



Upper Canada
Child Care

PARENT HANDBOOK



1. HISTORY OF ORGANIZATION

Upper Canada Child Care Centres was incorporated with the objective of providing high quality affordable child care in Ontario under the guidelines of the Child Care and Early Years Act (CCEYA). We opened our first non-profit child care centre in Toronto in 1983. We have operated in York Region since 1991 and Simcoe County since 1989.

2. PHILOSOPHY

Children learn in relationship with their surroundings and with others, through collaboration, exploration, observation and reflection. They learn when they are actively engaged in experiences that are personally meaningful, support their own interests, and allow them to make connections between what they already know and what they are experiencing. We know children learn when they possess a sense of physical and emotional well-being, and are willing to take risks and meet manageable challenges.

Most importantly, we know that children learn through their play. Whether it is lively and exuberant or quiet and absorbing, we see the connection between children's play- freely chosen, enjoyable, active and guided by internal motivation rather than external goals- and the learning and social development that helps them to succeed in life.

At Upper Canada Child Care Centres, we build on caring, responsive relationships between our educators, children and families to create learning environments that foster a sense of belonging, provide rich opportunity for play, and cultivate each child's competence, capacity and potential.

3. PROGRAM STATEMENT

Upper Canada Child Care is committed to providing quality programs that are consistent with Ministry of Education policies and pedagogy, as outlined in the following documents:

- How Does Learning Happen? Ontario's Pedagogy in the Early Years
- Early Learning for Every Child Today
- Think, Feel, Act: Lessons from Research About Young Children

UCCC views all children as competent, curious individuals who are rich in potential and capable of complex thinking. Each child is a unique person with his/her own interests,



abilities and dispositions, and deserves to feel accepted, understood, supported and respected within our programs.

Through focusing on the four foundations of learning ~*well-being, engagement, belonging and expression*~ our programs promote physical, social and emotional health, and foster communities of learners made up of our children, families and educators.

With these priorities in mind, we have defined a set of goals and approaches, in compliance with the Child Care and Early Years Act, 2014, that guide our daily practices. **For further details, please refer to our Program Statement Document attached to this handbook.**

4. OUR STAFF

Upper Canada Child Care centres are staffed by teams of dedicated educators with diverse backgrounds that are reflective of the communities we serve. Registered Early Childhood Educators are graduates of a college or university Early Childhood Education program and are registered with the Ontario College of Early Childhood Educators, our professional self-regulatory body.

All centre staff hold a valid Standard First Aid Certificate with Infant/Child CPR-C and a clear vulnerable sector criminal reference check. Staff participate in mandatory workplace training including but not limited to Workplace Health and Safety, WHMIS, Accessibility for Ontarians with Disabilities (AODA). As well, each centre has staff on site with a current Food Handler Certificate.

Upper Canada staff are required to follow agency policies and procedures, as well as public health and fire regulations, and to participate in an annual policy review.

We believe that professional development is an important part of personal and professional growth, providing teachers with new skills and information on current issues. Our staff participate in many learning opportunities, including regular training sessions, workshops, international excursions and an annual agency conference. Educators take part in regular team meetings, staff meetings, regional networking sessions, and special-interest committees. Registered Early Childhood Educators are required to meet the Continuous Learning requirements of the College of ECE.

Supply Staff

When a permanent staff member is absent, supply staff are employed to deliver the program. They must meet the same requirements as the staff they are replacing.

Volunteers and Students

You may encounter volunteers and students in our centres. Upper Canada centres have been chosen by various Community Colleges, Universities, and Secondary Schools to provide opportunities for students to complete practical placements. Our students make significant contributions to our programs and the experience they gain is invaluable to their studies.



All Upper Canada Child Care Centres are in compliance with the Ministry of Education requirements for supervision of children by staff, volunteers, and placement students. Unsupervised access to children will not be permitted for persons less than eighteen (18) years of age, placement students, or volunteers. For detailed information about the policies, please consult with the supervisor at the centre.

All students are required to provide confirmation of a clear Police Vulnerable Sector Check and medical assessment prior to commencing placement at the centre and To review and sign centre Policy & Procedure prior to the start of their placement.

