

Alpha Child Care Ltd.

COMMUNICATION

PHILOSOPHY



Parent Communication:

Alpha has a family atmosphere where educators build relationships with the children and the parents by maintaining an open-door policy in which families are welcome to visit the centre at any time throughout the day. Alpha believes that families are the primary caretakers and a child's first and best teachers therefore, once a family joins the "Alpha Family" we become a team in their child's learning journey. Alpha has social evenings giving parents an opportunity to engage and mingle with other parents as well as their educators or visit us at the beginning or end of the day. There is also an opportunity for parents to represent their child's class on the Parent Advisory Committee (PAC) that meets once per month from October to May. Our bi-monthly newsletters help to keep parents informed. Child Observations Records are completed twice a year and social scripts of the children's learning journey are posted in the classroom. Parents will receive a copy of their child's social scripts along with their child's Observation Record in February and June of each year. Parent/educator conferences may be set up to discuss the children's progress.



In the event of an emergency Alpha has developed and implemented policies and procedures for everyone involved to follow. Parents will be notified as to where their child can be picked up. Parents will be notified through the most convenient communication method available to the educators. This may include but is not limited to phone, email, face book message, or text. After the emergency has taken place a debriefing will take place with educators, children and parents. As to what the situation was and if there are any changes that Alpha needs to make as a direct result of the situation.

In order to keep the channels of communication open and to ensure that parents have an avenue to share their concerns with Alpha Child Care, the following has been put into place to ensure that all concerns are dealt within two business days. Alpha will make certain that all complaints and concerns are dealt with in a fair and equitable fashion. When a parent has a concern or a complaint in regards to the centre and or its operation the preferred method of communication is for the parent to voice their concern to the supervisor immediately. It is important for the parent to speak to the supervisor immediately so that they can look at scheduling, environment, other children, equipment, programing, etc. as part of their investigation into the complaint. **For a complete outline of the complaint/ concern procedure please see Appendix 2**

Philosophy:

Alpha believes that each child is a unique individual that is competent, capable, curious, rich in potential and develops at his/her own pace. Next to health and safety, the most important aspects to building a solid foundation are self-esteem, social skills and the confidence to handle any situation that may arise. It is with this solid foundation that children contribute to society in a constructive manner. With good self-esteem and social skills, children will seek learning, will love to try new activities and will feel confident handling any challenges that come with learning in a multi-cultural world. All educators use every opportunity to ensure that the children are dealt with in a positive manner. This could include the use of positive affirmations, massaging the children's hands, rubbing the children's back, giving the children a hug. For a complete outline of **Alpha's program statement please see Appendix 1.**

All children are treated equally, given ample opportunity to express their needs and concerns and each child will be listened to in an active manner all while preserving the child's dignity and self-worth.

The children are encouraged to grow and accept new challenges with the positive attitude that it is Okay to make mistakes. The learning experience and attempt are more important than the outcome. Every child at Alpha feels that they belong and are valuable contributors to their surroundings and deserve every opportunity to succeed. It is the responsibility of the Early Childhood Educators who will address the children by name while providing an interesting and exciting environment in which the children can explore, play and inquire while building on what they are already capable of doing, and are interested in. The educators support the children's experiences by providing thought provoking questions for the children to enhance their own learning. Therefore, the children are having fun but learning without even knowing it, all of which is done within a caring, loving family atmosphere. Alpha strives to be a fully inclusive centre and a natural proportion of children with differing abilities will be accepted at Alpha provided Alpha can contribute positively to the child's life.

BEHAVIOUR GUIDANCE TECHNIQUES

Behaviour Guidance Techniques:

Self-regulation is about how effectively and efficiently a child deals with stress (what the brain registers as a possible threat) on all five levels including biological, emotional, cognitive, social and empathy and then can calm themselves. Our educators support children's self-regulation through play partner interactions by following the lead of the children, observing their interest and taking note of how they interact with others within the classroom environment. Through continual observation and attention our educators support children in developing strategies to remain calm and to regulate their emotions while recognizing the effects of their actions on others. Through the Second Step Social/Emotional program the children learn to identify and understand feelings within themselves and others and how to respond in a socially acceptable and caring manner. The children are taught how to calm themselves through words (counting to ten) and or appropriate actions (rubbing their tummies) before attempting to work out a solution to a problem with a peer. The educators provide a supportive environment by providing choices of visually stimulating areas within the classroom (block centre dramatic centre) and visually calming areas in the classroom (book area, cozy book nook, sensory, cognitive area etc), to meet the needs of all the children throughout the day.



Alpha's educators are equipped with the tools to help children handle conflict in a positive manner and that throughout life there will always be consequences to their actions. The educators will often remind the children of the rules and limits that have been set out for them as well as redirect the children when necessary. Alpha's educators encourage discussion and give the children lots of choice and the tools they require to successfully work through social challenges. Through the use of the six steps of conflict resolution the educators help the children work through a conflict they may be having with a peer. The children are actively listened to and as a team the children together with the guidance of the educator, decide what plan of action they will take. For example: if the children are arguing over a toy, they may decide that one of them will play with it for two minutes and then it will be the other child's turn to play with it. In all situations the children are encouraged to listen to one another and to help one another come to a solution that is acceptable to all parties involved. This could mean giving each other a hug, sharing a toy or any other positive action that the children can think of. The educator ensures that the

agreed upon solution is followed by all parties involved. This process gives the children a sense of belonging, develops a sense of self, health and well-being.

Our educators use positive reinforcement with the children and are always encouraging and building confidence within the children. Alpha uses the structured process of, Setting the Stage for Successful Behaviour to support the children when they are experiencing a challenging situation. This approach is based upon the concept that all behaviours happen for a reason or reasons. Once the reason is identified, this information is used to help develop strategies to help the child learn more successful ways of conducting themselves within their learning environment.

Any practice based on negative control techniques is not part of Alpha's Behaviour Guidance Practices. All educators must abide by the Prohibited Practices as stated in the Child Care and Early Years Act. **For a complete list of the Prohibited Practices please see Appendix 4.** The supervisor will ensure that a written record of the behavior guidance monitoring of all educators, and volunteers will be done twice annually of each year or immediately following an observed or reported prohibited practice. All behavior guidance monitoring forms will be kept on the educators or volunteer's file.

In the event that a supervisor observes or is made aware of a practice that is not supported, they will address the issue with the educator according to the strategies outlined in the policy # 0620 Violation of Behaviour Guidance in Alpha's Policy Manuel and Employee Disciplinary Policy.

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CURRICULUM

Curriculum:

Children learn through play. Play is a child's work and is equivalent to an adult doing their job at their place of employment each day. Through child-initiated play and adult supported experiences a child learns ways of exploring the world, learning new skills and making new friends. Young children will flourish in all areas of development when they are in supportive, caring and responsive relationships with adults. This is the foundation of quality childcare.

All aspects of the children's interests are incorporated into Alpha's holistic approach curriculum which will lead the children to new and exciting ideas and concepts. Children direct their own learning, have input into where they learn, decide when they learn, choose their own play experiences and materials that they want to explore. Alpha's curriculum offers a variety of age appropriate planned and spontaneous activities based on the interest of the children. The children explore and manipulate the materials provided for them in small groups in order to support physical and emotional safety, facilitate individual learning, build trusting relationships, focus on high quality interactions between educator and the child, and provides a context for positive behavior guidance strategies. Children in the same age group cultivate their skills at their own pace to achieve the necessary goals to enter the next developmental age category. Mastery of these skills is not necessarily accomplished at a specific time over the year but on a more sporadic scale. The children are exposed to a well-balanced curriculum which exposes them to a wide variety of open-ended materials in which to manipulate in all areas of development which include Approaches to learning, Social and Emotional (Second Step Social Program), Physical Development and Health, Language, Literacy and Communication, Mathematics, Creative Arts, Science (Wings of Discovery Program) and Technology, Social Studies, and English Language. Once the children have a good grasp of the English language the children will also be exposed to an introduction to identifying items in the French language through our weekly French program. For example: they will learn the days of the week in French and then at calendar time will sing the days of the week in English then in French. In order for your child to acquire the most from our program they should be in attendance between the hours of 9 a.m. and 4 p.m.. This gives your children enough time to fully engage in the activities made available to them and it gives the educators ample time to form a bonding relationship with your child in order for them to observe, document and evaluate where your child is functioning developmentally.

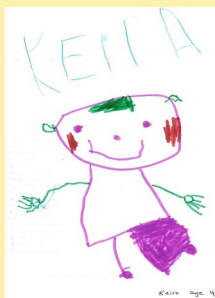
Throughout the year the school age children will participate in numerous off premise excursions, to support extended learning of the children's particular interests such as visiting the zoo to see the animals if this is where the child's interest lies. The children's learning also reaches out to the community through local community walks and or special guest that visit the program to share and offer the children more learning opportunities.

If children experience difficulty in any of the developmental areas at any time, Alpha will immediately bring these concerns to the parent's attention and if necessary, with parent permission, contact our local community partners Peel Inclusion Resource Services (PIRS) who will support the child, the family and Alpha's educators, to ensure that all the children's needs are being met.

