

# PROGRAM STATEMENT

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Churchill Chums Child Care is an enriched child care program which consists of The Ministry of Education's Policy Statement on Programming and Pedagogy made under the CCEYA. We follow a Play based learning model that reflects the Ontario Early Learning Framework (ELF). We use the following resources to ensure the high quality of our program: *How Does Learning Happen? (HDLH)*; *Ontario Early Years Framework - Think, Feel, Act*; as well as *the Full Day Early Learning Kindergarten Program*. We believe that early learning is important and that children are competent, capable and rich in potential. We will help to interpret their learning and exploration through observation and documentation. We encourage the children to make decisions, act on those decisions and later reflect on those decisions. We believe in focusing on the development of the 'Whole' child and we have created an environment and program to maximize every child's full potential in all aspects of their development.

## Children are competent, capable, curious and rich in potential

Children have the capability and the competence to learn a great amount of knowledge and skills at a very early age. We can help the children grow and succeed by creating and providing rich play experiences. Our knowledgeable and nurturing staff understands that each child is an individual and through our programming we also provide an enriched, safe and nurturing environment for them. Play provides the foundation for success. Church Chums Child Care and our staff demonstrates the values of respect for diversity, equity and inclusion by actively promoting the engagement of all children and their families. We believe that every child belongs and we are committed to providing fully inclusive environments.

We believe that in order to give children the best experiences in their early years, we need to provide a physically and emotionally SAFE environment. Our program must fully ENGAGE the children in active learning and making connections to everyday living. We must create experiences that CHALLENGE every child in their own unique way and to participate in many different experiences. We thrive on having the SUPPORT and encouragement from qualified staff and families.

## What is How Does Learning Happen?

How Does Learning Happen is a document, a professional Learning Resource guide about learning through relationships for those working in childcare. It is Ontario's Pedagogy for the Early Years. It is intended to support pedagogy and program development. Pedagogy is the understanding of how learning takes place and the philosophy and practice that supports that understanding of learning.

At Churchill Chums Child Care, we optimize children's learning and development by setting goals and expectations for the children around the four foundations set out in "How Does Learning Happen?" Ontario's Pedagogy for the Early Years. These four foundations are **Belonging, Well-Being, Engagement and Expression**.

- Every child has a sense of **Belonging** when he or she is connected to others and contributes to their world.
- Every child is developing a sense of self, health and **Well-being**
- Every child is an active and **Engaged** learner who explores the world with body, mind and senses.
- Every child is a capable communicator who **Expresses** himself or herself in many ways.

## What is Pedagogy and Emergent Curriculum?

Emergent curriculum is a way of planning curriculum based on the children's interest and passion at a certain point in time. Children thrive and learn best when their interests are captured. Learning occurs naturally. Planning emergent curriculum requires observation, documentation, creative brainstorming, flexibility and patience on the part of Early Childhood Educator and Early Childhood Assistants. Rather than starting a lesson plan which is repeated every year regardless of age, developmental level or interests of the children, emergent curriculum starts with the children's interest. Daily activities are planned to support children's interests. In short, it is a child-directed and teacher facilitated approach to planning the curriculum.

Pedagogy is the understanding of how learning takes place and the philosophy and practice that support that understanding of learning. Curriculum (the content of learning) and pedagogy (how learning happens) in early years settings are shaped by views about children, the role of the educator and families and the relationships among them. Pedagogy is the way that children learn and what the Educator does to support the learning.

## Health, Safety, Nutrition and Well Being

**Well-being – “Every child is developing a sense of self, health, and well-being” (HDLH, p. 12), including physical and mental health and wellness, and developing capacities such as self-care, sense of self, and self-regulation**

### **Meals:**

Healthy meals and snacks are important for the children at Churchill Chums Child Care. Children need to eat often during the day to make sure they get all the nutrition they need to grow, learn and play. Every child requires wholesome nourishment for their bodies, it is equally important to us that we feed their minds as well as their bodies. We offer each child complete, healthy and well-balanced meals that are in accordance to the Canadian Food Guide for children to enjoy. We provide a catered breakfast snack, hot lunch and one afternoon snack. Breakfast snack is usually cereal, whole grain muffins, whole wheat pancakes, or multigrain breads. Served with milk and fruit. The afternoon snack is usually yogurt, fresh fruit and vegetables, fruit loafs, focaccia bread and dips. Served with milk or water. Lunch is a variety of healthy choices prepared fresh everyday. As a centre, we believe in the importance of diversity, which is reflected in our catered meals. Our food consists of whole grain food, trans fat free, and multicultural meal choices. We serve a variety of foods from around the world. Every child is encouraged to sample the food and expand their flavour palate. Mealtime is a learning experience where children can interact with each other and adults and learn self-help skills and try new foods.

