Discovery Station

Revised August 2020

EMERGENT LEARNING

Where children come to learn through play

opcc
Learn & Grow Together

Oakville Parent-Child Centre

905-849-6366 www.op-cc.ca

461 North Service Road West, Unit 17

Previously Discovery Station Nursery School

2020/2021 General Information Booklet

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FEE SCHEDULE 2020-2021

Toddlers – 18 to 30 months	Location	Fee per Month
• 3 Days: Mon/Wed/ Fri 9:00-11:30am	NSR-Main – Toddler Room	**$395**/month

Preschool – 2 ½ to 5 years	Location	Fee per Month
• 2 Days: Tuesday and Thursday 9:15-12:15pm	NSR-Main – Preschool Room	**$335**/month
• 3 Days: Mon/Wed/ Fri 9:15-12:15pm	NSR-Main – Preschool Room	**$430**/month
• 5 Days: Monday-Friday 9:30-12:30pm	NSR-Main – Early Learning Room	**$765**/month

HOW TO REGISTER

At the time of registration, you will complete the following online:

- ☑ **Your completed Registration Form which includes a second and third choice of program**
- ☑ **$50.00 Family Registration Fee** (September 2020 – June 2021 Discovery Station registration) and;
- ☑ **Deposit of one month's fee which covers your June 2021 payment** (registration fee + deposit will be paid online at the time of registration)
- ☑ **Review entire General Information Booklet and sign off on having reviewed it on the registration forms**
- ☑ **A copy of your child's Immunization record** please report your child's vaccines at **halton.ca** and provide a copy of your child's immunization record to OPCC. *(for exemptions a Statement of Conscience/Medical Exemption/Religious Belief form is required, a link is provided during registration, and for more information please contact the office)*

Discovery Station Year

Programs will start the week of September 14, 2020 and end the week of June 25, 2021.

Registration Fee

$50 non-refundable family registration fee applies to the September 2020 to June 2021 school program.

Monthly Payments:

Payments will be processed at the beginning of each month and will be set up at the time of registration

Withdrawal

A $25 family administration fee is charged for withdrawal from the Discovery Station program. If you withdraw your child(ren), 30 days written notice is required. Please refer to the WITHDRAWALS section of this General Information Booklet for more details.

OPCC - WHO WE ARE

Oakville Parent-Child Centre (OPCC) has been serving the Oakville community since 1980. As a not for profit centre, we offers a variety of programs and services including drop-ins, parenting support & workshops, Discovery Station Emergent Learning and resource libraries. OPCC is the EarlyON Child and Family Centre for Oakville. The mission of OPCC is to support, nurture and empower children and their families as they learn and grow together.

PROGRAM STATEMENT

Our View of Children: OPCC believes children are competent, capable of complex thinking, curious and rich in potential. Children are intrinsically motivated to learn and when provided with enriched environments, nurturing adult interactions, support and the freedom to explore, they can become self-motivated learners.

Our understanding of children has evolved over time and is influenced by ongoing research, experience, collaboration with families and community partners. The ability to adapt and change has allowed OPCC to be responsive and flexible with program opportunities for children and families.

Supporting children's social and emotional growth is at the forefront of our work. Our caring, trained and nurturing educators promote children's social and emotional development, knowing that these are key foundational skills for success later in life. Role modelling, full engagement in children's play, and environments that are constructed with social and emotional health in mind, are just a few of the ways we do this.

Families come in various shapes and sizes and with a great number of strengths. Parents are children's first and most important teachers, and always want what is best for their children. We believe in the capacity of parents to raise resilient, healthy, successful people, but we were never meant to raise children alone. OPCC is a part of the support system that families need to do the important work of parenting. We recognize that parents are the experts of their children and know them best. We work hard to create a safe, warm and inviting place for families to learn and grow together. **Parents are always welcome to participate, share, network and get involved at OPCC.**

As providers of high quality licensed childcare in Oakville, we participate in the **Quality First Initiative** (refer to the Licensed Programs General Information Booklet for more details). **We are governed by the Ontario Ministry of Education** (MEDU) and **regulated by Child Care and Early Years Act, 2014 (CCEYA**).

OPCC has been Oakville's lead agency for Ontario's EarlyON Child and Family Centre initiative for more than 15 years. These free, universally accessible programs offer safe, age appropriate early learning environments and opportunities for families to meet. Qualified and talented educators nurture children, connect and support families raising young children.

We understand and value the importance parents and caregivers play in the healthy development of children. Our family support programs provide parenting support and resources in a variety of ways including workshops, telephone and in person support and community connections.

OPCC has embraced and is working with the Ministry of Education's *How Does Learning Happen?* (HDLH) framework. At the core of this framework are relationships. The foundations of HDLH include; Belonging, Well-Being, Engagement and Expression.

It is important to note that the following goals and approaches are incorporated in all OPCC programs.

Foundation: Belonging

Goals for Children: Every child has a sense of belonging when he or she is connected to others and contributes to their world.

Approaches / How We Do It: A sense of belonging allows children to feel safe and secure in their environment and with the people around them. When we belong, we are able to develop deeper attachments and a willingness and enthusiasm to listen, learn and interact with others. All children are welcome to participate in our programs.

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults. Children and their families will experience warm supportive relationships in our programs and because of this they are happy and motivated to learn. Experiencing positive relationships in the early years has significant long term impacts on their physical and mental health, and they will go on to have success in school.

Support positive and responsive interactions among the children, parents, caregivers and educators

- Educators encourage and support children's social development with adults and peers – using strategies and best practices, educators guide social development in the program
- Educators are committed to providing positive nurturing relationships that help children feel inspired and connected to adults and to each other
- Parents have multiple opportunities to participate in all OPCC programs e.g. EON drop ins, licensed program Meet & Greet orientation, classroom visits are encouraged throughout the year to share any skills and interests (see Licensed Programs General Information Booklet)
- Parents are encouraged to share information or concerns about their children, keep educators updated or inquire about their children at any time – Educators are able to chat at a mutually agreeable time
- Educators provide families with information on play and the importance of play
- Educators are positive role models with the children, each other and other adults
- Educators in EON programs work to support parents and connect families to each other

Foster the engagement of and ongoing communication with parents about the program and their children

- Educators are open to conversations with parents about their children and welcome feedback and questions
- Families in licensed programs are provided with information about what the child is doing in the program through daily exploration forms, monthly menus, monthly reflections, parent visits and newsletters. Even a chat at the door, helps keep parents connected with their educators. Parents who wish to speak to an educator about their child are welcome to schedule a time that is convenient for both parties.
- Children's learning is captured through documentation and learning stories which is shared with families
- Parents are encouraged to keep educators informed about their child's health and wellbeing

- Family events and celebrations happen throughout the year, e.g. traditional holidays, Mother's Day and Father's Day, Dad's Hike, swim parties and family day trips
- Parents are encouraged to share their special talents with the class and are welcomed to schedule time to come into the program and share with the children
- Educators observations and feedback are provided to each family at the end of the year, using the ELECT document as our framework
- OPCC has a full time Family Support Coordinator that is available to support parents with parenting questions and concerns; Parenting and child development information is frequently shared with parents.
- In licensed programs, when required, meetings with families are set up to discuss goals, additional support and progress for the child. Discussion, decisions, plans and ideas are documented in their child's file.