Alpha is a non-denominational centre. However, Alpha does celebrate major holidays such as Easter, Christmas, Dhawali and Hallowe'en through non-religious programming. Alpha welcomes the opportunity to learn about and join in other cultural and religious festivals. Parents are welcome to share a special festival with Alpha in order that these celebrations can be incorporated into the curriculum

Goals and Expectations

The Early Years Study (Dr. Fraser Mustard Report, 1999) shows that the most important stage of life for learning and developing is from birth to six years of age. It is here that the groundwork for future learning is established. Reports have shown that children learn best through their own interests and it is through these interests that the educators provide stimulating and age-appropriate activities that will enhance their existing skills. Throughout the day the educators observe, support and document these experiences through social interaction and posing thought provoking questions about what the children are doing with the materials. While engaged in the many activities set out by the educators, a photograph will be taken and then the educators will write a short social script outlining what the children are learning from participating in the activities made available to them throughout the day. Two weekly documents are completed by each educator and posted in the classroom for the families to see. These skills or goals are incorporated from the Early Learning for Every Child Today (ELECT) document. These skills then help the educators pinpoint exactly where a child falls developmentally on a Child Observation Record (COR). Alpha's program is directed toward the individual needs of the children. The development of self-esteem and proper social skills remains Alpha's number one priority



Graduating Age Categories

When your child joins our Alpha family, they will be placed with peers of their own age grouping as children learn best when they are placed with peers that are within a six-month age range. Children move to the next age grouping according to their developmental abilities. When it is apparent that your child has mastered the majority of goals within their age-category we will then discuss with you moving them to the next classroom upon availability. If two children are developmentally ready at the same time, the older child will graduate first. In order to prepare for the move, whenever possible your child will visit the next classroom. The length of the visit will vary from day to day and from child to child as we want each of their visits to be a positive experience.

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CHILD ILLNESS

Child Illness:

Childhood illness is unavoidable and in some cases is essential to a healthy immune system as adults. Nonetheless, Alpha will try to control the spreading of germs in the best way possible and maintain the healthiest environment achievable. Alpha must follow (will use as reference material) the guidelines of Peel Region Public Health Department, and the guidelines as set out by the CCEYA. Upon arrival each morning your child's educator will perform a quick visual health check on your child to ensure that your child is healthy enough to participate in our program, including participating in all outdoor activities for the day (If your child is not well enough to go outside, they are not well enough to be left at the childcare centre.) This helps to prevent the spread of any infectious disease. Alpha Child Care also has a Fiduciary Duty to act in the best interest of each of the children and will make the final decision on a child's exemption from childcare due to illness.



If upon your child's arrival to the childcare centre, they are displaying signs and symptoms of ill health the educator may refuse to accept the child for the day. Signs and Symptoms of ill health may include but are not limited to: a fever, vomiting, diarrhea, fatigue, oozing sores or rashes, open wounds, similar symptoms to other children excluded from childcare with a diagnosed illness, or a communicable disease, or any other illness that limits the child's ability to participate in the normal daily programs. If uncertain, the educator may decide to take the child's temperature **before** you leave the centre; though this is not the final determination of illness. If the child is unwell, to remain at the childcare centre the educator and/or on-site supervisor or delegate will clearly outline the steps that need to be taken for your child to return to the centre. Such steps may include but are not limited to: exemption from childcare for 24, 48 or 72 hours due to transmitting an infectious disease, virus or cold; proof of prescription with the possible call to the pharmacy, doctor's note clearly stating that the child is no longer contagious to the other children or a call to a Public Health Nurse for advice and direction.

If a child begins to demonstrate signs and symptoms of ill health while in attendance at the childcare such signs or symptoms could include but are not limited to: temperature over 38 Celsius or 100.4 degrees, flu like symptoms of vomiting and or diarrhea, suspected communicable disease based on information from the Caring for Kids website on childhood illnesses/infections titled [Health conditions and treatments | Caring for kids \(cps.ca\)](#), lethargic and/or out of character, the educator will with the approval of the supervisor call you to inform you that your child is demonstrating signs and symptoms of ill health and ask you to pick up your child as soon as possible. When possible, the sick child will be excluded from the classroom until the parent/guardian/delegate arrives to pick the child up. Upon your arrival to pick up your ill health child you will receive a sickness exclusion form that will clearly outline the procedure in which to follow in order for your child to be readmitted to the centre. This may include but is not limited to: exemption from the centre for 24, 48 or 72 hours due to transmitting an infectious disease, virus or cold; proof of prescription with the possible call to the pharmacy, doctor's note clearly stating that the child is no longer contagious to the other children or call a Public Health Nurse for advice and direction. When returning to the childcare centre the child must be able to participate in all aspects of the program including going outside.

In assessing the wellness of your child and their ability to participate in the program's activities and despite written information from a doctor, the Supervisor has a Fiduciary duty to act in the best interest of the child.

Occurrence Report:

In the event that your child suffers a minor injury (scrapes, bruises, cuts) while in attendance at Alpha your child's educator will inform you of the

MEDICATION

injury and upon picking your child up at the end of the day, we will have you sign (parent/guardian only) an occurrence report outlining the details of the incident and give you, the parent/guardian a copy of the report. If you have arranged for someone other than yourself to pick up your child, the educators will make every effort to contact you to inform you of the incident, giving you complete details of what happened or the incident will be explained to the person picking up your child in order for them to relay the information to you. The parent will be asked to sign the occurrence report the following day and a copy of the report will be given to you at that time. Minor scrapes and bruises are an unfortunate part of growing up. A child never learns to walk without falling down a few times. We will always let you know of the circumstances around minor injuries. If the occurrence is of a serious nature you will be contacted immediately and possibly be asked to pick up your child and take them for further treatment. In extreme emergency situations an ambulance will be called to escort your child (along with the centre's supervisor) to the hospital. Any expenditures incurred will be the sole responsibility of the parent.

Medication:

From time to time you may require our educators to administer **prescription** medication to your child. All medication must be in the original container with a pharmaceutical label, clearly labelled with your child's name (not a sibling or a parent's) the doctor's instructions.

Nonprescription medicines can mask symptoms of a more serious illness. All nonprescription medications must be in an unopened container with an expiry date on it and accompanied by a specific doctor's note stating the name of the medication, the time of administration and the dosage. Doctor's notes are only valid for a period of 48 hours (unless issued for emergency medications only such as epi pen, puffers etc.). Symptoms lasting longer need to be brought to your doctor's attention.

All known allergies must be reported to the centre upon registration plus an Allergy Awareness form must be completed which includes an Individual Action Plan specific for your child. If your child requires emergency medications such as puffers, Epi Pens, Tylenol, or prescription creams to be kept at the centre, parents/guardians are responsible for supplying such medications and replacing them upon expiry. Parents/guardians are also responsible for completing the "As Needed Medication Chart" as well as supplying a doctor's note annually stating the reason for the medication, symptoms the child will have, the dosage to administer, the time lapse between doses and a time limit on these instructions (doctors notes must be renewed annually). All emergency medications will be kept in your child's classroom for easy access and will be administered if in the opinion of the educator it is necessary. Any child known to be anaphylactic **will be denied admission without an EpiPen accompanied by a doctor's note. For complete details on Alpha's Anaphylactic Policy see Appendix 7.**

Parents will be asked to help complete an Individual medical action plan if your child has medical needs. Medical needs is defined as "a child who has one or more chronic or acute medical conditions such that they require additional supports, accommodations, or assistance. The centre supervisor will indicate whether your child requires this form.

Parents/Guardians are responsible for completing the entire Short Term Medication Chart (abbreviations are not accepted on this form) every day that your child is on medication. All medications must be given to an educator to be locked in the appropriate medication boxes (refrigerated or non refrigerated). **Please do not leave any form of medication in your child's bag/backpack.**

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DAILY ROUTINES

Daily Routines:

Routines give young children a sense of security and order. During routines, the educators help the children with their physical needs, plus their “self-help skills” such as using a spoon, or doing up a zipper, as well as body awareness, left and right, front and back. These times are also important for the development of social skills including empathy for another child’s needs, taking turns, using words and following directions. Children learn a great deal during routines. A schedule is posted in each of the classrooms in both written and pictorial style in order for both children and adults to follow

Rest Time

In accordance with the Child Care and Early Years Act and the “Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada” document, Alpha believes that young children benefit greatly from a quiet rest period every day after lunch. No longer than 2 hours as per the CCEYA 2014) If a child chooses not to sleep or has slept and is awake, they may then engage in quiet activities on their beds or at the tables. A list of these activities is posted outside your child’s classroom.

Throughout rest time the educators will document periodic visual checks to monitor your child’s sleeping pattern, noting any changes to this pattern and sharing this information with the parents. In Alpha’s registration package you will be asked to sign a Sleep/Rest consultation form outlining Alpha’s sleep time procedure. Your child will be provided with an assigned individual cot/crib with their name on it, that is equipped with a sheet that is laundered weekly. Parents provide a light blanket for the educators to cover your child with throughout the quiet rest time. These items will be sent home every week to be laundered or upon parent request.

Outdoor Discoveries

In accordance with the Child Care and Early Years Act 2014, the children will spend a one-hour period twice each day outside. Alpha believes that learning outside is as important as learning in the classroom, outdoors is viewed as the outdoor classroom. Alpha’s program plan is posted outside each classroom, it includes observations made by the educators as to what the interests of the children are on the playground. These interests may be an extension of what the children were engaged in indoors. Alpha also has activities that cover all areas of development (dramatic, blocks, sensory, creative etc.) that introduce the children to different pieces of equipment. These activities help the children to develop not only their large muscles, but many other important areas including social skills, self-esteem, fine motor skills and cognitive skills. During inclement weather conditions the children will engage in gross motor activities indoors.