Parents need to supply infants with formula and baby food until they are on regular food. Please label all bottles and food. We supply 2% and homogenised milk. Please discuss your child's dietary needs with the staff. We are a peanut and tree nut safe facility.

Churchill Chums does not allow any outside food to be brought into the centre. With the exception of the food for the infant children who are not old enough to eat our food.

### **Health and Safety:**

Keeping active is a very important part of our daily routine. We value that every child needs time to engage in physical activity to keep their bodies healthy. We encourage physical exercise and activities that promote healthy living and self-regulation. The children receive both indoor and outdoor gross motor play. We see the importance of bringing the indoors outside while maintaining a safe and hazard free environment. Safety plays a very important role in play. Staff are there to foster a safe and fun environment for each child. The staff are knowledgeable of the health and safety requirements set out by The Ministry of Education and Public Health. Our playground is situated facing south in the middle of Churchill Public School. Our childcare centre entrance is also ideally located off the parking lot which was designed to optimize the safety of the children, as the staff and administration will always have a view of who enters the centre.

At Chums we provide an environment that is safe and hygienic. Public Health policies and procedures are posted and followed throughout the centre by staff, children and visitors. At the time of enrollment all parents must provide up to date immunization for their children. If a child is not being immunized then an exemption form from Toronto Public Health needs to be submitted. Please note if there is a communicable disease outbreak the parents will need to find alternative care for their children until the outbreak is over.

If your child is ill during the night with a high fever, vomiting and/or diarrhoea please do not bring your child to the childcare in the morning. Children should be symptom free for 24 hours before they can return to the centre. When a child becomes ill at the centre developing a high fever vomiting or diarrhoea the centre will notify the parents to take the child home. Childcare is not a healthy environment for children who are ill.

Churchill Chums is a non-smoking facility. Toys and equipment are cleaned and disinfected as required by Toronto Public Health. TDSB staff clean the Centre at the end of each day.

Monthly fire drills are practiced to ensure the safety of staff and students in the event of a fire. The Emergency Location for the Childcare Centre is Willowdale Middle School, 225 Senlac Rd. The centre is only allowed to administer prescription medication. A medication form must be filled out and signed by the parent before we can dispense any medication to a child.



# Support Positive and Responsive Interactions among Children, Parents, Child Care Providers and Staff

**Belonging – “Every child has a sense of belonging when he or she is connected to others and contributes to their world” (HDLH, p.12).**

Our interactions with children, families and staff are positive, continuous, and welcoming. We encourage all parties to maintain positive relationships during each exchange as it is important to make connections with one another.

## **Children:**

At Churchill Chums Child Care we value children as unique individuals. It is our goal for each child to succeed to the best of their ability. As educators we are here to support their ideas and enhance their learning. Our educators understand that children interact differently and at their own pace. We believe strongly in supporting and fostering positive peer interactions. We feel it is important for each child to express themselves freely as an individual. We want each child to be confident and able to make competent decisions. We give the children many opportunities to be social and interact with each other through small and large group experiences, through open-ended play, and through educators supporting the children’s growth in all aspects of the program. Research confirms that play is the primary way that all children learn. We believe that children learn when they are engaged, active interested and having fun. Every child is entitled to be given the opportunity to develop personal responsibility and social skills, to learn to problem-solve and to learn about diversity and inclusion. The skills of conflict resolution are important to lifelong learning. As competent individuals, children are active participants in resolving conflicts.

