



## **INTERNAL RULES**

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## **General Orientation**

### **Mission**

CPE Vanier is a workplace childcare center that primarily serves the families of Vanier College. We are committed to offering quality childcare based on developmentally appropriate practices that will support and encourage the development of each child in our care so that he or she can reach his or her fullest potential.

The guiding principles that help us to realize our mission include:

- Knowing and respecting the principles of developmentally appropriate practice.
- Establishing partnerships with parents.
- Being good role models for the children by conducting ourselves with integrity, honesty, loyalty, fairness and kindness.
- Providing an atmosphere where children and adults thrive; one that fosters friendships, curiosity, self-esteem, joy, humour and respect for people and our environment.
- Respecting the individuality of each child; ensuring that they are loved, respected, engaged and appropriately challenged in their daily activities and interactions.
- Remaining up to date on current trends and research in child development.
- Recognizing the need for and seeking the appropriate outside resources whenever necessary to ensure that each child's developmental needs are addressed.
- Providing a workplace wellness program that supports and values its employees.

### **Welcome to Centre de la Petite Enfance Vanier!**

Welcome to Centre de la Petite Enfance Vanier! We hope that your association with us will be an enjoyable and beneficial one. Within our CPE particular emphasis is placed upon developing a sense of community, trust and mutual respect for both adults and children. CPE Vanier is a facility that primarily serves the children of the staff, faculty and students of Vanier College, however, it cannot guarantee places for all families needing or wanting to use this form of childcare. If you have any questions, comments or concerns we encourage you to share them with us. We look forward to building a meaningful relationship with you and your child.

This document uses the term child care practitioner to refer to adults who work in the field of child care including: early childhood educators; family child care providers; family resource program personnel; resource and referral program personnel; and instructors in early childhood care and education programs in post-secondary institutions.

This document uses the term "parent" to refer to the parent or legal guardian or the adult who assumes the parental role in the care of the child.

CPE Vanier Board of Directors

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# Centre de la petite enfance Vanier

## Internal Rules

### 1. Administrative Structure

#### 1.1. Corporation

The permit holder of the Centre de la Petite Enfance (CPE) Vanier is a non-profit corporation, incorporated by virtue of part three of the Loi sur les companies (*Companies Act*) and subsidized by the Family Minister.

#### 1.2. Permit

CPE Vanier holds a permit from the Family Minister allowing it to receive up to 80 children between the ages of 9 months and 59 months. The corporation holds an occupancy permit from the town of Ville Saint Laurent for its premises.

#### 1.3. Workplace

CPE Vanier operates in a workplace environment and gives priority to children of the staff and student body of Vanier College and CPE Vanier for all its available places. CPE Vanier is committed to providing children with an educational daycare service that promotes their physical, intellectual, emotional, social, and moral development in conformance with the program under the authority of the laws, rules and regulations for CPE's in Quebec set forth by the Family Minister.

#### 1.4. Board of Directors

A Board of 9 Directors administers the corporation. The Board consists of 6 parent clients of the daycare, 1 Community member, the General Director and a Staff member. The President and Vice-President of the Board must be a parent members.

### 2. General Dispositions

#### 2.1. Operating hours

CPE Vanier's operating hours are from Monday to Friday from 7:00am – 6:00pm.

#### 2.2. Eligibility

A family becomes eligible to be placed on the waiting list once the waiting list application has been completed on the Quebec daycare waiting list: Enfance Famille 0-5ans. Parents can contact them at (514) 270-5055 or visit their website at [www.laplace0-5.com](http://www.laplace0-5.com).

#### 2.3. Waiting list procedure

Applications are accepted according to the application date and according to the criteria of each waiting list.

Applications will only be accepted for a child who is already born.

In the case of an adoption, the applicant must provide proof of the intended adoption and of the date he/she is expecting to receive the child.

It is the applicant's responsibility to inform La Place 0-5 ans of any changes in the application. If the CPE is unable to contact an applicant using the given information on the website, his/her name will be removed from the waiting list.

#### **2.4. Waiting List Priorities**

CPE Vanier has an Internal and External waiting list. In order to be considered for eligibility on the waiting lists, one parent must be validated by the Vanier College registrar's office as a student or by the Human Resources department as an employee, according to the priorities outlined below.

Any application that does not meet the Vanier College or CPE Vanier eligibility will fall under the Community priority.

#### **2.5. Internal waiting list**

1. Siblings - Vanier College staff, faculty, registered full time student
2. Siblings - CPE Vanier permanent staff
3. CPE Vanier permanent staff member first child

##### *First priority*

Siblings of children of Vanier College staff, faculty, full time students.

Priority is given to siblings whose parent/legal guardian works or studies full-time at Vanier College during the day and already has a child registered at CPE Vanier. The siblings must be registered within the same academic year.

##### *Second priority*

Siblings of children of CPE Vanier permanent staff

Priority is given to children whose parent/legal guardian is a permanent staff member of CPE Vanier and already has a child registered at CPE Vanier. The siblings must be registered within the same academic year.

##### *Third Priority*

CPE Vanier permanent staff member, first child

Priority is given to children whose parent/legal guardian is a permanent staff member of CPE Vanier.

#### **2.6. External waiting list**

1. Vanier College – children of Vanier College (staff, faculty, full time student)
2. Vanier College – part time student (children of registered part-time student).
3. Family members – the child of an immediate family member of Vanier College staff or faculty or CPE Vanier permanent staff.
4. Community – All other families outside of the Vanier College community.

The internal waiting list has priority over the external waiting list. The ranking within this internal waiting list is established along the following criteria:

##### *First priority*



Vanier College staff, faculty, full time students  
Priority is given to children whose parent/legal guardian works or studies full-time at Vanier College during the day.

*Second priority*

Part time employees, students

Priority is given to children whose parent/legal guardian studies at Vanier College on a part-time day basis. Only credit courses are eligible; life skills courses do not qualify.

*Third priority*

Extended family member

Priority is given to children whose extended family member (grand-parent, sister, brother, uncle, aunt) is an employee of Vanier College.

*Fourth priority*

Outside Community

Applications from families outside of the Vanier College community will be considered once the needs for daycare services for the Vanier College community have been met. Priority will be given to people who are working or studying.

## **2.7. Registration and admission**

- Spaces are distributed beginning in June for the upcoming academic year.
- Families who are eligible will be contacted by phone to verify that they still meet the eligibility requirements and are interested in the space.
- Parents will then receive a call informing them of the availability of a space. Families have three business days to confirm that they accept the space.
- If the family refuses an available space, their application will be removed from the waiting list. If they wish to reapply for a future date, they will have to submit a new application on the la place 0-5ans website. If a space becomes available in mid-session, the parent has the option to refuse it until the following August semester. Their priority on the waiting list will not be jeopardized in this instance.
- The groups are organized according to the age of the children. Normally, when a space becomes available, children are accepted according to the application date and the age category. However, the CPE also has a family orientation that gives preference to siblings of an already registered child. This preferential treatment is applied provided the older sibling returns to the CPE the following year and provided that the parent still meets the eligibility requirements.
- An application for a sibling of a registered child from the outside community will be considered only if the needs of the Vanier Community have been met and providing that the siblings would benefit from at least one year together.
- Registration appointments are arranged with the parents for the month of May or June.
- During registration, the parent and child will have the opportunity to see the premises, meet the staff and ask questions about the program.
- Parents must sign a consent form to have their status at Vanier verified with the College each semester. Failure to meet the eligibility criteria within the first semester of enrolment will result in the immediate loss of the daycare space.

## 2.8. Documents required for registration

- The child's original birth certificate.
- The original birth certificate or proof of permanent residence or citizenship of the parent who is registering the child, as required for the reduced contribution.
- The signed consent form for verifying the parent's status as a Vanier student or employee in accordance with the eligibility criteria.

## 2.9. Criteria for attending the CPE

**Definition of good standing:** A parent whose child is enrolled at CPE Vanier must agree and abide by the Internal Rules of CPE Vanier for the duration of the service contract agreement.

- It is the parent/guardian's responsibility to inform CPE Vanier of any changes in his/her situation regarding eligibility. Failure to do so may result in the loss of the childcare services.
- An annual service contract and registration package is to be signed between CPE Vanier and the eligible parent/ guardian.
- Should a parent/guardian lose eligibility i.e. is no longer an employee or a student of Vanier College, the following will be considerations for the child to continue at CPE Vanier. In all cases, the parent must maintain their good standing\* at CPE Vanier.
- Should the parent/guardian lose eligibility as a validated student (other than graduating) or as a Vanier employee during the academic year, the child will be allowed to continue at CPE Vanier until the end of the academic year.
- Provided that the child of a validated student has attended CPE Vanier for at least one year and providing that one parent is graduating from Vanier College and has remained in good standing\* at CPE Vanier for at least one academic year, the child will be allowed to remain at CPE Vanier until he/she goes to kindergarten. Official proof of graduation must be provided.
- Provided that the child who is registered at CPE Vanier will be 4 years old by September 30th of the upcoming year, he/she will be allowed to complete the last year at CPE Vanier before kindergarten. The last official day of attendance will be the Friday before the first day of the Fall semester as stipulated in the service contract, in order to avoid an overlap of newly registered children and those who are leaving for kindergarten.
- If a child poses a threat to the health of an immediate family member (e.g. pregnant) the child is to be removed for the duration of the threat and will remain at the top of the list for the following school year. This privilege is offered only if the parent/guardian gave adequate notice of his/her intention to return and provided that he/she is going on a medical leave of absence as a student or a recognized leave as an employee of Vanier College. The same accommodation is made if the child's other parent chooses to withdraw his/her child during the recognized leave.
- No registered child can be "bumped" to accommodate a returning family.
- Families from outside the Vanier community must remain in good standing\* to continue receiving childcare services from CPE Vanier. Once accepted from the outside waiting list, they will not be "bumped" to accommodate a Vanier family
- The leave of absence consideration does not apply to families outside the Vanier community.

- The services of CPE Vanier are considered to be a privilege and not a right. Families benefiting from these services must remain in good standing\*. The CPE Vanier Board of Directors reserves the right to revoke the privilege of childcare services from anyone who fails to remain in good standing.
- The CPE Vanier Board of Directors reserves the right to consider special circumstances presented to them by the General Director regarding the criteria for the continuation of services at CPE Vanier. Parents/guardians must respect the CPE Vanier rules and regulations that they will have read and signed upon registering. Parents/guardians must also respect the service agreement and pay their fees when due.
- All information provided by the parents/guardians is treated confidentially. Only administrative staff have access to family files. CPE Vanier cannot communicate any information, including telephone numbers, without the consent of the parents.
- Inspectors from the Family Minister make periodic visits to CPE Vanier. The authorized inspector can consult the files to determine that all the required documents are present; nevertheless, the anonymity of the family is preserved.

### **2.10. Service contract**

The parent(s)/guardian(s) sign(s) a written contract to use the services offered at CPE Vanier for a one year period. The contract stipulates the time period, childcare fees per day, childcare fees for more than ten hours of childcare service and fieldtrip fees. The parent(s) will be given a copy of the contract, and the original contract will be kept in the child's file.

### **2.11. Registration Card**

The parent(s)/guardian(s) complete(s) a registration card that provides the CPE with information regarding the child, family and important authorization forms required for the care of the child.

### **2.12. Children's Files**

A copy of all documents required for registration, as listed in point 2.5, will be kept in the child's file. A complete registration package will be given to the parent(s)/guardian(s) including the service contract, the government rate eligibility form, and all relevant documentation from the CPE. A separate service contract is to be renewed annually.

### **2.13. Attendance Sheets**

As per Article 23 of the government regulations document *Reduced Contribution Regulation division IV*, parents are required to sign an attendance record at the end of each month attesting the presence of their child at the CPE.

### **2.14. Daycare holidays/closure**

CPE Vanier is closed on all Statutory Holidays according to the Labor Standards. Parents must pay the usual daily fee for statutory holidays, December holidays, unforeseen closures, family planned vacation days, days your child is absent due to illness, and all other absences, according to the days of service indicated on the service contract.

Holidays	Daycare is closed
Labour Day	1 <sup>st</sup> Monday of September
Thanksgiving	2 <sup>nd</sup> Monday of October
Christmas & New Year's	December 25 <sup>th</sup> to January 1 <sup>st</sup>
Good Friday	As per the calendar
Easter Monday	As per the calendar
Victoria Day	As per the calendar
Saint Jean Baptiste	June 24 <sup>th</sup>
Canada Day	July 1 <sup>st</sup>

### 2.15. Unforeseen closing

In the event the CPE cannot open due to a snowstorm, ice storm, etc., parents will be notified by 6:30AM. The CPE closure will also be announced on the following radio stations: Corus Quebec, CKAC Sports 730 AM, CKOI 96.9 FM, 98.5 FM, Q92 FM Montreal 92.5, INFO690 AM and AM 940 Montreal, Cjad, Mix 96, Chom 97.7FM.

### 2.16. Absence and vacation notice

Reason for absence	Preferred notice
Sickness	24 hours
Vacation	Two weeks in advance
Departing CPE	Two weeks in advance
Other reasons	24 hours

### 2.17. Childcare fees / Payment schedule

CPE Vanier complies with all the regulations and directives issued from the Family Minister concerning childcare services offered at a reduced contribution rate.

- Childcare fees are set forth by the Family Minister and are indexed annually. A portion of the childcare payment, the basic rate, is payable to the CPE. Parents required to pay the basic contribution may also have to pay an additional contribution. Depending on the parents family income it is payable to the Minister of revenue when the parent files his or her tax declaration.
- In addition to the childcare fees, there is an additional cost of \$5 per day for families needing more than 10 hours of childcare per day.
- Monthly payments are to be made for the first of each month. A fee schedule is included with the service contract. The daily rate is subject to change according to government regulations.

### 2.18. Late payments

In the case of a late payment, parents will receive a letter from the General Director requesting payment. In the event that the daycare fees have not been paid, the daycare reserves the right to cancel the service contract for childcare services.

### **2.19. Late fees**

Parents who pick up their child (ren) after 6:00pm will be subject to a flat fee of \$10.00 and \$1.00 per minute. For example, if a parent leaves the building with his/her child (ren) at 6:05 pm, the parent will be charged \$15. A second or subsequent occurrence may result in the suspension of childcare services for three (3) days or in the cancellation of the contract.

A late arrival journal is kept where the date and time of a late pick-up are indicated, to be signed by the parent and by the educator present at that time. The General Director will issue the late fee notice and all fees are payable to CPE Vanier.

### **2.20. Additional Fees**

#### **Membership fees (optional)**

Parents become members of the corporation once the service contract and registration card have been completed and signed. The membership fee (optional) of 35\$ is payable once a year. The membership fee helps and supports the daycare to provide breakfast daily, sunscreen and Tylenol for the children all year long.

#### **Fieldtrips (optional)**

Fieldtrips are organized throughout the year. Parents are given a contract agreement detailing the cost, location, date and time of the fieldtrip.

#### **Birthday Cake (optional)**

Due to safety and health concerns we do not allow parents to bring in food that is not provided by the daycare. We do celebrate children's birthdays and offer to have a birthday cake (optional) prepared by the educators and the children of your child's class at no additional charge.

#### **Disposable diapers**

Parents are to provide disposable diapers for their children. Due to safety and hygiene reasons, cotton diapers are not permitted. If necessary, CPE Vanier will help parents temporarily by providing diapers at the cost of 1\$ per diaper.

### **2.21. Income tax receipts**

Parents receive income tax receipts before February 28<sup>th</sup> of each year. Tax receipts are issued for all amounts payable for childcare services (daily rate paid per day, late fees, NSF payments and other eligible fees). A provincial tax receipt is issued for the childcare fees paid to the CPE.

### **2.22. Parent participation**

CPE Vanier is a workplace daycare where the majority of parents are on site. We thus have an open-door policy whereby parents are welcome at all times. Parents are encouraged to attend special events such as General Assembly, field trips, and parent evenings organized by the CPE. CPE Vanier is governed by a Board of Directors. The majority of the board members are parents of children enrolled at the CPE. Election of the Board members occurs at the General Assembly each September. There are a total of nine members, 6 parents, 1 community member, the General Director, and a Staff member. A detailed description of the Board mandate, including the responsibilities of each member, can be found in the CPE Vanier By-Laws.

### **2.23. Visitors**

An open-door policy exists for parents of the CPE's enrolled children. Other individuals wishing to visit must make the request in advance.

### **2.24. Withdrawal**

If parents decide to withdraw their child from the daycare service, we request to be advised by returning their cancellation form which is attached to the service contract once they are aware that they will no longer need the childcare service. The cancellation fee will be the lower of the following two figures: either \$50, or the sum representing 10% of the outstanding services, as permitted by the consumer protection agency.

## **3. Program of activities**

### **3.1. Objectives of our Educational Program – Meeting Children’s Needs**

Our goal and mission at CPE Vanier is to ensure the health, safety, security, and development of the children in our care. We are committed to offering quality childcare services to the children and their families.

Our commitment to our families:

- Welcoming children and meeting their needs;
- Ensure the well-being, health and safety of children;
- Promote equality of opportunity
- Contribute to the socialization of children
- Provide support to parents
- Facilitating the child's entry into school

### **3.2. Philosophy**

CPE Vanier offers a child oriented environment. We follow the educational program developed by the Family Minister, Meeting Children’s Needs. This program is based on the principal that children learn through play. We believe that every child is unique and that every child develops at their own rhythm. We strive to instill in each child a sense of curiosity and genuine interest in his/her environment, which will serve as a solid foundation for future learning.

### **3.3. Integration of the family and child into the community life at the CPE**

#### **Integration of the child**

We welcomed the children and their parents in a warmly and in a personalized way. As soon as a family is offered, a place for their child at our CPE and when the family receives it they become part of our family. Our goal is to integrate the child in a harmonious way. We encourage families to visit the CPE prior to the start date and take the time with their child so they can build confidence in their new environment. Please see the integration articles in Annex E, Articles 1 and 2.

### **Types of activities that support the child to adapt to their new environment**

At the beginning of each school year, educators plan adaptation and integration activities. The activities are directed towards the exploration of the environment inside and outside the CPE. For example, they will take walks down the corridor in a safe manner, sharing photos and names of family members, organize self-awareness activities such as who I am, what I like to do, etc.

### **Types of activities to lead to meaningful experiences**

Significant and meaningful experiences for the children attending our CPE occur in a spontaneous or planned manner. The activities are based on the interests of the children, the educators and the pedagogical directors. Each member of our team has a role in supporting each child to provide them with the opportunity to explore and learn about their interests. Interactions and communications between children and all staff members are part of their significant and meaningful experiences. Our team is dedicated to taking the time to observe, listen and interact with all the children. In addition, all the activities that educators plan provide children with fun and interesting experiences, whether it be painting and dancing with scarves or to music, taking a walk around the city, singing in the hallways, etc.

### **The link between adaptation and integration of a child and our educational program**

Educators use the tools associated with our educational program. Such as observation and reflection tools, developmental milestone charts, tools for team planning systems, weekly programming to integrate the children to develop at their own rhythm. (Forms can be found in Appendix C-forms)

### **Communicating with parents**

We believe that regular communication with parents facilitates the process of separation anxiety for both the child and the parent, transition and integration of their child. Morning and afternoon drop off and pick up time is a good time to have positive contact with parents. Often we greet and welcome families into the classroom, take a moment to talk in the vestibule or at their child's cubby. These are moments that allow us to make exchanges about the child which can include how the child is feeling, if the child has slept, has eaten etc.

### **Partnerships within the community**

Our relationships with our community support the quality of our CPE. We value our partnerships with Vanier College, the Library of St-Laurent, Eco-Quartier St-Laurent and Table of concentration CPE Directors of St-Laurent. We also give back to our community by organizing fundraising events throughout the year. We organize annual fundraisers that we call Butterfly hugs that can be bake sales for the children's hospitals, gathering or preparing of meals for teens and the homeless, The Terry Fox foundation for research into cancer and more.

## **3.4. Educational Program (Annexe A, no.1)**

Our CPE offers a bilingual educational program. In every classroom we have English and French speaking educators. It may occur that a classroom has two French speaking educators. This is established at the beginning of the academic year.

The complete educational program can be located in **Annexe A**.

The fundamental principles of this program are:

- Every child is a unique person
- Children are the primary agents of their development
- Child development is a comprehensive and integrated process
- Children learn through play
- Partnership between educators and parents is essential for the harmonious development of the child
- Focus is placed on global development of social, physical, moral, cognitive and language domains.

Educators program activities according to observations and anecdotes of the children in their care. They plan and organize materials and activities according to the children's actions, thoughts and interests, through small and large group activities, circle time and outdoor and indoor gross motor play.

Educators take great care and time to prepare a focused portfolios of each child. A compilation of observations and anecdotes of each child's development are taken throughout the year. The focused portfolio gives our families the opportunity to see the milestones their children have accomplished.

### **3.5. Child/Educator Ratio**

GROUP	AGE	CHILD/EDUCATOR RATIO
Infants	9 - 17 months	10/2
Toddlers	18 - 23 months	7/1
Young two's	24 -30 months	14/2
Older two's	31 - 35 months	15/2
Three year olds	36 - 47 months	16/2
Four year olds	48 - 59 months	18/2

### **3.6. Daily Routine**

Each day follows a similar schedule of events. A schedule of routine activities followed throughout the day is posted outside every classroom daily. At the beginning of each month a memo is sent by email to highlight the upcoming events and special activities for that given month.

The daily routine of the program can be located in **Annexe A**

### **3.7. Program of activities for children from 9-17 months**

An example of a typical program of activities located in **Annexe A**.

### **3.8. Program of activities for children from 18-59 months**

An example of a typical program of activities is located in **Annexe A**.



### **3.9. Healthy lifestyles at CPE Vanier**

#### **Healthy lifestyles at CPE Vanier include the following seven elements:**

- Physical activities
- Healthy eating habits
- Healthy hygiene habits
- Environmental activities
- Outdoor Games
- Gymnasium program
- Aquatic program

These seven elements are incorporated in our program through the weekly activities. Educators use magazines, books, posters to in the classroom as learning tools to incorporate all the elements, they sharing of articles parents, plan daily actives, etc.

In addition, educators gain knowledge by attending professional development workshops every year. Topics may include health and physical activities i.e. outdoor play all year long, defi Pierre Lavoie. We encourage parents to participate in the CPE activities i.e. Winter carnival, fieldtrips, environment committee.

#### **Healthy eating habits**

At CPE Vanier, we believe that the nutrition of children influences their growth, health and development when they are small and throughout their lives. We believe that children need to drink and eat quality meals in order to meet their daily food needs. The food we offer to our little ones is varied, of quality, and of sufficient quantity and appetizing. (Please see Food Policy in Appendix B, Number 7)

#### **Healthy and healthy habits**

Our goal is to educate the Vanier CPE community about our health and hygiene procedures in a clear manner and to define procedures to control the spread of contagious diseases at the Vanier CPE. (Please see the Health and Hygiene Policy in Appendix B, Number 9)

#### **Environmental activities**

Our goal is to provide guidelines and objectives for our CPE on environmental issues and sustainable development. Activities and habits are reviewed annually to ensure that we continue our activities to be environmentally conscious within its operational and pedagogical framework. (Please refer to the Environmental Policy in Appendix B,)

#### **Physical and active living**

All physical activities are free. Every day, educators plan and encourage children to be active and participate in various physical activities aimed at increasing physical strength, balance, coordination and endurance.

These activities are organized during the hours of transitions, the time of the circle as well as the time of the activities of interior and exterior. Daily physical activity time and at least 180 minutes, materials used include activities of low, moderate or high intensity.

Some examples of weak activity are, yoga, throwing games and catching balls; Moderate are balancing on the blocks, climbing and descending the stairs and ladders in the moving and high moving room are running, pedaling a tricycle on our bike path, jumping, crawling, jumping are high activities. (Please see the schedule of physical and active activities in Appendix A, numbers 5).

We also offer free gym classes and All physical activities are free. On a daily basis, the educators encourage the children to participate in a variety of physical activities that will increase their strength, balance, coordination and endurance. This may include sedentary, moderate and high intensity activities such as: children's Yoga, catching and throwing balls, running, riding a tricycle, jumping, crawling, hopping, etc. We also provide free gym and swim programs that are offered to us by Vanier College. Details are listed below.

### **Gym program**

Vanier College offers gross motor courses during the fall and late winter semesters to our 2, 3 and 4 year old children. A variety of fun activities are planned to develop the children's gross motor skills and stimulate their overall physical development. Such as stretching, climbing, swinging, running, cooperative games, and dance.

### **Outdoor play**

We offer enclosed play yards accessible from each classroom. Outdoor play is scheduled in the morning and the afternoon, weather permitting. The play space and Bike path are also daily.

### **Aquatic Program**

Vanier College offers swimming courses during the Fall and late Winter semesters to our 2 1/2, 3 and 4 year old children. Children are taught water safety and basic water skills, and are encouraged in water play exploration.

## **3.10. Music program**

We offer a music program during the fall and winter semesters to all of our groups. The program is run by a music specialist inside the CPE once a week for a period of about twenty to thirty minutes per group. The purpose of this activity is to provide children with an interactive, fun and entertaining musical experience.

