, a doctor's note may be required and full treatment has to have been provided to allow clearance for the child to return to the centre. The health policy at Clarkson Angels is in place to assist in minimizing the stress of illness for everyone and avoiding a serious outbreak.

Clarkson Angels intends to promote the **well-being of all staff, children, and families** while in our community and care. By nurturing children's healthy and individual development, we encourage and promote children to reach their personal best.

Clarkson Angels support positive and responsive interactions among the children, parents and teachers by creating a **welcoming and engaging environment** for everyone. Parents, children and staff are greeted in the morning and evening during drop off and pickup. During tours and the enrollment process, staff and the prospective families are introduced by name helping to welcome and engage them in the centre.

We also support interactions between parents, children and staff by welcoming parents into the classroom to participate in a variety of activities. Clarkson Angels takes pride in our **open communication policy**. We support dual relationships between the children, families, and staff through centre engagements such as, Christmas concerts, meet the teacher nights and Parents' Night Out.

Clarkson Angels staff remain engaged but allow children time to problem solve on their own, stepping into facilitate when necessary. This helps to encourage, support and strengthen problem solving skills as well as positive interactions amongst peers.

At Clarkson Angels a well-planned program and a caring staff are the keys to assist children in developing self-control. Discipline is not used as a form of punishment but as a teachable moment. Teachers **guide behaviour** by setting a positive example and by using verbal and non-verbal cues as tools for communication. Our goal at Clarkson Angels is to assist children in developing self-esteem, self-control, responsibility for their actions, confidence, and acceptance by using positive reinforcements. Teachers use a combination of strategies for behaviour management, including redirection, reasoning, getting down to child's level and using a calm voice, we also ensure age-appropriate materials are in the classroom, set limits, give choices of two things allowing a child to feel a sense of importance, and giving two minute warnings at transitions.

The following are prohibited practices:

- Striking a child or using any form of corporal punishment, directly or with an object.
- Shaking, shoving, or kicking a child.
- Requiring a child to repeat any sort physical movements used as discipline.
- Depriving a child of their basic needs, including water, food, shelter, clothing, or bedding.
- Physically isolating a child outside the classroom, or having a child sit out away from class activities for more than five (5) minutes.
- Physical restraint of the child such as confining a 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 themselves or someone else, and is only used as a last resort and only until the risk of injury is no longer imminent.
- Locking the exits of the childcare centre or confining a child in an area without adult supervision unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
- 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 their self-respect, self-worth, dignity or self-worth.
- Yelling, screaming, shouting, or swearing at a child for any reason.
- Inflicting any bodily harm on children including making children eat or drink against their will.

Any staff member observed using disciplinary measures that contravene the CCEYA shall be reported immediately to the Supervisor. The Supervisor will take immediate steps to investigate the alleged incident and determine if CAS should be notified for alleged abuse. The Supervisor will immediately speak privately to the staff member involved, at which time the Supervisor will have to be satisfied that he/she has the facts, that they are reported, that the incident is documented, and a copy is placed in the staff file. A letter or warning will be sent to the employee. The employee should then sign the letter acknowledging receipt. If a second incident is reported, further steps will be taken outlined in our behavior management policy and proper documentation will be kept on file.

The following steps are taken in the event of a **Serious Occurrence**:

1. The Supervisor is made aware of any and all serious occurrences immediately.
2. Serious Occurrence is reported to the MEDU and the Notification Report is submitted via CCLS within twenty-four (24) hours of its happening.

3. The Serious Occurrence Notification Form will be posted within twenty -four (24) hours of the occurrence in a conspicuous place within the centre for a minimum of ten (10) business days.
4. The Supervisor will complete and submit Part 2 Inquiry Report via CCLS within seven (7) days of occurrence. The Supervisor will follow up until the issue is completely resolved.
5. The Serious Occurrence Notification Form is to be retained for at least two years from the date of the occurrence and made available to parents and MEDU upon request.
6. Allegations pertaining to abuse are posted only when the following have been concluded:
  - The CAS has concluded its investigation and the allegation is either verified or not verified or CAS has determined that an investigation will not be conducted; and the MEDU has investigated any associated licensing non compliances.
7. The Serious Occurrence Notification Form is to be retained for at least two (2) years from the date of the Occurrence and made available to Parents and MEDU upon request.

Children should be **dressed in casual, comfortable clothing** that allows for exploration and play.

**Winter:**

- hat, gloves, neck warmer, snow pants, winter coat, insulated boots

**Fall:**

- hat, splash pants, coat, boots or shoes

**Spring:**

- hat, splash pants, rain coat, rain boots, running shoes

**Summer:**

- hat, light coat, rain boots, running shoes (open sandals are not recommended for safety and sanitary reasons), sunscreen, swimsuit, towels

Please label **ALL** items with your child's first and last name.