## **Families:**

We value the relationship with parents and guardians. We know the importance of working alongside parents to best accommodate each child’s individual needs. We use many methods of communication to stay connected: email, family board, monthly newsletters, after hour events such as school BBQ’s, as well as family involvement in the classroom. Morning drop off and evening pick-ups, are great opportunities to get to know our families and children on a more personal level. We welcome families to meet with the teachers or supervisors if any questions or concerns are to arise. Collaborating with the families and engaging in positive interactions with them will give them the sense of belonging and this will allow them to become contributors to their children’s learning in an educational setting. Having open communication is the best way to ensure we meet the needs of the families at our centre.

## **Staff:**

We view ourselves as a family at Churchill Chums Child Care. We work together to ensure the classroom schedule flows throughout the day. Staff are required to take part in professional development and monthly staff meetings which include team-building activities. Staff are always working together to share ideas and collaborate on weekly planning activities. We use a system of writing notes in our communication log to ensure that all staff are up-to-date on changes happening in the centre, as well as any messages received from parents. Communication is key and we strive to do it in the most respectful and inclusive way.

## Encourage Positive Interactions and Communication to Support Childrens' Ability to Self-Regulate

**Expression – “Every child is a capable communicator who expresses himself or herself in many ways” (HDLH, p. 12) through their bodies, words, and use of materials.**

At Churchill Chums Child Care, we encourage the children to interact with their peers and teachers in a positive and respectful manner. We provide opportunities for children to creatively express themselves in a variety of ways. We offer a play-based learning environment for the children to retain new information and to explore. While children engage in play they are learning and developing a variety of skills. A positive learning environment is essential to the success of each child. We value every child as an individual and treat them with respect. Our environment and teaching tools help aid the children in their personal development, express their emotions and foster self-regulatory skills. Churchill Chums Child Care promotes and teaches self-regulation every day when teachers are interacting with the children. We believe that regulating children’s thinking, emotions, and behavior is critical for success in their lives. Children also need to learn how to use self-regulation to communicate and respond to their emotions, thoughts and behaviours. Self –regulation skills take time to develop, so it is very important that our educators hold developmentally appropriate expectations for the children’s behavior. Our educators use a variety of strategies in order for children to take what they already know and build more complex knowledge and skills. We role model positive communication and interaction strategies.

## Foster The Children's Exploration, Play and Inquiry

**Engagement – “Every child is an active and engaged learner who explores the world with body, mind, and senses” (HDLH, p. 12)**

We value the importance of planning, exploration and reflection. The children are encouraged to make a conscious decision of what they would like to do during program planned activity time. The children are free to choose from the classroom materials and how they would like to use them. Staff ensure that children have a variety of materials to use that reflects the child's interest. Staff will use open ended questions to aid in the children's problem solving and enhance their creative ability. Our educators facilitate by encouraging cooperation, social interaction, and extension learning by asking lots of questions to further the child's experiences. Each educator connects with the children to build trust and make them feel safe and secure when they are in our care. They do this by making themselves available to them at all times, being responsive to the children’s needs, and being caring, respectful and sensitive to each and every child. In reflection the children and parents will be able to see pictures and anecdotal notes of children learning and exploring. These will be posted around the centre to document and reflect on the children's learning.

Our emergent curriculum is planned and responsive by the educators. By observing what the children are interested in, lots of classroom discussions, and creative brainstorming. Educators document observations of the children throughout the day in the children’s individual Observation Booklets to help track the children’s interest and developmental needs. This allows the children's experiences and learning to grow in many different creative directions.

The benefits of planned and responsive “emergent curriculum” is that it ensures that:

- Children's interests are the base of their development. They decide what they would like to learn through choosing their own play based materials.
- Each child can express their uniqueness and individuality,
- The curriculum is an extension of the children's family life and celebrates the diversity of all families,
- It encourages parental involvement in our program and the children's learning.
- Environment offers a wide variety of planned and spontaneous age appropriate activities based on the child's development. The equipment and environment are set up for children to be encouraged to make choices based upon their current interests and is aesthetically pleasing for the children to feel calm and at ease.
- Encourages positive individual and group learning. Smaller groups allow educators to focus on more individual needs.
- Planned programming is responsive to the development, needs and interests of each child.
- A weekly program plan is posted outside each classroom. The Continuum of Development is also posted to identify the root skill and the learning experience that is being supported.