## **3.11. Toys and equipment**

All of the toys, equipment and materials at CPE Vanier have been carefully selected with safety, durability and creative and educational value in mind. In order to ensure that the toys will be available for all the present and future CPE children, we do not allow them to be taken home. The children's interest and enthusiasm will remain, knowing that their favourite items are always on site at the CPE. We discourage the practice of bringing toys from home (unless for special occasions). We cannot ensure that objects from home meet safety standards for all of the age groups that we serve. CPE Vanier is not responsible for the loss or damage of toys brought from home.

### **3.12. Television/Videos**

The use of the television or any other audiovisual device is only used for educational purposes. Occasionally, a video may be played in either French or English, including video footage of the children themselves taken while on outings etc. that is in relation to the planned activities of the CPE.

### **3.13. Optional activities**

Special activities may be offered from year to year, e.g. Apple Picking, visits to museums, etc. For any additional activities where a fee is required, a separate permission form and contract agreement will be provided.

When going on field trips the children are divided into small groups beforehand and assigned to specific educators or parents for the duration of the trip. Should the ratio of children to educators and parents be too high for the planned field trip, we may request ECE students to volunteer to meet the ratios. When public transportation is used, the ratio of children to adults is 2/1. In addition to fieldtrips educators plan visits to the local fire station, library, or to local merchants around the community. Educators inform or send out a written notice in advance and parents are always welcome to participate.

### **3.14. Fieldwork students**

Students studying at an Educational Institution in an Early Childhood Education program may do an internship at CPE Vanier. We give priority to Vanier College Early Childhood Education students to fulfill their fieldwork requirements. The number of placements to a maximum of one per class per semester. Early Childhood Education students are not left alone with the children as the responsible educator. They do not figure into the educator/child ratio.

## **4. Health and Safety**

### **4.1. Items furnished by parents**

For children under 18 months old:

- Disposable diapers
- Plastic baby bottle (2) labeled with child's name
- A comfort blanket and soft toy or doll
- Milk formula or breast milk (Milk formula and breast milk must be prepared in bottles)
- Pacifier (2)
- List of foods introduced to the child
- A picture of the child
- Baby zinc oxide cream
- Nasal solution
- Shoes that remain at the daycare to be worn in the classroom only

For children older than 18 months old:

- Disposable diapers
- Sippy cup (if needed)
- Zinc oxide cream (if needed)
- Comfort blanket and soft toy or doll
- A picture of the child

#### Appropriate clothing

- Parents are to dress their children in clothing suitable for full participation in the daycare program and accordingly to the weather. This includes clothing for outdoor activities. I.e.: rain boots, raincoat and splash pants, winter boots, mittens, etc.
- Parents must provide their children with non-slip shoes. Slippers and flip flops are not permitted.
- Parents are to provide a full set of extra change of clothes (shirt, pants, underwear, socks, and mittens for the winter) to be kept in the basket at their child's locker.
- All items are to be labelled with the child's name.
- Parents are to provide diapers or pull ups if needed.
- Parents may provide pacifiers for children in the infant and toddler classrooms.

#### **4.2. Food allergies and/or restrictions**

It is the responsibility of the parent to inform the CPE during enrolment or as soon as the condition arises of any food allergy and/or restriction their child has. If a child is allergic to peanuts or other nuts, all products that may contain these are considered toxic and are banned from the CPE.

It is the responsibility of the parent to provide and keep record of expiry dates of all necessary medications for their child.

#### **4.3. Nutrition**

##### *Breakfast*

The CPE provides breakfast daily from 7:00am to 8:30am at no additional charge.

##### *Lunches and snacks*

Our daily meals are nutritionally balanced in accordance with the Canada Food Guide. A complete & nutritionally balanced meal is provided at noon. The General Director and Cook plan, reviewed and evaluate the menus regularly. Two nutritious snacks including milk and water are provided daily, one in the morning and one after rest time. Only CPE Vanier staff are permitted in the kitchen.

##### *Peanut and other nuts*

We are a **nut aware** CPE; traces of nuts and their by-products may be found in foods through contamination during food preparation. CPE Vanier cannot guarantee a completely nut-free environment.

##### *Food from home*

For safety reasons we do not allow food to be brought from home or that has not been provided by the CPE.

#### **4.4. Holidays and birthdays**

We view holidays as a learning experience as well as a time for celebration. We encourage parents to inform staff of dates and traditions that may be shared by all. We highlight each child's birthday and we offer to have birthday cake (containing no nuts) prepared by our cook for the child's special day at an additional cost of \$10.

#### **4.5. Food from home**

The health and safety of the children is our first priority at all times therefore, it is strictly forbidden to bring any food from home. We have exceptions for special occasions such as International pot luck lunch; end of the year gatherings and we will remind families not to use any products containing nuts.

#### **4.6. Medical information**

All parents must complete and return the medical form included in the registration card to the CPE before a child is admitted. It is the parent's responsibility to inform the staff of any health/medical concerns regarding his/her child, in order that we may provide the best possible care for that child. If a child is allergic to peanuts or other nuts, all products that may contain these will be considered toxic and will be banned from the CPE while that child is registered to attend. Traces of nuts and their by-products may be found in foods through contamination during food preparation. CPE Vanier **cannot** guarantee a completely nut-free environment.

#### **4.7. Illness**

The Health and Hygiene policy (under ANNEXE B-policies) demonstrates the conscious effort to prevent and control the spread of contagious diseases for the families and staff of CPE Vanier. A child with fever, rash, diarrhea, or who has been vomiting, must not be brought to the CPE. In the event that symptoms associated with illness occur during the day at the CPE, the parents/guardians will be asked to come and pick up their child. The child will be permitted to return to the CPE only when the symptoms have not reoccurred over a 24-hour period. In the case of diarrhea, we will ask that parents keep their child home until symptoms have ended and stools are normal for a period of 24 hours. It is recommended that the child be examined by the family physician. CPE Vanier may request a note from a doctor attesting that the child is not contagious and can return to the CPE.

#### **4.8. Fever**

A child is considered to have fever when the underarm temperature is 37.5 °C. The child will be put in a quiet rest area where he/she will be monitored and offered fluids to drink. If the underarm temperature is 37.5 Celsius or 99.5 Fahrenheit, the parent will then be contacted to be notified verbally. Should we not be able to contact the parent/guardian we will leave a voice message if possible. Acetaminophen will be given to the child to reduce the temperature. The child will be monitored for a period of one hour to see if the temperature has lowered. In the event that the fever increased the parent will be asked to come pick up the child. In the case where the temperature has lowered and the child can continue to carry out regular activities the child can remain at daycare. The parents will be contacted to be informed of their child's condition.

#### **4.9. Quarantine of child**

In an effort to control the spread of illnesses amongst the children, the child with a fever, rash, diarrhea, or who has been vomiting may be brought to the office to rest until the parent/guardian arrives to take the child home.

#### **4.10. Administering medication**

As per the government regulations, we can administer medications or products without a doctor's prescription. Medication that is prescribed by a doctor must have the prescription label on the product. The only medications we can administer without a prescription and with the parent's authorization is Acetaminophen, sunscreen, insect repellent, zinc oxide, and nasal solution.

#### **4.11. Storing medication**

- All medication is kept under lock and key.
- A regular scheduled staff member may administer a prescription medication or acetaminophen with the written consent of the parent.
- The medication must be in its original container with a clearly visible label indicating the child's name, the name of the medication and the dosage, duration of treatment, and expiry date.
- A register is kept in the staff room indicating the name of the child, type of medication, dosage, date, and time administered along with the signature of the responsible educator.

#### **4.12. General Safety**

Every precaution is taken to ensure that your child enjoys a safe, hazard-free environment. All poisonous and hazardous materials are kept in a locked cupboard and medication is kept in a locked medical box. A first aid kit is also kept in every classroom, in the kitchen, gym and hallway of the CPE. Educators are required to take a first aid course every three (3) years. Whenever the children are away from the CPE for an outing, the accompanying educator carries a backpack with a first aid kit (including any necessary, prescribed medication belonging to the children such as puffers, epipens, benadryl, etc), a daycare cell phone and a list of emergency phone numbers.

We take great care to enforce safety rules and the children are taught safety procedures to follow in case of danger. The children are never left unattended and unsupervised nor are they permitted to run in the hallways. Parents are also responsible to ensure that this safety precaution is followed. Parents accompany their child(ren) during drop off and pick up times and parents who have more than one child at the daycare are required to accompany each child to their class. Staff members are attentive to greet families when arriving and departing the CPE. In the event of an accident

In the event of an accident the educator or person present will:

- Attend to the injured child immediately.
- Assess the accident and direct co-educator to attend to the other children in the group.
- Administer first aid to injured child: Minor accident: apply ice, clean and bandage wound.
- Report the accident to the General Director.
- Contact the child's parents or an authorized person immediately in the event of a serious illness or accident.
- In the case of a serious illness or accident: a regular staff member will seek immediate medical assistance as the situation warrants, he/she may call 911 and go to the nearest medical emergency service with the ambulance.

- Complete an incident report for minor and serious injuries and have parents sign it.
- Forward the incident report to the Director it will then be placed in the child's file.

#### **4.13. Emergency Procedures with Vanier College**

Vanier College Security phone number is 744-7575.

Vanier College authorities advise and organize **practice** fire drills with the Director of CPE Vanier twice within an academic year. In the event of a real emergency or a situation deemed dangerous, the CPE is alerted immediately, whether an evacuation is necessary or not.

**Phone numbers** - a list of emergency numbers, including parents' numbers, is kept by the phones in the CPE. Parents must inform the CPE of any change in contact information.

#### **4.14. Emergency Evacuation procedure / Fire drills**

In the event of an emergency everyone is to remain calm (staff, volunteers and parents if present) and is to proceed according to following emergency procedures:

- Vanier College may assist the periodic evacuations for CPE Vanier and will respond if any emergency occurs. Vanier College authorities send a security officer to the CPE to monitor planned fire drills.
- It is primordial that parents give the exact contact information in of the parents to inform and reassure them of any emergency events.
- The contact person at the CPE in case of emergency is the General Director of the CPE.
- In the General Director's absence, another employee of the center will receive the information and follow the emergency procedures.
- The educators are responsible for each class and keep a list of the children present on the premises of the CPE on a daily basis. If any changes take place, the list is immediately updated.

## Fire Evacuation Procedures

<p><i>General Director</i></p> <ul style="list-style-type: none"> <li>• Notifies Vanier College and alarm company of the emergency evacuation;</li> <li>• Opens main entrance door to assist 2 and 3 year olds ;</li> <li>• Verifies that everyone has been evacuated from the building;;</li> <li>• Takes with him/her the emergency contacts binder and emergency back pack;</li> <li>• Contacts and notifies parents of emergency and the meeting location to pick up their child;</li> <li>• Ensures that the adult/child ratio is respected at all times;</li> <li>• Confirms the number of children evacuated with the Administrative assistant</li> <li>• Notifies fire department that everyone is accounted for.</li> </ul>	
<p><i>Administrative Assistant</i></p> <ul style="list-style-type: none"> <li>• Assists toddler room in gathering and evacuating children from building.</li> <li>• Opens the South (right side entrance) door and unlocks the outside gate in the main yard to assist in the evacuation.</li> <li>• Asks educators for the number of children evacuated in their group and confirms with General Director</li> </ul>	
<p><i>Pedagogical Consultant</i></p> <ul style="list-style-type: none"> <li>• Assists Infants classroom in gathering and evacuating children from the building (South-right side entrance).</li> </ul>	
<p><i>Educators</i></p> <ul style="list-style-type: none"> <li>• Gather the children of their group and lines them up at the door;</li> <li>• Counts the children in their group prior to exiting the class;</li> <li>• Takes with them the attendance sheet of their group,</li> <li>• Exits the building immediately from the nearest exit or designated exit of that classroom.</li> <li>• Infants exits from South exit (right side door),</li> <li>• Toddlers exits from South exit (right side door),</li> <li>• Two's classes exits from main entrance.</li> <li>• Three's class exits from main entrance.</li> </ul> <p>Four's class exits from North entrance (left side door).</p>	
<p><i>Cook</i></p> <ul style="list-style-type: none"> <li>• Turns off electrical appliances,</li> <li>• Assists the four year old group to evacuate from the building. Opens the North (left) side door entrance for the Four's class.</li> </ul>	
<p><i>Volunteers and Parents (if present)</i></p> <ul style="list-style-type: none"> <li>• Are to remain calm and exit the building or,</li> <li>• May participate and help CPE Vanier with the evacuation by following the directives of the responsible educators to evacuate the children.</li> <li>• CPE educators are in charge of the attendance sheets and will check off the children as they are picked up by their parents or authorized pick up persons. All attendance sheets are to be returned to the office for CPE Vanier records.</li> <li>• Meeting location in the event In the event of an evacuation:</li> </ul>	
<b>Type of emergency</b>	<b>Meeting location</b>
Practice Fire Drill	Green space in front of daycare along the fence facing the Marguerite Bourgeois schoolboard.
Real Fire Drill	Vanier College Sports Complex
Vanier College evacuation of all buildings and College premises, including evacuation of Marguerite Bourgeois School.	Montpellier shopping mall on Cote-Vertu entrance (right side entrance, food court area).



#### **4.15. Transportation of children**

All parents are expected to provide transportation for their child (ren), both to and from the CPE. The name, address and telephone number of the person authorized to pick up the child is to be kept on file. In the event that the usual individual cannot pick up the child, written authorization must be provided in advance in order for the CPE to release the child.

#### **5. Ministère de la famille**

In April 2001, the Family Minister launched its Politique et procédure administrative concernant le traitement des plaintes à la qualité des services de garde éducatifs au Québec (Policy and Procedure for handling complaints regarding childcare services in Québec). The government mandated each childcare centre to share this information with the parents who use or who wish to use the services.

The government considers families using regulated childcare services in Quebec to be users of a public service. In providing them with a formal procedure for placing complaints, we invite them to participate in determining and improving the quality of these services.

A complaint, as defined by the Family Minister is a dissatisfaction expressed verbally or in writing by an individual or his/her representative, and the object of which is related to the Loi sur les centres de la petite enfance et autres services de garde à l'enfance, Law governing Childcare Centres and/or other childcare services in Quebec).

The Family Minister will submit a complaint directly to the centre in question, in an effort to resolve it firsthand. Paraphrased from the Family Minister document named Politique et procédure concernant le traitement des plaintes. (Policy and procedure concerning the handling of complaints)

Complaints that are submitted directly to a childcare centre cannot be reviewed at the same time by the Family Minister. However, if the plaintiff claims to be dissatisfied with the way in which the CPE has handled the complaint, the Family Minister will examine the complaint in a second appeal.

The Family Minister will give priority to complaints dealing with urgent matters that concern the safety and security of the child in question. Anyone who makes a formal complaint with the Family Minister will receive a written acknowledgment of receipt. A result will usually be given within 45 days of the receipt of the complaint.

Formal complaints are to be addressed to the "Direction générale des services à la famille et à l'enfance". The official documents pertaining to the policy and procedure set forth by the Family Minister are available at the daycare centre.

Policy and procedures regarding the screening of employees, potential employees, Board members, student interns, and volunteers at CPE Vanier

The CPE Vanier Board of Directors has adopted the Screening policy (Under ANNEXE B-policies) to carefully screen any individual called upon to spend time in the childcare centre during the hours when the children are present, in accordance with the law, the regulations, and the ethical requirements currently governing childcare centres in Quebec. It is our mandate to ensure the safety of the vulnerable clientele we serve, namely the children enrolled in our centre who are from 9 months to 5 years old.

CPE Vanier has signed a protocol of understanding with the Service de police de la Ville de Montréal, SPVM, (Montreal Police Department), whereby the police agrees to verify the criminal background of individuals aged 18 and over who agree to such an inquiry. In the protocol, CPE Vanier names two individuals who are responsible for its implementation according to all of the guidelines outlined therein. An original copy of the protocol is kept at the centre.

# **ANNEXE A – PROGRAMS**

1. Educational Program
2. Daily Routine
3. Program of Activities (9-17 months)
4. Program of Activities (18-59 months)
5. Daily physical activity schedule

## 1. Educational Program



## **PREFACE**

The purpose of this document is to provide the parents and staff of CPE Vanier with information about our Educational Program. We are committed to offering a program that fosters the harmonious development, health, safety and wellbeing of the children attending our center.

For additional information regarding this document please contact the General Director of Centre de la Petite Enfance Vanier using the contact information listed below.

Centre de la Petite Enfance Vanier  
821 St-Croix, Saint-Laurent  
Quebec H4L 3X9

Tel: (514) 744-2506  
Fax: (514) 744-4842  
Email: [daycare@vaniercollege.qc.ca](mailto:daycare@vaniercollege.qc.ca)

## **1.1. Mission Statement**

Centre de la Petite Enfance Vanier is a workplace childcare center that primarily serves the families of Vanier College. We are committed to offering quality childcare based on developmentally appropriate practices that will support and encourage the development of each child in our care so that he/she can reach his or her fullest potential.

*The guiding principles that help us to realize our mission include:*

- Knowing and respecting the principles of developmentally appropriate practice.
- Establishing partnerships with parents.
- Serving as good role models for the children by conducting ourselves with integrity, honesty, loyalty, fairness and kindness.
- Providing an atmosphere where children and adults thrive. One that fosters friendships, curiosity, self-esteem, joy, humour and respect for people and our environment.
- Respecting the individuality of each child. Ensuring that they are loved, respected, engaged and appropriately challenged in their daily activities and interactions.
- Remaining up to date on current trends and research in child development.
- Recognizing the need for and seeking the appropriate outside resources whenever necessary to ensure that each child's development needs are addressed.
- Providing a workplace wellness program that supports and values its employees.

## **1.2. Philosophy**

Centre de la Petite Enfance Vanier offers a child oriented environment. We follow the educational program developed by the Mini, Meeting Children's Needs. This program is based on the principle that children learn through play. We believe that every child is unique and that every child develops at their own rhythm. We strive to instil in each child a sense of curiosity and genuine interest in his/her environment, which will serve as a solid foundation for future learning.

## **1.3. Le développement de l'enfant est un processus global et intégré**

Nous croyons que le développement de l'enfant âges de 0 à 18 mois, poupons ainsi que les enfants âgés plus que 18 mois jusqu'à 5 ans comporte plusieurs dimensions : affective, physique, motrice, sociale, morale, cognitive et langagière. Ces dimensions s'influencent l'une l'autre et elles sont tout interalliées. Notre approche éducative met l'accent sur le processus plutôt que sur le produit, c'est-à-dire sur l'exploration elle-même plutôt que sur les réalisations de l'enfant ou sur l'acquisition d'habilités précises. Les éducateurs (trices) ont le rôle de médiation entre l'enfant et l'univers qui l'entoure, il consiste à un sens à ce que l'enfant voit, entend, fait ou voit les autres faire. Dans ce qu'il entreprend, chaque enfant se sente aimable et capable.

## **1.4. Core Principles**

### **Core Principle # 1: Facets of a Child's Development**

#### Emotional dimension

The child learns to trust adults other than his parents, express and control his emotions, experience changes and transitions, develop self-confidence and his individual and sexual identity.

#### Physical and motor dimension

The child develops his sensory perception, gross and fine motor skills, coordination, lateralization, and body image.

#### Social and moral dimension

The child learns to get along with his peers, integrate into a group, respect differences, cooperate, display leadership, and take into account other people's perspective before he acts.

#### Cognitive dimension

The child learns to organize himself in space and time, organize his thoughts, reason, understand the world around him, and solve problems.

#### Language dimension

The child learns to understand and to express himself through oral language, develops his vocabulary and learns to express their needs and emotions. The child also becomes aware of the culture around him/her and, in particular, of reading and writing.

### **Core Principle # 2: Our Beliefs**

#### Each child is unique

The educational activities offered to the children respect his/her pace of development, needs and individual interests.

#### The child is the primary agent of his development

Such development stems from the child's innate skill and motivation. The educators guide this approach and support it so that it leads the child to autonomy.

#### The child's development is a comprehensive, integrated process

That comprises several dimensions, i.e. affective, physical and motor, social and moral, cognitive, and linguistic.

#### The child learns through play

Which is the main activity and is the basis of the program.

### **Core Principle # 3: Learning Through Play**

Our program is based on the belief that children build on the knowledge they have already acquired. Child initiated play lays a foundation for learning and academic success. Learning is not only a process of educators giving information to children, it is an interactive process that gives children opportunities to discover through direct experiences. In play children learn to interact with others, develop language skills, recognize and solve problems.

Children learn best from pursuing their own interests while being actively supported and challenged by their educators. As the children are learning to pursue their own interests they can experience different forms of play, e.g. Solitary or parallel play, associative or cooperative games, exercise, symbolic, assembly or construction games with simple or complex ideas. Building on the children's thought process will give them the tools to become independent and the social skills that are essential for group life.

#### **Core Principle # 4: The Learning Environment**

We consider it especially important to have plenty of real items that reflect children's lives.

For example, cooking tools, dress-up clothes, and other objects from children's' homes and yards. These items allow children to imitate adults and create situations with their peers which simulate real life events needing problem solving and reasoning strategies. Children feel more comfortable with things they know, house hold items used as toys reflect who they are and their individual cultures.

Each classroom is arranged with the following areas

Building & construction, dramatic play, art, manipulative toys, water and sand table and books/quiet area. Classroom materials are carefully selected according to the needs and interests of the children and are changed periodically. Materials included in the environment can be natural, commercial and non-commercial recycled items such as:

##### Building & construction

Wooden blocks of different shapes and sizes, legos, bricks, boxes, cardboard tubes, steering wheels, tires.

##### Dramatic play

Kitchen pots, utensils, costumes, purses, shoes, small rocks, empty food containers, mirrors.

##### Art

Paint, different colored paper, twigs, buttons, cotton balls, glue, markers, pastels, boxes, tubes, cartons, carpet pieces.

##### Manipulative toys

Puzzles, connecting toys, small blocks, games.

##### Sand and water table

*Measuring cups, funnels, tubes, empty containers, shovels, scrapers.*

##### Book/quiet area

French and English books, cassettes, cd's, pillows, family albums, child made stories.

We ensure that children benefit from rich learning experiences by offering an environment that is:

- Organized and welcoming to children.
- Bilingual
- Equipped with interesting materials that are readily available for all the children.



- Equipped with materials that are open ended and may be used in a variety of ways. Enabling them to expand on their experiences and stimulate their thought.
- Promotes autonomy by allowing children to choose, use, and return materials independently.
- Arranged to encourage different types of play e.g. block area, dramatic play, art area, manipulative toys, sand/water table and book area.
- Flexible so children can extend their play by bringing materials from one area to another.
- Equipped with materials that reflect the diversity of children's interests.
- Arranged for gross motor development e.g. gym and outdoor play.

### **Core Principle # 5: Educational Staff**

#### Educators

The educational team at CPE Vanier consists of qualified Early Childhood Educators who take an active role in remaining current in the development of young children. They participate in workshops given by associations offering professional development such as the QAPPD (Québec Association of Preschool Professional Development) and the RCPÎM (Regroupement des CPE de L'Île de Montreal).

Through their skills and expertise, educators guide children's play, observe and collect essential information to supervise and support them in their activities. Educators take an active role and participate in the children's play, by talking with to the children about what they are doing, joining in their play and by helping them to solve problems that arise. They plan and organize small and large group activities (ex. Physical games, story times and art activities which are of interest to the children) with specific objectives in mind.

#### Pedagogical Consultant

The Pedagogical Consultant supports the CPE in providing a stimulating educational program as well as offering support for parents of whom their child has specific need. Her role is to aid the educators to recognize and identify a child who may have developmental delays. She assists the General Director to provide parents with the resources and information they need in preparation for an integration plan for their child. As part of the harmonious development and integration of a child with specific needs, the Pedagogical Consultant supports the educators to suggest activities geared towards specific needs.

### **Core Principle # 6: Role of the Parents**

#### Parents

Parents are the primary educators of their child's learning experiences. Partnership between educators and parents is essential for the growth and development of our center. We encourage and value parent participation by arranging to spend time with their child in their environment, participating in classroom activities and outings. Parents are informed of outings and are welcome to join us if they can. These events create bonds and memorable moments for the parents, children and staff.

## **1.5. Health & Hygiene routines**

CPE Vanier's Health and Hygiene policy (under ANNEXE 2-policies) provides guidelines for the educators to support the children in learning to care for themselves and to practice healthy habits. Some important habits include the following points.

The educators pay special attention to the importance of hand-washing after using the washroom, playing in the sand, playing outside, as well as before and after all meals and snacks by:

- Guiding children to wash their hands after helping a child go to the bathroom or after they have blown their nose.
- Disinfecting bathroom toilet seats and diaper changing pads after every use.
- Washing the tables and counter tops before and after every meal.
- Washing and disinfecting toys weekly.
- Washing and disinfecting mattresses weekly or when needed.

## **1.6. Bilingual program**

We provide a bilingual program. In each class one educator speaks in French and one speaks in English. It may happen that a classroom has two French speaking educators. In this case, the activities will be carried out in French. In a classroom with both French and English educators, all aspects of the program are conducted in both languages on a rotation basis, including circle time, routine and activities. To ensure that the French language is consistent, the French educator responds to the children in French, except in cases of safety or distress. The English educator carries out activities in English and is available to help translate should the children need help.