Involve local community partners and allow those partners to support the children, their families and educators

- OPCC welcomes and encourages community partners to work with us to support children, parents and educators at the centre
- Service coordination meetings and team meetings can be facilitated for children with differing abilities
- Throughout the year we invite interesting community programs to visit and share their expertise and expand children's knowledge and understanding e.g. Humane Society, fire department
- Partnering with agencies, staff training takes place to support educators in providing a quality program
- Supports for children and their families are offered in a holistic, family centred way. Close partnerships with other agencies allow us to provide service coordination and family meetings when needed to set goals for children's growth and development.
- With collaborative relationships and excellent communication, we work to ensure positive outcomes for children and families.

Foundation: Well-Being

Goals for Children: Every child is developing a sense of self, health and well-being.

Approaches / How We Do It: The health, safety, nutritional needs and well-being of children are very important and we know are foundational to children's ability to learn. We have rigorous policies in place around health and safety practices and these are reviewed by all educators on a regular basis.

Promote the health, safety, nutrition and well-being of the children

- Health checks of children upon arrival – policies are in place to respond to illness
- Regular environmental checks – of toys, equipment and classrooms for hazards and cleanliness
- To reduce the transmission of illness, staff and children wash their hands upon arrival, before and after snacks and meals, after toileting, before and after water play and other times as needed
- Varied and nutritious snacks and lunches are provided in accordance with Canada's Food Guide – see menus posted by licensed program
- Drinking water is available for children and families as needed
- We provide extra support for children when a little more nurturing is needed, offer more adult guidance for peer to peer interactions, and foster warm, responsive adult child relationships

Encourage the children to interact and communicate in a positive way and support their ability to self-regulate

- Educators guide children through transitions by providing cues to prepare children ahead of time and using visual pictures and schedules in the program and during routines. Using routines and cues at transition times helps prepare children so they know what to expect, which helps make them feel safe and secure.
- Children are encouraged to question and explore, share their ideas and co-learn with their educators
- Educators model appropriate behaviours and support interactions when conflicts arise
- Comfort and nurturing are provided when children are needing help or just want a cuddle; quiet cozy areas of the room are provided for children to go to when desired
- Children's self-regulation is encouraged and supported through interactions and guidance from educators
- Educators help children to develop self-awareness, learn how to recognize feelings in themselves and others, and build a "toolbox" of strategies that can help them to calm their emotions and find appropriate ways to express themselves. These are all essential skills that contribute to future success in school, work and relationships.

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

- Our half day licensed program, is not required to have an outdoor playground. We understand the need for children to build their gross motor competence, so we offer gross motor activities daily in the program.
- Through active music group times, children utilize large muscles which also support the development of a healthy body and mind
- Quiet time is available during the program, children can look at books in the book area or can find a quiet area in the classroom – these spaces can offer much needed soothing time and helps with developing self-regulation
- We do our best to accommodate the diverse needs of families and when possible, provide alternatives or modifications e.g. a special dietary request or a private area for breastfeeding

Foundation: Engagement

Goals for Children: Every child is an active and engaged learner who explores the world with body, mind and senses.

Approaches / How We Do It: At OPCC children and families are able to experience a variety of safe, clean, age appropriate and interesting environments that nurture children's healthy growth and development. OPCC fosters children's emerging independence, self-confidence, and skill development.

Foster the children's exploration, play and inquiry

Play and exploration are at the core of early learning. The environment is where learning is fostered and takes place. To this end, you will find our environments rich with materials and resources for children to use as they construct ideas, try out hypothesis, and explore new and interesting materials. Just as important as the materials in the environment are the people. Our educators are highly trained professionals and everyone is committed to making your experience at OPCC a memorable one. Our teaching staff understand children and families and work tirelessly to ensure every child has a positive experience.

- OPCC believes that children learn through play and are given opportunities to explore, test, try and learn in a collaborative classroom environment
- Educators will provide a resource rich environment for children to discover and experience

Provide child-initiated and adult-supported experiences
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 educators listen and observe children, they can develop a deeper understanding of children's interests and perspectives. Programs at OPCC 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 ideas, provide resources and materials, help children reflect on what they know and think, and provide emotional support and encouragement.

In the program, children will find:

- Opportunities for room exploration in variety of activities
- Open ended materials are available and allow for exploration and discovery
- Group times and individual interactions that allow for discovery of areas of child's interest which leads into further opportunities of discovery
- They are invited to share their ideas and interests with educators and peers. Interests and ideas are documented and explored by educators and children together.

Plan for and create positive learning environments and experiences in which each child's learning and development will be supported and is inclusive of all children, including children with individualized plans
As a result of our view of children as competent, curious and capable, our educators work as partners with children and families in the learning process. Great things are possible when we are able to see ourselves as both learner and teacher. There is much to learn from children and through inquiry, open ended questions, provocation and hands on experiences, our educators extend children's learning and challenge thinking.

We use documentation and learning stories to respect, preserve and enhance children's learning. 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.

- Educators observe children's areas of interest and reflect upon it in order to provide experiences that encourage the children to explore and ask questions
- Educators refer to the Early Learning for Every Child Today (ELECT) document as a resource that provides comprehensive, detailed child development information. It is used to help determine skills that educators can be working on with children.
- Educators provide children the opportunity to wonder and provide time for children to discover more about their areas of interest
- Educators use daily exploration postings, monthly reflections and documentation, and offer insight and feedback about children's learning and activities while participating in the program

- Children with differing abilities who are working with Halton Region Inclusion Services will have individual goals established in conjunction with the parents and will have an individual plan created for them
- Educators have opportunities to spend time together to share their observations, reflect upon their observations and plan for the interests of the children in the group

Foundation: Expression

Goals for Children: Every child is a capable communicator who expresses himself or herself in many ways

Approaches / How We Do It: 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 educators 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.