Churchill Chums Child Care Childcare was designed to fit right in to the surrounding community of Churchill Public School and the area of Willowdale. The interior of the centre has been created to bring the natural world from outside in. Large windows allow for natural light and the classrooms are set up in a child friendly manner. Our centres aim is to create a welcoming, nurturing, and home like environment. The classroom is filled with natural materials to provide a vast number of learning possibilities and to convey a sense of tranquility and reflect elements of nature. Wood furniture cozy areas filled with plants, rocks and shells provide a peacefulness for all children and staff. Our classroom includes displays to touch and explore and a sense of warmth and comfort. The environment is set up to make every learning experience have meaning. Each learning area is designed to be inviting, nurturing, safe and aesthetically pleasing. Our classroom offers curriculum experiences in each of the following areas: Creative Art and Sensory, Language and Literacy, Manipulative, Cognitive and Fine Motor, Numeracy, Block and Construction, Dramatic and Pretend Play, Science, Singing and Story Telling and Physical Play Experiences.

During our daily play the children will be engaged in story time, singing songs, music and movement. There are many opportunities for the children to use their creativity to draw a picture or create art with different materials that are available to them,

The children's learning is extended to the outdoors by bringing materials from the classroom outside to extend their learning even further. Children will be taking community walking excursions to learn about their neighbourhoods and we have many special visitors and programs come to the centre to extend the children's gross motor activities (Yoga, Zumba, Physical movement experiences, theatre and music, etc.) Parents are invited to share their knowledge and skills with the children in the centre. When the weather does not allow us our outdoor time alternative activities will be provided for the children.

Churchill Chums Child Care has a daily schedule in place which we use to guide us throughout the day with our routines and program. Our daily schedule incorporates indoor play, outdoor play, and

rest/quiet time. We understand that each child has individual needs that may require a change in the daily schedule.

### **Staff Will Provide:**

Staff will provide the children with an equal and inclusive learning opportunity. Our curriculum is geared to reflect the community around us as well as inclusion and equality. Staff provide developmentally and age appropriate learning activities for the children to explore and manipulate. Staff use a combination of open ended play based materials along with teacher facilitated practices. In order for the children to take their learning to the next stage of development our educators play a role by observing and listening to the children carefully in order to determine what that child's capabilities are at that moment or during the time they are engaged. This will be a doorway to allow educators to enhance the child's exploration, play and inquiry by adding materials, words, questions and by participating in their experiences. During the children's play and engagement inside and outside of the classroom, the staff members will be observing the children. They will be observing what they are doing and what they are saying.

- The staff will observe and document daily activities and behavior of the children.
- The staff document their observations in the children's documentation files which include observation books, photo documentation and art documentation.
- Create environments that allow children to explore and learn independently.
- Adapt the program and materials to ensure that all children are able to engage in play on their own and with peers.
- Support children's learning through positive interactions.
- Work with external partners (example Special Needs Resource Staff ) to ensure the program meets the needs of all children.

## **Provide Child-Initiated and Adult-Supported Experiences**

**Engagement – “Every child is an active and engaged learner who explores the world with body, mind, and senses” (HDLH, p. 12)**

At Churchill Chums Child Care we engage children in active, creative and meaningful exploration and inquiry. Staff will be co-learners with the children. Play is children's work and is essential to healthy development. We understand that not all play is equal and child directed play provides the best learning opportunities. We all learn best when we are engaged and interested in an experience. When staff listen and observe children, they can develop a deeper understanding of children's interests and perspectives. We offer children ample opportunity to direct their play and explore new ideas and expand old ones. The role of adults in children's play is to enhance the children's experiences, not to take over or determine the direction of the play. Adults support idea's, provide resources and materials, help children reflect on what they know and think, and provide emotional support and encouragement. The staff will be life- long learners.



## **Plan for and Create Positive Learning Environments and Experiences in Which Each Child's Learning and Development Will Be Supported**

**Engagement – “Every child is an active and engaged learner who explores the world with body, mind, and senses” (HDLH, p. 12)**

Churchill Chums Child Care creates a safe environment where staff and children can take risks in exploring their learning without fear of failure. We provide space and opportunities that are rich in potential for discovery, creativity, and learning. As a result of our view of children as competent, curious and capable, our staff work as partners with children in the learning process. Great things are possible when staff and children are able to see themselves as both student and teacher. There is much to learn from children and through inquiry, open ended questions, provocation and hands on experiences, our staff extend children's learning and challenge thinking.