In the winter months, as a general rule the Infants and Toddlers will not go out if the temperature/wind chill factor is -10 Celsius or colder. The older children may go out for a short period of time as they are more active and can keep themselves warm. However, if the temperatures reach -15 or colder with or without the wind chill factor the preschool children will not go outside and if the temperatures reach -20 or colder the kindergarten children will not go outside. These are general guidelines, but the final decision is that of the centre supervisor. In the summer months, Alpha will check the WeatherCAN app for a smog or

DAILY COMFORT ITEMS

heat alert, at which time the children will be kept indoors. If we do go outside on hot and humid days, it will be for short periods of time before 11:00 a.m. and/or after 4 p.m. Educators will ensure that your child has plenty of water to drink and will engage in small group activities in shaded areas. To help protect your child from the sun’s harmful rays your child will have sunscreen (SPF 30 or higher, which is provided by the parent) applied to all exposed skin areas. If no sunscreen is provided then your child will be dressed in long sleeve cotton shirts, long pants and a sun hat in order to protect your child from the sun’s harmful rays. When your child cannot use the playground, gross motor activities will be set up in the classroom.

Daily Comfort Items:

In order to help your child be as comfortable as possible throughout the day, the following items will help your child feel secure and safe:

Blanket for your child’s cot
Diapers, creams and powders, Alpha provides the wipes.
Sunscreen – minimum 30 SPF
Water Bottle
Tooth brush, tooth paste and a plastic cup to hold them
Backpack (to store all spare clothing)
2 pairs of shoes, one for indoors and one for outdoors
Complete change of clothing appropriate for the weather
Seasonal Outdoor Clothing

Due to health regulations and the spreading of germs, bottles and/ or soothers can only be given to the children in our Infant program.

Spring/Fall - splash pants, rain boots, light jacket with a hood
Spring/Fall - splash pants, rain boots, light jacket with a hood
Winter - warm hat, 2 pairs of mittens, warm boots, snow pants and a neck warmer
Summer - sunhat

Please no open toed shoes, flip flops, slippers, sandals, crocs, sunglasses or scarves as all of these items pose a safety hazard.

These items can be left in your child’s cubby but we do ask that you replace any items that may have been sent home soiled. We also ask that clothing left in your child’s cubby be seasonally appropriate. If childcare clothing are loaned to your child in order for them to go home dry and comfortable, we ask that you please wash them and return them to the centre promptly.

Please be sure to put your child’s name or initials on all items including the inside of their bag. This will ensure that all items are returned to you safely. Any unclaimed items will be donated to a charity at seasons end. You can visit mabelslabels.ca/fundraising and click on support a fundraiser, and then click on Alpha Child Care Springdale or 2 for Cathedral. **ALPHA IS NOT RESPONSIBLE FOR ANY PERSONAL ITEM BROUGHT FROM HOME**

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NUTRITION

Nutrition:

At lunch and snack times the educators discuss with the children the benefits of nutrition to their well-being and health. Through many discussions during these times children learn about healthy eating habits and the impact on life-long success. They learn where food comes from and what foods belong in the different food groups and the importance of eating a balance of these foods to maintain a healthy body. For example: while the educators serve the children their milk, they may ask the children where milk comes from. Based on their response the educators will give an age-appropriate explanation of the process of where milk comes from and how it appears at the lunch table. Educators will encourage the children to be independent by serving themselves at an age-appropriate level and to tidy up their spot by scrapping their plate and placing them in the lunch/snack bucket after they are finished eating. Educators will encourage the children to use manners and socially acceptable behaviour while sitting at the table for lunch. This could include but not limited to sitting at the table with their chair tucked into the table with their feet on the floor, saying please and thank you and using their napkin appropriately.

Alpha provides wholesome meals that are rich in fruits, vegetables and whole grains which are healthier and provide the body with a high concentration of vitamins, minerals, dietary fiber and are low in fat. The diverse menus are nutritionally balanced, using Canada's Food Guide and have been verified by a Registered Dietician. Substitutions are supplied if a child has an allergy or a food restriction and special diets are respected. All substitutions are of an equal nutritional value to those foods being served. Copies of the menus are included in the registration package and can also be found on our website.

The children will be provided with a morning snack, served until 8:30am, a hot lunch around 11:30 a.m. and an afternoon snack around 3:00 p.m. (Infants and Toddlers will also be given a light snack around 5 p.m.). Alpha also supplies snacks that are available in all the classrooms throughout the day for those children who may become hungry before the designated snack/lunch times. A basket of apples is always available at the end of the day for the children to enjoy on their way home from the childcare centre. All the children have unlimited access to filtered drinking water and are encouraged to take water breaks throughout the day.



Children enrolled in the School Age Camp/PA Day programs are required to provide their own lunch on a daily basis. Reading labels is vitally important to ensure that the product does not contain nut or nut products. Lunches need to contain a proper quantity and quality of nutritional foods which will give your child the energy they require for their busy day.

Lunches need to contain: 3 to 4 fruits and vegetables, this could include fruit cups, fresh fruits, fruit bars, veggies and dip, raisins, real fruit and vegetable juices; 2 breads/grains, this could include sandwiches, cereal bars, granola, nachos, muffins or bagels; 2 proteins, this could include cheese, tuna, egg, meats, legumes or humus; 1 to 2 dairy products this could include cheese, yogurt, yogurt drinks, puddings. Foods such as chips, cookies and Fruit Roll-ups can be sent occasionally, but they should be an additional treat and not a substitution for healthier foods. Educators will monitor lunches to ensure that there are no allergens in the lunch content that may harm a child with an allergy. They will also encourage the children to eat the nutritional food first before enjoying the treats that may be sent. Lunches should be stored together in a bag with an ice pack to keep the food from spoiling. In the event that a child forgets to bring a lunch a nutritious substitute will be provided by Alpha.

Should the occasion arise that parents wish to send a treat to their child's classroom, a complete list of ingredients must accompany the item. Please ask the children's educator for a list of preferred treats.

The educators will also ensure that they familiarize themselves with all information concerning any medical conditions, exceptionalities, allergies, food restrictions, medical requirements, and parental preferences in respect to diet, exercise and rest time.

Alpha is a "NUT FREE" centre so please ensure that any food items brought to the centre do not contain nuts or nut products as there are several children who have a **life-threatening allergy** to nuts. Nuts include tree nuts, peanuts, almonds, brazil nuts, cashews, chestnuts, filberts/hazel nuts, macadamia nuts, pecans, pistachios, pine nuts and walnuts.

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TUITION FEES

Tuition Fees:

Registration

If there is not a spot for your child at the time of registration your child's name will be added to our waiting list. Parents will be able to check the wait list through our website at www.alphachildcare.ca. When your child's name comes to the top of the list, we will then call you into the centre to complete the enrollment process. **For a complete outline for Alpha's wait list procedure please see Appendix 3.** Once your name has been added to our wait list, we kindly request that you refrain from calling the childcare to inquire about your placement. Frequent calls to the childcare Supervisor disrupt their important duties. Rest assured; the Supervisor will notify families of their position on the waitlist when your name is added. Please note that during the months of September to June, our childcare enrollment remains relatively stable, with few available spaces. In contrast, during June, July and August some families withdraw as their children transition to local school age programs. The centre Supervisor will contact families in priority order, but regrettably, not all families can be accommodated. Clients and potential clients on Alpha's wait list are equally bound to adhere to our Code of Conduct policy. Therefore, clients on the waitlist who engage with the Supervisor in a rude, hostile or aggressive manner may risk having their name removed from the waitlist. It is important to note that yelling at the childcare Supervisor will not expedite the availability of childcare spots.

Deposit

Once Alpha has a spot for your child you are required to pay a one-week deposit fee that is equivalent to your weekly rate for childcare. Deposits are held until your last week with us and applied to the last weeks fees. This deposit will be updated annually to match current fees. Alpha reserves the right to use this money for any fee's, NSF charges, late fees, penalties etc, that it deems is owed to Alpha Child Care if you refuse to settle a debt to Alpha in a timely manner

Withdrawing

Alpha requires two weeks **written** notice of your intent to withdraw from our program. This notice makes clear to Alpha your intentions, and gives us the opportunity to call another family on our waiting list. For economical, reasons and when the future operation of the centre is in jeopardy (ie: subsidy no longer available for four and five years old to attend Alpha's full day program causing a mass exit at the same time. Alpha has the right to withdraw services on a staggered basis to avoid a lot of children leaving at the same time)

Fees

Fees are based on our core hours and include lunch, snacks and all aspects of Alpha's curriculum. **Alpha is a member of the CWELCC and our fees are set according to these guidelines. See Appendix 5.** Our fees are paid every two weeks in advance through electronic banking every other

Monday. There are no reductions for absences due to illness or vacation. A void cheque and the Electronic Banking Authorization Form must be received before your child may start. Fee subsidy is available through the Region of Peel. Please contact Peel Region by phoning 905-791-7800 or peelregion.ca

If Alpha receives a return notice for any reason a \$25.00 service charge (for the first return of the calendar year and \$35.00 for each return thereafter) will be invoiced to your account. Please note that we process fees every second Monday but this withdrawal may not necessarily be withdrawn from your account on that day, depending on which bank you may deal with. **Parents are ultimately still responsible for any NSF charges regardless of what day the money is withdrawn from your account.**

Late Fees

If it is after 6 p.m. when you pick up your child a late fee of \$30.00 for each 15 minutes or part thereof will be invoiced to your account. This late fee charge is to pay our educator for their overtime as per Alpha's policy and the Employment Standards Act. In the event of a discrepancy between clocks, the clock located in the front foyer will be used to determine the recorded time of pick up. You will be asked by the closing educator to sign a late fee form which verifies the exact time your child was picked up as well as what method of payment you would like us to use to pay this fee, by automatic withdrawal or by E-Transfer (EMT) to gregh@alphachildcare.ca.