- Educators respond to children's efforts to communicate, whether it is pointing, gesturing, requesting, crying, or through body language. Educators are there to interpret, understand and support children's needs
- Challenging behaviour is often an expression of difficult feelings and/or unmet needs. Our educators seek to understand more deeply what children are expressing and help them to verbalize their feelings and meet their needs
- Educators use visual tools to help communicate with the children
- Educators support language development through the extension of language, modeling and encouragement
- Educators use paraphrasing when responding to children when necessary, encouraging their efforts and helping them to feel listened to and have a sense of belonging
- Ongoing conversations between children and adults, support language development and expression
- Using a variety of open ended materials and art mediums, children are encouraged to express themselves creatively
- Creative expression of ideas and feelings are fostered and encouraged by educators
- If required, referrals for communication support are provided to families
- Dance, music and song are recognized and encourage as expressive outlets

Quality knowledgeable Educators

Support Educators who interact with the children at OPCC in relation to continuous professional learning

- OPCC provides an annual half day of professional development for all staff
- In house training opportunities are available throughout the year
- Through ongoing information shared in the child care community, information is provided to staff on a regular basis
- Our caring, responsive knowledgeable educators have various qualifications including a passion to providing a stimulating learning environment. Our early childhood educators are registered with the College of ECE and other staff have a wide variety of experiences and qualifications

- All staff have completed a Criminal Reference Check including the Vulnerable Sector Screen and all program staff are required to have a valid certificate in standard first aid with infant and child CPR
- Community agencies support educators working with children with differing abilities which can benefit all children
- As a Quality First participant, we receive ongoing training and support in licensed programs

Our commitment to quality programs

Document and review the impact of the strategies set out above on the children and their families

- Families are encouraged to provide informal feedback on an ongoing basis
- Families are given the opportunity throughout the year to give feedback both formally and informally
- Reflective observations about the program are discussed among educators regularly. Educators share and debrief their observations with each other and discuss plans for how to build on what the children are interested in and doing
- Policies and procedures and all Licensed Program General Information Booklets are reviewed annually
- This program statement will be reviewed annually by all staff, students and volunteers. Staff, parents, students and volunteers are notified in writing of any revisions to this program statement
- All new staff, students and volunteers review this program statement prior to interacting with children and when the program statement is modified

Through observations in programs, OPCC will ensure that the approaches set out in the program statement are implemented.

Visit https://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf to review the full *How Does Learning Happen* document.

QUALITY FIRST

OPCC's Discovery Station Emergent Learning Program is a ***Quality First*** program. Quality First is an early learning initiative providing all licensed childcare programs in Halton region with the opportunity to participate in a developmental model for quality improvement.

What Quality First means to your child

Quality First helps to create positive, meaningful and sustained change in the design and delivery of quality child care and learning in the Halton child care community by:

- Developing the professionalism of individuals involved in the care and education of young children
- Improving the level of quality indicators in children's programs
- Collaborating with local colleges to promote professional readiness of early childhood educators

INCLUSION POLICY

Our Centre takes pride in offering our programs to all children, regardless of the level of their need. All children are welcomed into our programs and our staff promotes inclusive social play and full participation (same hours and same days) in all routines and activities in the classroom. Our program includes children with extra supports in approximate proportion to their presence in the population (*this means that the number of children with special needs that is enrolled is similar to the number of children with special needs in the community, i.e. the classroom is integrated with children with special needs*). Our philosophy fosters an environment of mutual respect and understanding which supports the whole family during their preschool journey. Working

collaboratively with professionals from Children's Resource Services, Halton Region and our community partners, our staff strives to ensure a positive outcome for all families and children.

GENERAL INFORMATION

Licensing - Our Discovery Station program is licensed under the Child Care and Early Years Act (CCEYA). Each location is inspected annually by the Ministry of Education – Child Care Quality Assurance and Licensing Branch. The CCEYA contains requirements specific to staff qualifications and ratios, program content and equipment. The Ontario government is committed to increasing transparency and parent access to information about licensed child care programs across the province via the Licensed Child Care Website www.gov.on.ca/ONT/portal61/licensedchildcare. The Licensed Child Care Website will also provide more detailed licensing information for our centre. Parents are welcome to ask for an explanation of the inspection findings, and can review the licensed summary report.

PROGRAM SCHEDULE

The fall schedule of programs will commence the week of September 14, 2020. For details specific to days, times and cost, please refer to the **Fee Schedule**.

CHILD CARE WAIT LIST POLICY

Parents are welcome to place their child on our wait list without being charged a wait list fee. At any time, parents are able to check the status of their child's placement on the wait list while maintaining the privacy and confidentiality of children on the list. When a space becomes available, we contact the first person on the wait list that is eligible for that program.

TAX RECEIPTS

Receipts will be issued at the end of the calendar year and will be mailed to you in February. If you misplace your receipts, please contact the Manager to obtain a duplicate. ***A fee of $10.00 per receipt will be charged for each duplicate requested.*** **Please ensure that we have the legal name required for processing the tax receipt correctly.**

WITHDRAWALS

A **$25.00 administration fee is charged for each withdrawal** from a program. Upon withdrawal from a program, **the $50.00 Registration Fee will not be refunded**. Thirty days written notice is required for withdrawals. If 30-days written notice is not given, your deposit will be withheld. The 30-day period commences on the date written notice is received by OPCC. If the 30-day notice is received, your deposit will be returned ***less a $25.00 administration fee***. In addition, for the month of September 2020, if you withdraw your child after **August 14th, 2020**, then your deposit will be withheld and will cover the month of September's fees. OPCC holds the right to terminate care immediately if any of the following situations occur; nonpayment of program fees, chronic late pick up and/or other extreme situations.

INCLEMENT WEATHER & CLOSURES

The program will be cancelled if the **Halton District School Board** closes the schools for the Oakville area due to weather conditions. You can check their website for up-to-date information at www.hdsb.ca, listen to your local radio station, watch television news stations or sign up to receive notification via e-mail regarding school closure

information. You can sign up for our email on our website at www.op-cc.ca ***Please note that we do not call parents on snow days***. Parents will not be reimbursed for cancellations due to weather conditions. OPCC also follows the Board's scheduled closures for two weeks at Christmas and one week at March Break. The Centre is closed for all Statutory Holidays as well as Family Day and Easter Monday. **There are no fee reductions for any of these closures**. However, if a program room is closed due to circumstances beyond our control and an alternative room is not available, parents will be reimbursed for each day the class is cancelled except for the first day that the program room is closed.

PROFESSIONAL DEVELOPMENT TRAINING

OPCC is committed to providing Professional Development training for our staff. We hold a half day training session in October and as a result this may affect your child's program. Our Professional Development training is scheduled for the afternoon of **Tuesday, October 20th, 2020**. Parents will not be reimbursed for this time.

PHOTOGRAPHS

During the program, educators will be taking photos of the children engaged in activities within the classroom. These photos will only be used for the Discovery Station program and will be shared through email to the classroom's families only or posted for the families to see at pick up time. If a parent objects to their child being in a picture, please discuss this with the Manager.

SUPERVISION POLICY FOR VOLUNTEERS AND STUDENTS

Under the CCEYA, OPCC is required to ensure that every child who is in attendance in a day nursery is supervised by an adult at all times. OPCC will ensure that no child is supervised by a person under 18 years of age. Only employees will have direct unsupervised access to children. Occasionally students/volunteers may be part of our program and will be supervised by employees at all times and will not be left unattended with children. Students and volunteers will not be counted as part of the teacher/child ratios. **At this time, OPCC will not be hosting any students in the Centre.**

PROGRAM INFORMATION

Meet and Greet

During the first week of September, there will be an opportunity for you and your child to visit the Centre. You will stay with your child as you visit the classroom, meet the Educators, and get a brief overview of the program. A reminder notice will be provided in August with more details and an appointment time will be set up. The parent and child must wear a mask during this visit.