5. DAILY PROGRAM

Upper Canada Child Care programs support play based learning in which children have the opportunity to explore and interact with indoor and outdoor environments that have been set up to provide opportunity for active, creative and meaningful exploration, and that reflect a sense of place and belonging.

Our approach to programming is rooted in the understanding that children's growth follows a developmental sequence that is universal, but through which, each child proceeds at different rates and in unique ways. We use the *Early Learning for Every Child Today (ELECT)* and *How Does Learning Happen? Ontario's Pedagogy for the Early Years (HDLH)* documents to guide us in our approach to planning.

Through careful observations, we are able to identify the developing skills and interests of the children in our care. Daily experiences are planned based on these observations, however plenty of opportunity for spontaneous play and exploration is also provided. Our daily activities are recorded and posted to provide insight into our day. Classroom documentation and individual portfolios are used as a reflection of our learning.

Our programs provide care for a variety of ages:

Infants (3-18 months)

We focus on providing a warm and loving atmosphere where low ratios allow our educators to provide individualized care for each infant. Each child's distinct sleep, feeding and play routines are respected, and staff work in partnership with parents to ensure that routines are consistent with those at home.

Infants are nurtured through a variety of sensory, language and movement experiences. There is time for independent exploration, group play and one to one interactions with educators.

Communication between parents and teachers is critical to a positive experience with infant care, and we emphasized this through frequent dialogue and daily written records of each infant's activities, sleep, food intake, and diaper routine.

Ratio 1 staff: 3 infants



Toddlers (18-30 months)

Toddlers are increasingly able and motivated to move and explore their environments. Our toddler programs provide children opportunity for safe, supervised play, while also encouraging their exploration and natural drive to test the boundaries of their abilities. Educators incorporate a variety of creative, sensory, language, music and motor experiences throughout the day. As social skills develop, educators support toddlers with their emerging capacity for interactive and cooperative play in a warm, positive environment.

Ratio 1 staff: 5 children

Preschool (2.5-5 years)

Educators provide for a variety of activities and experiences based on emerging skills and interests within their classrooms. Art, games, loose parts play, sensory and cooking all foster emerging language, literacy, numeracy and science skills. Dramatic play, music and movement and gross motor experiences help foster growing language, social skills, and physical competence.

Through careful planning of environments, our children learn to explore, differentiate, make choices, and understand concepts. By viewing our children as competent and capable, we encourage the development of independence and self-help skills.

Ratio 1 staff: 8 children

Kindergarten (4-5 years)

We provide Junior and Senior Kindergarten Programs that also follow the ELECT and HDLH programs which supports the Ministry of Education curriculum, and that aim to provide an extension of the school day within a play-based environment.

Planned experiences promoting competency and self-esteem are offered. Children are encouraged to provide input into their day and are invited to make suggestions for planning and their environment.

Full time care is available on professional development days and school holidays

Ratio 1 staff: 13 children

School Age Programs (6-12 years)

Within our school age rooms, a diverse choice of activities are provided, including sports, arts, crafts, and games. A period of time is offered for children to work on homework prior to going home. School Age programs implement elements of the ELECT and HDLH curriculums and follow outlined principles.

Full time care is available on professional development days and school holidays.

Ratio 1 staff: 15 children or 1 staff: 20 children (ages 9-12)

Nursery School (2-4 years)

Some of our centres offer a nursery school program for children ages 2 to 4 years. Each child is supported in developing social awareness through interaction with other children and with responsible, accepting adults. This program implements the ELECT and HDLH curriculums.

Ratio 1 staff: 8 children

Summer Camp (Kindergarten & School Age)

Summer camps provide an atmosphere of respect, comfort, and security. Children are encouraged to discover their own abilities and interests within an environment that



promotes responsible choices. Our program features field trips, special theme days, nature experiences, and arts and crafts with an emphasis on promoting friendships, safety, cooperation—and most of all “fun”.

Our younger children also enjoy a fun-filled summer featuring field trips, theme days, arts and crafts, and other indoor and outdoor activities. Many of our summer camp locations are operated out of local schools.