Refunds

At the end of your stay with Alpha, any monies owing to you will be refunded through E-Transfer or by cheque.

Referral Credit

Parents are our most effective form of advertising. Please indicate on your child's application form if you were referred to us by an existing family. If their child is currently enrolled in our centre, they will receive a \$50.00 credit to their account, after your child has been with us for more than 2 months

Child Care Receipts

Year end receipts for your childcare expenses will be available on February 28th of each year. This receipt will reflect the total amount of childcare fees which has been paid to Alpha the previous year and will only be issued to the payer. This receipt does not include field trips, deposits or fundraising. The payer is defined as the person whose name appears on the automatic withdrawal form. In cases where both parents make payments, the receipt will be issued jointly (i.e. one receipt for both parents) unless other arrangements have been made with your supervisor prior to the payments being made.

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OPERATING HOURS

Operating Hours:

3 Cathedral Road
Brampton, Ontario
L6W 2P1

Steeles/Highway 10
(905) 456-1811

Toddlers – Age 12

900 Peter Robertson Blvd
Brampton, Ontario
L6R 1A2

Bovaird/Bramalea Rd.
(905)458-4884

Infants – Preschool

Full Day Kindergarten Program Available

Monday to Friday

6:45 a.m. – 6:00 p.m.

www.alphachildcare.ca

Closures

Alpha is closed all statutory holidays. We close at 3:00 p.m. on Christmas and New Years Eve and at 6:00 p.m. promptly, for our Educators Awards Dinner. Alpha also reserves the right to close one extra day per year as a “Floating Holiday”. This day is usually scheduled around a statutory holiday. You will receive a two month notice of this closing. Full fees are payable for these closures. See Appendix 5 for specific dates.

Arrival

For an easy drop off in the morning it is best to have the same routine everyday. This will help your child feel safe and secure. Once you have hung up your child’s personal belongings proceed to your child’s classroom where you will be greeted warmly by your child’s educator. Please share any information which your child’s educator may need that day, give your child a big hug and kiss, remind them that you will be back later, then leave quickly. Once you have left the classroom, your child becomes the responsibility of their educator.

Departure

At the end of the day your child will be waiting for you. If you are running late please call the centre and let us know. This allows your child’s educator to give an age-appropriate explanation to your child as to why you are running late. Once you or the designated person has picked your child up from the classroom they become the sole

responsibility of that person. **If you have more than one child, please make sure that all children are with you at all times as this is a safety issue.**

If someone other than yourself is picking up your child, contact the centre to inform us of who is coming in your place. A brief description of the person coming, along with their legal name and approximate time of pick up is also necessary. The designated person will be asked for **picture identification**. Without this document we will be unable to release your child.

If your child has not arrived at Alpha and no notification as to a change in your child's drop off or pick up schedule, Alpha will begin to contact you 1 hour (60 minutes) past the normal drop off/pick up time to ensure the well being of the family. For complete details on Alpha’s Safe Arrival and Departure of children policy see Appendix 6.

For the safety of your child teenagers under 18 years of age but older than 14 years of age and with your written permission will only be allowed to pick up children 3 years of age or older. Teenagers under 18 but older than 16 with your written permission will be allowed to pick up children under 3 years of age and any child with differing abilities. Written permission must include the name and phone number of the minor being authorized to pick your child up, the date (s) of pick up and the approximate time of pick up.

Orientation

Prior to your child starting with us we strongly encourage you to make visits with your child to help your child become familiar with their new environment. This also gives you an opportunity to observe the program in progress and possibly share any information with your child’s educator, that may help your child smoothly transition into our centre. If your child is absent for any reason, please give the centre a call to let us know the reason for the absence.

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ALPHA EDUCATORS

Alpha Educators:

Alpha takes pride in our friendly long-term educators. Early Childhood Educators are trained specifically to teach children from birth to age 6 and are registered with the College of Early Childhood Educators. The Early Childhood Educators hold themselves accountable and use the Code of Ethics and the Standards of Practice to guide their decisions and practice. Alpha believes that because the Early Childhood Education course is geared towards child development, these educators are extremely qualified to educate young children. Each educator was chosen to work on Alpha's team of experts because of their warm personality, nurturing mannerisms and their caring positive attitude. All educators engage in reflective practice and will assess their program and environment daily to ensure that the program is meeting the individual needs of the children and the group and that their environment is set up according to the interests of the children.

The program supervisor reviews and signs the weekly program plans and social scripts to ensure that they meet Alpha's Program Statement requirements. Supervisors demonstrate pedagogical leadership by observing each of the classrooms and engaging with the educators and children regarding how the children are learning, what they need to learn and what is the best means for this learning to happen. Supervisors are consistently mentoring the educators to ensure that they have the proper tools to provide quality programming. This is accomplished through the supervisors classroom inspections and daily conversations about the learning that is happening in each of the classrooms. Annually all the supervisors complete a Licensing Checklist on their programs to ensure that program quality indicators have been met. Community Partners (Region of Peel Analysts, Raising the Bar Quality Initiatives mentor etc..) also mentor and provide resources to the educators in order to support quality programming.

All educators participate in professional development both in house



and externally. Alpha is an active participant of Raising the Bar in the Region of Peel. This program outlines the professional development expectations on an annual basis, Alpha's educators are committed to completing the expectations of professional learning opportunities. All are trained in Standard First Aid and level C CPR by a qualified paramedic who specializes in preschool and infant emergency situations. In addition to this, educators are kept abreast of new childcare techniques, philosophies and research on child development. All educators must submit a clear criminal reference check which includes a vulnerable sector check and is renewed every 3 years and a signed declaration form for each year in between.

Quite often through-out the year Alpha Child Care serves as a learning environment for college students and local co-op programs and students who would like to volunteer at our sites. These students are here to learn about child development and to experience the challenges and successes of working in a childcare environment. These students and volunteers are never included in the adult/child ratios as set out by the Child Care and Early Years Act 2014, and are never left alone with the children, unless they are an Alpha employee completing their educational placement at Alpha. Students and volunteers are assigned to an Alpha educator who then has the student shadow them throughout their placement. Parents must ensure that their child is left in the care of an Alpha educator and not with a student or volunteer.

In accordance with the Child and Family Service Act. 72(3), any educator with reasonable grounds to suspect that a child is or may be in need of protection must make a report directly to Children's Aid Society (CAS). This report must be made without any discussion with the supervisor, educators, parents or any other person employed at Alpha Child Care centre. All information is kept confidential.

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WELCOME

Welcome to Our Alpha Family:

Welcome to Alpha Child Care Ltd., a unique childcare centre serving many families in the Brampton area. Your time with us will be remembered with warmth, humour and a feeling of security. Why not buy a scrap book to keep all of your Child Care Treasures in? You and your child will have great fun putting special artwork, cards, and pictures in your scrap book. These treasures will be cherished forever.

We are pleased that you have chosen Alpha Child Care for all your family's childcare needs. If this is your first experience with a childcare facility, or if you are joining us from another childcare centre, prepare to be amazed at our professional and comprehensive childcare services. You will be thrilled with how quickly your little one will grow and develop in a classroom of their peers, under the watchful eyes of our long-term dedicated educators.

Alpha was created in 1981 by the late Catherine Humphreys ECE, B.A., out of concern for the lack of quality care in the Brampton area. It continues to be family owned and operated by Catherine's son Greg Humphreys B.A. Patricia Andrade REECE, is Alpha's Manager of Operations and Development. Alpha has two locations one is located in south Brampton in the Peel Village area. This location is licensed for 77 children from toddlers to school age. Our other location is in North Brampton in the Springdale area. It is licensed for 128 children from infants to preschool.

Alpha Child Care is licensed by the Ontario Ministry of Education and must follow all guidelines as set out by the Child Care and Early Years Act 2014. This includes maintaining full ratios except 90 minutes after opening and 60 minutes before closing and over the 2 hour rest period which follows the mid day meal, at which times Alpha maintains a 2/3 ratio. Toddlers 1 adult to 8 children: Preschool 1 adult to 12 children. Infants must maintain full ratios at all times and the school age program maintains

a 2/3 ratio 30 minutes after opening and a half hour before closing. Full ratios for all age groups must be maintained at all times whenever on the playground.

Alpha believes in quality care and knows that young children flourish in all areas of development when they are in supportive, caring and responsive relationships with adults. This is the foundation of quality care. At Alpha we believe in working together, with parents as a team, to provide the best possible care and quality education for children. Alpha's comprehensive curriculum, which is based on the four foundations of Well-being, Expression, Engagement, and Belonging which are the key components to How Does Learning Happen? Ontario's Pedagogy (the understanding of how learning takes place and the philosophy and practice which supports that understanding of learning) for the Early Years, a professional learning resource guide about learning through relationships for children of all ages. It is our motto to go above and beyond most childcare services to help our families feel content and confident throughout their stay with us. Alpha welcomes any information that parents feel would help to understand and care for their child more fully. When changes and or concerns arise in the home that could have an impact on the children's well-being, parents are to inform us so that we can have a better understanding of what the children may be experiencing and be more sensitive to their needs.

To answer any questions or concerns Alpha's supervisors, manager or owner would be more than happy to meet with parents at any time. Alpha values any input from parents as it helps them to continue to offer "high quality" care.