Age Groupings

We offer a Toddler program for children 18 to 30 months and a Preschool program for children 2½ to 5 years. In both of these age groupings, we may be able to accept a child who is 17 months in the Toddler group and a child who is between 2 and 2 ½ years in the Preschool group. If you would like more information on these spaces, please contact the Centre before submitting your registration.

Arrival and Pick-Up

During this time, parents will be greeted at the main entrance door by a staff member. Please line up at the indicated line, while maintaining physical distance of 2 metres from other families. When you cannot maintain

a distance of 2 metres you must wear a mask. The screener will be wearing a mask and eye protection.

Everyday a screen will be conducted on your child before they can enter the Centre. Please see the Entrance Screen below. Since parents will not be coming into the centre, they do not need to be screened. Parents will not be allowed to enter the Centre to help reduce exposure. Once your child has passed the screening, a staff member will walk your child to the classroom. Please indicate who will be picking up your child for departure time.

"Departure" from the program is of equal importance, so please be available to collect your child by their pick-up time. Please wait for your child at the "departure" door, and your child will be brought out to you. Please line up at the indicated line, while maintaining physical distance of 2 metres from others. In the interest of safety, we cannot allow a child to leave the Centre with someone we do not know. Your child will only be released to those people designated on your registration form. We require that any new authorized pick-ups provide photo identification at departure time. In the event of extenuating circumstances, changes to the designated people must be submitted in writing from a parent or guardian to the Educator.

Screening Procedure

In order to help reduce the risk of respiratory infections (including COVID-19), a health screening is a mandatory practice.

Every staff, child, parent or visitor must be screened prior to being admitted into the centre. Staff must follow the screening checklist for each person and record the outcome (pass or fail). Daily records of screening results must be maintained and kept on premise.

Screening for Symptoms: All individuals including children attending childcare, staff and childcare providers, parents/guardians, and visitors must be screened each day before entering the childcare setting, including daily temperature checks.

Daily recording of screening results can capture a person's prior entry earlier that day, thus the need for only one screen.

Daily temperature checks must be conducted on every person as part of the screening process before entering the centre. A temperature reading of 37.8 degrees Celsius or above indicates that the individual has failed the screening and cannot enter the building. Please review the self-assessment tool on the Ministry of Health website or visit www.halton.ca to determine if further care is required.

If a person has travelled outside Canada, had close contact with a confirmed probable COVID-19 case or had close contact with a person with acute respiratory illness, such as cough, shortness of breath, sore throat and/or fever who has been outside Canada in the last 14 days, the person will fail the screening and cannot enter the building. They will not be allowed to enter the building until the 14 day window has passed.

This is a copy of the Entrance Screen:

1. Have you taken your temperature and/or your child's temperature before coming to the centre today?
   Yes No
2. Do you or your child have a temperature greater than 37.8 degrees Celsius? **Yes No**

Temperature taken: _____

3. Do you/your child, or any member of your household have any of the <u>following symptoms</u>: **Yes No**

Common Symptoms	Other Symptoms	Atypical Symptoms	Atypical Signs
• Fever (temperature of 37.8 degrees Celsius or greater) • New or worsening cough • Shortness of breath (dyspnea)	• Sore throat • Difficulty swallowing • New olfactory or taste disorders(s) • Nausea/vomiting, diarrhea, abdominal pain • Runny nose, or nasal congestion (in absence of underlying reason for these symptoms such as seasonal allergies, postnasal drip, etc.)	• Unexplained fatigue/malaise/myalgia (body aches) • Delirium (acutely altered mental status of inattention) • Unexplained or increased number of falls • Acute functional decline • Exacerbation of chronic conditions • Chills • Headaches • Croup • Conjunctivitis (pink eye) • Multi-systems inflammatory vasculitis in children (may present as persistent fever, abdominal pain, conjunctivitis, gastrointestinal symptoms and rash)	• Unexplained tachycardia, including age specific tachycardia for children (rapid heart rate) • Decrease in blood pressure • Unexplained hypoxia (even if mild i.e. O2 sat <90%) • Lethargy, difficulty feeding in infants (if no other diagnosis)

4. Have you/your child travelled outside of Canada within the last 14 days? **Yes No**
5. Have you/your child had close contact with a confirmed or probable COVID-19 case within the last 14 days? **Yes No**

"A close contact is considered to be anyone who provided care for or who had close physical contact (i.e., less than 2 metres for any amount of time) to a person with COVID 19 and /or symptoms consistent with COVID 19 **without** using consistent and appropriate personal protective equipment."

6. Have you/your child had close contact with a person with acute respiratory illness, such as cough, shortness of breath, sore throat and/or fever who has been outside Canada in the last 14 days?

Yes No

RESULT: PASS FAIL

Program Content

Our programming encourages the teaching team to plan and implement the curriculum based upon the children's interests and development. The Educators will continuously observe and brainstorm in order to provide experiences that will encourage the children to explore and ask questions. The Teachers refer to the *Early Learning for Every Child Today (ELECT)* document that provides guidance on children's development. This document is used to help determine skills we should be working on with children. We will provide a monthly reflection in which we will share some of the activities we focused on, what the children observed, as well as interests we may have explored.

Visit http://www.children.gov.on.ca/htdocs/English/documents/topics/earlychildhood/early_learning_for_every_child_today.pdf to review the *ELECT* document.

The following outlines the program content for our Discovery Station program and may vary based on the ages of the children and each individual group. Our Discovery Station program follows the education requirements of the Ministry of Education and aligns with the Halton District School Board curriculum. The preschool program is 3 hours while the Toddler program is 2 ½ hours.

At the window by the departure door, each group will post;

- Daily Exploration – this will provide families with an overview of what the children did in the morning program
- Snack menu
- Daily schedule

The program will include;

- Free choice of play; an opportunity to explore various learning centres throughout the room. Centres include; dramatic play, building & floor toys, creative, individual playdough, puzzles & cognitive toys, easel activities, quiet book corner, science & special interest table.
- Small group learning discussions which follows the children's interests (while encouraging physical distancing at least 2 metres between children)
- Washroom Routine and Snack
- Creative projects related to the areas of interest, sensory, cognitive and gross motor activities

Group activities that may include stories, music and movement (while encouraging physical distancing at least 2 metres between children)

Walks

Our Discovery Station program includes walks as part of the program. These are conducted throughout the year, and depend upon how quickly the group settles into routines etc. Educators ensure that safety is the first priority. Teachers are required to complete a walk checklist to make sure all policies and procedures are covered before leaving. The procedure of the walk is discussed with the children and they are assigned a walking rope handle to hold on to.