To respect, preserve and enhance children's learning we are developing a practice of documentation. Documenting children's learning allows them to see where they have come from, makes learning visible, and encourages children to revisit their ideas. In addition, the documentation helps the adults to better understand children's perspectives and ideas, and when appropriate work with children to encourage further exploration of knowledge and ideas.

The ability to express thoughts, emotions, needs and wants is an essential part of healthy growth and development for children. Children who are able to express themselves in a variety of ways feel more competent, understood by others, are able to develop the ability to self-reflect and communicate more effectively. Expression is a complex and creative process. Many would say that the use of language is our primary way of expressing ideas and feelings; however we believe there are many other ways for children to share themselves with others. The arts (music, dance, song and art), storytelling, conversation and behaviour are all forms of expression. Our staff understand the complexities of communication and work hard to enhance children's abilities by offering children a variety of ways to explore and develop communication competence

## **Incorporate Indoor and Outdoor Play, As Well As Active Play, Rest and Quiet Time, Into the Day, and Give Consideration to the Individual Needs of the Children Receiving Child Care**

**Well-being – “Every child is developing a sense of self, health, and well-being” (HDLH, p. 12), including physical and mental health and wellness, and developing capacities such as self-care, sense of self, and self-regulation**

Churchill Chums Child Care believes that every child is an active and engaged learner who explores the world with body, mind and senses. Children and families are able to experience a variety of safe, age appropriate and interesting environments that nurture children's healthy growth and development. Churchill Chums Child Care fosters children's emerging independence, self-confidence, and skill development. We Provide children with a variety of indoor and outdoor active play. We value the learning opportunities and health benefits of outdoor play. Children in full time child care are required by the Ministry of Education to participate in outdoor play for a minimum of two (2) hours a

day, weather permitting. We provide children with a variety of learning experiences to develop their large muscles through activities that promote kicking, throwing and catching a ball. Riding a tricycle building sand sculptures or playing basketball. Helping children develop lifestyles. Learning is extended from the indoors to the outdoors supporting the children's knowledge of nature and science. Throughout the day children will have rest and quiet times. We provide flexibility in daily scheduling to meet the individual needs of children, within the parameters of space availability and ratio requirements

## **Foster the Engagement of and Ongoing Communication with Parents about the Program and Their Children**

**Belonging – “Every child has a sense of belonging when he or she is connected to others and contributes to their world” (HDLH, p.12).**

Churchill Chums Child Care provides parents with regular communication in a variety of formats. We provide opportunities for parents to engage in their child's learning. We respect and value parents as the primary experts of their child's well-being and development

## **Involve Local Community Partners and Allow Those Partners to Support the Children, Their Families and Staff**

**Belonging – “Every child has a sense of belonging when he or she is connected to others and contributes to their world” (HDLH, p.12).**

Churchill Chums Child Care provides opportunities for children to explore their community and make connections to the real world. Establish connections with local organizations and community members. We support families and the community by collaborating with outside partners such as Early Years Centres and Library Programs, to create goals and programming strategies that allow each child to perform and learn to their full potential, and to help families with extra outside support. The centre works closely with any support staff or local community partners who interact with the children at the childcare in relation to continuous professional learning. It is important for us to communicate with these support staff and the families in order for us to create and implement strategies to support the well-being of the children. These strategies will be documented and reviewed by all parties (childcare staff, support staff and families) in a way that will best suit the specific child.

Churchill Chums Child Care provides learning opportunities and practical work experiences to members of the community through placements and educational training for students and volunteers. We invite special guests and community services into our centre to expand the learning experience for each child. These resources allow us to offer a range of support and services to the families within our centre

## **Support Staff, Child Care Providers or Others Who Interact With the Children at a Child Care Centre in Relation to Continuous Professional Learning**

**Engagement – “Every child is an active and engaged learner who explores the world with body, mind, and senses” (HDLH, p. 12)**

We believe that it is important for our staff and child care providers to be fully equipped with the proper and up-to-date training in the field and upgrading their learning frequently in order to provide the best quality care for the children. At Churchill Chums Child Care we hire staff on a non-discriminatory basis providing individuals of all backgrounds the opportunity to be employed at Churchill Chums Child Care.

