



Parent Handbook for Child Care

Four Locations:

The Orchard School
5200 Corporate Drive
Burlington, ON L7L 7G7
905-336-8670

The St Gregory School
138 Sixteen Mile Drive
Oakville, ON L6M 0T7
289-813-2526

The Village School
203 Georgian Drive
Oakville, ON L6H 7H9
905-257-1313

The Rattlesnake Point School
1385 Kovachik Blvd
Milton, ON L9T 2X5
289-813-2526

This booklet provides the details, policies and practices to support the delivery of quality early learning and child care programs and before and after school programs.

Welcome to Parkview Children's Centre

You are valued here.

Your words matter.

Your behaviour matters.

**Our families, children and our teams'
matter.**

Please bring positive energy into this space

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PARKVIEW CHILDREN'S CENTRE PROGRAM STATEMENT

Vision: To be an innovative leader that supports and nurtures a diverse community where the **uniqueness** of each child is **welcomed** and **celebrated**.

Mission: We offer high-quality early learning and child care experiences through a Reggio Emilia inspired program focused on the Pillars of Learning. This is achieved through a caring, professional and adaptive team in partnership with families and our community.

Parkview Children's Centre believes and enacts the following principles in the delivery of its childcare and early learning program. This program statement is consistent with the Ministry of Education's policy statement on programming and pedagogy. All staff, volunteers, students and the Board of Directors will review this program statement annually. The School Director followed by reflective dialogue with staff will monitor compliance with the program statement by staff, volunteers and students through monthly observations and when needed the development of a performance improvement plan will take place.

The principles underlying the program and mission statement include:

1. Children are competent, capable, curious and rich in potential. This is achieved by staff:

a) Engaging children in the development of curriculum; Ensuring children have opportunities to express their thoughts and ideas; Supporting children with the exploration of their environment; Encouraging and facilitating inquiry; Providing developmentally appropriate materials that are challenging but not frustrating; Spending time with children and being partners in their play.

2. Promoting the health, safety, nutrition and well-being of the children. This is achieved by staff:

a) Adhering to all legislative requirements of the Child Care and Early Years Act (e.g. Playground inspections, Safe food handling); Observing the environment and making changes to ensure safety; Encouraging and modelling healthy eating habits of children through family style meals and snacks; Observing children and adhering to Child and Family Services Act and the Duty to Report Child Abuse requirement; Revising the schedule of the day and the curriculum to meet the needs of the children; Engaging community supports when there are concerns about the development of a child; Offering meals and snacks that meet Canada's Food Guide requirements and the Child Care and Early Years Act.

3. Supporting positive and responsive interactions among children, parents, childcare providers and staff. This is achieved by:

a) Children: staff facilitating experiences that promote interactions between children; setting up the environment to allow for collaborative experiences; inclusion of Second Step in curriculum planning for preschool aged children

b) Parents: staff communicating with parents during drop off and pick up times; ensuring daily communication boards are completed; coordinating special events where parents can network and interact with each other and staff; providing opportunities for parents to meet one on one with their child's teacher

c) Child care providers and staff: providing a staff room; regular, interactive staff meetings, special events for staff (pot-luck, celebrations etc.); access to School Director for reflective dialogue; engagement in professional learning about supporting positive interactions among children, with parents and peers

d) Staff, volunteers and students supervising children: monitor prohibited practices on an ongoing basis, through monthly observations and reflective dialogue by the School Director with staff, and when required performance improvement plans will be developed. In extreme cases, dismissal will take place. Prohibited practices include

i - Corporal punishment of a child by an employee of the operator, including physical, verbal, or sexual abuse; and

ii - Physical restraint of the child, such as confining the child to a highchair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else and is used only as a last resort and only until the risk of injury is no longer imminent.

iii-Locking the exits of the childcare 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 policy and procedures.

iv-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.

v-Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.

vi-Inflicting any bodily harm on children including making children eat or drink against their will.