Walks typically happen with our preschool groups only; however, again depending on the children, our toddler groups might go on a short walk in the spring. We try to let parents know ahead of time if the groups are going out, but sometimes the weather is wonderful and we may want to venture outside. If we are planning a nature walk, it will be posted on our bulletin board, but will be dependent on the weather. We take the children to local areas only. This could be to a grassy area near the centre, or to a park close by. If the children walk to a park, it would be to have snack or play games. Children are not allowed to use any of the park equipment or play structures. Walks are a great way to introduce your child to different signs of the seasons, sounds and a chance to see what is happening in the neighbourhood. We keep the walks short and simple. Please ask your child's teacher to explain where they might be taking the group, or clarify any other questions you may have. **During this time, we will be holding off on walks; if this changes you will be notified.**

Clothing

Children should wear comfortable clothing. Each child should have an extra set of clothing including underwear, socks, T-shirt, pants and an indoor pair of shoes (no slippers or flip-flops please). Please provide a backpack with your child's initials to store the extra clothing (e.g. "JT"). **Your child's backpack and belongings will be required to be left at the centre during the duration of the program**. If your child has dirty clothing, we will be sending it home. All creative supplies used in program are non-toxic, safe and washable, but not all stains wash out!

Diapers

It is not anticipated that all children will be toilet trained, so if necessary please provide spare diapers and wipes for your child. In all of our programs, both Toddler and Preschool, there is a washroom routine. However, if your child needs their diaper changed outside of this routine it will be attended to. If your child is toilet training, please discuss any special requests with the staff. We'll be happy to help!

Snack

We provide a nutritious snack along with filtered water in all of our programs. Children's special dietary needs and allergies are posted both in the food preparation area and in the classroom. Monthly menus will be posted at the at the departure window. We attempt to provide a nut free environment. If a parent/caregiver of a child who has a special diet wishes to bring in their own food, they may. Any food items that are provided by a parent/caregiver must be labeled with the child's name and the ingredients. Please contact the manager to discuss this special request. All of our snacks meet the recommendations set out in Canada's Food Guide.

Special Days

We celebrate your child's birthday in our program. Due to the increased number of allergies we have decided to avoid any edible birthday treats in your child's class. Please enjoy the birthday treats at home! Thank you for your continued co-operation.

Toys

Although your child may wish to bring favourite toys from home, we strongly encourage you to leave personal items at home. It is often difficult for children to share special toys and to ensure that the toy is not misplaced. **If your child requires a comfort item, we request that this be left at the centre for the duration of the program.** Once we are able, we will have a "Show and Share" day where your child will be allowed to bring something from home and show it during group time.

Connecting with your Child's Educator

During this time, we will not be having any visits into the Centre. Parents are welcome to request a Zoom meeting to connect with their child's educator and to get further updates about your child. As well, Educators will be sending home information and updates regularly.

"Some things about Me"

The teaching teams will prepare a portfolio and feedback on each child and it will be distributed at the end of the school year. Each group will create a different format to give feedback on your child in areas of the classroom and growth that was observed over the year; this will be is developed based on the *ELECT* document.

YOUR CHILD'S HEALTH AND WELLBEING

Sanitary Health and Safety Protocols
Appropriate procedures are followed with regard to sanitary procedures and practices, as required by the CCEYA and the Halton Public Health Department. The following information will be implemented by all staff and these enhanced health and safety protocols will be performed daily or twice daily as mentioned below.

Policy
Oakville Parent-Child Centre is committed to providing a safe and healthy environment for children, families, employees and visitors. OPCC will take every reasonable precaution to prevent the risk of communicable diseases within all of our sites.

Definitions

Cleaning: Refers to the physical removal of foreign material (i.e. dust, soil) and organic material (i.e., blood, secretions, microorganisms). Cleaning removes, rather than kill microorganisms. Warm water, detergent and mechanical action (i.e., wiping) is required to clean surfaces. Rinsing with clean water is required to complete the cleaning process to ensure the detergent film is removed.

Disinfecting: Describes a process completed after cleaning in which a chemical solution (i.e., a 1:9 bleach and water solution), is used to kill most disease-causing microorganisms. In order to be effective, disinfectants must be left on a surface for a period of time. Contact times are generally prescribed by the product manufacturer. Any items children may come into contact with, require a final rinse after the required contact time is observed.

Procedure
All products including cleaning agents and disinfectants must be out of reach of children, labelled, and must have Material Safety Data Sheets (MSDS) up to date (within three years), which are stored in the MSDS Binder.

Cleaning

- Use detergent and warm water to clean visibly soiled surfaces
- Rinse the surface with clean water (warm to tepid temperature preferred) to ensure detergent is removed
- Let the surface dry

Disinfecting
Staff are to use a 1:9 bleach and water solution (prepared daily) as a disinfectant.

- For general environmental disinfection of high touch surfaces
- Large toys and equipment that cannot be immersed in a disinfectant solution, use a **wet cloth soaked in a 1:9 bleach and water solution**. The contact time for disinfecting is **one minute**
- For all other toy cleaning and disinfecting, first clean toys in a detergent and water solution, followed by soaking in a 1:9 bleach and water solution. The contact time for disinfecting is **one minute**

Cleaning and Disinfection frequency requirements:
A cleaning and disinfecting log should be tracked and demonstrate cleaning schedules.

Clean and disinfect upon ENTRY to childcare (for staff):

- Any hard surfaces such as water bottles, travel mugs, cell phones, lunch containers

Clean and disinfect upon children's ENTRY to childcare:

- Any hard surfaces such as water bottles, containers, outside of backpack

Clean and disinfect frequencies for other surfaces and items:

Cleaning and disinfecting routines **must** be increased as the risk of environmental contamination is higher:

- **Tables and countertops**: used for food preparation and food service must be cleaned and disinfected before and after each use
- **Spills** must be cleaned and disinfected immediately
- **Hand wash sinks**: staff and children washroom areas must be cleaned and disinfected at least two times per day and as often as necessary (i.e., when visibly dirty or contaminated with body fluids)
- **Floors:** cleaning and disinfecting must be performed as required (i.e., when spills occur, and throughout the day when rooms are available)
- **High-touch surfaces:** any surfaces at your site that has frequent contact with hands (e.g., light switches, shelving, containers, hand rails, door knobs, sinks, toilets etc.). **These surfaces should be cleaned at least twice per day and as often as necessary** (i.e., when visibly dirty or contaminated with body fluids)
- **Other shared items:** (e.g., phones, tablets, keyboards, attendance binders etc.) These must be disinfected between users.

Clean and disinfect daily:

- Low-touch surfaces (any surfaces at your location that has minimal contact with hands), must be cleaned and disinfected daily (e.g. Window ledges, doors, sides of furnishings etc.)
- Carpets are to be vacuumed daily and floors washed at the end of the program

Clean and disinfect as required: Blood/Bodily Fluid Spills: Using the steps below, the surface must be cleaned first then disinfected:

1. Isolate the area around the spill so that no other objects/humans can be contaminated
2. Gather all supplies, perform hand hygiene, then put on single-use gloves
3. Scoop up the fluid with disposable paper towels (check the surrounding area for splash/splatter) and dispose of in separate garbage bag
4. Clean the spill area with detergent, warm water and single-use towels
5. Rinse to remove detergent residue with clean water and single-use towel
6. Discard used paper towels and gloves immediately in a tied plastic bag
7. Spray 1:9 bleach and water solution in and around the spill area and allow the appropriate **one minute**
8. disinfecting contact time
9. A final rinse is required if children come into contact with the area
10. Remove gloves as directed and discard them immediately
11. Perform hand hygiene as directed

- Notes: If the spill includes broken glass, ensure a brush and dustpan is used to pick it up and discard. Disinfect the brush and dustpan after use. NEVER use your hands to clean up the glass
- If the spill occurs on a carpet, follow the above steps along with professional steam/wet cleaning the carpet.