We believe each child develops and learns at their own rhythm. It is expected that by the time they finish their fourth year at our CPE they will have:

- Developed a good understanding of both languages;
- Have increased their vocabulary both in French and English;
- Have acquired the ability to speak and express themselves clearly.

The educators use cues while communicating with the children and are attentive to using other communicative strategies to impart meaning to situations, such as:

- Gestures
- Visual aids
- Books/felt stories
- Tone of voice
- Music and singing
- Structuring of the environment
- Labeling and posting words throughout the environment

Educators carry out activities in their respective language.

This includes:

- Greeting parents
- Speaking to co-educator when in front of the children.
- Circle, music, stories and all teacher directed activities.
- Gathers materials for the planned activity in their respective languages.

#### Speaking a third language

Using and speaking a third language in the classroom can be fun and can expand the children's interest to learn something new. The CPE Vanier team is sensitive to other people present when speaking in a different language.

### 1.7. Educator Intervention

Caring and guiding children to become autonomous individuals involves giving them the opportunity to make choices, express their feelings and verbalize their thoughts. Our program promotes respect, honesty and the sharing of control.

Educators follow the High Scope conflict resolution and WEVAS approaches to resolve conflicts.

*High Scope – Conflict Resolution (complete details in Application of Educational Program)*

1. Approaches children calmly and stop any hurtful actions;
2. Acknowledges children's feelings;
3. Listen to the problem from the children involved (gathers information);
4. Recognizes and repeats the problem;
5. Asks the children for ideas for a solution and chooses one together;
6. Stays close by to observe and gives follow up support.

**WEVAS** – *Working Effectively with Violent and Aggressive states Strategies* (Complete program can be found under ANNEXE D))

1. Open communication – Caring connection
2. Teaching response – Respectful requests
3. Limiting response – Healthy Hooking
4. Defuse and Disperse – Depersonalize
5. Practical protective practices – prevention planning
6. Debriefing – Fix

### 1.8. Focused portfolios

Every year a Focused Portfolio is created for each child. The Focused Portfolio is a compilation of children's growth and development. It includes all areas of development social, language, physical, emotional, cognitive are included.

Educators document concrete examples and describe each child's strengths, challenges and progress that have been made. The objective of this portfolio is to share information

with parents about their children's growth and development and to guide educators in planning activities according to individual interests. Educators may take photographs of children in the classroom, write anecdotes and collect work samples (artwork-drawings, paintings, collages) to demonstrate how children:

1. Exhibit their favorite activities.
2. Choose special friends.
3. Share information about their family members.
4. Accomplish developmental milestones.

### **1.9. Parent-educator meetings**

Communication is the foundation to a good relationship. We are an extension of the families and we value the responsibility of this partnership. To maximize the development of the children parent-educator meetings are held twice a year. This gives us an opportunity to discuss and exchange the children's progress and milestones they have accomplished.

### **1.10. Application of the Educational Program**

The *application of the educational program* gives educators details on how to apply the Educational program. It was developed as a reference tool for educators.

### **1.11. Code of Ethics for Child Care Practitioners**

#### **OCCUPATIONAL STANDARDS FOR CHILD CARE PRACTITIONERS**

##### **Code of Ethics**

by the Canadian Child Care Federation adapted from the Code of Ethics of Early Childhood Educators of B.C.

##### **Introduction**

Child care practitioners work with one of society's most vulnerable groups – young children. The quality of the interactions between young children and the adults who care for them has a significant, enduring impact on children's lives. The intimacy of the relationship and the potential to do harm call for a commitment on the part of child care practitioners to the highest standards of ethical practice.

Child care practitioners accept the ethical obligation to understand and work effectively with children in the context of family, culture and community. Child care practitioners care for and educate young children. However, ethical practice extends beyond the child/practitioner relationship. Child care practitioners also support parents as primary caregivers of their children and liaise with other professionals and community resources on behalf of children and families.

The Canadian Child Care Federation and its affiliate organizations recognize their responsibility to promote ethical practices and attitudes on the part of child care practitioners. The following principles, explanations and standards of practice are designed to help child care practitioners monitor their professional practice and guide their decision – making. These ethical principles are based on the Code of Ethics of the Early Childhood Educators of B.C. They have been adapted for use by adults who work with children and families in a variety of child care and related settings. They are intended both to guide practitioners and to protect the children and families with whom they work. Professionalism creates additional ethical obligations to colleagues and to the profession.

Eight ethical principles of practice are presented. These principles are intended to guide childcare practitioners in deciding what conduct is most appropriate when they encounter ethical problems in the course of their work. Each principle is followed by an explanation and a list of standards of practice that represent an application of the principle in a child care or related setting.

The ethical practice of child care practitioners reflects the eight principles. However, the resolution of ethical dilemmas can be difficult and there will be circumstances in which the ethical principles will conflict. In these difficult situations, it is recommended that child care practitioners carefully think through the likely consequences of giving priority to particular principles. By evaluating the consequences, it may become clear which principle ought to be given more weight. The preferred action should be the one which produces the least amount of avoidable harm. Child care practitioners are also encouraged to consult with colleagues to obtain different perspectives on the problem, always being mindful of confidentiality issues. However, the final decision will be made by the individual practitioner facing the ethical dilemma.

### **The Principles of the Code**

1. Child care practitioners promote health and well-being of all children.
2. Child care practitioners enable children to participate to their full potential in environments carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical and cognitive areas of development.
3. Child care practitioners demonstrate caring for all children in all aspects of their practice.
4. Child care practitioners work in partnership with parents, recognizing that parents have primary responsibility for the care of their children, valuing their commitment to the children and supporting them in meeting their responsibilities to their children.
5. Child care practitioners work in partnership with colleagues and other service providers in the community to support the well-being of children and their families.
6. Child care practitioners work in ways that enhance human dignity in trusting, caring and co-operative relationships that respect the worth and uniqueness of the individual.
7. Child care practitioners pursue, on an ongoing basis, the knowledge, skills and self-awareness needed to be professionally competent.

8. Child care practitioners demonstrate integrity in all of their professional relationships.

1. *Child care practitioners promote the health and well-being of all children.*

Child care practitioners are responsible for the children in their care. They create environments for children that are safe, secure and supportive of good health in the broadest sense. They design programs that provide children with opportunities to develop physically, socially, emotionally, morally, spiritually, cognitively and creatively. A healthy environment for children is one in which each child's self-esteem is enhanced, play is encouraged and warm, loving atmosphere is maintained.

*In following this principle, a child care practitioner:*

- Promotes each child's health and well-being;
- Creates and maintains safe and healthy environments for children;
- Fosters all facets of children's development in the context of the child, their family and their community;
- Enhances each child's feelings of competence, independence and self-esteem;
- Refrains from in any way degrading, endangering frightening or harming children;
- Acts as an advocate on behalf of all children for public policies, programs and services that enhance their health and well-being; and acts promptly in situations where the well-being of the child is compromised.

2. *Child care practitioners enable children to participate to their full potential in environments that are carefully planned to serve individual needs and to facilitate the child's progress in the social, emotional, physical and cognitive areas of development.*

Child care practitioners understand the sequence and patterns of child development and cultural influences on those patterns. They use this knowledge to create environments and plan programs that are responsive to the children in their care. Child care practitioners implement programs and use guidance techniques that take into account the ages of the children and individual variations in their development.

*In following this principle, a child care practitioner:*

- Considers cross – cultural variations in child-rearing approaches when assessing child development;
- Applies the knowledge that the stages of physical, social, emotional, moral and cognitive development of each child may be different;
- Determines where each child is on the various developmental continua and uses that knowledge to create programs that allow for individual differences and preferences; and
- Uses developmentally appropriate methods and materials in working with children.

3. *Child care practitioners demonstrate caring for all children in all aspects of their practice.*

Caring involves both love and labour. Caring is at the core of early childhood education and is reflected in the mental, emotional and physical efforts of child care practitioners in their interactions with all children. Being cared for and cared about is consistently communicated to all children.

*In following this principle, a child care practitioner:*

- Responds appropriately to each child's expressions of need;
- Provides children with experiences that build trust;
- Expresses warmth, appropriate affection consideration and acceptance for children both verbally and non-verbally;
- Communication to children a genuine interest in their activities, ideas, opinions and concerns; and
- Supports children as they experience different emotions and models acceptable ways of expressing emotions.
- Child care practitioners work in partnership with parents, recognizing that the parents have primary responsibility for the care of their children, valuing their commitment to their children and supporting them in meeting their responsibilities to their children.

4. *Child care practitioners share joint interest in the children in their care while recognizing that parents have primary responsibility for child-rearing and decision-making on behalf of their children. Child care practitioners complement and support parents as they carry out these responsibilities. Through positive, respectful and supportive relationships with parents, child care practitioners advance the well-being of children.*

*In following this principle, a child care practitioner:*

- Promotes considerate relationships with the parents of the children in care;
  - Respects the rights of parents to transmit their values, beliefs and cultural heritage to their children;
  - Supports parents with knowledge, skills and resources that will enhance their ability to nurture their children;
  - Encourages and provides opportunities for parents to participate actively in all aspects of planning and decision-making affecting their children; and
  - Builds upon strengths and competencies in supporting parents in their task of nurturing children.
  - Child care practitioners work in partnership with colleagues and other service providers in the community to support the well-being of children and families.
5. *Child care practitioners recognize that nurturing family environments benefit children. Child care practitioners work with other helping professionals to provide a network of support for families.*

*In following this principle, a child care practitioner:*

- Supports and encourages families by developing programs that meet the needs of those families being serviced;
- Assists families in obtaining needed specialized services provided by other professionals; and
- Advocates public policies and community services that are supportive of families.



6. *Child care practitioners work in ways that enhance human dignity in trusting, caring and cooperative relationships that respect the worth and uniqueness of the individual.*

Child care practitioners welcome and cherish children unconditionally. They respect the dignity of children, parents, colleagues and others with whom they interact. They demonstrate respect for diversity by valuing individuality and appreciating diverse characteristics including ideas and perspectives.

*In following this principle, a child care practitioner:*

- Communicates respect by practising and promoting anti-bias interactions;
- Supports and promotes the dignity of self and others by engaging in mutually enhancing relationships;
- Plans inclusive programs that communicate respect for diversity regarding ability, culture, gender, socio-economic status, sexual orientation and family composition; and
- Provides opportunities for all children to participate in childhood activities.

7. *Child care practitioners pursue, on an ongoing basis the knowledge, skills and self-awareness needed to be professionally competent.*

*Early childhood professional practice is based on an expanding body of literature and research. Continuing education is essential. In-service skills training and self-awareness work prepare child care practitioners to fulfill their responsibilities more effectively.*

*In following this principle, a child care practitioner:*

- Recognizes the need for continuous learning;
- Pursues professional development opportunities;
- Incorporates into practice current knowledge in the field of early childhood care and education and related disciplines;
- Assesses personal and professional strengths and limitations and undertakes self-improvement;

- Articulates a personal philosophy of practice and justifies practices on the basis of theoretical perspectives; and
- Shares knowledge to support the development of the field.

8. *Child care practitioners demonstrate integrity in all of their professional relationships.*

Child care practitioners are truthful and trustworthy. They communicate honestly and openly and endeavour to be accurate and objective. Child care practitioners treat as confidential information about the children, families and colleagues with whom they work. Information may be shared with colleagues and other helping professionals as required for the care and support of the children or as required by law. Child care practitioners acknowledge real or potential conflicts of interest and act in accordance with the principles of this code of ethics.

*In following this principle, a child care practitioner*

- Communicates with children, parents, colleagues and other professionals in an honest, straightforward manner;
- Conscientiously carries out professional responsibilities and duties;
- Identifies personal values and beliefs and strives to be objective;
- Treats as confidential information concerning children, families and colleagues unless failure to disclose would put children at risk; and
- Recognizes the potential for real or perceived conflict of interest and acts in accordance with the principle of the code where dual relationships with colleagues or families exist and/or develop.

## 1.12. Communication

### What is Communication?

#### Communication

The imparting or exchanging of information by speaking, writing, or using some other medium<sup>1</sup>

Communicating effectively and with a meaningful purpose is part of our philosophy at CPE Vanier. Regular and ongoing communication amongst staff and parents is an integral part of providing quality care. The following information allows for staff to apply this goal and vision. We encourage sharing of thoughts and concerns to ensure that everyone receives support to communicate in a clear and helpful manner.

#### *General communication amongst colleagues*

Some ways in which staff members share information are by:

- Exchanging messages by leaving post it notes for each other, email, voice, text or messages posted in the staff room.
- In the case of emergencies or unusual events staff members contact the General Director. The General Director gives all staff members her contact information at the time of hire.
- In case of emergency or an event that you feel affects your security or the security of the CPE contact Vanier College security at 514-744-7575 and if needed 911.

#### *When communicating with parents and colleagues:*

1. The goal is to tell the parent, "This is how I helped your child today". When a child had a conflict or issue, keep in mind that you are relating the message clearly, respectfully and in a positive manner to the parents. You may give the parents the details on how the conflict was resolved.
2. The goal is to tell your colleague, "How do you see the situation? Let's review and talk about it, How can we find strategies to resolve this issue."
3. The goal is to keep everyone on the same page. Inform colleagues who can be involved and will be able to help, guide and support you to make you make the right decisions to make things go smoothly.

#### *The following have a great impact on how a message is received:*

- The words we choose
- Our tone of voice
- Our body language
- The time we take to give our message.
- *Who do we most often communicate with?*

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<sup>1</sup>May 24, 2016, Oxford dictionaries. com

- Children
- Colleagues
- Parents
- Visitors such as child psychologists, child entertainment, specialists, etc.

*When do we communicate with the parents?*

- Morning
- Afternoon
- Occasionally during the day (i.e. to phone when a child is sick, to ask the parents a question etc.)
- Parent-educator meetings

*Types of messages related to children's behaviour and development:*

- Casual message related to daily routine and rituals
- Regular child development concerns
- Ongoing child development concerns

*Casual message i.e.:*

- What the child did during the day
- Something special that happened
- Something funny, a special moment
- Who the child played with

*Regular child development concern i.e.:*

- A child had a hard time sharing
- The child's routine seemed a little bit off, any special reason?
- They felt sad when mommy or daddy left this morning
- They argued with so and so

*Ongoing child development concern i.e.:*

- An ongoing problem is when a behavior consistently repeats itself over a period of two weeks or more
- Is harmful to the child, to other children or to the CPE
- Educators have used conflict resolution strategies and are continuing to have difficulty managing child's behaviour

*How to evaluate what type of message you want to communicate*

*What is the purpose of the message?*

Questions to ask yourself:

1. Is this a casual message, regular problem or ongoing problem type message?
2. Who is the message meant for?
3. Do you think this is going to be a positive or negative message?

*Stop and think:*

1. Do you have all the facts?
2. Did you discuss the situation with your partner?
3. Does this situation need to be discussed with the General Director

### **1.13. CPE Vanier's 3 Golden Rules**

The 3 Golden Rules of CPE Vanier help us to create a healthy and harmonious environment. Teaching each other and the children the three rules allows us to think, reflect and help all types of situations, primarily applying the CPE Vanier Educational Program, High Scope and WEVAS conflict resolution approaches and communication guidelines as per our Code of Ethics.

The 3 Golden Rules are:

1. Take care of yourself
2. Take care of others
3. Take care of our things

### **1.14. Affective environment – In process of being developed**

Four pillars of security will be added in a short version full version of – CPE Vanier Article ANNEXE D –supporting documents

### **1.15. Physical environment**

The design of the physical environment, from the location of the learning areas to the selection and presentation of the learning materials, they are warm, inviting, purposeful and engaging. They blend and balance the best elements of home, school and community life together. There are endless possibilities for inventing and creating. Here lasting friendships are made.

The following are a list of the 7 areas and the basic materials that are included in each classroom. Additions and rotations to these areas are done regularly.

#### *Art area*

Tempera paint, water-color paint, easels, plastic squeeze bottles, paintbrushes of different sizes, sponges, smocks, toothbrushes, scissors, yarn, tape, white glue (liquid and stick), hole puncher, staplers, colored pencils, wax crayons, markers, chalk and chalk boards, paper of variety sizes, textures, colors, tissue paper, cotton balls, play-doh and accessories, pipe cleaners, etc.

#### *Dramatic play area*

Telephones, soft chairs, benches or couches, small table, chairs, dolls, doll beds, doll clothes, cooking utensils, dishes, mixing bowls, dish clothes, towels, place mats, plastic fruit and vegetables, etc.

#### *Block area*

Large hollow blocks, unit blocks, small blocks, tool set, old sheets, blankets, tubes, small trucks, cars and people, train sets, farm animals and barn, etc.

*Book corner*

Assorted books, story tapes, puppets, felt pieces and felt board, child made books, pillows, etc.

*Sand table*

Dishes, bowls, buckets and shovels, sifters, funnels and strainers, measuring cups and spoons, squeeze bottles, etc.

*Water table*

Measuring cups and spoons, funnels, sifters, smocks, squeeze bottles, bowls, shampoo bottles, etc.

*Manipulative area*

Legos, puzzles, interlocking games, board games (older rooms), bead stringing materials, peg boards, etc.

*Sharing of materials*

Materials are kept in the Mathériateque and educators rotate their classroom materials regularly. When new materials are added to a classroom they are usually introduced to the children during circle time or free play. Educators discuss the new material or toys are and explain to the children where it will be placed in the classroom for them to play with. Children are encouraged and taught to take care of our things and the importance of taking turns in a thoughtful manner.

**1.16. Active Involvement**

Educators stay actively engaged as a participant and connect closely with the children during their play. They are alert, sensitive, a participant and an observer, making it possible for the child to be involved in intrinsically interesting experiences.<sup>2</sup>

*Educators*

1. Are involved in children's play;
2. Work, play, listen, and watch children closely;
3. Tag team with co-workers;
4. Supervise children together;
5. Ask to be replaced in the event that they need to excuse themselves.

**1.17. Observing and reporting**

Observing and reporting is the heart and foundation of our program. Educators record observations taken of the children to plan activities, create portfolios and to evaluate where the children are in their development.

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<sup>2</sup> Excerpts from Educating Young Children by: Mary Hohmann 7 David P. Weikart

*An Observation (anecdote) is:*

Planned, what are you looking for in this child: a behavior, ability or an interest.)

1. Systematic ( 2 per day using your anecdote/observation pads)
2. Recorded (Written with or without photo)
3. Accurate (Include date, place, time of day.)
4. Objective (Descriptive, factual and limited use of adjectives.)
5. Precise (Using verbs and concrete actions. i.e. pouring, stirring, running, twisting etc.)
6. Pertinent (In the present, useful and relevant to question you are trying to answer.)
7. Rich (Information that could be analysed.)
8. A picture may be taken to support the observation

*An example of a quality observation:*

DATE, TIME, AREA: Feb. 10, 2011, Free Play, Dramatic play area

John goes to see Suzie who is sitting at the kitchen table, she gives him a napkin and he says, "What do you want to eat?" Suzie replies, "I want pancakes with syrup and milk!" John goes to the container with food and brings her a plate with 4 waffles. Suzie tells him, "You didn't bring me the syrup." John goes back to the food container, gets a bottle of ketchup and say, "Here!"

Ensure that the below has been followed:

- Planned: Could have been to observe interaction with peers
- Could have been to observe language ability
- Could have been to observe his interest in serving food
- Systematic: One of the two observations per day
- Recorded: Written on observing and reporting sheet
- Accurate: Date time and place were noted
- Objective: Factual, no personal feelings or opinions were recorded
- Precise: Concrete actions were used i.e. gives, sitting, brings
- Pertinent: Is being observed in the present and can be used to answer one of the above questions
- Rich: Can be analysed to answer any of the above three questions

### **1.18. Interest based planning Guidelines on enhancing children's interests**

*What is an interest?*

- Something a child plays with
- Something a child is making
- An experience a child is sharing with his friends or teachers
- Something a child is watching

*How do we observe these interests?*

- By listening to the children
- By having conversations with the children
- By playing with the children

*When do we observe these interests?*

- In the morning during free play
- During outdoor play
- In the afternoon during free play
- During rest time when some of the children are awake

*How do we keep track of their interests?*

- Using the observation pads (These forms help us to plan, do our portfolios, and include all the children in our observations.)

*How are the interests developed and enhanced?*

- By planning activities that can include the following areas:
- Science, Cooking, Art, Dramatic play, Sand box, Water play, Stories, puppets, Gross motor activities, music and movement.

*Activities should be a fun and inviting learning experience*

What is the goal and purpose of the activity and what do you want the children to be learning?

When preparing your web planner: identify the areas of development your planned activities will affect.

- Cognitive
- Language
- Physical
- Social
- Emotional

*Morning and afternoon free play*

- During free play all areas are opened including the water table and sand box.
- All areas are open allowing the children to explore their environment and classroom materials.

## **1.19. Programming and support:**

### **Support and professional development**

*Programming*

Educators recognize and gather information needed for their weekly lesson plans by listening to, interacting with and observing the children during free play periods and activity times.

Educators prepare a weekly web of interests that incorporate activities affecting all areas of development. (Weekly web under ANNEXE D-supporting documents)

Educators prepare daily lesson plans that include:

- Interests being developed
- Rotation of materials/changes/additions to classroom areas



- Planned activities for: Circle time, activity time, outdoors, gym, transitions (Daily lesson plan under ANNEXE D-supporting documents)

Staff members receive support regularly through discussions, individual. Team and staff meetings. Staff training is also an important and integral part of keeping current in the ECE field. Depending on the budget, staff attend continued professional development training workshops. This also allows educators to connect with other professionals in the field.

The Pedagogical Consultant and General Director meet regularly to discuss the needs of each classroom. Educators are offered continued support in applying the Educational Program.

### **Planning an activity**

Things to consider when planning activities:

- What is the activity?
- Who initiated the interest?
- Why are you planning this activity: To develop an interest, a skill, help a behavior etc.
- Where will the activity take place: How much room do I need, how many tables etc.
- When will this activity take place: What is the best time of day?
- How long do I think this activity will last.
- How many children will participate in this activity at once.
- What materials will I need for this activity?
- When will I be preparing the materials I need.
- What activities will the other children be doing at the same time?
- What transition will I be doing to gather them to the activity?
- What will the children be doing when they are finished the activity.
- You and your partner must prepare your materials a day in advance. (E.g. gather materials on Friday and place aside for Monday.)
- Circle time activities must be planned for each day – movement games, discussions, songs etc.
- A minimum of two activities per day must be planned according to the observations that demonstrated the children's interest.

### **Rotation of materials**

The classroom environment must reflect what the children are exploring, discussing and are interested in. Additions or changes of materials are done on a regular basis. This is documented in the Educator's daily planning book.

## **1.20. Guidance Techniques**

*Successful Strategies to Guide Children's Behaviour*

- Understand what each child should be able to do at their age and stage of development.
- Provide love (warm facial expression, a kind tone of voice, a look of enthusiasm and a hug) each day.
- Provide consistent routines.
- Set reasonable and clear rules and limits.
- Provide appropriate consequences for their age and follow through on them.
- Remind children of the rules.
- Organize the play areas and have enough toys and activities.
- Redirect the child.
- Get down to the child's level and make sure you have the child's attention.
- Be a good role model.
- Ignore the behaviour.
- Prepare the child for change.
- Distract the child.
- Provide time for large motor play.
- Draw the child in slowly.
- Set aside a special time.
- Praise and encourage positive behaviour.
- Encourage problem solving.
- Stay calm, don't over react.
- Be flexible and try to come up with a fair solution.
- Help the child express their feelings.
- Recognize when a problem is beginning.
- Remove the child from the situation to help calm them down and keep them safe from harm.
- Use humour to make the situation better.

*We focus on DOs instead of DON'Ts*

An example would be:

"Roll the ball on the floor" Or "we walk in the hallways."

Rather than saying

"Don't throw the ball" Or STOP running in the hallways!"

*Positive attitude*

If children have a positive attitude, they will want to try new things and will approach other situations with confidence. We help build children's confidence by making positive remarks. Negative and belittling remarks cause children to lose self-confidence.

An example would be:

A child is frustrated because he cannot get a puzzle piece to fit.

Rather than saying, "If you don't stop that fussing, I will put the puzzle away." we say, "Let's see why it didn't work." Try turning the piece this way.

*We set limits and stick to them*

Limits give children safety and security. Children want to know that there are limits to what they can and cannot do. Not only do they need to know the limits, children should also have the freedom to make decisions within those limits by giving choices.

An example would be:

If you continue to use the book to hit your friend, next time you will need to put the book away. (*Follow through is very important*)

When it's not working what do we do (Child in distress)

We change the surroundings to change the behavior

When we do not approve of a child's behavior, we feel it is important to look for the cause of the behavior. Sometimes we can solve the problem by simply changing the surroundings.

An example would be:

If a child spills milk at every meal, we try giving the child a different type of cup. A wide, heavy-bottomed cup will reduce tipping.

If the children kick each other under the table, we address the hurting and explain the limit. Making a change to the seating arrangements may relieve the problem.

*We work with children not against them*

Children have different needs at different ages and stages of development. We can avoid many problems by working with a child's natural tendencies instead of against them.