4. Encouraging children to interact and communicate in a positive way and support their ability to self-regulate. This is achieved by: Observing children to understand each child; Staff planning and facilitating curriculum based on their observations (e.g.- Second Step for preschool children); Staff setting up and adjusting the environment to foster successful interactions and experiences (e.g.- level of light and noise, choices of materials and equipment); Professional learning for staff about self-regulation

5. Foster the children's exploration, play and inquiry.

This is achieved by staff: a) Observing children and planning curriculum based on their interests; Facilitating inquiry-based discussions with children and adjusting curriculum accordingly; providing open-ended materials; Participation in professional learning

6. Providing child-initiated and adult-supported experiences. This is achieved by staff:

a) Ensuring the schedule of the day provides time for both child-initiated and adult-supported experiences; providing open-ended materials and equipment for children to explore; encourage children to initiate their own play experiences

7. Planning for and creating positive learning environments and experiences in which each child's learning and development will be supported. This is achieved by:

a) Observation of the children and reference to the following documents when planning an inclusive curriculum and environment,

i. ELECT (Early Learning for Every Child Today)

ii. "How does Learning Happen" (*Well-being, Exploration, Belonging, Expression*) into curriculum planning and documentation

iii. Core concepts of the Reggio-inspired curriculum (*Collaboration, Image of the Child, Environment as a Third Teacher, Teacher as Researcher, Relationships, Transparency, Documentation, Provocation, Progettazione - making flexible plans for the further investigation of ideas and devising the means for carrying them out in collaboration with children, parents, and at times, the greater community, One Hundred Languages of Children - encouraging children to make symbolic representations of their ideas and providing them with many different kinds of media for representing these ideas*)

8. Incorporating 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. This will be achieved by:

a) Ensuring the schedule of the day provides a variety of activity level; Planning and offering curriculum activities in all domains, both indoors and outdoors; Setting up the environment to ensure areas for quiet and active play are available for all children; observing the children and facilitating activities based on their needs for active or quiet time.

9. Fostering the engagement of and ongoing communication with parents about the program and their children. This is achieved by:

a) Staff initiating meaningful dialogue on a daily basis with parents during drop off and pick up times; Completing daily report forms about each child; Providing various modes and contact points for feedback: website contact page, direct email, face to face contact with School Director (posted office hours), phone calls; Meet and greet and parent/teacher interview meetings; Memos from School Director, Executive Director and Board of Directors; Parent satisfaction surveys completed bi-annually; Encouragement for parents to visit the school and observe their child (found in the parent handbook).

10. Supporting staff, or others who interact with the children at a childcare centre in relation to continuous professional learning. This is achieved by:

a) Ensuring School Directors observe staff and facilitate regular reflective practice; Providing professional learning information and resources; Ensuring budget planning includes a professional learning expense line; Annual professional learning day for all staff; In-house professional learning during lunch time sessions; Quarterly staff meetings that include a professional learning component; Staff access to the internet for research; Providing staff with a membership at the professional resource centre (rotating basis); Orientation program for all new staff that includes but is not limited to: Health and Safety, Reggio-Inspired Curriculum, Intergenerational Program,

Accessibility; Documentation of professional learning in child care management software allowing School Directors to document areas of learning; Request feedback from staff about professional learning needs; Provide time for staff to participate in professional learning; School Directors engage in dialogue about professional learning needs and document these in the Performance Management Program package.

11) Involving community partners in the program. This is achieved by:

a) Ensuring staff have opportunities to dialogue with community partners to support the best interests of children and families; Invite community partners to participate within the program; Coordination of Service Coordination meetings to support families and staff.

12) Documenting and reviewing the impact of the strategies outlined in the Program Statement above. This is achieved by:

a) Reviewing goals at annual strategic planning meetings with management team; Referencing the goals when preparing feedback forums for staff and families; Prepare a summary document after all review activities and provide to the Board of Directors for review and action planning; Coordinating feedback forums with families.

13) Program Statement Implementation. This will be achieved by:

a) Providing staff with a copy for review and sign off; School Directors discussing the statement components during staff meetings; Management team discussing the statement components during staff meetings; School Director reviewing statement during curriculum plan review and approval process; Peer reviews of program statement implementation to be developed.

This program statement, together with the regulations that guide program development, pedagogy and practice in licensed childcare settings, is intended to strengthen the quality of programs and ensure high quality experiences that lead to positive outcomes in relation to children's learning, development, health and well-being.

Parkview Children's Centre names "How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014)" as the document to be used for the purpose of guiding our program under subsection 55 (3) of the Child Care and Early Years Act.

BOARD OF DIRECTORS

Parkview Children's Centre is a non-profit, charitable organization operated by a volunteer Board of Directors. The Board consists of up to three parents (one from each School) and other members from the community, to a maximum of nine members.

When parents enroll their children at Parkview Children's Centre, they automatically become members of our organization.