Cot cleaning and disinfecting:

- Cots must be labelled and assigned/designated to a single child per use
- Cots must be cleaned and disinfected before being assigned to a child
- High touch surfaces on cots must be disinfected at least twice per day and as often as necessary
- Cots must be stored in a manner which there is no contact with the sleeping surface of another cot
- Cots and bedding must be laundered daily, and when soiled or wet

Additional Infection Prevention and Control Practices for Hygiene Items

- Pacifiers must be individually labelled and stored separately (not touching each other), they must not be shared among children. The plastic handle of the pacifier must be washed in soap and water upon arrival to the centre
- For creams and lotions during diapering, never put hands directly into lotion or cream bottles, use a tissue or single-use gloves. Upon arrival to the centre, wipe the cream/lotion container with a disinfecting wipe. Creams and lotions are only applied when families have made a special request – Manager should be advised.

Hand Hygiene Policy and Procedure

Appropriate procedures are followed with regard to Hand Hygiene as required by the CCEYA and the Halton Public Health Department. The following information will be implemented by all staff and these enhanced health and safety protocols will be performed regularly throughout the program.

Policy

Oakville Parent-Child Centre is committed to providing a safe and healthy environment for children, families and employees. OPCC will take every reasonable precaution to prevent the risk of communicable diseases within all our sites.

Definitions: Hand Hygiene is a general term referring to any action of hand cleaning. Hand hygiene relates to the removal of visible soil and removal or killing of transient microorganisms from the hands. Hand hygiene may be accomplished using soap and running water or a hand sanitizer (60 - 90% alcohol based). Hand washing with soap and running water must be performed when hands are visibly soiled.

Procedure: Hands carry and spread germs. Touching your eyes, nose, mouth or sneezing or coughing into your hands may provide an opportunity for germs to get into your body or spread to others. Keeping your hands clean through good hygiene practice is one of the most important steps to avoid getting sick and spreading germs.

Staff, children, parents and visitors **must wash hands upon entry** into the program and/or centre (or use hand sanitizer)

Ensure that employees and children are always practicing good hand hygiene when hands are visibly dirty and/or after:

- Sneezing, coughing, or blowing your nose
- Using the washroom
- Handling garbage
- Handling raw foods
- Outdoor play
- Toileting/diapering routine
- Handling soiled laundry or dishes
- Handling soiled toys or other items
- Coming into contact with bodily fluids
- Coming into contact with any soiled/mouthed items
- Gardening
- Touching commonly touched surfaces

Hands should be cleaned using soap and water or hand sanitizer before and after:

- Preparing, handling, serving and eating food
- Handling animals
- Touching a cut or open sore
- Changing diapers
- Glove use
- Sensory play activity

When hands are visibly soiled, follow these steps for cleaning hands:

- Wet hands
- Apply soap
- Lather for at least 20 seconds. Rub between fingers, back of hands, fingertips, under nails
- Rinse well under running water
- Dry hands well with paper towel or hot air blower
- Turn taps off with paper towel, if available

When hands are not visibly soiled, follow these steps for cleaning hands:

- Apply hand sanitizer (60-90% alcohol-based)
- Rub hands together for at least 15 seconds
- Work sanitizer between fingers, back of hands, fingertips, and under nails.
- Rub hands until dry

Hand Hygiene Monitoring: To ensure that employees are using proper hand hygiene methods, managers will review hand hygiene practices on a regular basis and provide feedback to employees as required.

Hand Sanitizing Information: When your hands are not visible dirty, a 60-90% alcohol based hand sanitizer can be used. Hand sanitizers can only be used on children who are over the age of two years and must always be used under adult supervision. Adults must ensure that the product has completely evaporated from the child's hands before allowing the child to continue their activity. Please ensure that written parent consent is

obtained before applying hand sanitizer to any child. Using soap and water is still more effective than using hand sanitizer; however, hand sanitizer is a good alternative when needed.

Glove Use: Gloves shall be worn when it is anticipated that hands will come into contact with mucous membranes, broken skin, tissue, blood, bodily fluids, secretions, excretions, contaminated equipment or environmental surfaces. Gloves are single use only.

Gloves and Hand Hygiene: Hand hygiene shall be practiced before applying and after removing gloves. Gloves shall be removed and discarded after each use.

To reduce hand irritation related to gloves:

- Wear gloves for as short as time as possible
- Ensure that hands are clean and dry before wearing gloves
- Ensure gloves are intact, clean and dry inside
- Gloves are single use only, and must be task specific such as nitrile gloves for diaper changes

Gloves when Cleaning/Disinfecting: Employees must wear gloves when immersing toys in diluted disinfectant when toy washing.

Covering Your Cough Procedure: Germs, such as influenza and cold viruses, are spread by coughing and/or sneezing. When you cough or sneeze on your hands, your hands carry and spread these germs.
Attempt to keep your distance (preferably more than 2 metres) from people who are coughing or sneezing.
Follow these steps to stop the spread of germs:

- If you have a tissue, cover your mouth and nose when you cough, sneeze or blow your nose
- Put used tissues in the garbage
- If you don't have a tissue, cough or sneeze into your sleeve, not in your hands
- Clean your hands with soap and water or hand sanitizer (60-90% alcohol-based) regularly and after using a tissue on yourself or others

Health Care Policies
In order to ensure a safe and healthy environment for children, families, employees and visitors, OPCC has revised the operation of our licensed programs.

- Ensuring all toys and equipment are made of material that can be cleaned and disinfected or are single use (e.g. playdough) and are disposed of at the end of the day
- Minimizing the sharing and frequency of touching of objects. Toys, equipment and surfaces, and other personal items
- Increasing the frequency (minimum twice a day) of cleaning and disinfecting objects, toys, equipment and frequently touched items and surfaces
- Performing and supporting frequent, proper hand hygiene among the children and staff, and incorporating additional hand hygiene into the daily routine
- Encouraging physical distancing of at least 2 metres between children, parents, and staff. This includes spreading children out into different areas of the room, rearranging the classroom furniture to promote individual play, spacing the children apart for snack and group time
- Staggering arrival and departure of the different classroom groups

- Using telephone or virtual meetings when possible to communicate with parents
- OPCC will maintain a Preschool class size at 16 children through the Fall season and 10 children for the Toddler class, ensuring the maximum participation does not exceed the licensed capacity for each classroom throughout the year
- Face coverings will be used by Educators
- Each group will have their own designated toys and equipment, and if this is not possible items will be cleaned and disinfected before use.