Once again, welcome to our Alpha family and we look forward to getting to know you and your child better.

Greg Humphreys

Patricia Andrade

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APPENDIX 1

PROGRAM STATEMENT

Alpha believes in quality care and knows that young children flourish in all areas of development when they are in supportive, caring and responsive relationships with adults. This is the foundation of quality care. At Alpha, we believe in working together, with parents as a team, to provide the best possible care and quality education for children. Alpha's comprehensive curriculum is based on the four foundations of Well-being, Expression, Engagement, and Belonging which are the key components to How Does Learning Happen? Ontario's Pedagogy. Alpha believes that each child is a unique individual that is competent, capable, curious, rich in potential and develops at his/her own pace. Next to health and safety, the most important aspects to building a solid foundation are self-esteem, social skills, and the confidence to handle any situation that may arise. It is with this solid foundation children contribute to society in a constructive manner. With good self-esteem and social skills, children will seek learning, will love to try new activities, and will feel confident handling any challenges that come with learning in a multi-cultural world.

Alpha is committed to:

- a. **Promoting the health and safety, nutrition, and well-being of all the children under their care:** Alpha will ensure these goals are met by providing the children with wholesome meals that are rich in fruits, vegetables and whole grains which are healthier and provide the body with a high concentration of vitamins, minerals, dietary fiber and are low in fat. The diverse menus are nutritionally balanced, using Canada's Food Guide and have been verified by a Registered Dietician. Substitutions are supplied if a child has an allergy, or a food restriction and special diets are respected. All substitutions are of an equal nutritional value to those foods being served. Alpha also supplies snacks that are available in all the classrooms throughout the day for those children who may become hungry before the designated snack/lunch times. A basket of apples is always available at the end of the day for the children to enjoy on their way home from the childcare centre. All the children have unlimited access to filtered drinking water throughout the day and are encouraged to take water breaks throughout the day.
- b. **Supporting positive and responsive interactions among the children, parents, childcare providers, and educator:** This goal will be met by the educators being co learners with the children and based on the children's interests focusing on high quality interactions with them and together will explore and experience new concepts together. Since parents are a child's first and best teachers these experiences are shared with them upon drop off and pick up time each day. Alpha will encourage families to share their experiences, celebrations, and cultural beliefs in order that everyone may learn and celebrate together. Alpha believes that positive relationships with families lead to secure trusting relationships with the children. Alpha welcomes parental interaction at our parent events, daily communication either in person, email or telephone, and feedback on their child's learning document. Families are encouraged to share and contribute to all aspects of our program in ways with which they are most comfortable.
- c. **Encouraging the children to interact and communicate in a positive way and support their ability to self-regulate:** This goal will be met by our educators supporting children's self-regulation through play partner interactions and following the lead of the children, observing their interest, and taking note of how they interact with others within the classroom environment. Through continual observation and attention our educators support children in developing strategies to remain calm and to regulate their emotions while recognizing the effects of their actions on others. Through our Second Step Social/Emotional program the children learn to identify and understand feelings within themselves and others and how to respond in a socially acceptable and caring manner. The children are taught how to calm themselves through words (counting to ten) and or appropriate actions (rubbing their tummies) before attempting to work out a solution to a problem with a peer. The educators provide a supportive environment by providing choices of visually stimulating areas within the classroom (block centre dramatic centre) and visually calming areas in the classroom (book area, cozy book nook, sensory, cognitive area etc.), to meet the needs of all the children throughout the day.
- d. **Fostering the children's exploration, play and inquiry:** Alpha will meet this goal by incorporated the children's interests into Alpha's holistic approach curriculum which will lead the children to new and exciting ideas and concepts. Children direct their own learning, have input into where they learn, decide when they learn, choose their own play experiences and materials that they want to explore. The educators will pose thought provoking questions that will help the children build on what they already know. Alpha's curriculum offers a variety of age appropriate planned and spontaneous activities based on the interest of the children. The children explore and manipulate the materials provided for them in small groups to support physical and emotional safety, facilitate individual learning, build trusting relationships, focus on high quality interactions between educator and the child, and provides a context for positive behavior guidance strategies. Children in the same age group cultivate their skills at their own pace to

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achieve the necessary goals to enter the next developmental age category. Mastery of these skills is not necessarily accomplished at a specific time over the year but on a more sporadic scale.

- e. **Providing child-initiated and adult supported experiences** This goal will be met through child-initiated play and adult supported experiences where a child learns ways of exploring the world, learning new skills and making new friends. Young children will flourish in all areas of development when they are in supportive, caring and responsive relationships with adults. This is the foundation of quality childcare.
- f. **Planning for and creating positive learning environments and experiences in which each child's learning and development is supported:** This goal will be met through Alpha's environments both indoors and outside as play is an important role in our curriculum and designed to inspire the children's interests and engage with their peers building meaningful relationships. The educators provide many open-ended materials such as blocks, creative materials, books, dramatic props, sensory experiences, science exploration activities and manipulatives that entice the children into play which is a child's work. As co-learners the educators carefully observe and listen to the children to ensure that the environments are responsive and reflective of the children's interests and ideas. These environments will provide multiple stations to encourage co-learning among peers.
- g. **Incorporating indoor and outdoor play, as well as active play, rest, quiet time, into the day and consider the individual needs of the children receiving childcare:** This goal will be met through ensuring that play, rest, quiet areas, nutrition, rehydration, outdoor space, washroom needs etc., are met throughout the day. For example Alpha believes that learning outside is as important as learning in the classroom, outdoors is viewed as the outdoor classroom. Alpha's outdoor program plan includes games and activities that the educators initiate with those children wishing to participate and any areas of interest that have been demonstrated by the children. These interests may be an extension of what the children were engaged in indoors.
- h. **Fostering the engagement of and ongoing communication with parents about the program and their children:** Alpha has numerous ways of fostering communication between the parents and educators in regards to their child's program. Alpha will meet this goal through its' open-door policy. For example, at drop off and pick up time educators and parents will communicate about the program for that day referring to the daily program plan. The program plan is based on the children's interests so that it creates excitement about what the children are learning.
- i. **Involving local community partners to support the children, their families and educators:** Alpha will meet this goal by reaching out to the community through local community walks and or special guest that visit the program to share and offer the children more learning opportunities. Community resources (PIRS) are used when children demonstrate difficulty in any of the developmental areas. Inclusion Resource Services (PIRS) will support the child, the family and Alpha's educators, to ensure that all the children's needs are being met.
- j. **Supporting educators home childcare providers or others who interact with the children at a childcare centre or home childcare premises in relation to continuous professional learning:** All educators participate in professional development both in house and externally. Alpha is an active participant of Raising the Bar in the Region of Peel. This program outlines the professional development expectations on an annual basis. Alpha's educators are committed to completing the expectations of professional learning opportunities. All are trained in Standard First Aid and CPR Level C which is renewed regularly by a qualified paramedic who specializes in preschool and infant emergency situations. In addition to this, educators are kept abreast of new childcare techniques, philosophies, and research on child development through their participation in local workshops that may be offered through CDRCP. Once a year all educators must submit a clear criminal reference check which includes a vulnerable sector check.
- k. **Documenting and reviewing the impact of the strategies set out in clauses (a) to (j) on the children and their families:** Alpha will meet this goal by monitoring, recording, and addressing Alpha's program statement on an ongoing basis using a variety of tools as set out by Alpha Child Care Ltd. Supervisors will conduct and complete daily and monthly inspections of each of the classrooms as well as complete a behaviour guidance monitoring form on each educator twice a year. All forms will be kept on file in the office.

This is a living document, and all educators, volunteers and placement students will review the Program Statement prior to working in the program with the children and annually thereafter or upon any changes or modifications to the Statement. Annual review of the Program Statement ensures that educators and volunteers are knowledgeable and are prepared to handle any situation. friends. Young children will flourish in all areas of development when they are in supportive, caring and responsive relationships with adults. This is the foundation of quality childcare.

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APPENDIX 2 COMPLAINT PROCESS

POLICY:

In order to keep the channels of communication open and to ensure that parents have an avenue to share their concerns with Alpha Child Care, the following has been put into place to ensure that all concerns are dealt with in a timely manner. Alpha will make certain that all complaints and concerns are dealt with in a fair and equitable fashion.

PROCEDURE:

When a parent has a concern or a complaint in regard to the centre and or its operation the preferred method of communication is for the parent to voice their concern to the supervisor immediately. It is important for the parent to speak to the supervisor immediately so that they can look at scheduling, educators, environment, other children, equipment, programing, etc. as part of their investigation in to the complaint. Since most complaints surround Mandatory policies and procedures required under the CCEYA, Fire Code or Best Practices, the supervisor will try to resolve the concern and or complaint by explaining:

- Alpha's policies and procedures
- Child Care and Early Years Act
- Public Health requirements
- Best Practice

If the supervisor is unable to satisfy the parent's concerns, then they will offer to set up a meeting and or phone call to the Manager or Owner will be suggested to the parent. Upon agreement the supervisor will contact the Manger or owner to set up a meeting. They in turn will return the parents call or set up a meeting date within two business days.

If parents are uncomfortable approaching the supervisor Alpha Child Care Ltd has established other convenient ways, they can make their concerns known.

