

LICENSED PROGRAMS

General Information Booklet



Oakville Parent-Child Centre

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Revised April 2024

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OPCC - WHO WE ARE

Oakville Parent-Child Centre (OPCC) has been serving the Oakville community since 1980. As a not for profit centre, we offer a variety of programs and services including drop-ins, parenting support & workshops, Discovery Station licensed full and half day programs, Oakwood After School Program 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, Discovery Station 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, Family Day at the Town, Dad’s Hike and Teddy Bear Picnic
- Discovery Station 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 school year, using the ELECT document as our framework
- OPCC has a 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
- In our licensed programs, varied and nutritious snacks and lunches are provided in accordance with Canada's Food Guide – see menus posted by our licensed program rooms; further details are in our General Information Booklet
- 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 childcare

- In our full day licensed program, the children are required to have a minimum of 2 hours of outdoor play each day – we will have an hour of outdoor time in the morning and in the afternoon. During our time outdoors, the educators will provide a variety of activities engaging their large muscles but also providing fine motor activities. If the weather does not allow us to go outside (rain or extreme temperatures) we will provide gross motor activities indoors, both in the morning and afternoon.
- Our half day licensed program does not require an outdoor playground. We understand the need for children to build their gross motor competence, so we are able to offer some time outside on the playground – if we cannot go outside, we will engage in 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
- In our After School program, children will be outdoor for a minimum of 30 minutes per day depending on the weather – if we cannot go outside, we will plan on doing indoor gross motor activities in the gym

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 encouraged 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 Licensed Childcare Programs are **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 childcare and learning in the Halton childcare 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, Cool Kids Camp, After School Program, and Ready Set School programs are 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 childcare 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 schedule of the licensed programs that are offered at this time is listed specifically on the **Fee Schedule** which will indicate the start date, days the program is running, times offered and the cost of the programs. Please refer to the **Fee Schedule** for the program you are interested in to find this information.

REGISTRATION FEE

The Registration Fee will be charged at the time of confirmation for each program. This is a one-time non-refundable administrative fee. Please refer to the **Fee Schedule** for the cost of the Registration Fee which varies depending on the program you are registering for.

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. Priority will be given to children that are waiting for a space that have siblings already enrolled. As well, priority will be given to a current family that wants to increase their days of care.

TAX RECEIPTS

Receipts will be issued at the end of the calendar year and will be emailed 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 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***, which is a non-base fee. 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. If a child is removed without notice, your payment will be withheld.

DECLINED PAYMENT SERVICE CHARGE

OPCC will charge a service charge for any payments that are made for your child's program fees that are

declined when the recurring payment is charged on the first of each month. This non-base fee **service charge will be \$20.00** and will be payable at the time of reprocessing of the monthly payment.

LATE PICK UP POLICY

If you anticipate being late, please arrange for an alternate pick up. To respect the schedule of our Educators, OPCC has a late fee policy in effect, which is a non-base fee. **A late fee of \$1.00 per minute, per child will be charged after our closing time.** This fee will be charged to your credit card on file and will be confirmed with you when the late pick up takes place. Repeated lateness may be cause for your family to be withdrawn from the program. Please note: we do not issue receipts for late payments. Should you be late, every effort will be made to reach you and your emergency contact person. If we have not been able to contact someone to pick up your child after 90 minutes from the closure time, a call will be placed to Halton Children’s Aid Society for consultation. There is no exception to this policy.

CANADA-WIDE EARLY LEARNING AND CHILD CARE SYSTEM (CWELCC)

OPCC is part of the CWELCC System that started in 2022. Since OPCC has been successful in becoming a provider under this program, families are eligible for a reduction on all base fees in the child’s licensed program. Base fees include program fees and registration fees. Cancellation fees, late fees and one-time charges will not be reduced as they are non-base fees. The CWELCC system is for children 18 months up to and including 5 years. School Age programs are not eligible for this reduced fee. For 2023, program fees have been reduced and the next reduction in program fees will be September 2024. Please refer to the **Fee Schedule** for program rates.

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. In addition, if **buses are cancelled** then our Discovery Station and Ready Set School programs will also be canceled. You can check the HDSB 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 or bus cancellation information. You can sign up for our emails on our website at www.op-cc.ca. **Please note that we do not call parents on snow or inclement weather days.** Parents will not be reimbursed for cancellations due to weather conditions.