COVID-19 Exclusion Policy

Appropriate procedures are followed with regard to COVID- 19 Exclusion Policy as required by the CCEYA and the Halton Public Health Department. The following information will be implemented by all staff and these enhanced health and safety protocols will be adhered to for the Discovery Station program.

Please note Halton Region Public Health Department is currently clarifying details regarding this Exclusion Policy for childcare, when information is received, OPCC will notify families of this information.

Policy
Oakville Parent-Child Centre is committed to providing a safe and healthy environment for children, families, employees and visitors. OPCC will take every reasonable precaution to prevent the risk of communicable diseases within all our sites including a screening tool upon arrival (see Health Screening Procedure).

Purpose
To ensure that all staff are aware of and adhere to the directive established by Halton Region Public Health, and Children's Services Division regarding the exclusion of sick staff and/or children attending the centre.

Application
This policy applies to all employees, parents/guardians, children and any visitors coming to the centre.

Procedure

NOTE: Children and staff must not attend the program if they are sick, even if symptoms resemble a mild cold. As required by the Child Care and Early Years Act, 2014 (CCEYA), childcare employees must separate children of ill health and contact parents/guardians to **pick up their child immediately**. When children are ill and/or exhibit COVID-19 related symptoms, staff will ensure the following:

- An ill or symptomatic child will be brought to the designated exclusion room to be removed from other children, and will be monitored by a staff until parent/guardian picks up the child
- Symptoms of illness will be recorded in the daily log book and the accident/illness form will be completed for the child as per the CCEYA
- **The parent/guardian of the ill child will be notified to pick up their child immediately; or**
- If it appears that the child requires immediate medical attention, the child will be taken to the hospital by ambulance and examined by a legally qualified medical practitioner or a registered nurse

If you suspect a child has symptoms of a reportable communicable disease, (refer to Halton Child Care Health Resource), please immediately report it to Halton Region Public Health at 905-825-6000.

When to Exclude

Staff and children should be excluded when there are signs and/or symptoms that are greater than normal, or if a child is unable to participate in regular programming because of illness.

Common symptoms of COVID-19 include:	Other symptoms of COVID-19 can include:
• Fever (temperature of 37.8°C or greater) • New or worsening cough • Shortness of breath (dyspnea)	• Sore throat • Runny nose or sneezing • Nasal congestion • Hoarse voice • Difficulty swallowing • New olfactory or taste disorder(s) • Nausea/vomiting, diarrhea, abdominal pain

How to Exclude

- Supervise the child in a designated room with hand sanitizer available following appropriate hand hygiene procedures
- Notify parents/caregivers of the sick child and **requires immediate pick up**
- Only one staff should be in the designated room and attempt physical distancing from the ill child maintaining a distance of 2 meters. If physical distancing of 2 meters cannot be maintained, staff should wear a surgical/procedure mask, eye protection and gloves, should perform hand hygiene and attempt to not touch their face with unwashed hands. The ill child should also wear a surgical/procedure mask if it is tolerated and if the child is above the age of two years
- Staff should not interact with others while waiting with ill child
- Staff should avoid contact with the child's respiratory secretions
- Tissues should be provided to the child for proper respiratory etiquette, with proper disposal of the tissues and proper hand hygiene
- Increase ventilation in the designated exclusion room if possible (e.g., open windows)
- Clean and disinfect the area immediately after the child has been sent home
- Items that cannot be cleaned (paper, books, cardboard puzzles) should be removed and stored in a sealed container for a minimum of 7 days
- Children with symptoms should be tested, as directed by Halton Region Public Health
- Staff and children who were in the same room with the ill child will be cohorted (grouped together) and Halton Region Public Health will provide further direction on testing, monitoring of symptoms and/or isolation of these individuals
- Contact Halton Region Public Health to notify of a potential case and seek input regarding the information that should be shared with parents of children in the program
- Children or staff who have been exposed to a confirmed case of COVID-19 should be excluded from the centre for 14 days
- Children or staff who have been in contact with a probable COVID-19 case should be monitored for symptoms and cohorted (group together with that program) until test results, if any, have been completed or until directed by Halton Region Public Health
- Staff awaiting test results, who are asymptomatic, may continue to work unless they are a close contact of a case.

Reporting

The directions outlined below will be followed for any **probable and/or confirmed** cases of COVID-19 for the following individuals:

- a child enrolled at Oakville Parent-Child Centre
- a parent/guardian of a child enrolled at Oakville Parent-Child Centre
- a staff of Oakville Parent-Child Centre

When becoming aware of any probable and/or confirmed cases of COVID-19 for any of the above individuals:

- Notify Halton Region Public Health immediately and follow all directions provided
- Notify the Child Care Quality Assurance and Licensing Branch **Regional Manager** (Ministry of Education)
- Follow Halton Region Public Health's advice with respect to the appropriate process for notifying parents with children enrolled at the centre
- Notify **Director of Children's Services**
- Follow the regular **Serious Occurrence** (SO) reporting requirements (including submitting a SO report in the Child Care Licensing System and posting the SO notification form).

Testing for COVID-19

- Symptomatic staff and children should be referred for testing. Testing of asymptomatic person should only be performed as directed by Halton Region Public Health as part of outbreak management.
- Those who test negative for COVID-19 must be excluded until 24 hours after symptom resolution
- Those who test positive for COVID-19 must be excluded from the centre for 14 days after the onset of symptoms and clearance has been received from Halton Region Public Health
- Asymptomatic contacts of a confirmed case may consider going for testing for COVID-19 within 14 days from their last exposure. If they test negative and become symptomatic after the negative test, they should be re-tested. Contact Public Health for further instruction as necessary.
- Asymptomatic contacts must remain in self-isolation for 14 days from their last exposure to the case, even if they get a negative test result.
- Staff who test positive for COVID-19 inform their manager of the positive test result; the manager contacts Halton Region Public Health and follows their direction; Outbreaks may be declared in collaboration with the centre and Halton Region Public Health

NOTE: Childcare staff who are tested as part of the surveillance screening are not required to self-isolate and may return to work as long as they pass the daily entrance screen for the centre.

Surveillance

Ensuring that all environmental conditions are constantly monitored is essential in preventing and reducing illness. Staff must monitor for an increase in above normal amount of illnesses among other employees and children by looking at the normal occurrence of illness at that location and during the specific time period. Ensure surveillance includes the following:

- Observe children for illness upon arrival
- Active entrance screening is required for anyone entering the centre. Anyone who fails screening criteria will not be allowed into the centre

- Record symptoms of illness for each child including signs or complaints the child may describe (e.g., sore throat, stomach ache, head ache) on the OPCC Entrance Screen form
- Record the date and time that the symptoms occur and complete the accident/illness form for that child
- Keep all entrance screen records on site
- Record the program room the child attends (e.g., classroom/description/cohort)
- Record attendances and absences on attendance sheet; as well as indicating absences in the log book

Returning from Exclusion Due to Illness
Staff/children who are being managed by Halton Region Public Health (e.g., confirmed cases of COVID-19, household contacts of cases) should follow instructions from Halton Region Public Health to determine when to return to the centre.