An example would be:

Children need a safe area in which they are free to use their senses, but we need to make sure that all of the child's surroundings are safe. One way to do so is to remove as many hazardous and unsafe objects as possible from their environment.

*If the child in distress needs to be temporarily removed from a difficult situation, we help the child to release their upset feelings by:*

- Giving the child the opportunity to calm down by sitting with them in a quiet place and talking about the situation.
- If possible, address the issue that has made them feel upset.
- Taking them for a walk outside of the classroom.

*Age appropriate guidance and the role of the educator in conflict resolution with toddlers and two year old children.*

Children at this age learn through their senses. In a conflict resolution, we demonstrate positive guidance by explaining and performing positive actions.

An example would be: A child hits another child.

In this situation, we get down to the children's level and explain while demonstrating positive actions "we are gentle with our friends" (caressing the children's arm to demonstrate gentleness). Attention is given to the hurt child and the educator will encourage the child who hit to care for the hurt child.

### *Threes/Fours*

Children at this age have a larger vocabulary and are able to express themselves clearly. In conflict resolution, we encourage the children to use their words.

An example would be: Child A pushes child B.

In this situation, we would encourage children to resolve their own conflict by providing positive approaches and guidance.

Child B is encouraged to say what happened and how they feel, "I don't like it when you push me, it hurts me." Child A is encouraged to say what happened how they feel. We will ask the children what they can do to feel better and together an idea will be found. Child A "I'm sorry that I pushed you"

Using words and body language to de-escalate conflicts.

Working with Children's Social Conflicts.

<b>Conflicts escalate when you:</b>	<b>Conflicts de-escalate when you:</b>
Use "you" statements ("You took the ball from tommy.")	Use "I" statements. (I see you and Tommy are both upset.)
Use intense body language (shakes a finger, grab a child.)	Use gentle body language (kneel next to child, relax shoulders)
Make accusations or blame children ("You made Yolanda cry.")	Are specific about the source of the problem (Yolanda says she's unhappy because she wants to use the computer.)
Focus on the past ("You fought over the truck yesterday too")	Focus on the present and the future. ("You both want to play with the truck. How can we solve the problem?")
Focus on the person rather than the problem. ("Joanne, you're hogging the drill.")	Focus on the problem. ("We have one drill and three children, who wants to use it?")
Focus on your position. ("I can't have you running across the room and knocking things over.")	Focus on children's needs and interests ("You want to get to the other side fast. How can you do that without knocking over Sandy's block tower?")
Make assumptions (It looks like jenny spilled the milk on Sammy's puzzle.)	Listen carefully to both sides of the issue. (Ask each child in a neutral voice, "Can you tell me what happened?")

Strategies to resolve conflicts

*When a child is having a conflict*

The High Scope conflict resolution strategy is used when a child is having a conflict. The WEVAS strategy is a tool used to evaluate the emotional state of a child. Depending on the state of the child, the educators intervene according to the specific steps of the program. The WEVAS strategy tool coincides with the High Scope however it goes further to train educators how to deal with aggressive and assaultive states.

### **High Scope conflict resolution**

*Step 1: Approach calmly, stopping any hurtful actions*

- Be aware of your body language, it can say a lot about your feelings.
- Gently reach out to children who are upset or angry.
- Use a calm voice to communicate a positive and neutral attitude.
- Respect all points of view.
- If you are not able to stay neutral, use "I" statements. ("I'm so angry because hitting hurts people.")
- If the conflict involves a toy or material, let the children know you need to hold the object. This will allow the children to focus more on the problem rather than the object.

*Step 2: Acknowledge children's feelings*

- Help the children understand their feelings by using simple descriptive words ("You seem angry.")
- Use words that reflect the intensity of their feelings ("You are very, very upset.")

*Step 3: Gather information*

- Tell the children you want to hear from each of them.
- Ask questions that allow the children to describe the details of the actions and materials that are a part of the problem.
- Listen carefully for the details the children are describing, they are the key to finding the solution.

*Step 4: Restate the problem*

- Using the details the children described, restate the problem. ("You don't want to share the blocks. You want to play by yourself.")
- Check with the children to see if they agree that you have identified the problem.

*Step 5: Ask for children's ideas for solutions and choose one together*

- Give children lots of time to think of solutions. If they can't agree on a solution, you may ask them if they would like to hear your ideas.
- Respect and explore all of the children's ideas, even if they seem unrealistic, considering how each might work.

*Step 6: Provide follow-up support*

- When the children have agreed on a solution, make a simple statement, if possible, to recognize this accomplishment. ("You solved the problem!")
- Offer help if difficulties occur while implementing the solution.
- Check with each of the children to see if the problem has been solved.

**WEVAS: Working Effectively with Violent and Aggressive States**

(Complete program under ANNEXE D-supporting documents)

1. Open communication – Caring connection
2. Teaching response – Respectful requests
3. Limiting response – Healthy Hooking
4. Defuse and Disperse – Depersonalize
5. Practical protective practices – prevention planning
6. Debriefing – Fix

**1.21. Focused Portfolios – Guide for educators**

CPE Vanier educators create a focused portfolio for each child every year. The portfolio is a structured and planned process that documents the child's growth and development. The guideline below gives educators a guide to follow to plan and create a focused portfolio for each child.

## **Guideline:**

*Step 1: Educators can schedule a meeting with General Director or Pedagogical Consultant to review age group developmental milestones and discuss portfolio management.*

*Step 2: Educators use developmental milestones charts from High Scope and Meeting Children's needs to plan activities for their age group. Objectives for the year are based on age appropriate milestones and the children's interests.*

*Step 3: Educators can set individual objectives for each child once they have begun to observe their development.*

*Step 4: Educators record observations in their observation note book or anecdote pads. Pictures are often taken in accordance with the observation and art work may also be added.*

*Step 5: Each portfolio consists of 20 developmental anecdotes (10 fall semester, 10 winter semester) that include a description of the action the child is doing, what area of development it affects and the milestone that was accomplished.*

*Step 6: How to manage and collect information needed for children's portfolios:*

- **Do:** write 2 anecdotes per day
- **Manage:** file paper anecdotes in children's file or save on usb key.
- **Organize:** classroom objectives and activities for group and each child periodically.

Create: class list chart with developmental milestones as headings that you can use to check off when you have completed an anecdote or goal for a child.

*Step 7: Portfolios must be ready for review by General Director and Pedagogical Consultant's the first Monday of December and June.*

## **1.22. Preparing a child's assessment form**

### *Purpose*

The purpose of writing a child assessment form is to give parents a summary of how their child has grown and developed by the end of the year. The assessment also gives the upcoming educators information they need for their new group.

### *Information included in an assessment of a child:*

An assessment of a child at CPE Vanier is prepared by the child's educator(s) and is given to the parents at the parent-educator meeting at the end of the academic year in June. It includes the details of the child's development affecting the social, emotional, cognitive, language and physical developmental domains. Some detail on the child's approach to learning is also included. This gives insight and information on how the

child may have observed things, initiated play or how they participated in learning new things.

*Some words or phrases that can be used when writing an assessment:*

Growths or accomplishments: can now., independently, achieved, completed, is able to, carry out, finished, participated, joined, shared, initiated, observed, helped, was kind, caring, thoughtful, etc.

Challenging behaviours: Still working on, seems to have difficulty, needs more help with, is beginning to, requires repetition of directions when, needs time to transition, persistent, inquisitive, motivation level, requires preparation for transition such as, requires information in a variety of ways such as., etc.

### **1.23. Steps we take to address a child's challenging behaviour**

1. Educator discusses the behaviour with their partner and come to an understanding of the current concern (s).
2. Educator(s) discuss the behaviour with General Director or Pedagogical Consultant.
3. Together reflect and identify the areas of concern. Identify triggers and discuss with colleagues to plan, prevent or control triggers.
4. Together, create a plan of action on how we can help the child.
5. Use resources such as ECE books or articles to support the plan of action and share the plan with other colleagues so that they can also help.
6. Educator(s) use reflection forms and set needed intervention styles using High Scope and WEVAS.
7. Educators ensure child is treated in a kind and caring manner. Always give the child positive feedback.
8. Educator(s) keep parents up to date by scheduling parent-educator meetings or conference calls. Educators give positive feedback and inform them of current challenge(s) in a respectful manner.
9. Work together to have a consistent approach.
10. In the event that the challenge(s) become difficult to manage after steps 1-9 have been carried through, the General Director will request a meeting or conference call with the parents to discuss the challenge(s) further.
11. During the meeting or conference call with the General Director, the parents will be informed of their child's development, behaviour and recommendations to help their child. This may include the request to have the child be evaluated by a professional or the request to work towards having additional support at the daycare. The discussion will be based on the actions we have applied and recent observations and anecdotes of their child at the CPE.



12. In the event that the child is evaluated to need additional support, the CPE will provide the Government documents for additional subsidy to support the child. The reports ***Integration of a handicap child and Professional's report will*** be prepared for the parents and professional to complete.
13. Once the child is evaluated by a professional we will request permission from the parents to communicate with the professional.
14. In the event that the parents choose to not follow the CPE or professional's recommendations. The General Director will inform the Board of Directors.
15. Once the Board of Directors have reviewed and made a decision for a plan of action for the family, the General Director will communicate the plan to the parents.
16. In the event that the parents are not in agreement with the plan of action, the Board of Directors will meet again to come to a decision to ensure that the wellbeing of all the children attending the CPE is met.

#### **1.24. Steps to conduct a meeting or conference call with parents**

1. Welcome and thank parents for meeting or conference call.
2. Introduce everyone (if more than one person) and give reasons why everyone is there including parents. They are here to help us see whole picture, who can are able to make decisions to help, primary care taker.
3. Discuss the reason for the meeting or call and state the goal.
4. Begin with positive observations that have been made.
5. Ask parents for observations made at home.
6. Then communicate concerns, always with facts and how we have worked towards helping their child at the CPE until now.
7. Then ask parents if they have noticed this at home.
8. If everyone sees the child's behaviour the same way, then we share same vision.
9. Ask parents what they feel next step should be.
10. Inform the parents of our suggestions of what can be done to improve the concern at daycare.
11. If parents agree with our suggestions then commit to a common goal.
12. A goal and commitment to a solution must be agreed upon.
13. Parents input are an integral part of working to improve the child's behaviour.

#### **1.25. Health and Hygiene practices for educators**

##### *Handwashing*

- When arriving at daycare

- Before and after eating (this includes lunch, snack etc.)
- After using the bathroom
- After blowing nose or touching nose secretions
- After playing outside
- When returning from an outing
- After an in-house show

#### *Diaper changing*

- When a child is soiled
- Gently clean with baby wipes
- Ensure area is properly cleaned
- Apply baby cream if needed
- Use child's diapers
- Routine: change diaper before every meal time
- Wear new gloves after every diaper change
- Disinfect changing pad after every use

#### *Disinfecting*

- Sleep mats are cleaned once per week. (Fridays)
- Faucets and soap dispensers are wiped or cleaned after every group use i.e. painting activity.
- Tables are disinfected before and after every meal /snack. Children are not sitting at table during this time. The disinfectant may spray on the jay cloth when spraying.
- Placemats are disinfected after every meal and are placed on rack to dry.
- Chairs are cleaned at least once a week or when visibly dirty
- Thermometers are disinfected after every use
- Toys are disinfected weekly. This includes, markers, blocks, sand and water play toys, dolls, plates and pretend play food, etc.
- Floors are swept well regularly throughout the day and before closing the classroom.

## 2. Daily activities and routines

### Daily Routine

The schedule below is a typical routine of the day. Activity times may change according to educator planned activities

7:00 - 7:55	Greeting time and free play
7:55 - 8:05	Educators begin to transfer to their classrooms with children in their group
8:00 - 9:30	Free play in classrooms
9:30- 9:45	Clean-up/Hand washing/diaper changing
9:45- 10:10	Snack time
10:10- 10:30	Circle time (Story, songs, games, discussions)
10:30- 11:15	Planned Activities
11:15 – 11:30	Clean-up / Get dressed to play outside
11:30- 11:50	Outdoor/Gross motor Play
11:50- 12:00	Hand washing and washroom/diapers
12:00-12:30	Lunch Time
12:30 – 12:45	Story time
12:30 -12:50	Washroom/Story time
12:50 - 1:00	Quiet times on their beds
1:00 - 3:00	Naptime
3:00- 3:30	Wake up, diaper/washroom, and snack.
3:30- 6:00	Planned Activities/Free play, gym, outdoors, regrouping.

## Detailed daily routine:

The schedule may vary slightly depending on the weather and the children's interests.

### Activities

7:00-9:30 Greeting time & gross motor activities

Free Play and morning greeting time may consist of the following:

- Greeting parents and welcoming their children to the classroom
- Interactions between parents and educators
- Children engage in classroom activities such as: collage art (coloring, cutting, gluing).
- Block play (building with legos, wooden blocks)
- Table toys (puzzles, manipulative toys)
- Dramatic play (kitchen toys, dress up clothes)
- Books and puppet play
- Gross motor play (games in the gym, bike path or play yards)

9:30-10:15 Snack and routines

- Hand washing, toileting, diapering
- Snack time: and educators have an opportunity to share their thoughts and experiences.

10:15-10:30 Circle time

- Story read by educators in French and/or English
- Finger plays and songs
- Body movement and music – jumping, crawling, rolling

10:30-11:45 Planned activities

- Creative: painting, collage, coloring, gluing, water and sand play, musical instruments, pretend play
- Physical: stringing beads, cutting, working with play doh, manipulative construction toys, outdoor/indoor play – climbing structures, walking, running, balls and hoops, exercise mat play – rolling, crawling, stretching
- Social: group/cooperative games, interactive stories, puppets
- Cognitive: books, puzzles, story tapes/cd's, bingo games, computer, letter and number games
- Language: music, songs, stories.

11:45-12:45 Lunch and routines

- Hand washing, toileting, diapering
- Lunch time: children and educators have an opportunity to listen or discuss their thoughts and experiences of the day

12:45-1:00 Quiet time

- Reading books, cuddling time, preparing for nap

1:00-2:00 Rest time

- Quiet activities available between 2pm and 3pm for children who are awake.

3:00-4:00 Snack and routines

- Hand washing, toileting, diapering
- Snack time: children and educators have open snack time where children have the opportunity to share their thoughts and experiences of the day

4:00-5:30 Free Play

- Continuation of morning activities
- Collage art (coloring, cutting, gluing)
- Block play (building with legos, wooden blocks)
- Table toys (puzzles, manipulative toys)
- Dramatic play (kitchen toys, dress up clothes)
- Books and puppet play
- Gross motor (games in the gym, bike path or play yards)

5:30-6:00 Regrouping

- Movement activities outdoors or in the gym
- Children are grouped together
- Parents arrive to pick up their children

### 3. Programme of activities (9-17 months)

CPE VANIER-PROGRAM OF ACTIVITIES FOR CHILDREN  
AGED 9-17 MONTHS

Example: White board information posted outside every classroom



Group Name / Nom du Groupe: Infant Room
Free Play / Jeu Libre : Variety of hats to try on (language development, social skills) Peek-a-boo boxes (fine motor skills, visual memory, social skills) Shakers (listening skills, cause & effect, language) Bowls, spoons to create sounds (coordination, cause & effect)
Snack & Washroom Routine / Collation & Routine de Toilette :
Circle Time / L'Heure du Cercle : Animated nursery rhymes, finger plays, songs with lots of movement such as clapping (language development, listening skills, body awareness, coordination)
Today's Story / Histoire de la Journée :  Simple stories...large clear pictures, board books, books made out of material (language development, listening skills, visual memory, visual discrimination)
Small Group / Activité de petit groupe :  Toys (scarves) inside large jars (fine motor, social skills, language) Walking on a variety of textures (body awareness, sensory exploration) Mirror play (body awareness, language development, social skills)
Gross Motor / Motricité Globale :  Rolling balls (coordination, body awareness, gross motor skills) Pillow walk obstacle course (Balance, body awareness, eye-foot coordination) Parachute play with child on parachute (balance, tactile stimulation)
Lunch & Nap & Snack / Diner & Sieste & Collation :
Free Play / Jeux Libre  Paper bag, milk carton boxes (cause & effect, fine motor, problem solving) Blowing bubbles (eye-hand coordination, tactile stimulation, language) Making tunnels & houses with large boxes (gross motor, tactile stimulation) Taping voices/sounds (language development, social skills, listening skills)

#### 4. Program of activities (18 -59 months)

CPE VANIER-PROGRAM OF ACTIVITIES FOR CHILDREN  
AGED 18-49 MONTHS

Example: White board information posted outside every classroom



Group Name / Nom du Groupe :
Free Play / Jeux Libre : Construction blocks and cars: build roads for cars, count and seriate the colors (cognitive+gross motor) Puzzles : 10 to 45 pieces (cognitive) Sand and water tables: plastic tubes, plastic cups for pouring and measuring, floating toys in water table. (fine motor, social, cognitive) Puppets : family setting stories (social + emotional)
Snack & Washroom Routine / Collation & Routine de Toilette :
Circle Time / L'Heure du Cercle : Sing songs and play movement games - head and shoulders, knees and toes, movement game : popcorn jumping to the rhythm (gross motor, language and listening). Group discussion: Ask open ended questions about space: What can you tell me about space? (language, social, listening skills) Use white board to write down some words that children said.
Today's Story/ Histoire de la Journée: All about space - listening skills, language, cognitive
Small Group / Activité de petit groupe : Painting activity : using three colors - materials red, blue and white, paint brushes and construction paper. While children are painting ask them open ended questions: I see you are using blue and white paint, what happens when you mix the two colors?
Gross Motor / Motricité Globale : Gym - parachute play - game of cat and mouse, one child is under the parachute and another on top while other children wave the parachute (children learn to take turns, social development) Game: Simon says: children stand inside a hoola hoop placed on the floor and one child is Simon. Children follow Simon's instructions. (taking turns, listening, language and social skills)
Lunch & Nap & Snack / Dinner & Sieste & Collation :
Free Play / Jeux Libre: Dramatic play: dress up clothes, kitchen toys and tools. Children use creativity to create story settings, language, social skills) Building and construction: Legos (including "Little People" figurines), wooden blocks, trucks Art : paper, scissors, liquid glue

## 5. Daily physical activity schedule

The schedule below presents a typical routine of physical activities that are planned outdoors, indoors the CPE as well as at the parks in our neighborhood. We schedule 180 minutes of physical activities between 7am and 6pm every day. The schedule can vary depending on the daily activities planned by the educators.

<b>Schedule</b>	<b>Gross motor activity</b>	<b>Intensity</b>	<b>Time (minutes)</b>
7:00 – 9:00am	Running, jumping, climbing	High	30
9:30 – 9:45	Transition: put away – clean up (I.e. giant steps to put blocks away)	Low	10
10:00 – 10:20	Circle time: dancing	High	10
11:00 – 11:10	Transition: put away – clean up (I.e. fly like an airplane to clean up)	Low	10
11:10 – 11:20	Getting dressed to go outside	Low	10
11:20 – 11:55	Running, jumping, climbing (Gym time, outdoor play space, park, group Games)	High	30
12:30 – 12:45	Stretching	Low	10
3:30 – 3:40	Transition : to activities (I.e. jumping like a kangaroo)	Moderate	10
4:30 – 5:00	Running, jumping, climbing (Gym time, outdoor play space, park)	High	30
5:15 – 6:00	Classrooms gather together (Group games, gym and outdoors)	Moderate or high	45



# **ANNEXE B – Policies**


1. Complaints and procedure policy
2. Screening policy
3. Expulsion policy
4. Bike Path policy
5. Zero Tolerance policy
6. Environment policy
7. Parking lot policy
8. Nutrition policy
9. Taking images of children and adults policy
10. Health and hygiene policy
11. CPE Vanier admissions policy
12. Delegation of authority policy
13. Integration of a child with special needs policy
14. Agreement letter-Parent volunteering on a fieldtrip – in addition to government annexe form

## **Policies**

CPE Vanier policies are created as needed and are adopted by the Board of Directors. All policies are developed based on facts, information and resources related to the policy.

The adopted policies provide clear guidelines to maintain a safe and harmonious environment for all members of the CPE Vanier community.

## 1. Complaints policy and procedure

	Intended group:	CPE Vanier community
	Responsibility:	General Director Board of Directors
	Policy number:	01
Title: Complaints policy and procedures		
Revised <input type="checkbox"/> New <input type="checkbox"/> Revised-No revisions made		
Date effective: April 2001		

### *Objective of the policy*

The policy establishes the guiding principles for handling complaints concerning CPE Vanier. It defines the notion of the complaint and specifies the appeals that clients and/or employees can lodge. Their satisfaction being at the centre of the objectives, the decisions seek to adapt the resources and services to their needs. By providing them with a complaints procedure, they are prompted to participate in the determination and continual improvement of the quality norms.

### *Eligible clientele*

All persons who are in contact with the CPE Vanier are considered to be eligible clientele for the purpose of this policy. This may be a parent client, a future client, an employee, a citizen, or his/her representative.

### *Definition of a complaint*

A complaint is a verbal or written expression of a dissatisfaction concerning the services at CPE Vanier, which, addressed to the CPE's General Director or to the President of the Board of Directors, concerns an issue related to the Loi sur les centres de la petite enfance et autre service de garde à l'enfance, a regulation, or an administrative norm in vigour. A complaint generally questions the quality of services offered concerning one or the other of the following aspects:

1. Accessibility and continuity of services
2. Administrative functioning
3. Person affiliated with the CPE
4. Health and safety of children

### *CPE Vanier Values*

1. The values that guide the evaluation of complaints against a CPE are as follows:
2. Collaboration (sharing of information, respect)
3. Solidarity (transparency, loyalty, confidentiality)
4. Cooperativeness (promptness/speed, listening, respect) Responsibility

### *Main principles*

1. All complaints must be treated in respect of the values of CPE Vanier as well as the rights of the plaintiff.
2. A complaint is considered as an opportunity to improve the quality of services.
3. All staff members are called upon to be supportive to the person that wishes to express or file a complaint.
4. When a person files a complaint, he/she is informed of further procedure will be followed, including the role which the person handling the dossier.
5. All complaints are handled promptly.
6. The person filing a complaint will be kept apprised of the status of his/her dossier and will be informed of the results of the evaluation.

### *Role and responsibilities*

The responsibility concerning the handling of complaints lies with the general administration and is shared among the Board of Directors, the CPE's General Director, and the entirety of persons that are in contact with the CPE. The responsibilities of each vary depending on their powers, duties, functions, and responsibilities.

### *Procedure*

This present procedure has the objective of specifying the parameters and steps to follow for implementing the complaints policy. It seeks to foster the agreement between the plaintiff and the CPE in order to better respond to the needs of the children and to increase the satisfaction of the parents and/or the employees concerning the quality of services at the CPE.

### *Filing a complaint*

Once a CPE staff member learns that a person is dissatisfied with their services received, they must:

1. Inform this person of his/her right to file a complaint with the General Director and assist him/her in the steps to take;
2. Direct him/her to the General Director who will assist in the formulation of the complaint;
3. If the situation is deemed urgent, inform the General Director or his/her substitute directly;
4. Urgent: Any situation that can compromise the health, safety, or development of the children and that demands an intervention either immediately or within 24 hours.

### *The General Director or his/her substitute must*

1. Receive all complaints that are expressed verbally or in writing (including e-mail). However, if the complaint is about the CPE's General Director, it should be submitted to the President of the Board of Directors.
2. Will provide assistance to the plaintiff in his/her articulation of the complaint;
3. Will listen and takes note of all information transmitted by the plaintiff.
4. Name, Address, Telephone number number of the plaintiff
5. Time and date of receipt of the complaint

6. Appeal
7. The object/s of the complaint
8. The degree of urgency of the complaint
9. Description of facts
10. The plaintiff's expectation concerning the outcome of having filed the complaint
11. Verify if the complaint is in the realm of the plaintiff's competency.
12. Evaluate if the complaint can be retained for review.
13. A complaint cannot be retained for review in any of the following cases:
14. The plaintiff is contacting another competent instance {RR - not sure what this intends to say};
15. The delay between the event in question and the submission of complaint is considered too long;
16. The complaint is far-fetched, harassing, or in bad faith;
17. The plaintiff withdraws the complaint;
18. The plaintiff refuses to fully collaborate;
19. The plaintiff refuses to reveal his/her identity, where this is indispensable for the review;
20. It is important to point out to the plaintiff that all complaints are treated confidentially such that he/she will not hesitate to give his/her name, address, and phone number. The plaintiff must be informed that the quality of the evaluation of his/her complaint can be compromised, as it will be impossible to reach him/her to obtain supplementary information and to follow up with the procedure. If the plaintiff consents to revealing his identity, he/she is given a consent form;
21. If a complaint is not kept for evaluation, the Center's Director needs to impart the reasons to the plaintiff;
22. All documents concerning the evaluation and regulations for a complaint must be kept in a "Complaint file". The content of this file must reflect the handling of the complaint as faithfully as possible. The following information should be in the file:
23. Registration data of the complaint;
24. Correspondence between the plaintiff and any other person participating in the handling of the complaint;
25. Accounts of meetings with persons that participated in the evaluation of the complaint;
26. Transcription of verbal exchanges between all persons that participated in the evaluation or resolving the complaint;
27. Response of the plaintiff.