- a. They can approach a member of the parent advisory committee (PAC) for them to bring up the concern at the next PAC meeting. A list of parents' names who sit on the parent advisory committee will be posted in the front hall of the childcare centre.
- b. Parents also have the option of jotting their concern down and putting it in the suggestion box that is located in the front hall of the childcare centre. All written concerns will be dealt with as soon as possible. Anonymous complaints will be considered however, it is impossible to meet with an anonymous individual and explain policies, procedures and mandatory laws if we don't know who it is. Often times an article will be put in the parent newsletter that explains the reasons behind a procedure.
- c. The e-mail address of Alphas supervisors, manager and owner are available on Alphas website for easy access by either computer or mobile device.

Complaints may revolve around, unpaid fees, mandatory reports to Children's Aid, minor injuries caused by, for example, children falling while learning to walk, children sent home sick; to name a few. These issues which Alpha does its best to articulate in Parents Enrollment package and policies and procedures which are available for parents to view. However, where a parent is unwilling to accept mandatory or agreed upon practices (i.e., fee payment, sick policy) Alpha may conclude that the childcare/client relationship has broken down and childcare services may be terminated. (see policy #04 26 Giving Notice to Clients)

A Retaliatory Complaint is when a parent makes a series of complaints to the childcare following, for example, a report to Children's Aid Society, an injury report, a request to a parent that their child may need extra support and/or requires an assessment, or a notice of outstanding fees. Parents seem to believe that these kinds of complaints will force Alpha to retreat from following mandatory or established procedures. They will not. Nonetheless, Alpha will investigate the nature of all Retaliatory Complaints and if necessary, notify an independent 3rd party to investigate the complaint. I.e. Ministry of Education program advisor or Children's Society, Police etc.

If the concern or complaint is about their child's behaviour the supervisor will follow policy 04 25 Parent/child Code of Conduct

If the complaint or concern is an accusation against an educator, the supervisor/owner/manager must report this to CAS which then becomes a serious occurrence see policy 02 20 Serious Occurrence.

Nature of Issue or Concern	Steps for Parents and/or Guardians to Report Issue/Concern	Steps for Staff and/or Owner in Responding to issue/concern:
<p>Program Room – Related</p> <p>E.g. schedule, sleep arrangements, toilet training, indoor outdoor program activities, feeding arrangements etc</p>	<p>Raise the issue or concern to: -the classroom educator directly Or The supervisor Or Owner</p>	<p>Address the issue/concern at the time it is raised Or Arrange a meeting with the parent/guardian within two business days</p> <p>Document the issues/concerns in detail. Documentation needs to include:</p> <ul style="list-style-type: none"> • The date and time the issue/concern was received • The name of the person who received the issue/concern • The name of the person reporting the issue/concern • The details of the issue/concern • Any steps taken to resolve the issue/concern and or information given to the parent/guardian regarding the next steps or referral <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business days or as soon as reasonably possible thereafter. Document reason for delays in writing</p> <p>Provide a resolution our outcome to the parent (s)/guardian(s) who raised the issue/concern</p>
<p>General, Centre – or Operations -Related</p> <p>E.g. child care fees, hours of operation, staffing, waiting lists, menus etc.</p>	<p>Raise the issue or concern to The supervisor Or Manager Or Owner</p>	
<p>Educators, Supervisor and/or Owner</p>	<p>Raise the issue or concern to The individual directly Or The Supervisor Or Owner</p> <p>All issues or concerns about the conduct of educators, supervisors etc., that puts a child’s health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation</p>	

APPENDIX 3

WAITING LIST

In order to maintain financial stability, the Day care must ensure that enrolment is kept to its capacity. When spots become available Alpha wants to ensure that the spots are filled in a fair and reasonable manner. If upon registration (See Registration policy 07 01), there is no apparent spot for the child to start and the parent has submitted the registration form, and the Privacy Policy the following procedure will be followed.

PROCEDURE:

- 1 The child's full name will be placed on the age appropriate wait list, along with their birth date, starting date desired, type of program desired (full time/part time) parents name and contact number, and the date in which the child was placed on the wait list. Parents will be able to check the wait list through our website at www.alphachildcare.ca . This process protects the privacy and confidentiality of all families.
2. Immediately upon receiving notification that a child is being withdrawn from a particular program, the supervisor decides if the spot will be filled with an existing child moving into the program or if a new child will be enrolled.
- 3 Priority is given to educators and existing clients waiting for a spot. (I.E. an existing parent waiting for a spot for a sibling, or child needing to be moved for developmental reasons) In rare circumstances Children's Aid emergencies will receive priority.
- 4 Potential Clients on the Wait List will be contacted, from top to bottom of the list, and informed of the up-coming spot and the date of its availability. Date and time of contact will be recorded at the bottom of the customer account form. Alpha will also inform the Potential Client that if no response is received within 24 hours, Alpha will move to the next name on the wait list. This is at the supervisor's discretion as extenuating circumstances may occur.
5. If the parent declines the spot their name will be placed on the bottom of the list unless it is more than one month prior to the desired date. This process will be repeated until the spot is filled or there are no names left on the list which ever comes first.
6. Contact is defined as leaving a message or speaking with a live person
7. Once the parent has accepted the available spot a one-week deposit for full time enrollment and 2-week deposit for part time enrollment must be collected. (See Deposit Policy 07 05)
8. The supervisor will set up convenient dates in which the child may visit their new classroom. Prior visits help the child to adjust to their new routine with little stress. Classroom capacity must be maintained at all times.
- 9 The Supervisor will ensure that the waiting lists are accurate and kept up to date by moving names to the appropriate age category as the children reach that age. For example: a child who is on the infant wait list and is now eighteen months their name will be moved to the toddler wait list and inserted according to the registration date.

APPENDIX 4

PROHIBITED PRACTICES

Prohibited practices include:

1. Corporal punishment of the child
2. Physical restraint of the child, such as confining the child to a highchair, 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
3. Locking the exits of the childcare centre or home childcare premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures
4. 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
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
6. Inflicting any bodily harm on children including making children eat or drinking against their will.

APPENDIX 5

CANADA-WIDE EARLY LEARNING AND CHILD CARE (CWELCC) AGREEMENT BETWEEN THE PROVINCE OF ONTARIO AND THE GOVERNMENT OF CANADA

I am pleased to share that **Alpha Child Care Ltd has enrolled in the Canada-wide Early Learning and Child Care (CWELCC) System** between the Province of Ontario and the Government of Canada.

We believe that childcare provides a strong foundation for early childhood development and well-being of children while parents work and we are committed to providing child care services that meet the needs of your children and families. Participating in the CWELCC System will help us continue to provide high quality childcare that is accessible, affordable, inclusive, and sustainable.

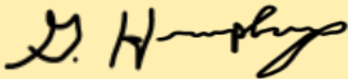
As a first step, we will be reducing childcare base fees by 25% a day, (effective October 1, 2022) and a further 27.75% on January 1, 2023 for a total fee reduction of 52.75% for eligible children. The third step reduces childcare fees \$22/day for eligible children to a minimum of \$12/day. (see new fee schedule following)

[Fee reduction through the CWELCC is for children under six years old. Child Care rates will return to 100% on the month following a child's 6th birthday for those children attending the school board.](#)

The Ontario childcare fee subsidy program will also continue to be available for eligible families. As we move forward, we will continue to communicate more details to you. If you would like more information about the CWELCC System, please visit <https://www.ontario.ca/page/canada-ontario-early-years-and-child-care-agreement>.

I want to personally thank all of you for your patience as we have worked through the process required for reducing childcare fees. If you have any questions, please contact your daycare's Supervisor.

Sincerely,



Greg Humphreys, President
Alpha Child Care Ltd

August 2023

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CWELCC Fee Schedule—Effective January 1, 2025

Springdale Alpha 1 (900 Peter Robertson Blvd, Unit 10 Brampton)

Age Group	# of program days per week	Base Fee (per week)	CWELCC Max \$22/day Min \$12/day (per week)	Billing Frequency	Description
Infant	5 Days a Week	\$398.35	\$220.00	Bi-Weekly	Full Time
Toddler	5 Days a Week	\$343.15	\$220.00	Bi-Weekly	Full Time
Preschool	5 Days a Week	\$329.85	\$220.00	Bi-Weekly	Full Time

Cathedral Alpha 2 (3 Cathedral Rd. Brampton)

Age Group	# of program days per week	Base Fee (per week)	CWELCC Max \$22/day Min \$12/day (per week)	Billing Frequency	Description
Toddler	5 Days a Week	\$307.20	\$220.00	Bi-Weekly	Full Time
Toddler	1 Day a Week	\$90.51	\$22.00	Per Day	Part Time Rate Per Day
Preschool	5 Days a Week	\$282.45	\$220.00	Bi-Weekly	Full Time
Preschool	1 Day a Week	\$85.59	\$22.00	Per Day	Part Time Rate Per Day
Kindergarten—Before/After	5 Days a Week	\$169.00	\$159.70	Bi-Weekly	Before and After School
Kindergarten—Before/After	1 Day a Week	\$43.06	\$20.35	Per Day	Before and After School Per Day
Kindergarten—Before	5 Days a Week	\$112.25	\$120.00	Bi-Weekly	Before School Only
Kindergarten—Before	1 Day a Week	\$30.43	\$14.38	Per Day	Before School Per Day
Kindergarten—After	5 Days a Week	\$121.35	\$120.00	Bi-Weekly	After School Only
Kindergarten—After	1 Day a Week	\$38.04	\$17.97	Per Day	After School Per Day
Kindergarten—FDK	1 Day a Week	\$50.72	\$22.00	Per Day	PA Day remaining at Centre
Kindergarten—FDK	1 Day a Week	\$72.45	\$22.00	Per Day	PA Day with Trip/Entertainment
Kindergarten—FDK	5 Day a Week	\$57.06	\$22.00	Bi-Weekly	Summer/Christmas/March Break Camp

Child Care Base Fee's include child care service from M-F 7am-6pm. Services provided include snacks, lunch, programming, child care. Extra fees, outside of Base Fees, include unscheduled late fees for services after 6pm charged at a rate of \$30 for every 15 minutes late and service charges for any returned fees.