6. GUIDING BEHAVIOUR

Steps Towards Guiding Behaviour

Staff encourage safe, acceptable, and appropriate behaviour by:

- Helping children to develop positive relationships with each other by supporting their efforts to join play, by focusing attention on positive interactions with others, and by encouraging children to value one another’s individuality.
- Supporting children in their efforts to respond to challenges and conflict by encouraging them to take an active role in problem solving and identifying alternative solutions.
- Responding sensitively to emotions, and encouraging children to identify and label feelings. Educators recognize that feelings of distress, fear and discomfort may take time to resolve, and they allow children the time and support required to recover from difficult feelings
- Encouraging children to identify what sorts of activities and experiences help them to remain calm and focused, and what type of activities they need to limit to maintain self-regulation
- Providing small group experiences and transitions that minimize distractions and allow time and space for high quality interactions

Our Educators receive on-going mentoring and regular monitoring to support their ability to develop and implement positive child guidance strategies.

Code of Behaviour

The following expectations promote a happy, comfortable, and safe atmosphere. At all times, staff, children, and parents shall:

- Be courteous to others
- Use acceptable language
- Conduct themselves in a manner which allows all to feel safe from verbal and physical abuse
- Resolve conflict in a peaceful manner
- Respect the building and equipment, as well as personal property
- Show personal respect for all individuals through their behaviour and words

The following actions are prohibited:

- Corporal punishment of a child.
- Physical restraint of a child, such as confining a child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from



- hurting himself, herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- Locking the exits of the child care centre for the purpose of confining a child, or confining a child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.
 - Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame, or frighten the child or undermine his or her self-respect, dignity, or self-worth.
 - Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.
 - Inflicting any bodily harm on children including making children eat or drink against their will.

Approaches to child guidance are outlined in our Program Statement, and staff are monitored on an on-going basis to ensure that these strategies are being implemented in an effective way. Our Educators receive on-going mentoring to support their ability to develop and implement positive child guidance strategies. When issues or concerns arise, staff are provided with enhanced supports to help them develop the skills required to be successful.

Communication with families, school personnel, and external resources is important to ensure that the developmental needs of all children are met. When indicated, and with written parental agreement, children requiring specialized interventions may be referred to community agencies and organizations for these services. Access to external resources may involve additional cost to parents.

7. PARENT ENGAGEMENT AND COMMUNICATION

Parents are encouraged to visit, participate in programs, and attend special events such as bbq's, parent workshops and holiday celebrations. Parents are also encouraged to be involved in ways that reflect their interests and talents, such as sharing recipes, reading stories, leading a classroom activity, etc.

Ongoing communication between parents and staff is essential, and happens through dialogue, electronic communication, newsletters and notices posted in the centres. Parents have the opportunity annually to evaluate our programs through a confidential Parent Survey.

Resolving Issues and Concerns

We believe that parent involvement is essential to the provision of child care, and that the partnership between parents and staff is important to the development of each child.

When parents have a concern related to the care of their child and/or the operation of the program it becomes the individual and collective responsibility of those involved to take action. When a complaint is lodged efforts are made to address the concern in a



non-intrusive way. An initial response to each complaint is provided to parents within two (2) business days. Formalized steps are taken to attempt to satisfactorily resolve the complaint, and parents are kept informed throughout the resolution process.

It is our goal to resolve issues and concerns in a manner that enables people to continue to work together with a sense of fairness, respect, comfort and clarity about what is expected and acceptable.

Parents are encouraged to bring forward concerns, either verbally or in writing, to the staff in their child's room. If the staff are unable to provide a satisfactory solution, or if parents are uncomfortable addressing concern to the staff, parents are encouraged to address their concerns with the centre supervisor. Head Office Directors are available to support supervisors, staff, and families in the resolution process.

Centre staff will take the following steps to respond to parent concerns:

- Address the issue or concern at the time it is raised or arrange a meeting with parents within five (5) business days
- Document concerns in detail including
 - Date and time the concern was reported
 - Name of the person who received the concern
 - Name of the person reporting the concern
 - Details of the concern and any steps taken to resolve the issue and/or information provided to the parent regarding next steps
- Provide contact information for the appropriate person if the person being notified is unable to address the matter
- Ensure the investigation of the issue is initiated by the appropriate person within two (2) business days or as soon as reasonably possible thereafter. (Document reasons for delays in writing)
- Provide a resolution or outcome to the parent who raised the concern

Reporting Abuse or Suspected Abuse

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent expresses concern that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

For further details regarding resolving concerns, please refer to the *Parent Issues and Concerns Policy* posted on your centre's parent board.