### *Complaints concerning abuse*

The CPE's General Director is obliged to inform the Direction des Services a la Famille (Head of Family Services), who must take charge of the complaint.

### *Other complaints*

When the subject of a complaint calls for an expertise that the person in charge of the evaluation does not have, this person-in-charge must solicit someone who does have this expertise in order to obtain the necessary information or resources.

### *Evaluation of a second appeal*

A person files a complaint as a second appeal when he/she has not been satisfied with his/her first measures and wishes that his/her complaint be re-evaluated by the Board of Directors or by the Ministère.

The CPE's General Director must inform the Board of Directors of the complaints filed and handled in addition to recommending the necessary measures to take in order to improve the quality of services.

### *Categories of complaint issues*

There are three main categories for which a complaint may be reported. They include: Administrative functioning, Affiliated People and Health and Safety.

#### *Administrative functioning*

1. Permits
2. Registration form and attendance sheets
3. Board of Directors
4. Program for spaces at reduced cost
5. Waiting list
6. Accessibility and continuity of services
7. Refusal to access of a spot
8. Expulsion of a child from the childcare centre
9. Financial aspects
10. Mandates of the CPE
11. Program of activities
12. Internal management


#### *Person affiliated with the CPE*

1. General Director
2. Educator
3. Other CPE staff member

#### *Health and Safety of children*

1. Ratios
2. Accident or illness
3. Nutrition and meals
4. Medication
5. Cleaning products and toxic substances
6. Equipment, materials, and games
7. Premises/facilities
8. Hygiene
9. Toys and outdoor courtyard.

## 2. Screening policy

	Intended group:	CPE Vanier families
	Responsibility:	General Director
	Policy number:	02
Title: Screening Policy		
Revised <input type="checkbox"/> New <input type="checkbox"/> Revised-No revisions made		
Date effective: April 20		

The following are the positions/situations that will warrant a criminal background check at CPE Vanier:

### *Members of the Board of Directors*

Members of the Board of Directors are subject to verification each year. The forms are provided by the Service de police de la Ville de Montreal, SPVM to be duly completed by each Board member.

The CPE's General Director keeps a copy of the completed form in the individual's file. This document is to be kept in utmost confidence and is to be accessible only to the General Director, the individual concerned, and the MF.

### *Current and potential staff members*

Current and potential staff members are subject to verification at least once every three years. The educator, administrative assistant, pedagogical consultant, cook, and any other employee who is or will be present on a regular basis during the hours when the children are present are subject to police verification. All staff members must inform the CPE's Director of any situation that might result in the presence of a criminal offence in his/her police file. (Chapter 18.1 of the Loi sur les centres de la petite enfance et autres services de garde à l'enfance (Law respecting childcare centres). The procedure for such checks is outlined further on in this document.

### *Centre's Director*

As a member of the Board of Directors, the CPE's General Director is automatically subject to verification each year.

### *Persons 18 years of age and older*


Any person 18 years of age and older requesting to spend time in the childcare centre in the presence of the children (including student interns, volunteers, and substitute educators) is subject to verification by the SPVM.

### *Ethics Committee*

The CPE Vanier Board of Directors will establish an ethics committee of three members, among them the CPE's General Director, who is normally the primary liaison named in the memorandum with the Montreal Police Department. This ethics committee is to be set up during a Board meeting each September once the new members of the Board have been elected at the annual General Assembly. The mandate of the ethics committee is to review all cases where a criminal offence is found and to establish the criteria to be considered in each case. The individual concerned will be invited to meet with the ethics committee in order to clarify the situation. Once the situation has been evaluated, the committee will make a recommendation to the Board, who then makes the final decision.



### 3. Expulsion policy

	Intended group:	CPE Vanier families
	Responsibility:	Board of Directors of CPE Vanier
	Policy number:	03
Title: Expulsion policy		
Revised <input type="checkbox"/> New <input type="checkbox"/> Revised-No revisions made		
Date effective: June 6, 2008 Revised: No revisions made Last update: October 20 <sup>th</sup> , 2015		

#### **PURPOSE:**

To ensure that the children and families registered at CPE Vanier follow and respect the rules and regulations within its operational and pedagogical framework.


#### **POLICY:**

The philosophy of the CPE is to support the children and their families. As a last resort, the daycare reserves the right to suspend or expel a child/family from receiving childcare services under the following circumstances:

1. CPE fees for the child have not been paid, as per the signed service contract.
2. The family has failed to comply with the CPE Internal Rules and Regulations.
3. The family acts contrary to the interests of the CPE.
4. The child's conduct is deemed to be harmful to him/herself and/or to the CPE.
5. The CPE is unable to meet the basic needs of the child.

The decision of the Board of Directors is final and cannot be appealed.

#### 4. Bike Path policy

	Intended group:	CPE Vanier Community
	Responsibility:	General Director
	Policy number:	04
Title: Zero Tolerance Policy		
Revised: March 2016		
Date effective: August 2008		

#### **PURPOSE**

We at CPE Vanier make it a priority to ensure a safe learning environment for the children in our care.

#### **PREAMBLE**

The Bike path was constructed in 2008 with the goal to offer the children attending CPE Vanier the possibility to develop their gross motor skills, balance and coordination.


#### **PROCEDURE**

Parents/guardians are to read the Bike path policy and complete the section in the registration card to authorize their child to use the bike path and its materials.

#### **POLICY**

1. Helmets are mandatory for all children using the movable tricycles or bicycles (ages 2 and up).
2. Parents must provide their children with a labelled (their name on the exterior) well adjusted helmet. The helmet is to remain at their child's hook at all times (spring, summer, and autumn months).
3. Children who do not have a helmet will not be permitted to use the movable tricycles or bicycles.
4. Bike path equipment can only be used under the supervision of the CPE Vanier educational staff.

## 5. Zero tolerance policy

	Intended group:	CPE Vanier Community
	Responsibility:	General Director Board of Directors
	Policy number:	05
Title: Zero Tolerance Policy		
Revised: March 15, 2013 New <input type="checkbox"/>		
Date effective: December 16, 2009 Updated: July 9, 2015		

CPE Vanier adheres under the Zero Tolerance Policy of Vanier College. The policy has been adapted to serve the needs of daycare.

### **PURPOSE:**

To ensure that a consistent and acceptable manner of conduct and level of safety conducive to a learning environment is maintained within the daycare.

### **DEFINITION:**

Zero Tolerance: The following disruptive behaviours will not be tolerated to any degree in relation to the daycare or on the premises of the daycare:

1. Use of Alcohol /illegal drugs
2. Violence against persons or property
3. Possession of weapons
4. Racial vilification and harassment
5. Verbal or written abuse or intimidation - in the form of gossiping, rallying against the Center or a member of the Center through emails, social media or in the presence of others. A member of the CPE Vanier community can be a child, a parent, employee, student or volunteer at CPE Vanier.
6. Theft
7. Gambling

Zero Tolerance: The following disruptive behaviours will not be tolerated to any degree on the premises of the daycare:

1. Use of Alcohol /illegal drugs
2. Violence against persons or property
3. Possession of weapons
4. Racial vilification and harassment
5. Verbal or written abuse or intimidation - in the form of gossiping, rallying against the Center or a member of the Center through emails, social media or in the presence of

others. A member of the CPE Vanier community can be a child, a parent, employee, student or volunteer at CPE Vanier

6. Theft
7. Gambling

**POLICY:**


In order to cause an immediate cessation of any of the above behaviours, a person or persons engaging in any of the above infractions may face immediate suspension until an internal investigation can be conducted.

- This policy applies to all members of CPE Vanier community.
- The daycare reserves the right to report infractions to the police but may also act independently of police action.

**PROCEDURE:**

- Any incident of the above mentioned behaviours should be reported immediately to the Center's General Director or the President of the Board of Directors.
- In cases where an internal investigation has been conducted and has concluded that any disruptive behaviour mentioned in the definition of Zero Tolerance, the daycare reserves the right to expel and end the daycare service contract of the family involved. The decision of the Board of Directors is final and cannot be appealed.

## 6. Environment policy

	Intended group:	CPE Vanier community
	Responsibility:	General Director
	Policy number:	06
Title: Environmental Policy		
Revised <input type="checkbox"/> New <input type="checkbox"/> Revised: July 9 <sup>th</sup> , 2015		
Date effective: February 21, 2011		

### PURPOSE:

To provide guidelines and objectives on environmental issues and sustainable development at CPE Vanier and to ensure that CPE Vanier becomes an environmentally conscious daycare within its operational and pedagogical framework.

### PREAMBLE:

Sustainable development is defined as development that “meets the needs of the present generation without compromising the ability of future generations to meet their own needs.

CPE Vanier has an obligation to meet the challenges of sustainability and to play a leading role in shaping the values of our next generation. This policy affirms the daycare’s respect for the environment and reflects the daycare’s commitment to our environment’s improvement and protection. This policy provides a framework for future endeavours.

### GOALS:

1. To promote the CPE Vanier community’s (personnel, children and parents) awareness and understanding of environmental issues through dialogue and educational activities.
2. To improve the quality of the daycare’s environment.
3. To continuously improve environmental management practices so that they become more efficient.


**PROCEDURE:**

1. The CPE Director will ensure that an advisory committee, the CPE Vanier Advisory Committee on the Environment, is created and addresses its mandate. The overall mandate of this committee will be to ensure the CPE's related practices and standards comply with the roles and responsibilities as described in the present policy.
2. The CPE's Pedagogical Consultant will promote the integration of Education related to the Environment in the curriculum of all age groups, where appropriate and feasible, by providing appropriate resources.
3. In all groups, the educators will encourage the children to become conscious of the environment. The educators will integrate environment awareness activities into their programming.
4. CPE Vanier will provide employee training with respect to environmental issues.
5. CPE Vanier will review its practices related to the environment. Specifically they will:
  - a. Consider the ecological impact of the products and services to be purchased.
  - b. Consider environmental issues in the choice and use of energy sources and technology.
  - c. Follow a schedule of maintenance and continued improvement of equipment and facilities to minimize the environmental impact, for example, preventive cleaning and monitoring of the ventilation system; recycling of residual materials; and in maintaining our external environment, whenever possible, use products and methods that are respectful of the environment.
  - d. Continue efforts to reduce water consumption and protect its quality.
6. CPE Vanier follows the rules and regulations set forth by the Ministère de la famille. CPE Vanier will implement practices with respect to hazardous materials, waste and air in order to ensure the safety of the daycare and environment. Specifically, the committee will ensure that:
  - a. The purchase and use of hazardous materials is minimized and the daycare is using products with minimal toxicity.
  - b. All personnel involved in the use or handling of hazardous products receive specific training regarding the products.
7. CPE Vanier will purchase products that are durable, re-usable, recyclable, and less toxic and generate less waste, when they are available and economically viable.
8. The CPE Vanier Environment Advisory Committee will produce an annual Environmental Action Plan and ensure its implementation. Specifically, the will:

- a. Contribute to the development and implementation of the environmental policy;
- b. Submit an annual report of activities and future recommendations.
- c. Recommend practices that support the our goals to be a environmentally conscious daycare.
- d.** Develop mechanisms to sensitize the members of the daycare community to environmental issues including the **4-R rules: Rethink, Reduce, Re-use, and Re-cycle.**
- e. Offer advice and assistance, as required, regarding the development of environmental-related training activities for the personnel.
- f.** Ensure that the CPE Vanier Environment Advisory Committee is composed of the following persons, namely:
  - i.** Center's Director
  - ii.** Center's Pedagogical Consultant
  - iii.** Two (1) Board Members
  - iv.** Two (1) other staff members

The Committee will be free to invite additional individuals on an ad hoc basis.

## 7. Parking lot policy

	Intended group:	CPE Vanier community
	Responsibility:	General Director Administration
	Policy number:	07
Title: Parking lot policy		
Revised: February 25, 2015 New <input type="checkbox"/>		
Updated: July 9, 2015		
Date effective: January 24, 2011		

### **PURPOSE:**

To ensure the safety of the children and their families when arriving at and departing the Center.

### **PREAMBLE:**

CPE Vanier has five reserved parking spaces as posted, located across from the Vanier College football field. These spaces are reserved for parents/guardians to drop off and pick up their children from the Center. The Cote Vertu entrance is reserved for office personnel, delivery and EMERGENCY vehicles only.

### **PROCEDURE:**

1. Park vehicles within the yellow lines to maximize parking spaces.
2. Place the CPE Vanier parking card on the right side of the front windshield.
3. Supervise the child for whom you are responsible when arriving and departing the daycare.
4. Do not leave a child under 12 years of age in the vehicle without supervision.
5. Do not park your vehicle in front of the daycare.
6. Do not use the Cote Vertu entrance at any time.
7. Do not use parking spaces in front of the daycare.
8. Do not park your vehicle in front of the barrier or next to the cement block.

In the event that this policy is not respected CPE Vanier reserves the right to issue a written offence. Upon receipt of a third written offence the childcare service contract between the family and CPE Vanier will be cancelled.



## 8. Nutrition policy

	Intended group:	CPE Vanier community
	Responsibility:	General Director Administration
	Policy number:	08
Title: Nutrition policy		
Revised: February 25, 2015 New <input type="checkbox"/>		
Updated: May 31 <sup>st</sup> , 2016		
Date effective: January 24, 2011		





## Foreword

This document was created for the CPE Vanier Community as well as for our fellow partners and colleagues in the daycare field. The purpose of this policy is to inform and share our knowledge of healthy eating and hygiene habits. This document supports our educational program *Meeting Children's Needs* and the quality of our Center.

This document was created using two resources: The first is a publication from La Direction des Communications du Ministère de la Famille, "*La santé des enfants en services de garde éducatifs*" and the second resource is the nutrition policy created by CPE La Rose des Vents.

This document was developed by  
General Director  
Athena Xenos

Reviewed by

Philippe Gagné, member of the Board of Directors of CPE Vanier  
Kelly Kuit, Pedagogical Consultant

and approved by the Board of Directors of CPE Vanier on June 18<sup>th</sup>, 2013.



## **Nutrition at CPE Vanier**

At C.P.E. Vanier we believe that healthy meals and snacks offered to children influence their beliefs, their health and their development now and for their entire life. We believe that the children have the right to drink and eat quality meals and snacks that meet their daily nutritional needs. We provide the children with a variety of healthy snacks and meals with portions large enough to satisfy their appetites.



## **Joy of Eating**

At CPE Vanier, we believe that meal time is an important moment in a child's life. Eating is one of life's pleasures! Our goal is to offer a secure environment where our children can eat in an atmosphere that is calm, respectful and warm. We will present to you how we meet your child's needs during these special moments of snack and meal time.

## **Roles & Responsibilities with regard to Nutrition**

### **Board of Directors**

#### *Role and Responsibilities*



The Board of Directors defines the goals and objectives that integrate healthy eating habits and encourage physical activity into the program. They adopt the internal Nutrition Policy.

- Assure that the quality of the food is at the heart of all decisions made in regard to the children's nutrition.
- Support the Director's initiatives and approaches aimed at promoting healthy eating habits within the limits of the available budget.

### **The Director**

#### *Role and Responsibilities*

With regard to implementing, applying and continuing the nutrition policy.

- Assures that the Educators and the Cook have the tools, the resources and the time necessary to complete their relevant tasks and to implement this policy while respecting the available budget.
- Assures that information concerning dietary restrictions or allergies is given to staff.
- Assures if need be, that menus are validated by a qualified nutritionist.
- Puts into place, if needed, procedures to encourage the implementation and continuity of the policy. (Discussions of steps and procedures at team meetings, etc.)
- Assures that all the children's files have all the information regarding food allergies, intolerances or food restrictions and that if there is a food allergy the child's photo and relevant form are posted in their classroom and the office.
- Assures that all information that is updated in the children's files is given to the cook and all staff members that are involved with the child, including replacement staff.
- Assures that the whole staff is aware of everything in relation to the allergies: symptoms, the foods that cause the allergies and how to use an EPI-pen;



- Assures that any new information concerning the health and nutrition of the children is shared with the staff.

## **The Parents**



### *Roles and Responsibilities*

- Become familiar with the menus and, if needed, inform the Director and the staff of any specific food needs of their child.
- Closely follow their child's allergy or food intolerance for any changes. Advise the Director and staff by sharing information about any the changes concerning their child's allergy or food intolerance.
- Provide emergency medication (EPI Pen auto injector), that is prescribed by a doctor. (The medication must be labeled with the prescription from the pharmacy.)
- Provide, for preventative measures for children considered at risk (immediate family member have an allergy), a preventative prescription written and signed by a health professional.
- Provide the Director and staff with information regarding any changes concerning their child's allergy or food intolerance.
- Sign the authorization form permitting C.P.E. Vanier staff to use EPI-Pen if needed.
- Sign the authorization form permitting C.P.E. Vanier staff to post picture and the form 'Action Plan for an Allergic Child' to identify their child as a child with an allergy in their child's classroom, the kitchen and the office.

## **The Cook**

### *Role and Responsibilities*



The cook is the person who implements the nutrition policy by preparing the meals and snacks. She prepares a variety of nutritious, tasty and visually appealing meals and snacks as well as the recommended quantities according to the Canadian Food Guide. The cook ensures the food safety by respecting, at all times, the regulations concerning health, hygiene, food conservation and storage. The cook also offers a similar menu for children with food allergies and intolerances and is a person of reference for any questions concerning food and nutrition. The cook has completed courses in food, health and hygiene.

- Prepares menus that are well balanced and follow the Canadian Food guide;
- Plans the menus according to the established steps in close collaboration with the Director;
- Offers only one menu giving the children the message that it's important to try new foods to develop their tastes;
- Assures that all the food served meets the quantity and quality regulations;
- Communicates and collaborates with the Director and the Educators concerning the dietary needs of the children;
- Prepares quality food that varies in texture, color and shape, the majority being fresh produce;
- Take all the necessary precautions and assures that all the food served to the children with food allergies is free from all allergens;



- Manages to work well within the C.P.E. Vanier food budget. Applies working methods that favour good use of the financial budget approved by the C.P.E.;
- Posts menu changes as required. Serves the meals for children with allergies or food restrictions on a blue tray to clearly define their space. A child under two years of age can also wear a bib that is identified with a red letter « A » (allergy) if necessary;
- During meal preparations, adopt working methods to exclude all risk of contamination to food destined to the children where certain foods represent a danger;
- Communicates effectively and works with the educators to prevent the risk of exposing an allergic child to a food allergen;
- Assures that her knowledge of the children's food allergies and intolerances are up to date.

## **The Educator**

### *Role and Responsibilities*



The Educator works directly with the children and their parents. She is their role model. The manner in which the food is presented, having a positive attitude, being open minded, and by maintaining a pleasant atmosphere during meal times, all contribute to and greatly influence the children's development of healthy eating habits. Also, positive daily enriching experiences are created through the development of interactive activities that favor the discovery of healthy foods. The children are responsible for the quantity of food they consume. The Educators encourage the children to taste the snacks and meals but never force a child to eat a food, therefore fostering a positive relationship with food. It is normal for a child to refuse certain foods. We accept that children have a variety of tastes and appetites, so when they finish their meal we allow them to clean their plates with whatever is left without any negative comments.

- Reminds the children that lunch time is coming and that it is almost time to clean up;
- Plans a transition activity, such as a song or counting game that allows the children to calm down before they sit down at the tables for lunch;
- Sees that the children wash their hands with soap and water;
- Encourages a calm and relaxing environment during meal time (approximately thirty minutes);
- Encourages and allow the children to make suitable choices, to recognize when they are hungry or full and to try and taste everything;
- Offers small portions of food to encourage the children to taste a variety of foods and help them develop healthy eating habits;
- Consumes the same meals and snacks in the children's presence that they are being served;
- Establishes routines that prepare the children for mealtime and invite the children to participate in good hygiene habits after the meal is done;
- Assures that food is never used to reinforce desired behaviors;

- The dessert served is nutritious, a compliment to the meal and is always offered to the child.
- Assures that all dietary restrictions are always respected with regards to a child with a food allergy or restriction;
- Assures to take necessary precautions when handling food to assure that there is no cross contamination especially for children with dietary restrictions, food intolerances and food allergies;
- Respects hygiene rules when handling the food (uses serving utensils to serve all food);
- Uses place mats (or paper towels) during snack and meal times. Disinfects and dries place mats after every use;
- Has a positive attitude when introducing a new food, for example : use visual support such as pictures;
- Collaborates and communicates with the cook anything related to the dietary needs of the children;
- Informs and asks the Cook for any food or utensils needed from the kitchen;
- Respects that access to the kitchen is restricted to the Cook during her working hours;
- Ensures that hygiene rules are respected when entering kitchen (ex. after 3PM) by washing hands when entering kitchen, food storage, cleaning practices, etc.
- Communicates effectively with the parents regarding what and how much the children ate during the day;
- Uses exact terms to identify the food or the ingredients on the menu;
- Arouses the children's curiosity by creating opportunities for children to learn about nutrition through songs, stories, and cooking activities and give pertinent information about the food such as nutritional value;
- Plans a transition activity for after lunch such as a story, listening to quiet music. etc. If there is a child who has an allergy make sure they do not come into contact with the allergen(s) even when they are done eating;
- Explains allergy or food intolerances to the other children in your group taking care that the allergic child is not labelled or excluded in any way;
- Assures that the children's hands and mouths are washed and wiped after every meal;
- Assures that clothes that are dirtied with food are changed;
- Teaches the children not to share utensils, cups or food. If it happens, whether there is an allergy or not, the objects or food that was shared are taken away and replaced;
- Assures that tables and chairs are cleaned well and that the floor is swept and mopped (ex. food stains, spills etc.) to remove any traces of food after every meal and snack;
- Carefully handles any food that is going to a child with an allergy or intolerance, avoiding any cross contamination with other foods;
- Assures that prior to using food for an activity there is no allergy or intolerance to it;
- Is vigilant during special activities or outings and is ready to intervene quickly if needed;
- Systematically informs every person who is a replacement or an assistant for the group, whether it's a staff member or a volunteer, of any children who have food allergies or intolerances;



- Keeps the emergency medication (EPI-pen) in an easily and quickly reachable place at all times; Note: Other medications such as Benadryl are not considered emergency medication and must be locked away;
- Brings any emergency medication on all outings.

## **The Children**

### *The Role and Responsibilities with encouragement from the Educators*

- Respect their signs of hunger;
- Learn to not share food, utensils or cups;
- Are responsible for the amount of food eaten;
- Sit down at their place while eating
- Express themselves in a respectful manner ;
- Wipe and clean their mouths with a napkin;
- Can participate and take turns doing simple tasks (wipe tables, give out dishes etc.)

## **Meal Planning and Preparation**

### **The Planning**

The planning of menus is a well thought out process and it involves the gathering of important information. The dietary needs of the children, food restrictions based on religious beliefs, and special diets are all respected. Close attention to the fruits and vegetables that are in season as well as food costs are considered. There is a winter and summer menu, both on a five week rotation.

### **Preparation of the the Menus**

The menu is posted outside the office on the parent information board. On occasion, for reasons out of our control, the menu may be modified. In this case an orange sheet with the changes will be posted on the parent information board for the parents and staff to be updated for planning their meals at home.

### **Development of the Menus**

The meals and snacks are developed to create a balance between the daily and weekly menus. Since children have small appetites, we need to fill their nutritional needs with many small quantities of food throughout the day. Healthy snacks complete and contribute to the nutritious elements of a meal. The menus are planned by the cook and revised by the Director. A known dietician can be invited to evaluate our menus.

### **Quantity and Quality**

Nutrition represents one of the first elements in the child's global development and the parent is the first person to be involved in and manage this element. At CPE Vanier we apply the Canadian Food Guide and serve the recommended portions for each food group according to the age of the children.



### **The Quantity**

The children receive and consume close to half of their daily nutritional intake while they are in daycare. The number and size of the portions served are in accordance with the Canadian Food

#### *Guide.*

However, just as each child is unique their appetites also vary greatly according to their stages of growth and level of activities, so it is still best to determine the quantity of food according to their individual needs. Learning to recognize when they are hungry or full is an important factor in good nutrition. Acquiring this competency is greatly valued and encouraged.

#### *The Quality*

C.P.E. Vanier's daily menu consists entirely of food that is part of the Canadian Food Guide (with the exception of special occasions). With this, the Center promotes the importance of healthy eating habits to the children and families.

#### *Food in the Baby Room*

In the C.P.E. Vanier baby room, the rhythm of the children is always respected. The introduction of new foods is done in accordance and in collaboration with the parents. If needed, the C.P.E. offers a variety of home made purees. The parent is responsible for introduction of new foods at home (minimum of 3 times) before they eat it at daycare. This is to minimize the risk of an allergic reaction at the daycare. The parent must complete a table listing the foods that the child has already been introduced to as well as keeping the educators up to date by informing them when new foods are introduced. **est**





### *Organization of Utensils and Equipment for Meals*

- The organization and the equipment for the meals at C.P.E. Vanier encourages, as much as possible the children's independence, an atmosphere that is calm and relaxing, and puts into place health and hygiene rules.
- The cook respects and applies the health and hygiene rules according to the Ministry of Agriculture, Fishing and Canadian Food Inspection Agency.
- The tables in the classrooms are disinfected before and after every meal and snack;
- The children's dishes are unbreakable and the utensils are adapted to the children's abilities;
- The meals and snack are brought to each classroom in a safe and secure way;
- The meals and snacks are served at the correct temperature when they are being served..
- The children are encouraged to clean up their dishes, to throw left over food in the garbage, and to put their dishes in the sink.
- The children can help to disinfect the table and sweep the floor.