An Annual General Meeting (AGM) of the membership is held annually, and at which time the Board of Directors is elected. At least one parent from each family is strongly encouraged to attend the AGM.

Your vote is needed at the AGM to determine our next Board of Directors as well as completing other business. If you are unable to attend, you can provide your vote via proxy to the parent representative of your location.

The Board of Directors reserves the right to amend any of the foregoing policies

SERVICES OFFERED

We are licensed under the Ministry of Education and follow the requirements set forth by the Child Care and Early Years Act.

The centre serves children in the following programs:

Infants: 5 months - 18 months of age

Toddlers: 18 months - 30 months of age

Preschool: 30 months - 60 months of age

Kindergarten: (St Gregory & Rattlesnake Point locations only)

School Age: (St Gregory & Rattlesnake Point locations only)

HOURS OF OPERATION

Our operating hours are from Monday to Friday, 7:30am- 5:30pm.

COMMUNICATION

Emails and calls will be returned within 48 business hours. Emails and calls will not be responded to after business hours (evenings and weekends).

STATUTORY HOLIDAYS AND CENTRE CLOSURES

Parkview Children's Centre observes statutory holidays. Full fees apply when a statutory holiday falls on a day when your child is scheduled to attend.

- New Year's Day
- Family Day
- Good Friday
- Easter Monday (Professional Learning Day)
- Victoria Day
- Canada Day
- Civic Holiday
- Labour Day
- Thanksgiving
- Christmas Day
- Boxing Day

We close at **12:00pm** on Dec 24th and **1:00pm** on the 31st. Any statutory holiday falling on a weekend is recognized on a Friday or Monday, respectively.

REGISTRATION & ADMISSION

The following administration policies have been passed by the Board of Directors of Parkview Children's Centre. Parents are strongly urged to read this section carefully. Please speak to the School Director if you require further clarification.

Parkview Children's Centre utilizes a child care management program (HiMama) for information related to the administration of the program for families and staff.

Child care fees are due on the first of the month of service or the next business day if the first falls on a weekend or holiday. Note that funds could take up to 3 days to be withdrawn from the parent's bank account.

Families must complete the Pre-Authorized Debit/Credit Card form to process payment of fees on a monthly basis. This is required **1 week after accepting a space** with Parkview.

Families are required to pay for all days that your child is scheduled to attend. This includes all statutory holidays, sick days, or vacation time. This includes each child's scheduled days on which the School is closed (e.g. inclement weather). This process is followed for all families.

All other required information must be submitted to the Assistant School Director and be on file within **one month prior** to your child's start date. **As soon as you receive your first email from HiMama, you must go on to HiMama to set up your banking information.** Failure to do so may result in offering the space to another family.

A deposit must be paid upon enrollment to the School. **The deposit amount is \$250 for the child care program.** This deposit will be applied towards your last month's fees once the required one month notice of withdrawal has been provided. This deposit is waived for families receiving child care subsidies from the Region of Halton.

A \$25.00 fee will be placed on all NSF processes. Upon receiving a second NSF notification, the Executive Director will be informed and a letter will be sent to the family advising that a third NSF payment may result in termination of care.

Fee rates are subject to change throughout the year, should the need arise. A four-week advance notice will be given before any increases take effect.

***Fee Schedule- See attached**

RIGHT TO REFUSE

Parkview Children's Centre reserves the right to refuse or discharge any family. A Termination of Care policy is available by request. Please contact the School Director if you would like a copy of this policy.

APPLICATION FORMS

Parkview Children's Centre utilizes a child care management system (HiMama) to support the registration and management of the child care. This system provides families with the ability to update their child's file and receive direct communications from your child's teacher and School Director. The child care management system allows the School Director, Finance Coordinator and Executive Director to effectively administer the requirements of the Child Care and Early Years Act of the Ministry of Education and the operations of Parkview Children's Centre.

As new families enroll, they will be invited to register online through HiMama. If the information is not received within the required time this may result in the space being offered to another family.

A release form will be completed prior to registering your child into the program.

Fee schedules, invoices, and receipts will all be issued through HiMama.

Bambora Inc. is used for the management of fee withdrawal.

PROTECTION OF PERSONAL INFORMATION

Parkview Children's Centre is committed to implementing processes and practices to ensure the personal information of children and families is protected. For more information about these practices, please ask your School Director.