8. NUTRITION



A well-balanced and nutritious diet is essential for healthy growth and development. Our lunch and snack menus are developed in accordance with Ministry of Education requirements and Canada's Food Guide, and are approved by a Certified Nutritionist. Centres that do not have appropriate facilities for food preparation are served by approved catering companies. We focus on providing a variety of nutritious ingredients, including whole grains, legumes and fresh fruits and vegetables. Menus are changed seasonally, and are posted in each centre.

We strive to maintain a nut-safe environment, and as a result we prohibit food from home in the centre. School age children are required to bring a nutritious nut-safe lunch to the program when attending for full days, and our staff check all lunches for unsafe products. All items that contain or may contain peanuts are returned home. We provide alternate menu options for children with any other food allergies and dietary restrictions.

We promote healthy eating habits by encouraging children to identify their own needs, to make good choices with food, and to take an active role in serving themselves.

9. HEALTH AND WELLNESS

Upon your child's daily arrival, staff will do a basic visual check to ensure that they are well enough to participate in the program. If signs of illness that would hinder your child from participating in the daily activities are observed by staff, your child will not be accepted into the program. If your child becomes ill during the day, you will be contacted to pick your child up. Children who have a communicable disease, or who display symptoms of such, cannot be cared for in the centre. They may return when they are no longer communicable and are symptom-free for 24 hours.

The exclusionary policy is set by the Regional Health Services Department. In the event of an outbreak, the direction stated by local public health requirements/guidelines will be followed. Upon registration parents will receive a copy of our Health and Medical Care Policy.

Please notify the centre supervisor if your child will be absent due to illness, appointments or vacation.

Daily Outdoor Play

Regulations stipulate that outdoor play is part of our daily routine. If your child is too ill to play outdoors due to an acute illness, they should remain at home until they are well enough to participate.

Our programs will continue to participate in outdoor play during mildly inclement weather (i.e. light rain, cold weather conditions). Please ensure your child comes ready to participate by providing clothing suitable for physical activity, the weather, and the season. A second set of clothes should be kept in a labelled bag at the centre. Clothing



should be such that it encourages independent dressing. Please note that although we will do our best to avoid it, the centre will not be responsible for lost clothing or articles.

Our programs often go on neighborhood walks, visiting parks and natural outdoor areas, such as fields, ponds and forests. These outings provide children the opportunity to explore natural environments and challenge themselves through physical activity and experiences

Rest and Sleep Times

Sleep is important to each child's health and well-being, and is integral to physical, cognitive and emotional development. Children vary in the amount of sleep that they need, however health experts agree upon general guidelines for sleep requirements. Good habits, including established nap and bedtime routines, help to ensure that young children get the amount of sleep required for optimal development.

In accordance with CCEYA regulations, our centres establish daily routines which provide for the sleep or rest needs of children, as determined in consultation with each child's family, and will implement supervision measures to ensure safety during sleep time routines.

Administration of Medication

The centre will administer prescription medications to children, in accordance with provincial legislation. This requires that the following expectations are followed by parents:

- Provide centre with written medical authorization, including the dosage and times a drug is to be given to
- Medication must be received in the original container, clearly labeled with the child's name, name of the drug, dosage, the date of purchase, and instructions for storage and administration. Parents should ask the pharmacist to divide the dosage into two containers so one can be left at home and one left at the centre until the dosage is finished
- Medication is to be handed directly to a staff member (i.e. not to be left in the child's bag, etc.)
- If medication has expired, staff may refuse to administer it
- Non-prescription medications will be administered according to the policies outlined for the administration of prescription medications

Anaphylactic Allergies

In accordance with CCEYA regulations, development of an anaphylactic action plan, with input from the child's physician (optional) and parent, is required at the time of enrollment for children who are at risk of an anaphylactic reaction. Each plan is to include child specific emergency procedures to be followed by staff in the event of an anaphylactic reaction