OPCC also follows the Board’s scheduled closures for our licensed programs, for two weeks at Christmas (Winter Break) and one week at March Break. The Centre is closed for all Statutory Holidays as well as Family Day, Easter Monday, August Civic holiday and September 30 for National Day for Truth and Reconciliation. The After School program will be operating as usual on September 30 for National Day for Truth and Reconciliation. OPCC will survey the families of the After School Program to determine viability of offering a program on the Winter Break and March Break closure and PA Days.

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. Annually, we hold a half day training session in the fall. Once this training date has been confirmed, we will advise families of the date and time, giving at least 30 days’ notice.

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 licensed 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 child care 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.

PROGRAM INFORMATION

Meet and Greet

In the Discovery Station Half Day, 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. In our Discovery Station Full Day program, a prearranged time will be set up for you to come and visit with your child, before their first day.

In the After School program, we will be connecting with you to set up a time for you and your child to come in and meet the educators and ask questions. This visit may be set up in June or at the end of August.

Age Groupings

Our standard age groupings are 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. For alternate age groupings, please view the fee schedule specific to the program you are interested in.

In the After School program, we will offer a Kindergarten group and a School Age group at Oakwood Public School. These two groups will be offered in separate classrooms within the school.

As of January 2024, our Half Day program is only offered for the preschool age group only. Our Full Day program will be offered in both the toddler and preschool age groups.

Arrival and Pick-Up

When you arrive, take your child to their program room and wait at the classroom door for an educator to receive your child. They will do a daily visual entrance screen, verifying that your child is well to come to program. 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 their classroom door, and an educator will call your child to come out to you. 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.

For additional details for the After School program, please refer to the end of this document.

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 Educators 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 for our programs during the year, in which we will share some of the activities we focused on, what the children observed, as well as interests we may have explored. In all of our programs, educators will prepare learning stories of the children engaged in their activities – this will be shared and posted.

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 licensed programs and may vary based on the ages of the children and each individual group. Our programs follow the education requirements of the Ministry of Education and aligns with the Halton District School Board curriculum. The Discovery Station Half Day program is 3 hours and the Full Day programs are offered from 8:00 am to 4:00 pm. For the specific program you are interested in, please view the **fee schedule**.

On the bulletin board near your child's classroom, each group will post;

- Daily Exploration – this will provide families with an overview of what the children did in the program
- Snack menu and lunch menu (for full day programs)
- Daily schedule
- 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 follow the children's interests
- 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

Walks

Our programs may include 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 (for toddlers and preschool groups)

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 trail 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 unless it is a Town of Oakville play structure, once at the park the environmental check list will be completed. 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.

In the Oakwood After School program, we may walk to the front of the school or another area on the school property. If the children leave their classroom, a sign will be posted informing parents of our location. For information on outdoor play in the After School program, please refer to the end of this document.

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 during the winter months (no slippers or flip-flops please). Please provide a bag with your child's initials to store the extra clothing (e.g. "JT"). If your child has dirty clothing, we will send it home. All creative supplies used in the program are non-toxic, safe and washable but not all stains washout! Please do not leave valuable items at the centre or that special item that is 'dear' to your child, items are left at your own risk.

Diapers

It is not anticipated that all children will be toilet trained, so if necessary, please provide spare diapers 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!

Snacks and Lunch

In all of our programs, we provide a nutritious snack along with filtered water. In our Full Day programs, we will provide a catered lunch by Wholesome Kids Catering and milk will be served. Children's special dietary needs and allergies are posted both in the food preparation area and in the classroom. Monthly menus will be posted on the bulletin board near your child's classroom. We attempt to provide a nut free environment and all of our snacks and lunches meet the recommendations set out in Canada's Food Guide.

If a parent/caregiver of a child who has a special diet and they wish to bring in their own food, they may. However, these guidelines need to be followed: any food items that are provided by a parent/caregiver must be labeled with the child's name and the ingredients listed; food items should be part of Canada's Food Guide (e.g. no 'junk' food please); must be nut free and free of other allergens that a child in their class may have an allergy towards, and a plan in place in case a snack is forgotten. Please contact the manager to discuss this special request.

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, please let the Supervisor know and we can make arrangements for this. 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.

Please refer to the end of this document for additional information for the After School Program.