Please be sure your children always have extra clothing including socks.

We ask that your child only bring **toys on show and share** days and other special event days. Your child may bring a blanket and a soft toy for rest times.

**SMOKING & Vaping is PROHIBITED on the premises of Clarkson Angels, including the parking lot**

Please ensure your child has **sunscreen**. It is recommended that sunscreen is applied 1/2 hour - 1 hour before arriving at the centre. Staff will re-apply sunscreen for afternoon outdoor play. **To avoid skin irritations, please supply and label your own sunscreen.**

Clarkson Angels has an **Emergency Management Policy and Procedure** in place that all staff, students and volunteers will adhere to. Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation. For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

In the event an all-clear has been given to return to Clarkson Angels after an emergency

situation, the Supervisor will notify parents/guardians to relay this information. Where disasters have occurred that did not require evacuation of the child care centre, the Supervisor will provide a notice of the incident to parents/guardians by phone or email.

If normal operations do not resume the same day that an emergency situation has taken place, the Supervisor will provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

If it is determined unsafe to return to Clarkson Angels, upon arrival at the emergency evacuation site, the Supervisor will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. Where possible, the Supervisor will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

### **Our Primary Designated Emergency Shelters**

#### **SOUTH**

**1) St. Christopher's Catholic Church**  
**Address:** 1516 Clarkson Road North  
Mississauga, Ontario L5J 2W1

**2) St. Christopher's Catholic School**  
**Address:** 1195 Clarkson Road North  
Mississauga, Ontario L5J 2W1

#### **NORTH**

**1) St Brides Church**  
**Address:** 1171 Clarkson Road North  
Mississauga, Ontario L5J 2W9

**2) White Oaks Public School**  
**Address:** 1690 Mazo Crescent  
Mississauga, Ontario L5J 1Y8

Families are placed on a **confidential waiting list** when there is not an opening available for their child. Once an opening becomes available, families on our waiting list will be contacted according to the date of application. Priority is given to siblings of children already enrolled and to children who are enrolled and will be graduating to the next class. Families who have requested schedules that fits the available opening will also be given priority.

At Clarkson Angels, our Early Childhood Educators & staff connect with children by being **respectful, sensitive, kind and patient**. When staff use calm and friendly voices and support each other, they contribute to creating a positive environment for the centre as a whole. It is in this environment, children feel safe to communicate their needs and wants, to develop relationships and to explore their environment. By staff modelling positive interactions we are able to guide children in developing positive attitudes towards different backgrounds, cultures and the abilities of others. In this way, staff show children that they expect them to treat others with respect and fairness.

Children are **respected as individuals**. By building in their abilities, interests, cultures, and experiences, it allows them to initiate positive interactions and activities. When we are communicating with children, we as staff, students and volunteers are able to respond positively and appropriately to their needs. We also consider any additional needs or supports children may require. We give children feedback on what they are doing, we encourage them, and affirm their efforts. We also help them learn from their challenges by using resources both within and outside of the classroom.

Clarkson Angels encourages children to interact and communicate in a positive way, we support their ability to self-regulate by modelling positive behaviour, problem solving and



promoting healthy relationships. We recognize that each child is diverse and unique, and staff look and listen to each child from an individual perspective. Staff are in tune to children's individual cues, arousal states and stressors so that they can predict situations to help prevent stressors and to increase children's abilities to self-regulate.

Children are taught about different emotions in both **planned and spontaneous interactions**. Staff support a child's emotions by asking how they are or should be feeling and helping them to understand and acknowledge the emotions, rather than telling them how they are feeling. Children are able to communicate and express their emotions in a myriad of ways throughout the day, such as painting, writing and/or telling stories, singing, dancing, drawing, engaging in dramatic play, sensory, and gross motor.

Clarkson Angels **fosters exploration and inquiry** that is play based. Evidence from diverse fields of study supports the notion that when children are playing, they are learning. Our staff of Registered Early Childhood Educators and Certified Teachers maintain an ongoing stimulating, age-appropriate program/curriculum for each age group. The unique curriculum provides unlimited opportunities for the development of each child. In the classroom and on the playground, age-appropriate concepts are integrated into all aspects of play. Through exploration, games, daily social interactions and providing children with activities that parallel their developmental needs and abilities, learning occurs naturally.