Any child who requires emergency medication such as an EPIPEN must have the appropriate medication present in the centre during their attendance or they will not be allowed to participate

Individualized Medical Plans



In accordance with CCEYA regulations, development of an individualized medical plan, with input from the child's physician (optional) and parent, is required at the time of enrollment for children who have special medical conditions. Each plan is to include directions regarding medical devices and medications required to support the child, and specific emergency procedures to be followed by staff in the event of a medical reaction

Emergency Medical Attention Procedures

In an emergency, staff will take any or all of the following actions:

- Call an ambulance (911)
- Contact a parent or guardian
- Contact the emergency contacts
- Administer reasonable first aid measures

10. General Operating Procedures

Days and Hours of Operation

Full time care is provided five days per week. We are open fifty-two weeks a year. Our general hours of operation are from 7:00 A.M. to 6:00 P.M. with some exceptions. Morning and afternoon Nursery School programs are offered at some locations. Please contact the supervisor for details about days and hours of operation.

We will be closed for the following holidays:

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|--------------------|------------------------------|
| ▪ Labour Day | ▪ Victoria Day |
| ▪ Family Day | ▪ Boxing Day |
| ▪ Thanksgiving Day | ▪ Canada Day |
| ▪ Good Friday | ▪ New Year's Day |
| ▪ Christmas Day | ▪ Civic Holiday (Simcoe Day) |

Note: Our goal is to provide services under all circumstances. Unexpected closures due to conditions beyond our control may result in an inability to provide services within our regular hours of operation. It may also be necessary to provide care at an alternate location. We will endeavour to provide our regular level of care. Each situation will be assessed on an "as needed" basis. In a prolonged closure situation, the Board of Directors will examine our Policies and Procedures to determine any necessary changes in our hours of operation. We will advise you of all changes.

Admissions and Orientation

Families are accepted into the program on a first-come, first-served basis (although priority is given to siblings and transfers from other Upper Canada sites). At times families may be added to a waitlist due to limited availability in a program. When a space becomes available the centre will contact families with further details and direction in the registration process. A child is considered registered once all registration forms and financial documentation have been submitted, and confirmation



from the supervisor of the program has been received. Prior to a child's agreed upon start date, families are encouraged, where possible, to attend an orientation session with their child. This session is an opportunity for both parent and child to have ease of transition into the setting.

Information Updates

Under the CCEYA, parents are required to provide the centre with the following information:

- Home address and telephone numbers (including cell phone numbers)
- Work address, telephone numbers, and name of company
- Addresses and telephone numbers of the people you have authorized as emergency contacts and/or to pick-up and drop-off children
- Name and telephone numbers of your family physician
- Immunization dates
- Custody arrangements and/or special circumstances

To abide by a Custody Order or Separation Agreement, a copy of the official documentation is required. It is the parent's responsibility to notify the supervisor of any changes to the documentation. Please ensure that all details are included. If a parent is experiencing problems associated with custody and access, please discuss this with the supervisor.

Parents are responsible for notifying the supervisor, in writing, if there are any changes to this information.

Arrivals, departures and release of children

For the safety and protection of children, Upper Canada Child Care ensures strict procedures regarding arrival and departure of children. Staff will ensure that parents deliver their children directly to a teacher, and notify staff when they are taking their children home. Daily attendance records will be kept with each group at all times, and parents are required to sign the attendance record upon arrival and departure of their children.

You are required to notify centre if someone other than a main contact person will be picking up your child. If this person is unknown to staff on duty, they will be required to show photo identification.

Late Pick-Up Fee Policy

We acknowledge that occasional, unforeseen circumstances occur causing parents to arrive after closing time. Late fee rates are posted in the centre and are paid directly to the staff in charge. Our Late Fee Policy is designed to encourage parents to arrive on time, and is not intended to be utilized as an extended hour option.

If a child has not been picked up longer one hour after the centre closes, and staff are unable to reach parents or emergency contacts, we are required to notify a Children's Aid Society and a police department.

Activity fees may be charged for optional specialized programs (i.e. skating).