Connecting with your Child's Educator

We are happy to be resuming some of our group celebrations with families at the Centre. Please refer to the monthly reflections for special upcoming dates, watch for notices posted and emailed, and keep in touch with the teachers for any special events. Parents are welcome to request a meeting or phone call to connect with their child's educator and to get further updates about their child. Also, the educators will be sending home information and updates regularly through documentation and reflections. We welcome any conversations or questions at any time, please keep in touch with us!

“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 developed based on the *ELECT* document. This will be prepared for all licensed programs except those offered only in the summertime.

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 health and safety protocols will be performed daily.

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 1:100 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.

Procedure

All products including cleaning agents and disinfectants must be out of reach of children and labelled.

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 1:100 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 1:100 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 1:100 bleach and water solution. The contact time for disinfecting is **one minute**

Clean and disinfect frequencies for other surfaces and items:

Cleaning and disinfecting routines **must** be increased as the risk of infection 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 daily 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 daily)
- **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 daily and as often as necessary** (i.e., when visibly dirty or contaminated with body fluids)
- Low-touch surfaces (any surfaces at your location that has minimal contact with hands), must be cleaned and disinfected weekly or as needed (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 **1:10 bleach and water solution** in and around the spill area and allow the appropriate **one minute** disinfecting contact time
8. A final rinse is required if children come into contact with the area
9. Remove gloves as directed and discard them immediately
10. 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.

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 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, parents and visitors **must wash hands upon entry** into the program room (or use handsanitizer). When children enter licensed programs, the educators will wash their hands with soap and water.

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 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 be ensured 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. Hand sanitizer, containing at least 60% alcohol content, is at the main door entrance, which it is available to those who wish to use it upon entering the building, while remaining out of reach of children.

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.

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 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

Parents are required to keep their child at home if they display any of the following:

- ❖ Fever (anything over 37.8° 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, 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 educators 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 are 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

OPCC staff are permitted to administer prescription medications with written permission from a parent/guardian. All medications must be in their original container, and labeled with your child’s name, medication name, dosage, the date of expiry, and instructions for storage and administration. Parents must complete the Administration of Medication form prior to staff accepting any medication into the program.

OPCC will not administer over the counter medications without a supporting prescription or doctor’s note that includes the child’s name, the name of the medication, dosage, and clear instructions when to administer.

If your child has an epinephrine auto injector or a rescue reliever inhaler, **please contact the Manager to complete therequired forms. This package must be completed before your child can start 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.

All medications are stored in a locked container, out of the reach of children. Emergency medications including epi-pens and asthma inhalers will be kept in the classroom and with your child at all times, allowing for ease of access in an emergency.

All medications must be handed directly to the educators/site supervisor and must not be left in your child’s bag where it could be accessed by another child.

OUTDOOR AND PLAYGROUND SAFETY POLICY

Outdoor play is an integral part of the daily schedule and plays an important role in the development of children’s overall well-being. In order for children to thrive in outdoor play, it is crucial that there be sufficient toys and equipment for children to engage in active play and that educators engage as active participants in the play.

The *How Does Learning Happen? Ontario’s Pedagogy for the Early Years* document describes how children thrive in programs where they can engage in vigorous physical play in natural outdoor spaces and playgrounds that present manageable levels of challenge. In addition to providing physical benefits, active play outdoors

strengthens functioning in cognitive areas such as perception, attention, creative problem solving, and complex thinking.

Oakville Parent-Child Centre is committed to ensuring that the outdoor and playground spaces provide a safe and well-supervised environment for children's play and meet Canadian Standards Association (CSA) standards.

- OPCC will ensure that there are enough play materials available that are appropriate for the children's age and learning and developmental needs during outdoor play.
- The maximum capacity of the playground will not be exceeded at any time.

Playground Inspections/Checks

- Outdoor play space, fixed play structures and surfacing checks will be conducted on a daily, monthly and annual basis.
- All playground inspections will be documented. All documentation and reports will be filed by the site supervisor in the playground inspection binder.
- The certified playground inspection will be conducted by a third party inspector who:
 - Has declared non-conflict of interest including declaration of non-affiliation with playground equipment and protective surface manufacturers, suppliers and/or other contractors involved in the retrofit, upgrade or repair of the playground equipment and protective surfaces;
 - has proof of current Professional Errors and Omissions insurance coverage; and
 - has proof of playground inspector certification.