Our programming is based on the **children's interests and the environment** is prepared and reflective of this. Classrooms are set up to support child initiated independent play. We believe that children are competent and capable, so materials are made available and easily accessible throughout the classroom. Children have access to a wide range of materials such as crayons, markers, chalk, bingo dabbers, glue, scissors, paper, books, dress up clothes, dramatic play, magnifying glasses, timers, scales, bowling pins, dolls, cars, blocks, beads, lacing boards, puppets, balls, sensory bins etc. Children are encouraged to use these items in ways that makes sense to them. Children's work and creations are displayed throughout the centre so children, families, and staff can see what activities they are interested and engaged in while at Clarkson Angels.

During play, teachers interact with the children by **asking open ended questions**, allowing children to take the lead and extend on their learning. It is through these interactions that the teachers observe the children's interests and help to plan future activities.

We recognize that children are individuals, so the environment is set up in ways to help **support their development**. Activities can and will be adapted to the developmental level and needs of each child. In the classroom, bins are labelled with both words and pictures. There are a variety of resources and items for children to use for all areas of development. Teachers use visual aids to engage all the children. Sign language is used in our infant and toddler rooms to communicate with children who are not yet verbal.

Clarkson Angels provides **child initiated and adult supported experiences** to foster development. Programs are posted in each classroom with a variety of educator planned activities that can be adapted each week based on the children's interests. There are times throughout the day where the child takes the lead in planning an activity and times when the teachers build on previous observations to implement activities that support each child to stretch his or her skills. These can be seen through both planned and spontaneous interactions throughout the day. Child initiated activities can also be

extended into adulted supported experiences and added into the program throughout the week.

Clarkson Angels plans for and creates **positive learning environments** and experiences in which each child's learning and development is supported. We employ an enthusiastic, creative, and dedicated team that provide and promote diverse activities, experiences, and materials in an appealing manner. Classrooms are clean and organized and set up in a way that is inviting and fun. Children are encouraged to be a part of the classroom, taking roles in cleaning, and putting away toys, helping to instil pride in their room and some responsibility for its care, this helps develop useful life skills.

Children can be seen **actively engaged** in activities and play throughout various points of the day, both independently and in groups. Children and staff can be seen smiling, laughing, and engaging together demonstrating a positive learning environment. Often, children's artwork, cognitive work and photos of various accomplishments and events that have recently taken place will be displayed throughout the child's room or the centre. Parents have the opportunity to see and discuss with their child some of their experiences that make up their day and reflect on their learning.

Staff work through a **comprehensive development checklist** and provide parents with a report twice a year for toddler, preschool, and full day kindergarten children attending the centre. This allows for both parents and staff to determine each child's needs and abilities as well as what skills need to be worked on and further developed in the future. Staff are able to adjust and alter lessons and experiences to suit each child's individual needs and developmental levels.

Clarkson Angels incorporates a range of different experience modalities including indoor and outdoor play, active play, quiet play, rest, and quiet time while considering the individual needs of children. All activities, **both indoor and outdoor**, are developmentally appropriate and allow children to participate and can be modified for children with special needs. Children are asked open ended questions about their surroundings and environment to encourage and promote learning, development, and observational skills across various subjects.

We incorporate outdoor play into our program plans daily, and allocate two hours a day, weather permitting. Outdoor play encourages exercise, mobility, social, emotional, cognitive, and gross motor development. Children have the opportunity to participate in free play as well as organized activities while outdoors. This promotes well-being and belonging amongst the children. Clarkson Angels takes into consideration **the individual needs of each child** by providing rest areas outdoors for children who may need it. We provide a variety of toys including, bikes, ride on cars, balancing games, hula hoops, chalk, balls, nets, pylons, parachutes, cars, shovels, blocks etc. Indoor gross motor activities will be done when the weather prevents the children from engaging in outdoor play.

Clarkson Angels adapts indoor active play by planning around the children's current interests. Programming will reflect the interests and needs of the children in each classroom. Toys will be rotated, and activities planned based on teacher's observations. The shelves in the **classrooms are always well stocked and accessible to children**. Indoor active play is encouraged through spontaneous and planned activities. The daily schedule is flexible to the needs of the children and allows for activities to be extended or shortened based on their current interests.

In accordance with the CCEYA regulations, toddlers, preschoolers, and kindergarten children are provided with a **2-hour rest period between 12:30-2:30**. Infants rest and sleep based on their own individual schedules. Individual needs are taken into consideration by allowing children to read books or engage in quiet activities when they are unable to sleep.

A book centre is in each classroom to provide an area for rest and quiet activities. A **welcoming and calming environment** is created by placing couches, chairs, or large pillows, and books within the book centre. Children are encouraged to visit the book centre throughout various times in the program. Reading and quiet activities can be done both individually and, in a group, setting to promote positive social interactions, relationships, language development, and a sense of belonging.