The information requested in the enrolment process and thereafter is collected for the purposes of supporting the health and welfare of each child and ensuring the safety of each child. The information is collected pursuant to Child Care and Early Years Act, 2014, S.O. 2014, c. 11, Sched. 1, as amended and the regulations there under.

For further information relating to the collection of personal information, please contact the Executive Director of Parkview Children's Centre, 905-634-3141 x123.

SECURITY MEASURES- ENTRY ACCESS

Each site has locked entry points which are secured by a keypad. Parents are provided with the passcode upon enrolment into the program and are expected to keep this passcode confidential. The passcode will be changed regularly. An email from the School Director will be sent to you in advance of the passcode change.

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 secures when they enter and exit.

CHANGE IN REGISTRATION INFORMATION

Please notify the office immediately for any changes in registration information. The accuracy of this information is vital to the safety and well-being of each child.

FINANCIAL ASSISTANCE

Parkview Children's Centre has a Purchase of a Service Agreement with the Region of Halton. We accept children into the program who require childcare subsidy. For more information on financial assistance and to inquire about eligibility, please contact the Region of Halton directly at (905) 835-6000.

DAILY RATES (Base Fee) SHEET

Please see **Appendix A**.

FEE RECEIPTS

Fee receipts are provided electronically to the invoiced parent. If replacement receipts are required, please contact the Finance Coordinator at ext. 121. Fee receipts are provided free of charge.

Income tax receipts will be issued once per year and will be issued by February 28.

Should you not receive your receipt, please email Dora Odame at dodame@parkviewcc.ca. Secondary receipts can be provided with three weeks written notice.

CANADA WIDE EARLY LEARNING AND CHILD CARE SYSTEM

Parkview Children's Centre has been approved and is participating in the Canada-Wide Early Learning and Child Care System. Please see Appendix A for our Fee Schedule.

WAIT LIST POLICY

Waiting List for Child Care- Placement and Status Update

Policy:

Families are placed on the waitlist when they complete the online waitlist form. A space is offered to a family based on the following order of priority criteria:

1. Permanent staff member of Parkview Children's Centre
2. Sibling currently enrolled and date care requested
3. Family transferring between sites and date care requested
4. Age of child
5. Date on waitlist

Families requesting an update about their placement on the waitlist can contact the School Director or Assistant School Director for this information. If the parent would like to receive a hardcopy noting their placement on the waitlist a spreadsheet will be generated showing their placement on the waitlist based on the priorities noted above.

All names of other families on the waitlist will be removed from the spreadsheet.

Employees of Parkview Children's Centre looking for child care for their child and/or children, will only be able to place their child and/or children on a waitlist or secure a placement at a PCC location other than the employees current workplace location. See policy 1.25.

Parkview does not charge or collect a fee or deposit for the placement of a child on a waiting list for admission to the child care centre.

Purpose: The purpose of this policy is to ensure fair and equitable process when placing families on the waitlist and offering child care spaces to families.

Executive Director:

- Ensures policy and procedures are in place and followed for fair and equitable access to the program in conjunction with the Board of Directors
- Reviews waitlists at each site regularly- noting process and size of lists
- Works with SD to process out of the ordinary inquiries

School Director:

- Reviews the waitlist twice per month
- Requests Assistant School Director to make revisions based on waitlist review
- Responds to inquiries from the Executive Director

Assistant School Director:

- Ensures the waitlist is up to date
- Responds to families requesting an update about their placement on the waitlist
- Generates a spreadsheet showing placement on the waitlist, if requested, ensuring all names of other families are removed from the waitlist.
- Works with SD to process out of ordinary inquiries
- Responds to inquiries from the Executive Director

ATTENDANCE

Parkview Children's Centre strives to provide high quality childcare to the community. We offer a full-time all-day program for Infants, Toddlers and Preschool. We offer before and after school care for our school age community. The Ministry of Education recognizes that a program that runs for a minimum of six hours is a full-day. As of August 29th, 2022, we will no longer offer part time care in any of our child care programs.

Last day for all kindergarten eligible children is the Friday before the Labour Day weekend.

WITHDRAWAL/ DISCHARGE

One month written notice is required when withdrawing your child from the Centre. The deposit of \$250 will be deducted from the last month's fees. One month written notice is also required if cancelling your space prior to attending Parkview Children's Centre. If you cancel your space with less than one-month notice, you will be required to cover the cost of the fees that take place during the period you were scheduled to be enrolled.