Repairs and Maintenance

- All items identified in the checklists as requiring repair will be documented in the repair log and repaired or addressed in a timely manner. Note: the amount of time required will depend on the scope of the work and who is required to conduct the repairs.
- Documentation on the repair log will also include:
 - the date the issue was identified;
 - documentation of what steps and efforts have been taken to address any identified items which cannot be repaired immediately due to circumstances out of OPCC's control; and
 - the date the related repairs were completed.
- Where outdoor space or playground repairs cannot be completed immediately, the area or space requiring repairs will be sectioned off to prevent children from using that area in order to protect their safety and reduce the risk of injury. Children will be supervised at all times during outdoor play to ensure that they do not approach or use spaces that are sectioned off pending repairs.
- Any repairs requiring alterations or renovations to the playground premises will not begin until site or playground plans are approved by a Ministry of Education Director.

Compliance with the CSA Standards

- Any outdoor play space, fixed play structure or surfacing under those structures that is constructed or renovated will meet the requirements set out in the Canadian Standards Association (CSA) standard.
- Written confirmation of compliance with the CSA standard will be obtained from a Certified Playground Safety Inspector, upon completion of any repairs or renovations which have resulted in a non-compliance with the CSA standard as outlined in a playground inspection report.

Supervision

- Children will be supervised at all times during outdoor play.
- Staff will position themselves throughout the playground and rotate their position where required to ensure children can be visually supervised while engaging in play.
- Staff to child ratios will be maintained on the playground at all times.
- Reduced ratios will never be used on the playground.

- Toddler and preschool children will not be on the playground at the same time.
- Staff will ensure that there all gates are securely closed at all times.

Documentation and Report Retention

- All documentation and reports related to the playground will be:
- Kept for three years from the date they were created and/or updated (whichever date is most recent); and
- Made available for Ministry of Education staff to review at all times.

SLEEP SUPERVISION POLICY AND PROCEDURES

Children’s sleep and rest play an integral part in a child’s well-being and development. The purpose of this policy and procedures are to provide staff, students and volunteers with rules and procedures to follow to safeguard children from harm, injury or death while sleeping.

Procedures for monitoring sleeping children reduce the risk of harm or injury so that educators can look for and identify signs of distress and implement immediate responses to protect the health and safety of children.

General

- All children will be provided with the opportunity to sleep or engage in quiet activities based on their needs.
- Only light, breathable blankets will be used for children.
- Children 18 months or older but younger than 30 months, will be provided time to sleep for a period of no more than two hours each day, and will be assigned to a cot.
- Children 30 months or older but younger than six years old, will be provided with a cot.

Placement of Children for Sleep

- Children over 18 months of age who sleep will be placed on individual cots for sleep.

Consultation with Parents

- All parents of children who regularly sleep at the centre will be advised of the centre’s policies and procedures regarding sleep at the time of their child’s enrolment and/or any time the policies and procedures are revised, as applicable.
- The Site Supervisor/designate will consult with parents about their child’s sleeping arrangements at the time of enrolment and at any other appropriate time (e.g. at the parent’s request).
- Written documentation will be kept in each child’s file to reflect the sleep patterns identified by their parent, and updates to the documentation will be made whenever changes are communicated to the centre.
- All sleep arrangements will be communicated to program staff by the Site Supervisor/designate after meeting with the parent/guardian.
- Parents will be advised by the supervising educators of any significant changes in their child’s behaviours during sleep and/or sleeping patterns.
- Staff will document their observations of changes in a child’s sleep behaviours in the daily written record and in the child’s file, if necessary.
- Any changes in sleep behaviours will result in adjustments being made to the child’s supervision during sleep time, where appropriate, based on consultation with the child’s parent.

Direct Visual Checks

- Direct visual checks of each sleeping toddler (i.e. every child aged 18 months – 30 months) will be

conducted to look for indicators of distress or unusual behaviours. Direct visual checks will be documented by staff by recording on the Direct Visual Checks log for each child.

- Direct visual checks are not required for children engaging in quiet activities, but these children will be supervised at all times.
- The frequency of direct visual checks and the steps to complete them will depend on the typical sleep patterns of each child and their age, as identified in the sleep supervision procedures provided in this policy. At a minimum, the direct visual checks must be completed every 30 minutes, starting once the child has been placed on their cots, and all checks must note the time and be initialed by the educator completing the check
- Staff will ensure that all sleep areas have adequate lighting available to conduct the direct visual checks of sleeping children. The lighting can be adjusted by adjusting the blinds or the dimmer switch on the pot lights.

For children that do not sleep:

The monitoring and supervision of children who do not sleep will continue on as in the normal free play routine; the children can engage in quiet activities to allow those that are sleeping a quiet rest. Regular ratios will be maintained during the quiet rest time.