### **Allergies and Food Restrictions**

Food allergies and restrictions have become more and more common. Constant vigilance from the Educators and staff is mandatory. Prevention of reactions from food intolerances and allergies still remains the best "treatment". This is why we have made the policy a priority and a shared responsibility among all the people who look after the children. Prevention comes from effective communication and vigilance. When the choice of food is restricted for medical reasons, we assure you that the food that is served will continue to meet the nutritional needs of the children.

### **Precautions Taken To Minimize the Risk of Choking**

During meal and snack time the staff encourage a calm atmosphere, supervise and watch the children closely, make sure the children remain seated and encourage the children to chew well before swallowing.

- All hard food, small and round need to be cut, sliced or minced.
- Food cannot be served with toothpicks or wooden skewers to children aged 0 to 3.
- Before 12 months
- The vegetables are well cooked and cut into small pieces or strips ;
- Raw apples are peeled and shredded;
- Fresh grapes without seeds are cut into four;
- The fruits are seedless, without pits and without peels;
- The berries are reduced to puree that is filtered;
- We do not serve any food that contains honey;
- The tofu, chicken or beef sausages are cut lengthwise as well as sliced into small pieces.



#### *Between 1 and 2 years*

- Certain vegetables that are very tender are cut into small pieces.;
- Vegetables with thick skins are shredded or boiled and cut into fine strips;
- The other hard vegetables are shredded or cut very finely (julienne style);
- The fresh fruits like apples, peaches, plums and pears are cut into small pieces, without the peel, without the pit and without seeds: the grapes are cut into four;



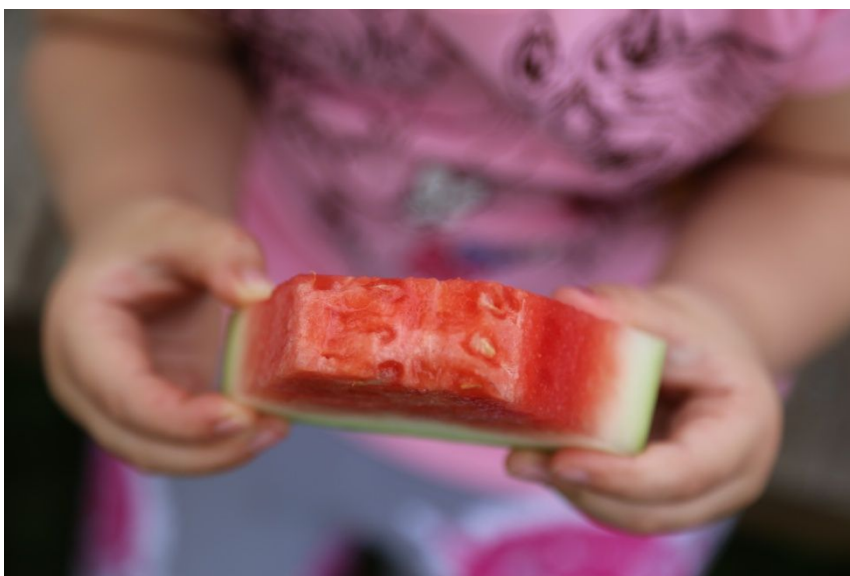
- The tofu, chicken, and beef sausages are cut lengthwise and then sliced into small pieces.

*Between 2 and 4 years*



- Certain hard vegetables such as carrots, celery, turnips etc. are shredded, blanched or cut into fine strips;
- All other hard vegetables are shredded or cut into strips;
- Dried grapes and other dried fruit are chopped;
- Fresh seedless grapes are cut in half.;
- Fruits with pits are pitted;
- Sausages are cut lengthwise.

*Birthdays, Annual Celebrations, and Special Events*

Every child's birthday is important to the staff of C.P.E. Vanier. Cupcakes, free of allergens, prepared at the daycare, are served to the children of the group. To control the allergies parents cannot bring a cake for their child.



## Sample menu

	<b>Lundi Monday</b>	<b>Mardi Tuesday</b>	<b>Mercredi Wednesday</b>	<b>Jeudi Thursday</b>	<b>Vendredi Friday</b>
<b>Collation de la matinée</b>   <b>Morning Snack</b>	Céréale avec yogourt et sirop d'érable	Fromage mozzarella avec craquelins	Pain aux pommes et cannelle et lait	Yogourt aux fruits et rôties	Bagels avec fromage à la crème
	Cereal with yogurt and maple syrup	Cheddar cheese with crackers	Apple & cinnamon bread With milk	Fruit yogurt with toast	Bagels with cream cheese
<b>Dîner et</b>  <b>Lait est servi chaque jour</b>  <b>Lunch</b>  <b>Milk is served everyday</b>	Pâtes : Spaghetti avec sauce bolognaise aux haricots rouges et légumes  Fruit: Cantaloup	Poisson : Filet de sole au citron servi avec salade taboulé  Fruit: Poires	Poulet : Poulet au four et orzo avec haricots verts  Repas végétarien : viande  Fruit: Melon	Potage : Potage aux légumes, pain de mais fait maison avec saucisse végétarienne  Fruit: Oranges	Viande: Boulette de viande, pois vert avec petit pain brun  Repas végétarien : viande  Fruit: Bananes
	Pasta: Spaghetti with red kidney bean and vegetable bolognaise  Fruit: Cantaloupe	Fish : Lemon sole served with with tabbouleh salad  Fruit: Pears	Chicken: Oven roasted chicken, orzo with green sting beans  Vegetarian meal: meat  Fruit: Melon	Soup: Vegetable soup, homemade cornbread with vegetarian sausages  Fruit: Oranges	Meat: Meatballs served with green peas with small whole wheat rolls  Vegetarian meal: meat  Fruit: Bananas
<b>Collation de l'après-midi</b>   <b>Afternoon snack</b>	Carottes, humus et pain pita  Carrots, hummus and pita bread	Tofu assaisonnée au four, piments rouge rôti et petit pain  Seasoned baked tofu, roasted red peppers and mini bun	Trempeuse tzaziki, crudités et bread  Tzaziki dip, vegetables et pain	Fromage cheddar et craquelins  Cheddar cheese and crackers	Chef's choice Choix du chef (Sera indiquer sur le tableau blanc a cote de la porte de cuisine)  Chef's choice (will be indicated on white board next to kitchen door)


## **Bibliography**

### **Resources**

*La Santé des enfants en services de garde éducatifs*

*Nutrition Policy from CPE La Rose des Vents*

## 9. Taking images of children and adults policy

	Intended group:	Permanent and Temporary staff
	Responsibility:	General Director
	Policy number:	09
Title: Taking images of children and adults policy		
Revised <input type="checkbox"/> New <input type="checkbox"/> Updated : July 9, 2015		
Date effective: November 29, 2013		

### PURPOSE:

To ensure the protection of images taken of the children and adults at CPE Vanier.

### DEFINITION:

Image<sup>3</sup>: a reproduction or imitation of the form of a person or thing.

Taking images of the children and/or of adults at CPE Vanier: An image of a child or an adult taken by a CPE Vanier employee or parent includes but is not restricted to audio recording, digital camera, cellular telephone, camera, video camera, digital video camera, photographic camera and moving picture photographic camera.

### PREAMBLE:

Considering this age of internet access and the sharing of images, CPE Vanier has an obligation to protect the images taken of the children and of adults therein which they are present. This policy affirms the daycare's respect of the distribution and/or publication of a child or adult's image.

### POLICY:

The child or adult's image may be taken from time to time at CPE Vanier;

- No such image is to be published without the express written consent of at least one parent of the child or of the adult in the image;
- Where any such image is published, the child or adult shall not be identified unless with the express written consent of at least one parent of the child or of the adult;
- No images may be taken nor published unless the child is suitably dressed to reduce the risk of inappropriate usage;
- Recognizing the difficulty of controlling the publication of images, upon becoming aware of the publication of an image of a child or of an adult present and/or part of CPE Vanier, the individual is to advise the parent(s) of said child, or the adult, of any such publication;

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<sup>3</sup> Merriam Webster dictionary

- The parent and/or employee of CPE Vanier acknowledges that CPE Vanier is not and cannot be held responsible for the publication of any images beyond its control and therefore hereby releases CPE Vanier from any responsibility therefore;
- All parents or employees of CPE Vanier expressly consent to, on their own behalf and on behalf of their child, that CPE Vanier may take images from time to time of their child or of an employee, provided that these activities are related to the daycare program.
- This policy applies to all members of Centre de la petite enfance Vanier community.

**PROCEDURE:**

In the event of an image that is reported to be published via email, internet, social media or any other means of communication without the expression of a written consent by the parent or employee of CPE Vanier, the daycare reserves the right to end the daycare service or employment contract. The decision of the Board of Directors is final and cannot be appealed.

## 10. Health and Hygiene policy

	Intended group:	Permanent and Temporary staff
	Responsibility:	General Director
	Policy number:	10
Title: Health and Hygiene policy		
Revised <input type="checkbox"/>		
New <input type="checkbox"/>		
Updated : July 9, 2015		
Date effective: February 24, 2015		

### PURPOSE

To educate the CPE Vanier community of our health and hygiene procedures in a clear and well defined manner to help control the spread of contagious diseases at CPE Vanier.

### PREAMBLE

Contagious diseases are caused by viruses, bacteria or parasites that are often transmitted from one person to another. Daycares are mandated by the government of Quebec to protect the children and adults therein from such diseases. This policy demonstrates CPE Vanier's conscious efforts to prevent and control the spread of contagious diseases.

### DEFINITION

Health: *noun, often attributive* \ 'health also ' health\  
 : the condition of being well or free from disease  
 : the overall condition of someone's body or mind  
 : the condition or state of something<sup>4</sup>

Hygiene: *noun* \ ' hī- , jēn also hī- '\  
 : the things that you do to keep yourself and your surroundings clean in order to maintain good health  
 : a science of the establishment and maintenance of health<sup>5</sup>

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<sup>4</sup> <http://www.merriam-webster.com/dictionary/health>; Merriam Webster; 2015 Merriam-Webster Incorporated; 2015-02-19

<sup>5</sup> <http://www.merriam-webster.com/dictionary/hygiene> ; Merriam Webster; 2015 Merriam-Webster Incorporated; 2015-02-19

CPE Vanier Community: administrative staff, educators, cook, assistant cook, replacement educators, other professionals employed by CPE Vanier, parents, children, volunteers, stage students and all other visitors of the daycare.

## **POLICY**

This policy applies to all members of the CPE Vanier community.

## **PROCEDURE**

Prevention and procedures to control the spread of contagious diseases

### Hand washing

- Staff members are to wash their hands with soap and water prior to beginning their day.
- Children are to wash their hands with soap and water prior to beginning their activities.
- Parents are encouraged to wash their hands using the disinfectant soaps upon arrival and departure from the daycare.

### Wearing gloves

- Staff members wear gloves to protect and prevent contact with biological human liquids such as blood, stool, urine, nasal secretions, etc.
- Gloves are changed after every use.
- Cleaning and disinfecting
- Staff members must clean and disinfect the areas and objects contaminated by a sick child's secretions when (e.g. diarrhea, vomitus, urine). Such areas and objects may include but are not restricted to: floors, tables, carpets, chairs, changing tables, door knobs, soap dispensers, faucets, toys, markers, scissors etc.
- Dirty clothing is placed in a plastic bag and is left at the child's cubby to be brought home by the parents/guardians.

### Food service

- Adults and children wash their hands with soap and water prior to serving food.
- Tables are free of clutter and are disinfected prior to snack and lunch.
- Serving utensils are primarily used to serve snacks and lunch.
- Children are encouraged to use serving utensils to serve themselves.
- Food is served preferably on a plate, placemat or napkin.
- Placemats are washed and dried after every use.
- Food brought from home is prohibited in the classroom and hallways.

Communication procedures to inform the CPE Vanier community of the presence of a contagious disease(s)

- CPE Vanier staff informs all changes in children's health to the office.
- Parents are contacted and inform of all changes in their child's health.
- An email message is sent to the CPE Vanier community (primarily parents and staff members) to provide information about the illness.
- In the event of an unusual outbreak of a contagious disease Health and Safety of the Public (514 528-2400) will be contacted. An unusual outbreak is defined as affecting 35% of the daycare (equivalent to 34 people at CPE Vanier).




#### CPE Vanier employee(s)

- Are responsible to keep their immunizations up to date to protect themselves from disease.
- Are responsible to report any symptoms of an illness to the administration of the CPE and request to exclude themselves from work if necessary.
- Are responsible to follow the health and hygiene standards and regulations for employees working in a childcare setting set forth by the government of Québec and Canada.
- Are responsible to consult a doctor if the symptoms become acute or irregular as soon possible.
- Are responsible to stay home for 24 hours after the last symptom(s), 48 hours for kitchen employees.
- Are responsible to provide a medical note stating that the illness is no longer contagious and that they can return to work in the event that symptoms are still present.
- For instance, a rash caused by hives.
- Are responsible to keep their personal medication stored in a locked cabinet with their personal belongings.
- Are responsible to not take any medication in the presence of children.

#### Parents / Guardians

- Are responsible to inform their child's educator or the administration at the onset of symptoms associated with an illness e.g. vomiting, diarrhea rash, fever.
- Are responsible to inform their child's educator or the administration of the date and time the symptoms began.
- Are responsible to consult a doctor to diagnose an acute illness and inform the daycare as soon as possible.
- Are responsible to keep their child at home for 24 hours after the **last** symptom(s).
- Are responsible to treat their child's illness prior to returning to daycare.
- Are responsible to provide the CPE with a medical note stating that the illness is no longer contagious and that their child can return to daycare in the event that symptoms are still present. E.g. rash caused by hives.

## 11. CPE Vanier admissions policy

	Intended group:	Families who would like a childcare space at CPE Vanier
	Responsibility:	General Director Administrative Assistant
	Policy number:	11
Title: CPE Vanier admissions policy		
Revised <input type="checkbox"/>		
New <input checked="" type="checkbox"/>		
Updated: October 20 <sup>th</sup> , 2015		
Date effective: July 9 <sup>th</sup> , 2015		

### Purpose

The purpose of this policy is to provide clear guidelines for families who would like to receive a childcare space at CPE Vanier.

### Preamble

The information included in this policy was taken from the Internal Rules of CPE Vanier adopted June 13<sup>th</sup> 2013 and was updated to be used as a tool to register our Center on the Quebec daycare waiting list *la place 0-5ans*.

### Goal

The goal of this policy is to provide families, primarily affiliated with Vanier College or CPE Vanier with a childcare space.

### Eligibility

A family becomes eligible to be placed on the waiting list once the waiting list application has been completed on the Quebec daycare waiting list: Enfance Famille 0-5ans website at [www.laplace0-5.com](http://www.laplace0-5.com).

### Waiting List Priorities

CPE Vanier has an Internal and External waiting list. In order to be considered for eligibility on the internal and external waiting lists, the parent must be validated by the Vanier College registrar's office as a student or by the Human Resources department as an employee, according to the priorities outlined below.

Any application that does not meet the Vanier College or CPE Vanier eligibility will fall under the Community priority.

### Waiting list procedure

- Applications are accepted according to the application date and according to the criteria for each waiting list.
- Applications will only be accepted for a child who is already born.

- In the case of an adoption, the applicant must provide proof of the intended adoption and of the date he/she is expecting to receive the child.
- It is the applicant's responsibility to inform *la place 0-5 ans* of any changes in the information given in the application. If the Centre is unable to contact an applicant using the given information, his/her name will be removed from the waiting list.

### **Registration and admission**

- Spaces are distributed beginning in April for the upcoming academic year.
- Families who are eligible will be contacted by phone to verify that they still meet the eligibility requirements and are interested in the space.
- Parents will then receive a call confirming their acceptance of the space.
- Families have three business days to confirm that they accept the space.
- If the family refuses an available space, their application will be removed from the waiting list. If they wish to reapply for a future date, they will have to submit a new application on the *la place 0-5 ans* website. This new application will then be put on the waiting list according to its new date of application.
- If a space becomes available in mid-session, the parent has the option to refuse it until the following August semester. Their priority on the waiting list will not be jeopardized in this instance.
- The groups are organized according to the age of the children. Normally, when a space becomes available, children are accepted according to the application date and the age category. However, the Centre also has a family orientation that gives preference to siblings of an already registered child. This preferential treatment is applied provided the older sibling returns to the Centre the following year and provided that the parent still meets the eligibility requirements.
- An application for a sibling of a registered child from the outside community will be considered only if the needs of the Vanier Community have been met and providing that the siblings would benefit from at least one year together.
- Registration appointments are arranged with the parents for the month of May or June.
- During registration, the parent and child will have the opportunity to see the premises, meet the staff and ask questions about the program.
- Parents must sign a consent form to have their status at Vanier verified with the College each semester. Failure to meet the eligibility criteria within the first semester of enrolment will result in the immediate loss of the daycare space.

### **Internal waiting list**

1. Siblings - Vanier College staff, faculty, registered full time student
2. Siblings - CPE permanent staff
3. CPE Vanier permanent staff member first child

The internal waiting list has priority over the external waiting list. The ranking within this internal waiting list is established along the following criteria: First – Second and Third Priority.

#### *First priority*

Siblings of children of Vanier College staff, faculty, full time students

Priority is given to siblings whose parent/legal guardian works or studies full-time at Vanier College during the day and already has a child registered at CPE Vanier. The siblings must be registered within the same academic year.

*Second priority*

Siblings of children of CPE Vanier permanent staff

Priority is given to children whose parent/legal guardian is a permanent staff member of CPE Vanier and already has a child registered at CPE Vanier. The siblings must be registered within the same academic year.

*Third Priority*

CPE Vanier permanent staff member, first child

Priority is given to children whose parent/legal guardian is a permanent staff member of CPE Vanier.

**External Waiting List**

1. Vanier College – children of Vanier College staff, faculty, registered full time students
2. Vanier College part-time student – children of registered part time students
3. Family members – the child of an immediate family member of Vanier College staff or faculty or CPE Vanier permanent staff
4. Community - All other families outside of the Vanier College or CPE Vanier community

*First priority:*

Vanier College staff, faculty, full time students

Priority is given to children whose parent/legal guardian works or studies full-time at Vanier College during the day.

*Second priority:*

Vanier College part time employees, students

Priority is given to children whose parent/legal guardian works or studies at Vanier College on a part-time day basis. Only credit courses are eligible; life skills courses do not qualify.

*Third priority:*

Immediate family member

Priority is given to children whose immediate family member (grand-parent, aunt, uncle) is an employee of Vanier College or CPE Vanier.

*Fourth priority: Outside Community*

Applications from families outside of the Vanier College community will be considered once the needs for daycare services for the Vanier College community have been met. Priority will be given to people who are working or studying.

**Documents required for registration**


- The child's original birth certificate
- The original birth certificate or proof of permanent residence or citizenship of the parent who is registering the child, as required for the reduced contribution (\$7.30 a day).
- The signed consent form for verifying the parent's status as a Vanier student or employee in accordance with the eligibility criteria.

### **Criteria for attending the CPE**

- Definition of good standing: A parent whose child is enrolled at CPE Vanier must agree and abide by the Internal Rules of CPE Vanier for the duration of the service contract agreement.
- It is the parent/guardian's responsibility to inform CPE Vanier of any changes in his/her situation regarding eligibility. Failure to do so may result in the loss of the childcare services.
- An annual service contract and registration package is signed between CPE Vanier and the eligible parent/guardian.
- Should a parent/guardian lose eligibility i.e. is no longer an employee or a student of Vanier College, the following will be considerations for the child to continue at CPE Vanier. In all cases, the parent must maintain their good standing\* at CPE Vanier.
- Should the parent/guardian lose eligibility as a validated student (other than graduating) or as a Vanier employee during the academic year, the child will be allowed to continue at CPE Vanier until the end of the academic year.
- Provided that the child of a validated student has attended CPE Vanier for at least one year ;and providing that the parents is graduating from Vanier College and has remained in good standing\* at CPE Vanier for at least one academic year, the child will be allowed to remain at CPE Vanier until he/she goes to kindergarten. Official proof of graduation must be provided.
- Provided that the child who is registered at CPE Vanier will be 4 years old by September 30th of the upcoming year, he/she will be allowed to complete the last year at CPE Vanier before kindergarten. The last official day of attendance will be the Friday before the first day of the Autumn semester as stipulated in the service contract, in order to avoid an overlap of newly registered children and those who are leaving for kindergarten.
- If a child poses a threat to the health of an immediate family member (e.g. pregnant) the child is to be removed for the duration of the threat and will remain at the top of the list for the following school year. This privilege is offered only if the parent/guardian gave adequate notice of his/her intention to return and provided that he/she is going on a medical leave of absence as a student or a recognized leave as an employee of Vanier College. The same accommodation is made if the child's other parent chooses to withdraw his/her child during the recognized leave.
- No registered child can be "bumped" to accommodate a returning family.
- Families from outside the Vanier community must remain in good standing\* to continue receiving childcare services from CPE Vanier. Once accepted from the outside waiting list, they will not be "bumped" to accommodate a Vanier family
- The leave of absence consideration does not apply to families outside the Vanier community.
- The services of CPE Vanier are considered to be a privilege and not a right. Families benefiting from these services must remain in good standing. The CPE Vanier Board of Directors reserves the right to revoke the privilege of childcare services from anyone who fails to remain in good standing.
- The CPE Vanier Board of Directors reserves the right to consider special circumstances presented to them by the administrator regarding the criteria for the continuation of services at CPE Vanier. Parents/guardians must respect the CPE Vanier rules and regulations that they will have read and signed upon registering. Parents/guardians must also respect the service agreement and pay their fees when due.

- All information provided by the parents/guardians is treated confidentially. Only full-time educators have access to family files. CPE Vanier cannot communicate any information, including telephone numbers, without the consent of the parents.
- Inspectors from the Ministère de la Famille make periodic visits to CPE Vanier. The authorized inspector can consult the files to determine that all the required documents are present; nevertheless, the anonymity of the family is preserved.

## 12. Delegation of authority

	Intended group:	CPE Vanier community
	Responsibility:	Board of Directors General Director
	Policy number:	12
Title: Delegation of authority		
Revised <input type="checkbox"/> New <input checked="" type="checkbox"/>		
Date effective: February 28, 2017		

### Objective

To define the delegation of authority of the members of the corporation.

### Definition

Delegate: If you delegate duties, responsibilities, or power to someone, you give them those duties, those responsibilities, or that power so that they can act on your behalf. <sup>6</sup>

Authority: An authority is an official organization or government department that has the power to make decisions.<sup>7</sup>

### Preamble

The delegation of authority will define and improve the effectiveness and efficiency of the operations of the corporation. The organizational chart (below) of the CPE Vanier presents the order of the delegation of authority of its members.

### Policy

This policy applies to all members of the CPE Vanier community.

### Procedures

#### General Assembly Meeting

The members of the corporation elect the board of directors, approve changes to the by-laws and appoint the external auditor.

#### Board of Directors

The Board of Directors carry out all necessary steps for achieving the goals of the corporation in accordance with the letters patent, mission, direction and legal and regulatory obligations of the Corporation.

<sup>6</sup> <https://www.collinsdictionary.com/dictionary/english/delegate>

<sup>7</sup> <https://www.collinsdictionary.com/dictionary/english/authority>

Community Member (from business or institutional background): provides an external perspective

Committees: Created according to the needs of the CPE. E.g. Environment committee, special projects, etc.

### **Administrative staff:**

#### **General Director**

Under the authority of the Board of Directors, the Executive Director plans, organizes, directs and manages the CPE. In particular, is responsible for strategic development, the development of good business and best management practices and the management of all staff.

#### **Administrative Assistant**

Under the responsibility of the General Director, the Administrative Assistant participates in the overall coordination, administration and management of the financial, material and human resources of the CPE.

### **Educational and support staff:**

#### **Pedagogical Consultant**

Under the responsibility of the General Director, the Pedagogical Consultant provides guidance and support to the educators and revises the application of the educational program.

#### **Educator**

Under the responsibility of the General Director, the educator implements the educational program that includes activities aimed at the overall development of the children for which she is responsible, looks after the health, safety and well-being of the children and accomplishes tasks related to the position.

#### **Cook**

Under the responsibility of the General Director, the cook develops varied and balanced menus according to the Canadian Food Guide, prepares lunch and snacks, buys and stores food, and cleans and maintains dishes, utensils, equipment and workplaces.

Note: The feminine gender is used above to describe the functions for the purpose of lightening the text.