Note: Cathedral Alpha 2 only—fee reductions under the CWELCC program does not apply to children older than 6 years olds. Regular fees will apply. January 3—June 27, 2025 Alpha Child Care is participating in the **Region of Peel BASP Program** for children 6 –12 years old, a 50% fee reduction to the maximum reduction of \$16.90/day.

Observed Holidays Closures at Alpha Child Care Ltd.

- January 1, 2025—New Years Day
- February 17, 2025—Family Day
- April 18, 2025—Good Friday
- May 19, 2025— Victoria Day
- June 30, 2025—Alpha's Floating Holiday Policy
- July 1, 2025—Canada Day
- August 4, 2025— Civic Holiday
- September 1, 2025—Labour Day
- October 13, 2025—Thanksgiving Day
- December 25, 2025— Christmas Day
- December 26, 2025—Boxing Day

APPENDIX 6

SAFE ARRIVAL AND DEPARTURE OF CHILDREN

Alpha will ensure that any child receiving childcare at Alpha Childcare Ltd., is only released to the child's parent/guardian or an individual that a parent/guardian has provided written authorization to Alpha Childcare Ltd., that the educators may release the child to. Alpha will not release any children from care without supervision. Children must always be accompanied by an educator when leaving the classroom. Where a child does not arrive in care as expected or is not picked up as expected, the educators must follow the following safe arrival and dismissal procedures.

Accepting a child into ALPHA

1. An educator must verbally greet the parent and child by name at the classroom door/playground.
2. Ask the parent 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 child's parent/guardians picking up the child) Where the parent/guardian has indicated someone other than the child's parent/guardian will be picking up, the educator must confirm that the person is listed on the child's emergency contact form or where the individual is not listed, the parent/guardian must provide authorization in writing. (i.e., note or email)
3. This change must be recorded in the classroom message book followed by the educator's initials who took the message.
4. If a parent/guardian calls throughout the day to inform the educators that someone other than what is listed on the emergency form is picking up their child, the educator must inform all classroom educators of the child of the change. The child's educators must document this change in the classroom message book, including their initials and who relayed this message.
5. An educator must mark the child in on the attendance form, indicating the time of arrival and who dropped the child off. See Attendance Policy 01 01.
6. An educator must complete the Daily Health Assessment form noting any illnesses, communicable diseases, or any visible signs of injury. See Daily Health Assessment Policy 03 11
7. An educator must then update the number/ratio form.
8. If indoors the educator will escort the child to the washroom for the child to wash their hands before participating in any activities.
9. The educator must help the child get involved in an activity if the child has difficulty deciding what to engage in.
10. An upset child must be comforted within their comfort level. A child must never be left crying and upset; an educator must continually reassure an upset child by acknowledging their feelings, using positive affirmations, talking to them etc.,

When a Child is Found Unattended by a Parent:

1. If a child is found unattended by a parent in the hallway, the educator who made the discovery will accompany the child to the child's classroom/playground, then report the incident to the supervisor.
2. The supervisor must then contact the parent and explain Alpha's drop off procedure.
3. If receiving the child on the playground the educator must record the child's arrival on the portable attendance form (See Attendance Policy 0101) and then must walkie talkie to the educator in the classroom, if applicable and they must complete the Daily Assessment form based on the information relayed by the educator on the playground. See Daily Assessment Policy 03 11
4. If a child arrives, not properly dressed for the weather, the educator will direct the parent to dress the child appropriately explaining that it is unsafe for the educator to leave the other children on the playground to dress their child.
5. If the child arrives to the centre and the educators are aware that the parent did not bring the appropriate clothing for the day's weather conditions (i.e. snow, rain etc.) the educator will ask the parent to bring the appropriate clothing as soon as possible. The educator must ensure that the child is dressed according to the weather conditions by searching the centre for spare clothing within the centre, even if this means having the child wear layers of clothing to meet the weather conditions.

When a child has not arrived at Alpha as expected

1. Where a child does not arrive at Alpha and the parent/guardian has not communicated a change in drop off (phone call/message, email, or advised an educator the previous day pick up) the lead educator, (this may be delegated to other team members in the classroom) must: inform all classroom team members that work with the child and the supervisor/delegate that the child has not arrived and then they must commence contacting the child's parent/guardian no later than 11:00 a.m. If normal drop off time is after 11:00 a.m. then a follow up call

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- will take place 60 minutes after the usual drop off time, inquiring about the absence.
2. Educators will contact the parent/guardian by phone or email inquiring as to the absence of the child stating that their child has not arrived at their usual time. Educators must request that the parent contact Alpha as soon as possible informing them of their child's absence.
 3. All attempted contact times must be recorded in the classroom message book including who (parent/guardian/emergency contact etc.) was contacted.
 4. Any suspicious activity that an educator is aware of must be reported to the supervisor/delegate immediately and together they will decide if police contact is needed
 5. Once the child's absence has been confirmed, the educator will document the absence on the attendance form.
 6. The educator will then record the absence, the reason for the absence, the time the message was received in the classroom message book along with their initials.
 7. If no contact is made, then the child will be considered absent for the day.

Releasing a child from Alpha

The educator who is supervising the child will greet the parent by name at the classroom door/playground gate inquiring about their day. Educators will share a brief description of the child's day, emphasizing the positive successes of the day. The educator will share any other pertinent information (coughing a lot, out of character etc.) with the parent. Parents are welcome to share any pertinent information with the educator. Any information shared by the parent must be written in the classroom message book. Parents are more than welcome to participate in any activities that may be happening within the centre.

1. The educator must mark the child out on the attendance form, the time of departure and who they left with. If being released off the playground the educator must mark the child out on the portable attendance and then walkie talkie to the educator in the classroom that the child has left and who the child left with. The indoor educator, if applicable, then mark's the child out on the main attendance form, what time they left and who they left with.
2. The educator will then update the number/ratio form.
3. If a child gets separated from their parent(s), the educator will take the child to the child's group or to the parent, and the educator will explain to the parent that the child must always remain with the parent for safety reasons. The educator must also explain that if there are siblings within the centre, the parents must first dress one sibling then proceed to the next sibling's cubby area to dress them. Children must never be left unsupervised. **(This information may need to be repeated to the child and the parent on several occasions)**
4. The educator 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 (listed on the emergency contact form, a phone call, an email, or written note) that Alpha may release the child to. Where the educator does not know or recognize the individual picking up the child, they must:
 - Confirm with another educator or the supervisor/delegate 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.
 - Confirm the individual's information against the parent/guardian/authorized individual's name on the child's emergency contact information form or the child's file in the office or any written authorization by the parent/guardian.
 - If the parent/guardian/authorized individual is not listed on the child's file or emergency form, the educator must contact the parent/guardian to obtain permission for the child to be released to the individual who has arrived to pick the child up. The educator must continue to contact the parent/guardian or emergency contact before releasing the child.
 - **A parent cannot be denied access to their child without legal documentation on file. (Documentation from a court of law)**
 - Once contact has been made and permission has been received, a note in the classroom message book must be made.

Where a Child has not been Picked Up as Expected (before the centre closes)

1. When a parent/guardian has previously communicated with an educator a specific time or timeframe that their child is to be picked up from Alpha and the child has not been picked up 1 hour (60 minutes) after the designated time, the lead educator (this may be delegated to another classroom team member) will notify the supervisor/

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- delegate that the child has not been picked up and then proceed to contact the parent/guardian by phone and advise that the child is still in care and has not been picked up.
2. Where the educator is unable to reach the parent/guardian, the educator must call again and leave a message inquiring if the child is being picked up at the indicated time.
 3. If after 30 minutes of leaving the message, there is still no contact with the parent and where the individual picking up the child is an authorized individual and their contact information is available, the educator 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.
 4. Where the educator has not heard back from the parent/guardian or authorized individual who was to pick up the child the educator will wait until Alpha closes and then refer to procedures under "Where a child has not been picked up and the program is closed"

Where a Child has not been Picked Up and the Centre is Closed

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:00 p.m. closing time (except those children in extended care), the educator will make another attempt to contact by phone, with the parent/guardian or authorized person who was to pick the child up.
2. The educator will ensure that the child is given a snack and activity to engage with while they await their pickup.
3. One educator will stay with the child, while a second educator proceeds with contacting the parent/guardian or authorized individual to advise that the child is still at Alpha and inquire about their pickup time.
4. If the educator is unable to reach the parent/guardian or any other individual who was responsible for picking up the child, the educator must check the child's file in the office and contact any other authorized individuals listed.
5. If after 1 hour (60 minutes) of Alpha closing, and no contact has been made the educator must call the supervisor/delegate and inform them of the situation. (If applicable) They need to follow the supervisor/ delegate's instructions.
6. Where the educator is unable to reach the parent/guardian or any other authorized individual listed on the child's file or emergency contact form, 1 hour (60 minutes) after closing the educator shall proceed with contacting the local Children's Aid Society (CAS), 905-363-6131. Educators shall follow the CAS's direction with respect to next steps (Follow policy 02 24 Abandoned Child)

Dismissing a Child from Care without Supervision

1. Educators 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.
2. Individuals must be older than 14 years of age in order for an educator to release a child to them. See policy 04 05 Who May Pick Up a Child.