SAFE ARRIVAL AND DISMISSAL POLICY

The safety and well being of children is a high priority at the Oakville Parent-Child Centre. This policy will provide staff with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care.

- Oakville Parent-Child Centre will ensure that any child receiving child care at the centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to. The centre will not release any children from care without supervision.
- Parents are able to advise their child's educator in advance of any planned absences or can notify OPCC via a phone call by calling the main office at 905-849-6366; a text by texting 905-919-3495 or emailing at info@op-cc.ca.

Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into care

- When accepting a child into care at the time of drop-off, program staff in the room **must**:
 - greet the parent/guardian and child
 - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed as an emergency contact or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email)
 - document the change in pick-up procedure in the daily written record
 - sign the child in on the classroom attendance record

Where a child has not arrived in care as expected

- Where a child does not arrive at the centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom **must**:
 - If a child does not arrive as expected staff shall commence contacting the child's parent/guardian **no later than 9:30 am**. Staff shall call the child's parent/guardian, if no response is received, they are to leave a message and then call the next emergency contact person listed
 - Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record
- In our After School program at Oakwood Public School, educators will check in at the school office before dismissal time to confirm which children are away for the day.

Releasing a child from care

- The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization

Where a child has not been picked up as expected (before centre closes)

- Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up within 30 minutes of the specific time, the program staff shall contact the parent/guardian **via a phone call** and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must leave a message for the parent/guardian. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child, the staff shall contact the next emergency contact, wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed"

Where a child has not been picked up and the centre is closed, or the program is over

- Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 4:15 pm or 15 minutes after the program is over, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
- One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian

- If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall begin contacting the emergency contacts listed in the child's file
- Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 5:30 pm or 1.5 hours after the program is over, the staff shall proceed with contacting the local Children's Aid Society (CAS) 905-333-4441. Staff shall follow the CAS's direction with respect to next steps.
- See OPCC Late Pick Up Fee for details in this booklet

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 educators 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 educator 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 not committed:

- 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 highchair, 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/guardians are encouraged to take an active role in our childcare centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, childcare providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

If a parent has a concern related to the program room, parents are to raise the issue or concern to the classroom educators directly. If the issue is unresolved, parents and educators are to bring the concern to the Supervisor/Manager or Executive Director. Any issue or concern about conduct of educators, volunteers, students, visiting professional, Supervisor should be addressed with the Supervisor/Manager or Executive Director. For issues or concerns that puts a child's health, safety and well-being at risk should be reported to the Supervisor/Manager or Executive Director as soon as the parents/guardians become aware of the situation.

All issues and concerns raised by parents/guardians are taken seriously 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. Investigations of issues and concerns will be fair, impartial and respectful to the parties involved. Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, 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 by any party. If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

When staff receives an issue/concern or complaint from a parent/caregiver, the following procedures should be followed: (note this is different from a parent inquiry e.g. why is my child not eating snack? etc.)

- Staff should accompany the parent to a location that is away from the program and children to discuss without interruption.
- Staff should listen to what the parent complaint is about and deal with it quietly and calmly. At all times be professional, approachable and positive. Reassure the parent that the issue will be addressed as quickly as possible.
- If the complaint relates to a childcare issue about the program, then the parent should be referred to the educators for that program.

- If the issue cannot be resolved, then the staff member will advise the parent that she will pass this complaint on to the Supervisor/Manager. If the parent is still upset, then the staff should advise the parent to contact the Supervisor/Manager as well.
- Thank the parent for bringing this complaint to your attention.
- When the staff is finished the program, she must contact the Supervisor/Manager immediately to notify about what has occurred – Be prepared to give details about complaint, who the parent/caregiver is, and any other pertinent information.
- Once staff has advised the Supervisor/Manager about this complaint, then she needs to make detailed notes including all pertinent information and submit it to the Supervisor/Manager the same day. The Supervisor/Manager will contact the parent to discuss the complaint **within 24 hours** of receiving the information about the complaint and relay the situation to the Executive Director. If necessary, a 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 Supervisor/Manager. This meeting will help support communication and positive relationships. The person who raised the issue/concern will be kept informed throughout the resolution process.
- Depending on the severity of the complaint, Children’s Aid Society and/or the Ministry of Education may be contacted to report this incident – see Procedures for Reporting a Serious Occurrence, and procedures for reporting an incident to the Children’s Aid Society.
- The Supervisor/Manager will contact the staff member to advise of the outcome of the discussion and will advise of any changes that may result from this complaint.