### **Parent/Child Clientele**

### **According to article No. 1**

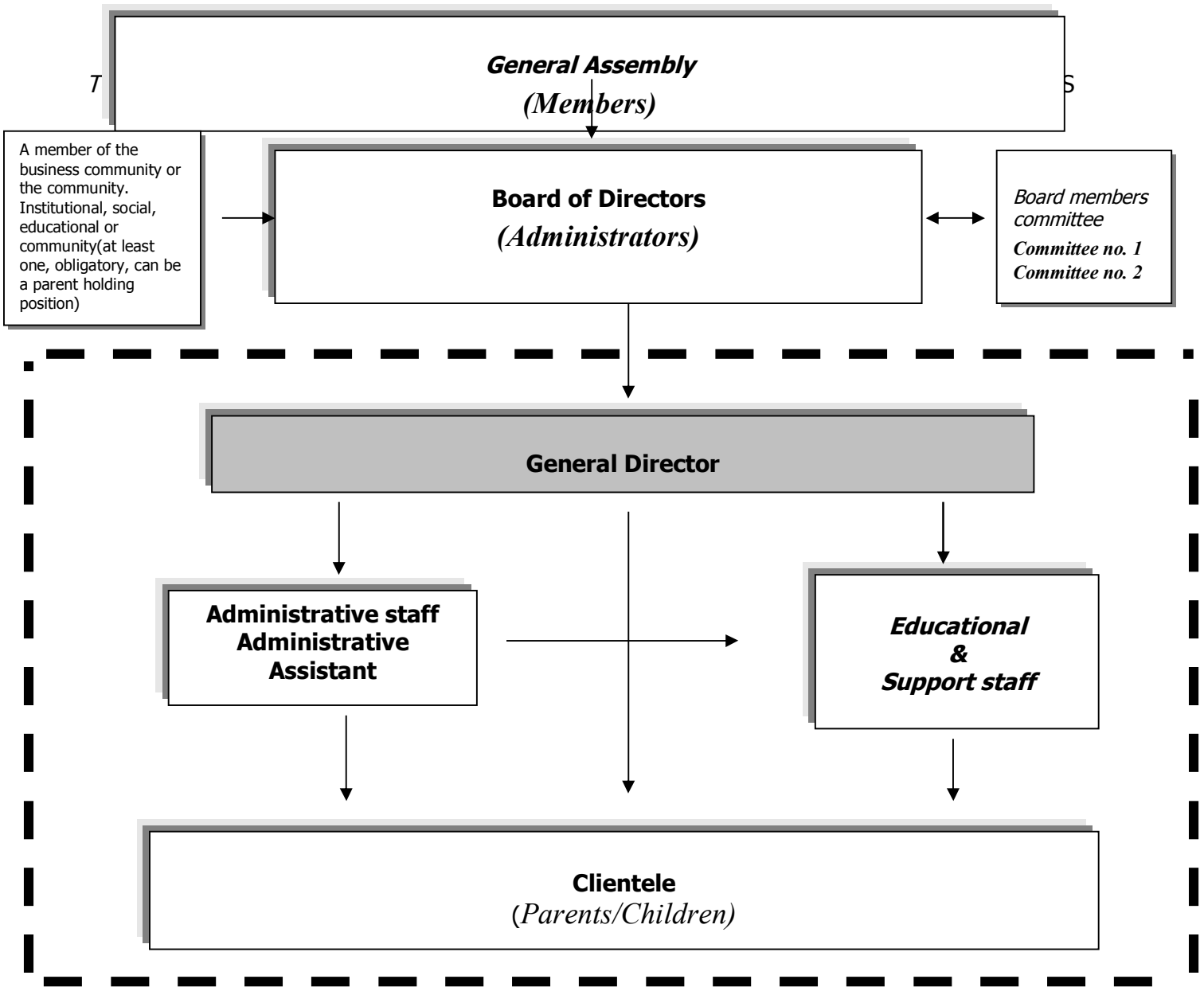
#### ***Child Care Services Act***

The object of this Act is to enhance the quality of educational childcare provided by childcare centres,  
day care centres, nursery schools and home childcare providers and of childcare provided by stop over




centres so as to ensure the health and safety and foster the development and well-being of the children to whom childcare is provided. A further object of this Act is to foster the harmonious development of childcare by facilitating the development of childcare centres, having regard to the rules relating to grants.

1989, c. 59, s. 2; 1996, c. 16, s. 2; 1997, c. 58, s. 60.




### 13. Integration of a child with special needs

	Intended group	CPE Vanier Parents
	Responsibility	General Director Board of Directors
	Policy number:	13
Title : Integration of children with special needs policy		
New <input checked="" type="checkbox"/>		
Date of approval: February 28, 2017		

**English version to be added soon – French version available**

## 14. Parent Volunteering agreement letter – addition to Government Annexe A form

	Intended group:	CPE Vanier parents
	Responsibility:	General Director Administrative Assistant
	Policy number:	13
Title: Parent Volunteering agreement letter (Addition to Government Annexe A form)		
New <input checked="" type="checkbox"/>		
Revised <input type="checkbox"/>		
Updated:		
Date effective: October		

### Parent Volunteering agreement letter (Addition to Government Annexe A Form)

#### Volunteering on a Fieldtrip:

In order to have enjoyable fieldtrips we depend on parents to volunteer. Depending on the number of parents and children participating, your child's educators may request you to assist them with caring for the children. As per the government regulations, adult child ratios remain the same when going on fieldtrips as when we are at the daycare. At CPE Vanier, we prefer however it is not mandatory to follow the ratios below. In the event that our preferred ratios are not met the fieldtrip may be cancelled. In this case parents would be informed once the decision is made.

#### School bus – adult/child ratio:

2 year olds: 1-2  
3 year olds: 1-3  
4 year olds: 1-4

#### Public transportation – adult/child ratio:

2, 3, 4 year olds: 2-1

#### Joining us on a fieldtrip

Parents or family members (i.e. grandparent) who would like to join us on a fieldtrip agree to:

1. Care for your child and possibly other children that the educators assign to you.  
(Details on caring another child are listed below)
2. Purchase a daily parking pass from the Vanier College parking lot ticket booth.
3. Refrain from using their cell phone, unless it is an emergency.
4. Refrain from eating food from home, shopping, smoking, drinking hot beverages (i.e. coffee).
5. Stay together with your child's group.

Although Educators remain responsible for the children in their group at all times, caring for a child that has been assigned to you includes:

- Introducing yourself.
- Holding the children's hands.

- Supervising the children assigned to you.
- Staying with your child's group.
- Helping the children with taking off and putting on jackets, pinnys.
- Helping to serve the snack or lunch that has been provided by the CPE.
- Helping the children to get on the bus, train or metro.
- Asking the educators to take the children assigned to you to the washroom if needed.
- Following the instructions from your child's educators.
- Informing your child's educators if you need help or need to change the child you are caring for.

In the event that we do not have enough seats on the bus for the number of volunteer parents we will choose 1 parent for each family on a first come first serve basis. Parents who do not have a seat on the bus can always use their own means of transportation to meet the group.


Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

# **ANNEXE C – Forms**

1. Parent Meeting Form
2. Child Assessment Form
3. Analysis and review of classroom concerns

## 1. Parent meeting/Discussion form

	Intended group:	Parents
	Responsibility	CPE Vanier staff
	Form number:	01
Title: Meeting or discussion with parents to discuss concerns regarding their child's development		
Revised: February 3 2016 New <input type="checkbox"/>		
Date effective: January 2010		

- a) State the goal and intention of the meeting
  
- b) Educators and parents observations:
  
- c) Educators and parent's concerns:
  
- d) Share current strategies being used at daycare and at home:
  
- e) Discuss possible solutions, strategies that can be implemented at CPE and at home:
  
- f) Discuss follow up meeting or discussion.

## 2. Child Assessment Form



821 SAINT CROIX AVENUE  
 SAINT-LAURENT, QUÉBEC H4L 3X9  
 T 514.744.2506 - F 514.744.4842  
 WWW.VANIERCOLLEGE.QC.CA/CPEVANIER

Name of child:	
Date of birth:	
Developmental milestone chart used:	Meeting Children's Needs <input type="checkbox"/> High Scope Key Indicators <input type="checkbox"/>
Prepared by:	
Reviewed by:	
Meeting with:	Mom <input type="checkbox"/> Dad <input type="checkbox"/> Guardian <input type="checkbox"/> O

The purpose of this assessment form is to provide you with a review of your child's development. The areas of development are: Physical, Cognitive, Social and Emotional, Language and Approaches to Learning. Should you need any additional information or any clarification regarding this assessment please contact us.

Physical Development:
Cognitive Development:
Social and Emotional Development:
Language:
Approach to Learning:



### 3. Analysis and review of classroom concerns *(example of form)*

Group Name: \_\_\_\_\_ Educators: \_\_\_\_\_

Date: \_\_\_\_\_

Child(ren) : \_\_\_\_\_

<b>Concern:</b>
-----------------

\*It is important to complete ALL sections.

<b>1.</b>	<b>Child's Behavior :</b>			
	When :	Where :	With Who (How many children were involved) :	What Happened Just Before?
<b>2.</b>	<b>Educator:</b> (What are your feelings at the time of child's behavior?)			
	What were you doing?	What time of the day was it? (During routine, transition etc.)	Where was your partner?	
<b>3.</b>	<b>Intervention :</b> (Educator is ready to Intervene in a Competent State)			
	Explain your body language & tone:	Choice of Words:	Action Taken with Child: <ul style="list-style-type: none"> <li><input type="radio"/> Re-direction</li> <li><input type="radio"/> Distraction</li> <li><input type="radio"/> Ignore</li> <li><input type="radio"/> 6 Step Guidance</li> <li><input type="radio"/> Removal of group</li> </ul>	
	Elaborate:			
<b>4.</b>	<b>Reflection :</b>			
	Was the intervention Successful?	What worked? (How did the child feel, how did you feel...)	What parts didn't work?	
	What would you do differently next time?			

# **ANNEXE D – Supporting Documents**

1. Boys will be boys
2. Your child's focused portfolio (cover page)
3. Creating the portfolio
4. CPE Vanier -Anecdote of a child
5. Preschool Key Developmental Indicators (KDIs)
6. Planning system
7. Weekly web planning
8. Daily planning
9. Summary of Weekly programming

## Information we gathered from workshops

### **1. Boys will be boys**

#### *Notes taken from workshop*

Boys need to feel like they belong to a group. (Pleasing the group is very important to them.) Some ways to help them feel this are:

- Give your group a name
- Allow them to share toys from home

Boys need to do things with a real purpose:

- Cleaning yard
- Cleaning bikes
- Fix books, toys, boxes etc.

Boys need to explore. Some ways to help them do this are:

- Introduce new game/toy at circle while it is still in the box asking them what they think is inside etc., then once it is out ask them for ideas of what they can do with it etc.
- Bring in real appliance that they can take apart.

Boys need less word, more actions.

Boys need clear limits instead of "NO'S"!

Activity Ideas:

Circle Time:

- Problem solving – "I found this one blue mitten one red glove and two pink mittens.....what should we do? What do you think happened?"
- Blindfold game (Try to guess what friend your touching)
- Questions: "If you were a *color, piece of clothing, animal* what would you be?"
- Taste testing game (Using all senses is important)

Snack Time:

- Problem Solving – "We have 6 cookies for 10 friends...what can we do?"
- Games/Gross Motor:
- Balancing game with spoon
- Trying to make bubbles reach a specific spot on wall
- Stand on one foot using timer
- Hang sheet from ceiling with holes and try to throw beanbags in the holes.
- Pulling friend on towel
- Sumo wrestling
- Cowboys dual using noodles from pool
- Treasure hunt games(need to follow directions)
- Competition games

Book Corner:

- Books with real pictures (Cars, animals etc. depending on interests)
- Flyers from Canadian tire, Home depot etc.

Pretend Center:

- Garage
- Race track overalls

Tips for challenging behaviors:

- 1<sup>st</sup> intervention should always be ignoring the behavior you don't want.
- Before unwanted behavior happens or escalates re-direct: "Come with me...I really need you to help me..."
- Really give positive reinforcement to behavior you do want!
- Always reflect and try to understand /figure out why that behavior is happening...what are the triggers.

## 2. Your Child's Focused Portfolios (COVER PAGE)



### Our Education Program

We follow the educational program developed by the Family Minister, Meeting Children's Needs. This program is based on the principle that children learn through play. We believe that every child is unique and that every child develops at their own rhythm. We strive to instil in each child a sense of curiosity and genuine interest in his/her environment, which will serve as a solid foundation for future learning. Activities are planned according to their interests as well as the interests of the educators.

### How we document your child's development

Every year the educators document your child's growth using the Meeting Children's Needs developmental milestone charts or the High/Scope Key Experiences. These charts can be found in your child's portfolio. You are invited at the end of December and June to meet with your child's educator to discuss your child's growth. Please return the portfolio in January as the educator's will continue to add to it until the end of the school year. It will be yours to keep in June.

### Focused portfolios

The Focused Portfolio is a compilation of anecdotes taken of your child on a regularly basis. The objective of this portfolio is to share information about your child's growth and development. Anecdotes are based on the five developmental areas which include social, language, physical, emotional and cognitive development. These anecdotes give parents and educators concrete examples of the child's strengths, challenges and ongoing progress. To complement the

anecdotes educators may add photographs or collect work samples such as artwork, drawings, paintings or collages which demonstrates how your child:

- a) Exhibits their interests through play and directed activities
- b) Engages in social interactions and creates friendships
- c) Shares their personal experiences
- d) Accomplishes developmental milestones

### 3. Creating the portfolio

#### Summary for educators

The first and most important step to creating the portfolio is:

#### **OBSERVING & REPORTING:**

- Observing and reporting is the heart and foundation of our program. It is the MOST IMPORTANT thing that we do. We use our observations to plan our activities, to create our portfolios and to know where the children are in their development.
- An Observation (anecdote) is:
- Planned (What are you looking for in this child: a behavior, an ability, or an interest.)
- Systematic ( 2 per day using your observation and reporting sheet)
- Recorded (Written with or without photo)
- Accurate (Include date, place, time of day.)
- Objective (Descriptive, factual and limited use of adjectives.)
- Precise (Using verbs and concrete actions. i.e. pouring, stirring, running, twisting etc.)
- Pertinent-date is recorded (In the present, useful and relevant to question you are trying to answer.)
- Rich (Information that could be analysed.)
- *(At this time a picture may be taken to support the observation.)*

**4. CPE VANIER- Anecdote of a child**

**Anecdote using High Scope developmental  
Key Developmental Indicators chart**

Child's name:				
Date:		Time:	Place:	
Educator:				
<input type="checkbox"/> Approaches to learning	<input type="checkbox"/> Social and Emotional development	<input type="checkbox"/> Physical development and health	<input type="checkbox"/> Language literacy and communication	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Creative arts	<input type="checkbox"/> Science and technology	<input type="checkbox"/> Social studies		
Anecdote:				



## 5. Preschool Key Developmental Indicators (KDIS)

High Scope's eight content areas, listed below, are 58 key developmental indicators (KDIS) that define important learning goals for young children.

Each KDI is a statement that identifies an observable child behavior, reflecting knowledge and skills in areas such as, language and literacy, math, creative arts, and physical development. HighScope teachers keep these indicators in mind when they set up the learning environment and plan activities.

### High Scope Preschool Curriculum Content — Key Developmental Indicators

#### A. Approaches to Learning

1. **Initiative:** Children demonstrate initiative as they explore their world.
2. **Planning:** Children make plans and follow through on their intentions.
3. **Engagement:** Children focus on activities that interest them.
4. **Problem solving:** Children solve problems encountered in play.
5. **Use of resources:** Children gather information and formulate ideas about their world.
6. **Reflection:** Children reflect on their experiences.

#### B. Social and Emotional Development

7. **Self-identity:** Children have a positive self-identity.
8. **Sense of competence:** Children feel they are competent.
9. **Emotions:** Children recognize, label, and regulate their feelings.
10. **Empathy:** Children demonstrate empathy toward others.
11. **Community:** Children participate in the community of the classroom.
12. **Building relationships:** Children build relationships with other children and adults.
13. **Cooperative play:** Children engage in cooperative play.
14. **Moral development:** Children develop an internal sense of right and wrong.
15. **Conflict resolution:** Children resolve social conflicts.

#### C. Physical Development and Health

16. **Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
17. **Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles.
18. **Body awareness:** Children know about their bodies and how to navigate them in space.
19. **Personal care:** Children carry out personal care routines on their own.
20. **Healthy behavior:** Children engage in healthy practices.

#### D. Language, Literacy, and Communication<sup>1</sup>

21. **Comprehension:** Children understand language.
22. **Speaking:** Children express themselves using language.
23. **Vocabulary:** Children understand and use a variety of words and phrases.

24. **Phonological awareness:** Children identify distinct sounds in spoken language.
25. **Alphabetic knowledge:** Children identify letter names and their sounds.
26. **Reading:** Children read for pleasure and information.
27. **Concepts about print:** Children demonstrate knowledge about environmental print.
28. **Book knowledge:** Children demonstrate knowledge about books.
29. **Writing:** Children write for many different purposes.
30. **English language learning:** (If applicable) Children use English and their home language(s) (including sign language).

## **E. Mathematics**

31. **Number words and symbols:** Children recognize and use number words and symbols.
32. **Counting:** Children count things.
33. **Part-whole relationships:** Children combine and separate quantities of objects.
34. **Shapes:** Children identify, name, and describe shapes.
35. **Spatial awareness:** Children recognize spatial relationships among people and objects.
36. **Measuring:** Children measure to describe, compare, and order things.
37. **Unit:** Children understand and use the concept of unit.
38. **Patterns:** Children identify, describe, copy, complete, and create patterns.
39. **Data analysis:** Children use information about quantity to draw conclusions, make decisions, and solve problems.

## **F. Creative Arts**

40. **Art:** Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
41. **Music:** Children express and represent what they observe, think, imagine, and feel through music.
42. **Movement:** Children express and represent what they observe, think, imagine, and feel through movement.
43. **Pretend play:** Children express and represent what they observe, think, imagine, and feel through pretend play.
44. **Appreciating the arts:** Children appreciate the creative arts.

## **G. Science and Technology**

45. **Observing:** Children observe the materials and processes in their environment.
46. **Classifying:** Children classify materials, actions, people, and events.
47. **Experimenting:** Children experiment to test their ideas.
48. **Predicting:** Children predict what they expect will happen.
49. **Drawing conclusions:** Children draw conclusions based on their experiences and observations.
50. **Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work.
51. **Natural and physical world:** Children gather knowledge about the natural and physical world.

52. **Tools and technology:** Children explore and use tools and technology.

#### **H. Social Studies**

53. **Diversity:** Children understand that people have diverse characteristics, interests, and abilities.

54. **Community roles:** Children recognize that people have different roles and functions in the community.

55. **Decision making:** Children participate in making classroom decisions.

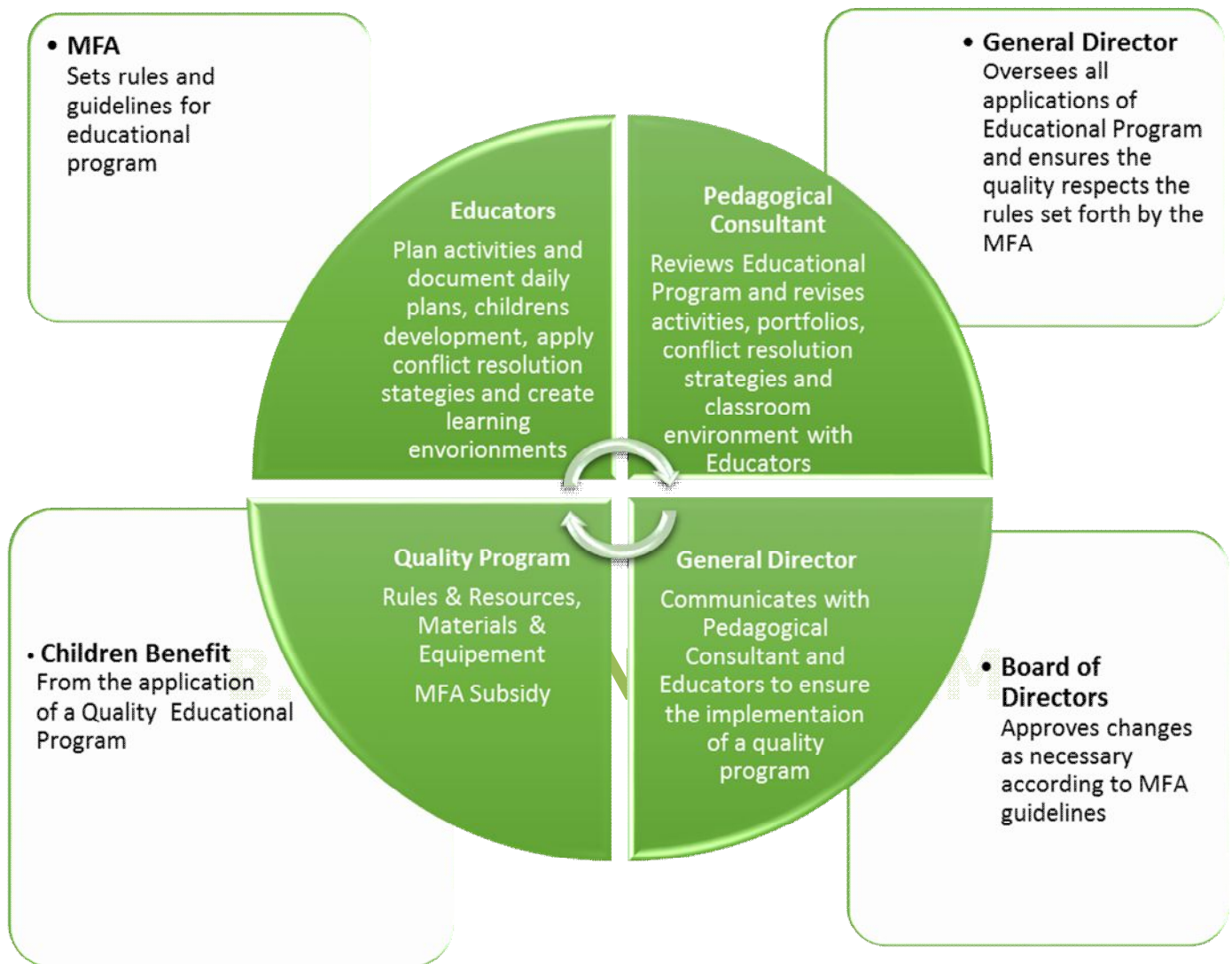
56. **Geography:** Children recognize and interpret features and locations in their environment.

57. **History:** Children understand past, present, and future.

58. **Ecology:** Children understand the importance of taking care of their environment.

## 6. Programming and Planning System

# A. PROGRAMMING SYSTEM

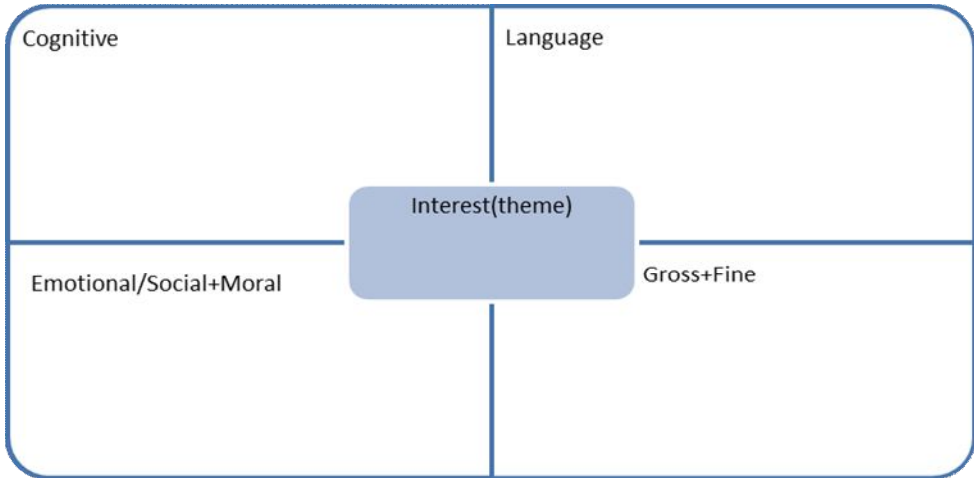


# B. PLANNING SYSTEM



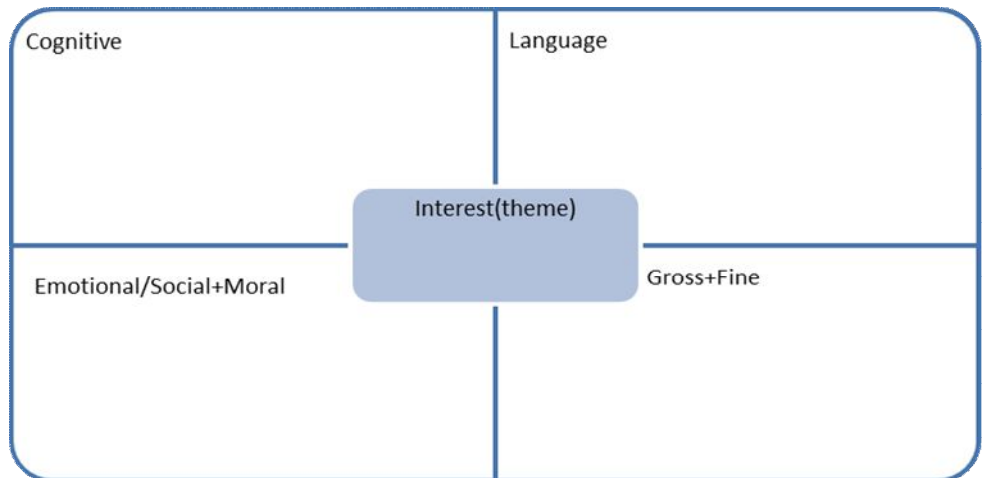
## 7. Weekly web planning

Interest no. 1: \_\_\_\_\_

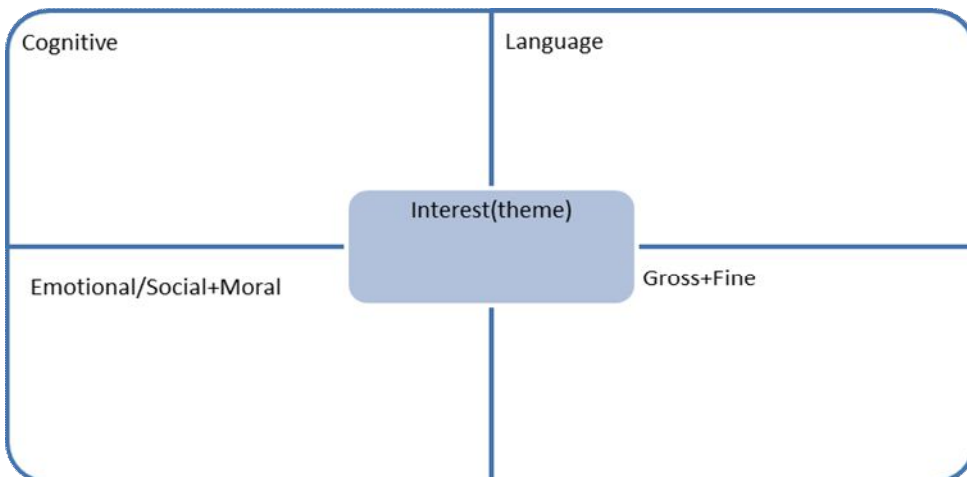


Include interests observed from children during the past week and build your lesson plans for the week. Lesson plans must include 5 developmental domains. Cognitive, Language, Emotional, Social/Moral, Gross and Fine Motor.