Payment Policies



- Once placement has been confirmed for your child, a non-refundable family registration fee of \$40.00 is required to register. (This policy may not apply to certain regions)
- A security deposit of \$200.00 per family (families receiving Fee Assistance exempted) is also required. It will be applied to your last week(s) of care when you withdraw from the centre with the required notice. (This policy may not apply to certain regions)
- Fees in the form of monthly pre-authorized payment will be debited on the 1st business day of the month. A single payment is preferred. If two debits per month are negotiated, the debits will be made on the 1st and 15th of each month
- All payments returned from the bank (i.e. NSF) will be subject to a processing fee of \$40.00
- Fees will not be refunded for Statutory or Civic Holidays or any absent days due to vacation or illness. School Age parents are responsible for paying their monthly fees if their child does not attend over Winter Break and March Break
- Cash will not be accepted under any circumstances. (Money orders may be requested if there are concerns regarding NSF payments)
- A receipt of payment will be issued after the end of the year for income tax purposes. Bank statements will serve as interim receipts

Withdrawal Procedures

Should you choose to withdraw your child from the program or make changes in child care arrangements, you will be required to give one month written notice to the centre supervisor. Should a child be withdrawn without notice, your account will be charged for the one-month notice period.

Should the supervisor of the program, in consultation with the director, determine that a child cannot adjust to the program, or if the parent has not upheld the terms of the Parental Contract, the child may be withdrawn. The process of termination for all children will include any or all of the following steps:

- Documentation of incidents
- Meeting with appropriate parties
- Counseling and/or consultation with outside agencies
- Referral to an outside agency
- Suspension
- Removal from the program
- Notification to the appropriate government entities/Board of Directors

The safety of all children is our primary concern. The provision of our service is conditional upon the compliance of parents and children with our Code of Behaviour. In the event that it is determined that we can no longer provide care due to concerns, signed, written notice of permanent withdrawal will be provided to you one month in advance. Behaviour that poses a safety hazard will not be accepted and may result in immediate withdrawal of services.

A child suspended from school may not attend a child care centre located on the same site during the suspension.



Emergency Management Procedures

Each Upper Canada Child Care Centre has written policies and procedures regarding the management of emergency situations that outline:

- Preparation for emergency events, including establishing appropriate gathering/evacuation sites and regularly conducting evacuation drills
- Roles and responsibilities of centre staff during emergency events
- Guidelines for communication with parents, emergency personnel and external supports throughout an emergency event. Parents will be notified electronically and/or by phone when a program has been evacuated due to an emergency event
- Procedures to support children and staff who may have experienced distress during the emergency.

For detailed information regarding emergency management procedures, please consult with the supervisor at the centre.

Workplace Harassment, Bullying, and Violence

All Upper Canada Child Care Centres are in compliance with Bill 168 of the Occupational Health and Safety Act relating to Violence and Harassment in the workplace. For detailed information about the policies, please refer to the bulletin board in the centre where these policies and procedures are posted.

Serious Occurrence Notification Form Posting

All Upper Canada Child Care Centres follow Ministry of Education requirements to post a Serious Occurrence Notification Form at the child care centre where a Serious Occurrence has taken place. The Serious Occurrence Notification Form will be posted within the timelines of the Ministry requirements and will maintain the confidentiality of the parties involved. For detailed information about the policies, please consult with the supervisor at the centre.

Information Sharing Consent

A signed Information Sharing Consent Form enables sharing of pertinent information, related to your child, between the school and the child care centre. Ongoing communication between the two provides consistency and enhances a student's educational experience.

Field Trips and Outings

Centres may go on field trips throughout the year that require bus transportation. Parents will be notified in advance and are required to sign a parental permission form prior to each trip.



This Parent Handbook will be reviewed with all parents/guardians prior to enrolment, and annually, by centre staff or supervisor.

This Parent Handbook is not complete unless accompanied by:

- An attachment which reflects fees, ages, and operating hours of the centre for which you are registered.
- Upper Canada Child Care's Program Statement

We hope this Parent Handbook answers many of your questions. Please feel free to contact us for further clarification.

Thank you for the opportunity to care for your child.

The collection, use, and disclosure of parental and children's personal information by a centre is for the purpose of providing childcare services to children enrolled in centre programs. The centre will protect the privacy of all personal information in its possession in compliance with prevailing privacy legislation and in accordance with the centre's Privacy Policy