When a Supervisor/Manager receives an issue/concern or complaint from a parent/caregiver or an outside observer, the following procedures should be followed:

- The Supervisor/Manager should accompany the parent to a location that is away from the program and children to discuss without interruption.
- The Supervisor/Manager will listen to what the parent is concerned about and deal with it quietly and calmly. She will reassure the parent that the issue will be addressed as quickly as possible.
- The Supervisor/Manager will thank the parent for bringing this complaint to our attention.
- The Supervisor/Manager will determine what staff are involved with the complaint and address this with them, obtaining more information and details about the situation.
- Once the Supervisor/Manager has discussed this situation with the staff involved, then the staff may be required to make detailed notes about the complaint.
- The Supervisor/Manager will advise the Executive Director about the complaint, giving full detailed information. At this point, the Executive Director and the Supervisor/Manager will decide what the next steps are in resolving the situation.
- Once a resolution has been decided, or if necessary, a 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 Supervisor/Manager. This meeting will help support communication and positive relationships.
- If a meeting is not required and a resolution has been decided, the Supervisor/Manager will follow up with the parent advising them about the outcome.
- Depending on the severity of the complaint, Children’s Aid Society and/or the Ministry of Education may be contacted to report this incident – see Procedures for Reporting a Serious Occurrence, and procedures for reporting an incident to the Children’s Aid Society.
- The Supervisor/Manager will contact the staff members to advise of the outcome of the discussion and will advise of any changes that may result from this complaint.

Once OPCC’s Executive Director and Supervisor/Manager have completed their investigation about the complaint, then the staff involved may be suspended or terminated.

EMERGENCY MANAGEMENT POLICY

OPCC takes pride in the fact that safety is a priority in our licensed programs and all of our other programs too. 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.

Our safe place for our Oakwood PS is the Kerr Street Mission, located at 485 Kerr Street.

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. Please note that parents will be notified if an emergency situation occurs via telephone and email. Where emergencies have occurred that did not require evacuation of the childcare 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. 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*.

ADDITIONAL AFTER SCHOOL POLICIES

Hours of Operation

During the school year the Oakwood Afterschool program will operate Monday-Friday from 2:30 p.m. to 6:00 p.m. and on non-instructional days (e.g. PA Days, camp), if the program is deemed viable, it will operate from 9:00 a.m. to 5:30 p.m. We may need to survey the families to determine the viability of the program for non-instructional days.

Security Measures – Entry Access to Oakwood Public School

Oakwood Public school has locked entry points which are secured by a keypad. Parents will be provided with the passcode upon enrolment into the program and are expected to keep this passcode confidential. Please ensure that you do not allow any other adults into the building when you enter. All families are expected to ensure the door closes and is secure when they enter and exit. OPCC will be posting a sign where the children are on the school premises if they have moved out of their classroom.

The Safe Schools Act

In the After School program, we are required to follow the Safe Schools Act, 2000, which requires all schools in Ontario to provide a safe and welcoming school, develop a code of conduct and consequences for infractions, and implement a program of bullying and harassment prevention. OPCC is a partner with Oakwood Public School and is required to report to the school principal any student involved in an incident of bullying, harassment, violence, suspected child abuse or neglect or infraction of the code of conduct. In the event that your child receives a ‘mandatory’ suspension or expulsion from school, then your child cannot attend OPCC’s After School program for the duration of the suspension.

Late Pick Up Policy

If you anticipate being late, please arrange for an alternate pick up. To respect the schedule of our Educators, OPCC has a late fee policy in effect, which is a non-base fee. **A late fee of \$1.00 per minute, per child will be charged after our closing time of 6:00 pm during the school year.** This fee will be charged to your credit card on file and will be confirmed with you when the late pick up takes place. Repeated lateness may be cause for your family to be withdrawn from the program. Please note: we do not issue receipts for late payments. Should you be late, every effort will be made to reach you and your emergency contact person. **If we have not been able to contact someone to pick up your child after 90 minutes from the closure time, a call will be placed to Halton Children’s Aid Society for consultation.** There is no exception to this policy.