APPENDIX 7 ANAPHYLACTIC POLICY

To ensure the safety of the children, all educators, students and volunteers must be informed of and be able to deal with children's specific allergies.

“anaphylaxis” means a severe systemic reaction which can be fatal, resulting in circulatory collapse or shock and anaphylactic has a corresponding meaning.”


1. In the initial enrollment package, Parents indicate if there are any allergies and/or other restrictions for the enrolled child. If the child is anaphylaxis, they must complete an Individual Anaphylactic Action Plan for their child giving complete and accurate information as to what process needs to be followed if the child is exposed to the allergen and or demonstrates signs that an anaphylaxis reaction is taking place. **This form must be read and signed by all educators, students and volunteers.** The Individual Anaphylactic Action Plan will be renewed annually and must be kept with the *Emergency Information Forms* in the class. Parents should supply a recent photo of the child with the anaphylaxis in order for it to be attached to the Individual Anaphylactic Action Plan in order for educators, supply educators and students and volunteers to easily recognize and identify the child.
2. If an epi pen is administered to a child, 911 must be called and the child must be taken to the hospital for further treatment.
3. A current listing of all allergies must be posted for all educators to see. Postings must be in every area in which food is served and prepared as well as in every classroom in which any type of activity is done with the children. Allergy lists must also be carried in the outdoor backpacks which travels with the group of children where-ever they go.
4. If a child in any classroom within the centre has a life-threatening allergy to a specific agent or substance, that agent or substance or any by-product of the agent or substance cannot be used for any **programming purpose**. E.g. gluten is the agent or substance - no play dough may be in that particular classroom
5. All educators, students and volunteers must exercise due caution and care so that children are not exposed to or come in contact with the agent or substance to which they are allergic.
6. NOTE: Due to the easy spread of nut and nut products, and the possible severity of the reaction to them, **ALL NUTS AND NUT PRODUCTS ARE EXCLUDED FROM THE CENTRE**. Nuts include tree nuts, peanuts, almonds, brazil nuts, cashews, chestnuts, filberts/hazel nuts, macadamia nuts, pecans, pistachios, pine nuts, shea nuts, and walnuts.
(This list will be revised as necessary depending on the life-threatening allergies of the children enrolled. Alpha reserves the right to ban any type of food that they deem necessary in order to protect the health and safety of the children and educators)
7. A sign indicating that the centre is a **NUT FREE CENTRE** will be posted throughout the Child Care
8. Any Emergency Medication (i.e. Epi Pen) must be stored and administered according to the As Needed Emergency Medication Policy policy # 03 08
9. Emergency Medication left at the Child Care must be checked monthly and before use for expiry date to ensure it is still current and useable. Epi-Pens must also have the small window located on the epi-pen checked monthly and before use to ensure that the liquid in the window is clear and usable. If the liquid in the window is cloudy or has particles floating in it, the medication is spoiled and must be replaced with a new epi-pen immediately. If this were to happen a child may not attend Alpha until the epi-pen has been replaced.
10. Emergency Medication must be stored in an unlocked container (insulated lunch bag with a handle) attached to the outdoor backpack for easy visibility. For group rotation the emergency medication must be within easy access but out of the reach of the children. Peter Robertson location the outdoor bag and /or insulated lunch bag with a handle will be located on the hook that is located on the side of the upper wooden cupboards in the classrooms. Cathedral location the outdoor bag and or insulated lunch bag with a handle will be located on a hook behind the classroom door.
11. If a food on the menu, is the agent or substance that contributes to the allergy of the child, a substitution will be made. The substitute must have the same nutritional value as the original food but be safe for the child to consume. Readily available substitutes will be supplied by Alpha/Caterer. Other, more specific or harder to find foods must be supplied by the parent and labeled with the child's name. All labels of food items brought to


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the centre must be checked by an educator and then rechecked by the lead educator or delegate to ensure that the item brought to the centre does not contain any nut or nut products. Any food item brought to the kitchen must be checked by the cook and then rechecked by the supervisor or delegate. Both educators must make notation in the classroom message book that they have checked the label of the food item brought into the classroom. Any food brought into the centre without a label must be returned to the parent immediately to be disposed of.


12. Children enrolled in the school age camp/PA Day programs are required to provide their own lunch on a daily basis. Reading labels is vitally important to ensure that the product does not contain nut or nut products. Lunches need to contain a proper quantity and quality of nutritional foods which will give the child the energy they require for their busy day. Lunches need to contain: 3 to 4 fruits and vegetables, 2 breads/grains, 2 proteins, 1 to 2 dairy products. Lunches should be stored together in a bag with an ice pack to keep the food from spoiling. School Age camp educators will check the contents of the lunches to ensure that they do not contain any allergens that could harm any child with an allergy to the agent. In the event that a child forgets to bring lunch a nutritious substitute will be provided by Alpha.
13. Upon employment and every three years thereafter, all regular kitchen personnel will be required to complete a Food Safety Certification Course which includes explanation of same value food substitutions and reviews reading food labels to help identify allergens.
14. All educators will receive training by parents and or health professionals for administering medication to a child with asthma or epilepsy, diabetes, allergies and for the use of an Epi Pen or any special needs requirements that may affect the health and safety of a child. For example: a G-Tube, the insertion of a catheter, blood glucose test for diabetes, or insulin injection.

This policy will be reviewed upon employment and annually thereafter or if any changes are made to this policy.

Menu #2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SNACK	Yogurt Parfait with Oats, Berries Milk	Applesauce, English Muffins, Sliced Cheese Milk	Wh. Grain Bagels, Wow Butter & Melons Milk	Oatmeal Cookie, Yogurt, Berries Milk	Cereal, Bananas Milk 
LUNCH	Fish Tacos, (Fish of Choice) Coleslaw, Oranges Milk	Classic Chili with Dinner Roll, Gr. Peppers, Bananas Milk	Chicken Stir-Fry, with Soba Noodles, Broccoli, Pineapples Milk	Egg Skillet made with Potatoes / Hashbrowns, Peppers, Mushrooms, Pears Milk	Tomato Bean Soup with Spinach Salad, Melons Milk
SNACK	Bread Sticks, Wow-Butter, Celery	Cauliflower Bites and Zucchini Loaf	Crackers, Egg/Tuna Salad, Grapes	Naan Bread, Hummus, Carrot Sticks	Tortilla Crisps & Salsa, Cucumber Sticks

Menu #1	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SNACK	Cereal Bananas Milk 	French Toast Peaches Milk	Wh. Toast, Wow Butter Apples Milk	Pumpkin Muffins, Celery Sticks Milk	Waffles/ Cinnamon Butter, Berries Milk
LUNCH	Baked Fish, Wh. Grain Rice, Peas/ Carrots, Plums Milk	Tex-Mex Wh. Grain Tortillas Gr. Peppers, Pineapples Milk	Hawaiian Chicken Rice Noodles, Broccoli, Watermelon Milk	Tomato-Base Wh. Wheat Pasta, Spinach Salad, Grapes Milk	Chef's Soup, Garlic Bread, Bean Salad, Gr. Veg, Oranges Milk
SNACK	Wh. Grain Crackers, Cucumbers, Hummus	Mini Pita Pizzas, Sauce, Shredded Cheese, Broccoli	Naan Bread & Spinach Dip made with Cottage Cheese	Wh. Grain Crackers with Egg Salad, Carrot Sticks	Tortilla Roll-Ups with Wow Butter & Bananas

Menu #4	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SNACK	Cereal, Bananas Milk	Waffles/ Cinnamon Butter, Berries Milk	Fruit of Choice, & Fruit Muffin Milk	Egg Skillet with Tortilla Wraps, Peppers Milk	Homemade Granola Bar, Apples Milk
LUNCH	Lemon Butter Fish, Rice, Gr. Beans, Mushrooms, Watermelon Milk	Meatball Subs on Dinner Roll, Kale Salad, Oranges Milk	Greek Chicken on Naan, Greek Salad, Melon Milk	Homemade Macaroni & Cheese, Bean Salad, Zucchini, Pears Milk 	Chicken Noodle Soup Celery, Fruit Salad Milk
SNACK	Mini Pita Pizzas, Sauce, Shredded Cheese, Broccoli	Ozery Snack Round, Wow Butter, & Celery	Melba Toast, Egg Salad & Cucumbers	Naan Bread, Spinach Dip made with Cottage Cheese	Veggie of Choice & Veggie Loaf

Menu #3	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SNACK	Cereal, Berries Milk	Applesauce, Pancakes Milk	Yogurt Parfait with Oats, Berries Milk	Wh. Wheat Toast, Wow Butter, Apples Milk	Crackers, Cream Cheese, Cucumber Milk
LUNCH	Mediterranean Fish, Couscous, Peas/ Cauliflower, Grapes Milk 	Curry Chicken, on Naan, Cucumbers, Melons Milk	Meatloaf (includes potatoes), Mixed Green Salad, Bananas Milk	Chicken Alfredo Pasta, Spinach Salad, Pears Milk	Cauliflower Soup with White Beans, Grilled Cheese Sandwich, Zucchini, Oranges Milk
SNACK	Brioche Bites with Bean Dip & Celery	Tuna Salad with Crackers & Broccoli	Naan Bread and Hummus, Carrot Sticks	Banana Bread & Applesauce	Ozery Snack Rounds & Fruit Salad