As well as the above information on COVID-19 signs and symptoms, parents are required to keep their child at home if they display any of the following:

- ❖ Fever (anything over 37.8^{o} C)
- ❖ Respiratory symptoms
- ❖ Diarrhea/vomiting
- ❖ Skin problems(undiagnosed)
- ❖ Eye/Nose drainage- thick mucus or pus draining from an eye or nose
- ❖ Sore throat
- ❖ Cough
- ❖ Itching (persistent of body or scalp)
- ❖ Head lice– *a medical note is required stating your child is clear of lice and/or nits before he or she can return to program*

OPCC, at the discretion of the Manager or Executive Director, may require a Doctor's note for a child to return to the program. The information being collected is for the sole use of OPCC (including staff and representatives). Personal information will not be shared or sold to any third parties, without your consent, except in instances where we are required to do so in accordance with health and safety requirements or other legal obligations.

In the event that your child becomes sick during a program (other than signs and symptoms of COVID-19), the parents are called first and then, if the parents cannot be reached, we call the emergency contact to pick up your child. Appropriate care is provided until the parents or emergency contact arrives. If your child is ill or will be absent from the program, please inform the teacher at departure time on the previous day or contact our office at 905-849-6366. A first-aid kit is kept in the classroom and accessible to all staff. Parents will be required to sign off on the accident/illness form when need be, and a copy will be provided. All program staff is required to have a valid certificate in standard First Aid, including infant and child CPR

Exemptions from immunization – if your child is exempt from immunization, then a Statement of Conscience form or Religious Belief form must be completed by a "commissioner for taking affidavits" (i.e. must be notarized). A Statement of Medical Exemption form for medical exemption to immunization must be completed by a doctor.

Allergies and Administration of Medication

The Centre will not administer any medication (prescription or non-prescription ie; Tylenol etc.), except in the event a child requires emergency medication in response to an allergic or life threatening condition. If your child has an epinephrine auto injector or a rescue reliever inhaler, **please contact the Manager to complete the required forms**. **This package must be completed before your child can start in the program.** If there are any changes in a child's medical condition, it is the parent's responsibility to contact the Manager immediately. OPCC, at the discretion of the Executive Director, may refuse to undertake responsibility for administering medications or procedures, which staff does not have the expertise to administer.

Individual Plans

OPCC will create individualized plans for children with special needs and/or medical plans and/or anaphylaxis plans. All Educators and visitors are to review, understand and adhere to children's individualized plans. These will be signed off annually and/or when plan is modified. The Manager will review individual plans with staff, students and volunteers. If you have any questions, please let us know.

CHILD GUIDANCE

It is the purpose of OPCC and this program to provide a warm, caring environment in which each child feels safe and secure. Consistent limits for behaviour have been set, appropriate to the developmental level of the child and deal with health and safety, appropriate use of the equipment and the rights of each individual. We believe that the child responds best to positive direction, using encouraging language and tone of voice. The child learns respect for others by being given respect for himself/herself. Our child guidance policies reflect this philosophy. Methods used include:

- Redirection – guiding a child into an acceptable option when engaged in an unacceptable activity
- Natural and Logical Consequences
- Limit Setting – boundaries are developed by the teachers for the children as a group or for individual children, according to each situation
- Modeling
- Providing choices
- Anticipating conflict – planning and preparation of the environment
- Positive reinforcement and encouragement

If a difficult situation arises with the child, the teacher may discuss appropriate solutions in co-operation with the parent. Any disciplinary practice based on negative control technique is not allowed. The provision of Prohibited Practices forbids corporal punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. These practices are never permitted in our Centre.

All employees, program staff, students and volunteers are required to ensure that the following list of prohibited practices are <u>not committed</u>:

- corporal punishment of the child; including but not limited to any harsh discipline of any kind; Spanking, hitting, slapping or other abusive physical control
- physical restraint of the child, such as confining the child to a high chair, 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 the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- 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 and any type of behaviour that is sexually abusive

PARENT ISSUES AND CONCERNS POLICY AND PROCEDURE

Parents/caregivers are encouraged to take an active role in our Discovery Station program and regularly discuss what their child is experiencing with our program. As stated in our program statement, we support positive and responsive interactions among the children, parents/caregivers and educators, and foster the engagement of and ongoing communication with parents about the program and their child. Our educators are available to engage parents in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents are taken seriously by OPCC and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible. When necessary, a **virtual** meeting will be arranged in a timely manner that is suitable to all, in order to have an open discussion between the parents, educators and Manager. This meeting will help support communication and positive relationships.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents within 24 hours. The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved. Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents, children, educators, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party. If at any point a parent, educator or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the Manager or the Executive Director. As well, if a parent is not satisfied with the response or outcome of an issue or concern, they may also address the issue/concern with the Executive Director or OPCC's Board of Directors. Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act.,* can be reported to the Ministry of Education's Child Care Quality

Assurance and Licensing Branch. Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, etc.) where appropriate.

EMERGENCY MANAGEMENT POLICY

OPCC takes pride in the fact that safety is a priority in our Discovery Station program and all of our programs. OPCC has emergency management policies and procedures in place if an emergency arises while children are in our care. If necessary, we will evacuate the children to our safe place and once children are settled safely, parents/caregivers will be notified.

Our safe place for our NSR-Main site is our NSR-Satellite location, at 481 North Service Rd W., #25.

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

As soon as possible, OPCC must notify parents of the emergency situation and when the all-clear has been given. Where emergencies have occurred that did not require evacuation of the child care centre, OPCC must provide a notice of the incident to parents.

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

If staff, parents and/or children have experienced distress from a crisis situation that occurred at OPCC, then the Executive Director/Manager will support and work with the appropriate agencies to assist in the recovery process to ensure help is given to those that require it.

Please contact the Manager if you have any questions at any time.

REPORTING PROCEDURES

Incident/Accident Forms

OPCC is required to complete an Incident/Accident Form in the event of an injury. These forms are shared with the parents and must be signed by the parent at pick-up and given a copy. The original forms are then kept in the child's file.

Serious Occurrence

A severe situation or injury warrants immediate attention and action. **Any suspected or confirmed cases of COVID- 19 is considered a serious occurrence and will be reported as required. A person is suspected of having COVID-19 if they exhibit symptoms of virus and has been tested or has indicated that they will be tested.** It is the responsibility of the Teacher to report immediately any occurrence, or suspected occurrence, to the Manager and/or the Executive Director. A preliminary report will be completed by the Manager/Executive Director, and the occurrence will be reported to the Ministry of Education-Child Care Quality Assurance and Licensing Branch. Part of our serious occurrence procedure is to post the Serious Occurrence Notification form at the site of the incident so parents can have access to this information. This will be posted in a visible area for 10 days.

Concerns about the Suspected Abuse or Neglect of a child

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/caregiver expresses concerns 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*.

This booklet has been designed to provide you with detailed information regarding our Discovery Station program. If you have any questions or concerns, please give us a call at 905 849-6366.