Outdoor Play

Children in the Oakwood After School program will spend a minimum of 30 minutes outside daily during the school year (as per the Child Care and Early Years Act). During their outdoor time, children will have the opportunity to extend and build upon their indoor classroom experiences, and continue to develop their gross motor skills, social skills, problem solving skills and more. Children will go outside in temperatures up to 33 degrees Celsius, and as low as –20 degrees Celsius in the winter. Educators will take into consideration the wind chill, air quality and UV indexes for the day when determining the length of time the children will be outside. As it is a licensing requirement to maintain staff to child ratios, we are unable to accommodate any request for children to stay indoors while their class participates in outdoor play. Therefore, our general policy for all childhood illness is “if they are too sick to participate fully in the program (including outdoor play), then they

may be too sick to be at school”. Please ensure that your child is dressed appropriately for hot, cold, rainy or snowy weather so that they can fully participate and explore their outdoor environment. If there is inclement weather and the children cannot go outside, we will provide indoor gross motor activities.

Water Bottles

The Ministry of Education requires that water be available for each child in a labelled water bottle/cup. Parents are required to bring in a water bottle that is clearly labelled with their child’s name. Water bottles will be sent home daily to be cleaned and returned with the child the next day. Staff will ensure that the water bottles are filled and available to your child during both indoor and outdoor time.

Administration of Medications

OPCC staff are permitted to administer prescription medications with written permission from a parent/guardian. All medications must be in their original container, and labeled with your child’s name, medication name, dosage, the date of expiry, and instructions for storage and administration. Parents must complete the Administration of Medication form prior to staff accepting any medication into the program. You may contact the Supervisor for this form ahead of time, in order for us to administer the medication at the end of the day.

All medications are stored in a locked container, out of the reach of children. Emergency medications including epi-pens and asthma inhalers will be kept in the classroom emergency backpack for ease of access in an emergency. If parent permission has been given, children may be permitted to wear their emergency medication on themselves (e.g. in a fanny pouch).

All medications must be handed directly to the educators and must not be left in your child’s bag where it could be accessed by another child. OPCC will not administer over the counter medications without a supporting prescription or doctor’s note that includes the child’s name, the name of the medication, dosage, and clear instructions when to administer.

Sun Protection

If parents would like their child to put on sunscreen in the after school program, they must provide a labelled bottle of sunscreen in an original container, for their child to keep at OPCC during the months between April and October (refer to Topical Creams below). Staff will assist with the application of sunscreen for the afternoon outdoor time as appropriate. A form giving us permission to apply this cream, must be completed.

Topical Creams

If your child requires a non-prescription topical cream (i.e. sunscreen, skin cream, lip balm, etc.) that is not needed for acute (symptomatic) treatment and is used for long-term daily use, OPCC requires the following process to take place.

Staff are permitted to administer the cream only under the following circumstances: Non-prescription/non-acute (symptomatic) treatment topical cream must be in its original container and clearly marked with the child’s name. Parents must complete the authorization form that gives specific instructions on when and how the non-prescription/non-acute (symptomatic) treatment topical cream is to be administered. Expired creams will not be administered. Prescription diaper cream will not be administered. The authorization form will be deemed current until the type of topical cream changes. When the type of cream changes then a new form will need to be completed.

Washroom

The location of the washrooms and drinking fountains in the schools are not directly within the after-school program classrooms; as such, staff are unable to directly supervise both due to their locations.

- The school age children will be accompanied by an educator to the washroom door. The children will line up in the hallway waiting their turn to enter the washroom and the staff will stay in the hallway with the children until everyone is finished using the washroom. The school age children will also be taken to the water fountain with an educator.
- All kindergarten children must be accompanied by a staff when leaving the classroom/playground to use the washroom or fountain

Personal Items

OPCC's educators work hard to provide an engaging and hands on program for the children, utilizing a variety of materials and resources. In order to support this approach, we ask that children do not bring their personal items into the program **including cell phones, tablets, video games etc.** OPCC will not be responsible for items brought in from home if they are lost or damaged.

PA Days, Winter Break and March Break Programs

OPCC may need to survey families to determine the viability of offering PA day programs, Winter Break and March Break. A separate registration will be required and registration information will be provided to families currently enrolled in the after school programs in advance of each PA day and/or school break.

We will provide 2 snacks each day, and families will send their child to the program with a nut free lunch. Details about the PA Days and March Break week will be provided at the time of registration.

This booklet has been designed to provide you with detailed information regarding our licensed programs. If you have any questions or concerns, please contact us at info@op-cc.ca or 905 849-6366.