Clarkson Angels fosters the **engagement of an on-going communication** with parents about the program and their children in numerous ways. Teachers seek out opportunities to talk to parents without ignoring the needs of children. This can be either planned or informal opportunities to share ideas. Open communication can be seen throughout various points in the day. At drop off, staff ask parents about the child's night, morning, behaviour and overall well-being, this allows staff to know what to expect and can adjust the program accordingly within reason. Updates are provided at the end of the day, and daily logs are completed in our infant and toddler rooms. Parents can also read our website, newsletters, classroom and centre bulletin boards and calendars for additional and important information regarding their child's classroom and the overall centre. On-going communication allows for both the parents and educators to feel engaged in providing positive learning experiences for each child and can both share ideas, thoughts, and solutions.

Parents are partners and a pivotal element to their child's success, so we believe their on-going communication is vital. At Clarkson Angels we provide an **open-door policy**. Parents are welcome to stop by or call anytime. Parents are also encouraged to suggest ideas or voice concerns that would continue to make Clarkson Angels a safe and comfortable environment for the children. We support positive and responsive interactions among the children, parents/guardians, and educators. We 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. Suggestions and ideas can be made in person to the supervisor, through phone or email, or written in our suggestions box located in the front vestibule of the centre.

**Issues/concerns** may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing. 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 five 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.

If required, a **transition period is provided for new children** starting at the centre. Depending on the caregiver's availability and space within the classroom, the transition period will take place one week prior to the start date. Generally, the transition period begins with a couple hours on the first day, so the child has a chance to get to know the

teachers, the classroom, as well as the other children. The duration of the visits will extend each day, with the goal being a full day on the last day of transition.

Clarkson Angels welcomes **local community partners** and allows those partners to support the children, their families, and staff by creating a collaborative environment and relationship with the community. A community board is in the centre where community members, parents, or caregivers can share their business card (upon permission from the director) to help other parents find businesses and resources in the community.

Field trips for our School Age Camp Program are often within the **local community** helping children and families learn about and support the businesses within Clarkson, Mississauga, and promote a positive ongoing relationship. If provided, flyers or business cards for these establishments can be placed in the front vestibule or sent home with parents to further develop the relationship.

Staff and children occasionally go on **nature walks** around the neighbourhood to see and observe the Clarkson community.

Clarkson Angels supports our teachers, students, and volunteers who interact with the children by encouraging continued **professional learning** in different ways. Staff are Registered Early Childhood Educators with the College of ECE. The College of Early Childhood Educators' Continuous Professional Learning (CPL) is designed to help RECEs reflect and plan for and document their professional learning in a meaningful way. To be in good standing with the college, staff must complete workshops and develop a professional portfolio. A **College of ECE bulletin board** is posted within the centre for staff to view. Any relevant information, announcements or mail from the college is posted on this board. In addition, articles pertaining to the field of ECE, a child's learning and development, program development, or professional development is placed in the staff room to encourage and assist in learning.

Clarkson Angels is also a member of **Raising the Bar**. Staff continue professional development workshops throughout the year and are required to complete a certain number of hours per year. Copies of CDRCP's workshops are available in the staff room and staff are encouraged to attend relevant workshops. We provide replacement staff to accommodate those who want to attend workshops that occur during the day.

Clarkson Angels consistently document and review all the strategies set out above in the program statement to review the needs and impact it has on our children and their families. The **program statement** is reviewed annually, or as needed by the Supervisor to ensure everything is relevant, and reflects the wellbeing of our children, staff, and families at Clarkson Angels. Our open communication policy with our staff, parents, and families will serve as an ongoing reflection tool. The suggestion box located in the front vestibule will be an additional way for parents to communicate with the supervisor about any of the above needs or concerns.

Staff will review policies and procedures, as well as the parent handbook on an annual basis, or as needed. Past programming is kept in a binder, for staff to use as a tool to further their learning and reflect on the impact of their activities and strategies on the children. Records of staff development and workshops are kept on file so that both the staff and supervisors can reflect on their professional learning.

An ongoing record of development will be kept for each change made to the program statement. Parents and staff will be notified of any updates or changes to the program statement handbook via the parent information board.

Thank you for taking the time to read this **important information**. Should you need further clarification on any topics, feel free to speak with the Supervisor or send a confidential email to us at [info@clarksonangels.co](mailto:info@clarksonangels.co).

***“Children are not things to be molded but people to be unfolded”***  
*by Jess Lair*