We provide our staff with as much training and Professional development opportunities as possible. We provide them with resources to upgrade their skills in order to keep up to date on knowledge and skills pertaining to the child care field. Before staff commence their employment, they are required to complete certain training and education

We provide ongoing professional learning through monthly staff meetings with all of our employees. These meetings give staff the opportunity to discuss and reflect on our daily practice, children and staff engagement, how our pedagogy and implementation is occurring daily and suggestions and collaboration on what needs improvement and plans to improve. During our monthly meetings, we discuss any upcoming professional development workshops and resources that the staff would like to participate in.

## **Document and Review the Impact of the Strategies Set out in the Above Clauses on the Children and Their Families**

Churchill Chums Child Care understands that pedagogical documentation is a way for our program staff to learn about how the children think, learn, and develop. Our staff’s daily observations of the children in the program are used for information for future planning. Documentation is a way to value children’s experiences and help them reflect on those experiences. It is an opportunity to make children’s learning and understanding of the world visible to themselves and other children, to their families and program staff. It is a reflection on developmental growth and a process for staff to co-plan with children about their learning. It is a dialogue with families about the children’s ongoing learning experiences. Documentation can also be a self-reflection opportunity for staff as they participate in continuous learning. We encourage families to provide the centre with informal feedback on an ongoing basis and give families the opportunities to review their children’s progress throughout the year.

Our centre is continuously growing in numbers; new children, families and staff. As our centre grows our program statement will be reviewed annually by the director and staff, to ensure that we are diligently improving our program to best meet the needs of the families within our centre. Through observations in the programs. The approaches set out in the program statement will be implemented on an on-going basis during the operation of the program.

## Prohibited Practices

All employees and students are to use the behaviour guidance strategies that support children to develop appropriate emotional and social skills and comply with the Churchill Chums Program Statement. Churchill Chums Childcare Centre and the Child Care Early Years Act prohibits the following practices and constitute contravention:

- Corporal Punishment of the child. Any form of corporal punishment of the child (such as: hitting, spanking, grabbing, kicking, squeezing arms or ears, pushing, pulling, shaking, pinching, biting) by any employee, by any child or by any group of children
- Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.
- The locking the exits of the Centre for the purpose of confining a child or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures. The use of a locked or lockable room or structure to confine a child for any length of time 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 will humiliate, shame, or frighten the child or undermine a child's self-respect, dignity or self-worth
- The deprivation of a child's basic needs including, food, drink, shelter, sleep, toilet use, clothing or bedding. The use of food should not be used to discipline children at snack or lunchtime.
- Inflicting any bodily harm on children including making children eat or drink against their will.

## Approved Practices

When negative or unacceptable behaviour occurs the role of the staff is to assist the child by...

- Establish positive relationships with all children
- Model appropriate behaviour at all times
- Remember that each child is different, and try to vary their approach or method of dealing with the children, depending on their individual needs given a particular situation
- Be patient and calm in their behaviour, actions and responses and avoid raising their voices
- Encourage and praise desired behaviour
- Set clear limits, maintain them consistently and follow-up when limits are broken
- Arrange the program so that the children are guarded against potentially dangerous situations
- Allow children choices between clearly defined options when possible
- Encourage the children to verbalize their feelings, fears and anxieties
- Use positive language to try and redirect behaviour by focusing on what the child can, should do, or likes to do
- Help children identify acceptable behaviour.

## **Compliance and Contravention**

Compliance and Contravention of this policy and procedures will be monitored as per the Employee Compliance and Contravention Monitoring Policy.

## **Program Review and Evaluation**

Churchill Chums Child Care staff will ensure that they meet the Child Care and Early Years Act. Regulations to provide high quality Child Care to their families. Chums strives to meet the City of Toronto's Assessment for Quality Improvement evaluation in all the classrooms.

The Program Statement will be reviewed and Signed- Off by all staff and students prior to commencing employment and placement with Chums and annually thereafter and any time there is a change made in the document. A copy will be kept in their staff file.

Copies of the Program Statement is provided to all families at the time of enrollment and when any changes are made.