Interest no. 2: \_\_\_\_\_



Interest no. 3: \_\_\_\_\_



**8. Daily planning – Green Binder**

Date: \_\_\_\_\_

**Interests of the day:** 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Any new materials added to environment today?** \_\_\_\_\_

**Story:** \_\_\_\_\_ **what time?** \_\_\_\_\_

**Morning free play** – *please name toys, activities set out for children, please give reasons for set up.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Circle time – Introduction:** \_\_\_\_\_

\_\_\_\_\_

Activities:  Song  Movement  Discussion  White board i.e. questions to children, information on various things, etc.  Demo of planned activity  Game  Other

\_\_\_\_\_  
\_\_\_\_\_

**Closure of circle time - transition:** \_\_\_\_\_

**AM Activities:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Physical activities:**

**Outdoor play** -  sedentary  moderate,  high intensity **Period of time:**

AM \_\_\_\_\_ PM \_\_\_\_\_

**Gym time** -  sedentary  moderate,  high intensity **Period of time:**

AM \_\_\_\_\_ PM \_\_\_\_\_

**PM Activities:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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**9. Summary of Weekly Programming**

Group Name & Educators	
Date:	
Reviewed by:	

The purpose of this summary of weekly programming form is to support and help the educators to offer and ensure that we provide continuous enriching and interesting activities. It will also give the Pedagogical Consultant and General Director a transparent procedure to review the quality of CPE Vanier’s Educational Program. On a regular basis, the Pedagogical Consultant will be reviewing, guiding and meeting with the educators to discuss various aspects of the weekly programming. The General Director and Pedagogical Consultant meet regularly to review programming. Educators are encouraged to consult the Pedagogical Consultant and General Director to discuss their ideas or other observations happening in each classroom.

Interests/skills being developed in the class (Min. of 3)
Developmental areas affected: <input type="checkbox"/> Fine Motor : <input type="checkbox"/> Gross Motor : <input type="checkbox"/> Cognitive : <input type="checkbox"/> Social & Emotional : <input type="checkbox"/> Language :
Interest/skill development
Classroom environment development (I.e. rotation of materials, displays on walls, set up of classroom materials etc.)
Gross motor activities planned daily to achieve 180 minutes of active play per day? (This includes activities planned in gym, outside, on bike path as well as classroom.)
English and French activities planned and some examples of these activities?
Report on face to face meetings with educators



## **10. WEVAS**

Each staff member has been trained to understand and apply the WEVAS (Working Effectively with Violent and Aggressive States) program. The complete program is available to all CPE community members upon request.

WEVAS (Working Effectively with Violent and Aggressive States) is a program developed by Neil Butchard, PhD, C.Psych, and Robert Spencler, MA, PA., designed to help adults improve their communication skills in dealing effectively with children/youth. Often the techniques taught in this program are applied to high risk children/youth with behavioural problems within a school setting or designated environment such as a youth detention facility, but may also be applied to escalating behaviours within general classrooms. This model focuses on verbal communication skills to develop Safe and Caring environments, and allows participants to review effective strategies they have already developed and examine ineffective strategies they may use.

Butchard and Spencler identify states of being, the Competent State of being is optimal as a child/youth in this state is calm, open to communication, and has a 'life is good' mentality. A child/youth can move into the other states of being as negative factors are introduced into the environment and a caring connection is not supported. Children/youth can move from the Competent State through the Anxious State, Agitated State, Aggressive State, and Assaultive State as a result, however, as Butchard and Spencler describe, this cycle can be broken at any time in any state once a caring connection is established. The purpose of WEVAS is training staff to identify triggers for escalating behaviours and connect to children/youth and essentially de-escalate the situation by offering a way out of the cycle.

# C.P.E. VANIER

## GETTING READY FOR KINDERGARTEN GUIDE

## **Preamble**

This guide was created by Athena and Kelly for the parents and the children of C.P.E. Vanier who are preparing for their transition from daycare to Kindergarten. Included are information, links to websites and a list of storybooks that will support you with this transition. We hope that you will find this guide helpful. Do not hesitate to ask your child's educators or Kelly if you have any questions concerning your child's development. Should you have any questions or need more information regarding individual schools it is best that you contact the school directly.

## **KINDERGARTEN**

Kindergarten is a special place, where children continue their development, increase their learning, acquire new learning strategies and form relationships with other children and adults. This social experience allows them to discover themselves as individuals, to become aware of their potential, to structure their personality and gradually to increase their autonomy. Kindergarten is also a place of intellectual stimulation, where children discover the pleasure of learning and lay the foundation for future learning. <sup>ii</sup>

### **Helping Your Child through the First Week of School**

Here are some tips to help you and your child as they begin kindergarten:

- Convey a positive attitude about school.
- Make transportation plans clear to the child.
- Create a normal routine atmosphere at home the first few days of school.
- Give your child free playtime at home after school.
- Plan your day so that you can spend time with your child when he/she returns from school.
- Help your child cope with the occasional frustrations and disappointments in school.
- Remember that learning to like school and liking to learn are closely related.
- Avoid comparing this child's school experience with how siblings did when they began school.
- Think of yourself as a coach who supports and facilitates your child's healthy development in school.<sup>iii</sup>

## **SCHOOL READINESS**

Summary of Workshop Given By: Tina Newton on February 21, 2013, "CHILDREN ARE MADE READERS ON THE LAPS OF THEIR PARENTS"

Success in education is not determined by whether or not your child can read before they start school but rather if they are able to communicate and share their thoughts and ideas about the world around them.

When children start school they should be able to:

- Communicate ideas clearly.
- Be able to talk about what mom and dad do.
- Have practised objectives on MEQ website, not necessarily be mastered before school.

For more information go to:

[www.learnquebec.ca/en/content/curriculum\\_elem/kinder/programhtml](http://www.learnquebec.ca/en/content/curriculum_elem/kinder/programhtml)

What parents and Educators can do to help children communicate:

- Communicate often with children.
- Break down directions to children in 2 or 3 steps.
- Use wide variety of words when speaking to children.

- Expose children to a wide variety of words (Children need to have heard a word to be able to decode the word when beginning to read.)
- 10 years ago grade 3 students had vocabulary of 10,000 words, today 3000 words. (Busier parents, computers and laptops...nobody is talking as much as they used to. We speak less.)
- When reading a story it is very important to review beginning, middle and end.
- When reading draw attention to new vocabulary words and explains their meaning. Encourage the new words in future conversations.
- Play eye spy to introduce new vocabulary words.
- Do a story re-tell.
- Do a picture walk of cover: Ask the children what they think the book is about etc.
- At the end of a story ask them what they liked....ask them to reflect and remember details. Encourage topic maintenance.
- Re-reading same story over and over again encourages children`s participation....they feel smart because they know some of the words and what`s going to happen. They feel in control.

*\*This is a summary of a workshop I attended on "School Readiness". This information can be helpful to you as you and your child get ready for kindergarten. If you have any questions please come and see me.  
Kelly*

## **LIST OF KINDERGARTEN STORYBOOKS**

### **English books**

- |   |                   |
|---|-------------------|
| • Clifford's First Day Of School        | Norman Bridwell   |
| • First Day Jitters                     | Julie Danneberg   |
| • Hedgehog Goes To Kindergarten         | Lynne Marie       |
| • Kindergarten Rocks!                   | Katie Davis       |
| • Kindergarten ABC                      | Jacqueline Rogers |
| • Look Out Kindergarten, Here I Come!   | Nancy Carlson     |
| • The Night Before Kindergarten         | Natasha Wing      |
| • Today At School                       | Matt Ringle       |
| • Rachel Parker, Kindergarten Show-Off! | Ann Martin        |

### **French books**

- |                           |                     |
|---------------------------|---------------------|
| • Clifford à l'école      | éditions Scholastic |
| • Dix Dodos Avant L'école | Alison McGhee       |

- David Va à l'école David Shannon
- Le 100<sup>e</sup> Jour D'école Melissa Schiller
- Premier Jour D'école Lauren Thomas
- Une Classe S'Amuse Charnan Simon

If you would like to borrow any of these books please see Kelly!

## HELPFUL LINKS

- Montreal Families article  
<http://www.montrealfamilies.ca/Montreal-Families/July-2015/Is-your-child-headed-to-kindergarten/>
  - Centre d'excellence pour le développement des jeunes enfants (CEDJE) :  
[www.excellence-jeunesenfants.ca](http://www.excellence-jeunesenfants.ca)
  - Votre enfant entre à la maternelle :  
[http://www.mels.gouv.qc.ca/fileadmin/site\\_web/documents/publications/EPEPS/Formation\\_jeunes/Programmes/VotreEnfantEntreALaMaternelle\\_f.pdf](http://www.mels.gouv.qc.ca/fileadmin/site_web/documents/publications/EPEPS/Formation_jeunes/Programmes/VotreEnfantEntreALaMaternelle_f.pdf)
  - Successful Transition to Kindergarten: The Role of Teachers and Parents:  
[http://www.earlychildhoodnews.com/earlychildhood/article\\_view.aspx?ArticleID=477](http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=477)
  - List Of School boards for Montreal and Laval  
*Montreal:*  
<http://www.csmb.qc.ca/fr-CA/primaire/admission-inscription.aspx>  
[http://www.emsb.qc.ca/emsb\\_en/index\\_en.asp](http://www.emsb.qc.ca/emsb_en/index_en.asp)  
  
*Laval:*  
<https://www.swlauriersb.qc.ca/>  
<http://www2.cslaval.qc.ca/spip.php?article2144>
- Learn Québec:  
[www.learnquebec.ca/en/content/curriculum\\_elem/kinder/programhtml](http://www.learnquebec.ca/en/content/curriculum_elem/kinder/programhtml)

# **ANNEXE E – CPE Vanier Articles**

1. CPE Vanier article: Transition from from Home to daycare
2. CPE Vanier article: Transition from classroom to classroom
3. CPE Vanier article: Importance of arriving to daycare by 10am
4. CPE Vanier article: Toilet training

## 1. CPE Vanier Article: Transition from Home to Daycare

Our mission at CPE Vanier is to offer childcare service that provides a loving, nurturing and caring environment that supports the growth and development of each child in our care. An important part of creating that environment is by helping the families and children with their transition from home to daycare.

The information that was collected for this short article was collected by the staff of CPE Vanier. The transition from home to daycare can be a stressful time for the children as well as their parents. Our goal is to make this transition as smooth as possible by sharing with you a plan we have created that we feel will help to ease this stress and make this transition a positive one. The importance of a regular morning routine with short good byes is one important thing to consider when getting ready to bring your child to daycare.

### ➤ Before starting Daycare:

Schedule a visit one to two weeks before your child begins daycare (approximately 1 hr.) for your child to meet their educators and get to see their room.

### ➤ First week of daycare.

For the first week of daycare we recommend, if possible, that your child has shorter days and be picked up earlier to allow them to slowly become familiar and comfortable with their educators and their classroom. Adapting to a new environment is hard work and your little one will be tired. If you pick them up when they are having fun there is a greater chance that they will want to come back.

### ➤ When dropping off your child we recommend quick goodbyes.

This may sound like a hard thing to do but the longer you stay the more anxious your child will become. The more anxious your child becomes the harder it will be and the longer it will take to console them. When you are ready to leave give your child lots of hugs and kisses and then put them into their educator's arms where the bonding begins. This bonding is very important as it teaches them that they can trust other adults. It instills a sense of confidence necessary for successful future transitions. Try not to worry if your child is crying when you leave them – this is very normal and an expected reaction and trust that the educators will be there to comfort them.

### ➤ The effects of long good-byes.

For your child:

Your child will become more anxious, probably cry more and associate the daycare with you being there. There will be a longer period of anticipation and in the end separating will be harder and more confusing.

For the other children:

The other children will also become more anxious. They too are just getting comfortable with their new educators and for them there is another stranger in the room. They may become confused and wonder who this person is.....another educator?

### ➤ What to expect during this transition phase.



No matter how well we stick to this new routine and try to stay positive the reality is that you and your little one will probably have some difficulty separating and be feeling sad during those moments. The adjustment period varies from child to child and parent to parent. For some it's a few days for others it may be as long as a few months. Just hang in there, trust the educators and have faith in the process. Before you know it your child won't want to leave.

We thank you for your partnership and collaboration in carrying out our mission in providing high quality childcare to the children attending our Center.

The CPE Vanier team

## 2. CPE Vanier Article: Transition from Classroom to Classroom

Our mission at CPE Vanier is to offer childcare service that provides a loving, nurturing and caring environment that supports the growth and development of each child in our care. An important part of creating that environment is helping the families and children when they transition from classroom to classroom.

Transitions are milestone events that provide exciting change, new opportunities and growth for every child. They can also be times of uncertainty where surroundings are not the same, expectations and procedures are different and faces are unfamiliar. Optimal transitions for children and should be viewed as a process that involves children, educators and parents together.

The transition to a new class or a change of educator can cause children as well as parents to experience a range of reactions. Educators are very important people in the lives of children and families. Children and parents often feel a sense of loss because they've bonded with the educator. Furthermore, because parents value the intimate relationships that children have with their educators, they are understandably concerned about how their child will react to a new educator. The reaction of a child differs depending upon his/her age, temperament, environment, and parents' reactions. Some children feel loss more deeply and take longer to adjust to change. When there is a change of educator the new reality is not just the absence of the former teacher but also the presence of someone new. Developing a relationship with the new educator also requires additional adjustments for both the child and family, similar to adjusting to starting daycare for the first time. When children have to say goodbye to people who have been close to them, they may feel sad and to some degree, a little insecure. In order to retain that sense of security and helping children cope with change, we must first understand it. There are four pillars of security in a child's life:

- People: those whom children rely on for strength and reassurance.
- Places: the familiar settings where children feel comfortable and safe.
- Routines: the regular, dependable daily plan such as how an educator conducts circle time or prepares snack.
- Rituals: comforting traditions like singing the "Good Morning" song everyday as they sit in their favorite spot.

When there is a change of educator, helping children cope depends on providing stability. It is important that the place, routine, and rituals remain as consistent as possible. The C.P.E. Vanier team is experienced at helping children adjust to changes of educators. Established routines and rituals are in place to support children through the transition.

The Team helps the children to transition by:

- Beginning to talk about the transition a week or so before it happens since depending on the child's age, talking about the transition too far in advance may just create more anxiety.
- Speaking to new educators to inform them of children's interests and any particular needs.

- Informing new educators of any special rituals the child is accustomed to. (Cuddly toy they sleep with, special way of saying goodbye to parents etc.)
- Having the children spend some time in their new classroom to become familiar with their new surroundings.
- Giving new educators copies of the children's assessment forms.
- Supporting each other during unplanned transitions.

Parenting tips to help children adjust to the transition

- Find out how your child is feeling: Try to choose a relaxed time to chat: Use a neutral tone and ask open ended questions.
- Reassure your children that their new educator will make sure they are well cared for and safe. Talk about what will be the same (i.e.: possibly some friends, routines and other educators who continue to be with the children.)
- Try to minimize other changes in your child's life for a while: the people, places, routines, and rituals. Try to keep consistent home routines.
- Acknowledge and accept the sadness or anger your child may feel. You can support them by saying things like: "How was your day? How are you feeling? What made you feel that way?"
- Let your child know your feelings, but focus on the positive. "I'm excited about getting to know your new educator. Let's make a card for her." Ask your child if he or she would like to write a note or draw a picture to give to their old educator.
- Make sure that your child knows that you will continue to be there. For example, as always, say goodbye during drop off and reassure your child that you will be there for pick up at the end of the day.

In daycares there are transitions that are planned and not planned. When a transition is planned our team has ample notice for a smooth transition. Occasionally an educator may leave suddenly i.e. preventative leave. When that happens, the children's best interest will be C.P.E. Vanier's prime concern. While it is important to respect the children's feelings, it's equally important to note that children are still immersed in the security of the same daycare community, their friends, routines, and often a second educator. Our center is a place where children and families are members of a caring community, where they are recognized, understood, and valued. Helping children cope with this change will help them with future transitions as well. The sense of community and partnership between families, educators, and administration help children feel secure that the world is a good and safe place, even when there are changes, sometimes sudden, or if special people have to leave.

We thank you for your partnership and collaboration in carrying out our mission.  
The CPE Vanier Team

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### 3. CPE Vanier Article: Importance of Arriving to Daycare by 10am

Our mission at CPE Vanier is offer a childcare service that serves the needs of our families and to provide an educational program that supports the growth and development of each child in our care. An important part of supporting the children is by following a regular routine that works for the child and the classroom.

The information that was collected for this short article was collected by the staff of CPE Vanier. Our goal is to share with you the importance of a regular routine at daycare and the effects of late arrivals. Here are some important things to consider when getting ready to bring your child to daycare.

➤ Why is it important to arrive to daycare by 10:00am

The educators and children have an opportunity to greet and have an exchange that is welcoming. The children have the opportunity to explore the classroom freely, express themselves to their peers and educators in a relaxed and calm way. Every child benefits from beginning their day in this manner.

➤ What effects does arriving after 10:00am have on your child?

Activity and play time

The child who arrives after 10:00am or who arrives during transition or lunchtime misses out on morning playtime with their friends, classroom routines and planned individual and/or group activities. They may miss out on outdoor, gym or other special activities. Activity time is an important time of the day; it is when the children have the opportunity to carry out specific activities that have been prepared for them by their educators. These activities have been planned according to their interests and they can play and learn different things. They also have the opportunity to make, observe and strengthen friendships through interactions with their peers. These are preschool readiness skills that will be needed when they begin kindergarten. Arriving after 10am may also give the child the feeling of being rushed and may not understand what is happening or what is coming up within their classroom.

Snack, transition, lunch and nap times

Snack and lunchtime is a time where the children learn to take turns, listen, respect one another and learn self-help skills. Transitions are times where things become busy and everyone learns how to follow classroom routines, take turns and following directives as a group. Nap time is also an essential and important part of the children's day. It is a time when the children get to take a break, think about their day retain new information that they have learned and rest to regain their energy for the remainder of the day and evening. This is an important part of a healthy routine.

The child who arrives past 10:00am usually has a difficult time to rest and they most often do not want to nap or rest during this time. The child who has arrived late often wants to play, talk, run, jump etc. It is difficult for them to understand that it is not the time to play with toys, move around the classroom or talk to their friends. The child does not know that they are disrupting the other children around them they just want to play.

- How does this affect the other children of the group?

The child who has been at daycare from the early start of the day has used their energy to play, interact and participate in the classroom. They may not have had the opportunity to interact with the child who has arrived late. They may also be disrupted during nap/rest time by the child who now wants to play. The child who has been at daycare from the early start of the day needs his/her rest.

The child that came in late may be playing loudly and may influence the child who needs to nap or rest not to do so. They may want to join in on the playing during this time.

- How does this affect the educators?

When a child arrives late it may be more difficult to attend to that child's needs at that time. The educators provide a routine for the children that gives them the security they need. Children are happier in a routine that they know and are familiar with. They feel secure knowing what is coming up next. This also ensures the smooth running of the classroom for all of the children. If a child arrives during rest/nap time, the educators encourage the child to follow however it is most often very difficult. The child will need individual attention to play quietly to stay on their mats and not play in the classroom areas. The other children that need the educator to stay next to them to help nap or rest will not receive that care. At times, this can create a domino effect that a few children who need to sleep will not and the classroom nap/rest time has been disrupted.

- What effect does this have on the parents?

Bringing your child to daycare by 10:00am may affect the parents schedule and routine. Families who attend CPE Vanier do not always live close by and may have variable schedules that can make the Center's recommendation a challenge. We recognize the different needs of each of our families and are flexible to ensure that we meet those needs. We also depend on the collaboration of our families to help us provide a childcare service that supports our Center's mission of providing high quality childcare.

We thank you for your partnership and collaboration in carrying out our mission.  
The CPE Vanier team

#### 4. CPE Vanier Article: Toilet Training

Our mission at CPE Vanier is to offer a childcare service that provides a loving, nurturing and caring environment that supports the growth and development of each child in our care. An important stage in your child's development is the process of toilet training and it is our goal to make this process a positive experience.

The information that was collected for this short article was collected by the staff of CPE Vanier. The transition from diaper to potty can be a stressful and confusing time for children as well as their parents. Our goal is to make this transition as smooth as possible by sharing with you a plan we have created that we feel will help to ease this stress and make this experience a positive one. The importance of knowing what signs to look for, being consistent and working together as a team are important things to consider when toilet training your child.

➤ Signs your child is ready:

- Shows an interest in the potty or toilet.
- Stays dry in diapers for several hours in a row.
- Can take down and pull up own pants.
- Has a word for "pee" and "poo".
- Shows an interest when parents use the bathroom

➤ What to do when your child is ready:

- Put your child in underwear and dress your child in comfortable clothing. Wearing clothing without fasteners and buttons will make it easier for your child to go to the bathroom without help.
- Get a potty or toilet seat ring and a step stool and tell your child what this is for.
- At the beginning take your child to the potty/toilet every hour.
- Then develop a routine by having your child use the potty at specific times of the day such as after getting up in the morning, after meals and snacks, before bedtime and naps.
- If they have regular bowel movements bring them to the toilet at that time.
- Praise your child often, be patient and cheerful.
- Tell your child you are proud of them even if they don't go to the potty.

➤ Helping your child :

- Convey a relaxed but persistent "we can do it" attitude.
- Stay calm and positive.
- Stay with your child, maybe share a story.
- Don't make them sit on the potty if they don't want to. Tell them we can try again later.

- How long will it take to succeed:
  - It depends on the child. It varies from a few days to a few weeks to few months. However the process usually starts between the ages of two and three.
  - Important to stay consistent.
  - Staying dry at night usually takes much longer and boys are generally trained later than girls.
  - It is also very normal and part of the process for children to have accidents even after they are toilet trained.
  
- When to consider waiting:
  - If there is a big change of routine at home, such as an arrival of a new baby, a move etc., it might be a good idea to wait until everything has settled.
  
- Positive Effects of Being Toilet Trained:
  - Helps your child gain a sense of control over their body
  - Builds confidence and self-esteem.
  
- Working Together as a Team:
  - Inform your child's educator(s) if you've started to notice signs that your child is ready.
  - Begin the process at home preferably on the weekend or during a vacation to give your child a few days of consistency at home before beginning the process at daycare.
  - On the first day back from vacation or weekend, let your child's educator(s) know that the toilet training process has started and work together by having open communication on how the process is going. (Does your child go pee in the toilet but only has bowel movements in their diaper, are they afraid of the toilet or do they enjoy certain things like flushing or getting their own toilet paper....)
  - Bring in extra clothing and underwear in case your child has accidents. (Which they probably will).

We thank you for your partnership and collaboration in carrying out our mission.  
The CPE Vanier team.

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<sup>ii</sup> Learn Quebec, Preschool Education

<sup>iii</sup> National Institute of Mental Health's "Plain Talk Series"