LATE PICKUP POLICY

All of our child care centres open at 7:30 am and close at 5:30 pm. It is very important to ensure that your child is picked up and out of the building no later than 5:30 pm. If you anticipate being late, please plan for an alternate pick up. To respect the schedules of our Educators, Parkview Children's Centre has a late fee policy in effect. Families who arrive after 5:30 pm will be required to make payment directly to the staff on duty within 72 hours. Our late fee is levied at a rate of \$20.00 from 5:30-5:35 pm and \$50 after 5:35 pm. 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 by 6:30 pm a call will be placed to Halton Children's Aid Society for consultation. Families who are late more than three times will be asked to find alternate child care for their child. THERE IS NO EXCEPTION TO THIS POLICY.

CUSTODY & ACCESS

It is our legal responsibility, to the extent that this is possible, not to release a child to an unauthorized person. We recognize that families may be dealing with custody and access issues in regards to a child (ren) attending Parkview Children's Centre. Therefore, we have set the following guidelines in place to ensure that a child is not released to a parent/person who is not authorized to have access due to custody arrangements.

At the time of registration or any time during the child's enrolment at Parkview Children's Centre, the enrolling parent must notify the School Director of an existing Custody Agreement. The School Director will ask for a certified copy of the most recent Court Order. If the other parent is not permitted to pick up the child, Parkview Children's Centre will need to verify this through the custody document that will include clear access directions. Without a court document, both parents have equal rights to custody and Parkview Children's Centre cannot accept the responsibility of deciding which parent has legal custody. If custody documents are in the process of being

established, Parkview Children's Centre will accept a written agreement signed by both parents confirming who can pick up the child and on what days and times.

If there is a custody disagreement/dispute, Parkview Children's Centre is legally bound to respect the wishes of the parent with legal custody. In order to best support the child in a family conflict situation (i.e. custody, divorce, separation), it is Parkview Children's Centre's policy to remain neutral. Therefore, we will not issue letters of support/character references to either parent/guardian.

SNOW DAY AND EMERGENCY CLOSURES

Parkview Children's Centre will close for any of the following reasons:

When the Halton Catholic District School Board (HCDSB) or Halton District School Board (HDSB) closes due to inclement weather. ***Please note that School Directors will not email parents of this closure.**

Note: when the HCDSB & HDSB is closed for March break, Christmas break, summer break, P.A. days, etc., the Executive Director of Parkview Children's Centre will determine when the centre will close due to inclement weather

*when the Child Care Early Years Act (CCEYA) regulations cannot be upheld either in the School or any classroom

*when it is mandated by Halton Region Health Department

*statutory or declared holidays

The information about HCDSB & HDSB closure due to inclement weather will be communicated through the following:

Board Website: (www.hcdsb.org or www.hdsb.ca)

When school transportation is cancelled and/or schools are closed due to inclement weather, the Board's website is updated as soon as this information becomes available.

Please note: If an update is not posted on the Board's website, it signifies that school transportation and school operations are running as usual.

HSTS Website: (www.haltonbus.ca)

Information relating to any transportation cancellations will be posted. A list of transportation [delays and cancellations](#), as well as an [email subscription service](#) to receive notifications is available at [Halton Student Transportation Services](#).

Television Stations:

CHTV (Morning Show), CITY TV (Breakfast Television), CP 24

Supplementary Methods of Communication

Twitter:

School closures and bus cancellations will be tweeted out to Halton Catholic District School Board followers on the Board's [Twitter account](#).

The School Director/Designate will ONLY email all families if there is a school closure where HCDSB or HDSB is not closing. Families will be notified by email and telephone to pick up their child immediately. It is important to have an emergency

contact available for these situations. **Please ensure your email address is up to date.**

EMERGENCY SITUATIONS

Parkview Children's Centre has emergency management policies and procedures to address situations. "Emergency" at a child care centre means an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the child care centre. In the event that a child needs to be transported to the hospital by ambulance, parents/guardians will be contacted immediately to meet the staff member and child at the hospital. Parkview Children's Centre will call 911 when necessary to protect the child's health and well-being.

In the event of an emergency whereby the operations of the child care centre cease, all families will be notified by email and/or telephone as soon as possible, and will be required to pick up their child when the all clear is given.

Please ensure your emergency contact information is up to date.

PLACEMENT OF STUDENTS AND OBSERVERS

As a leading advocate in the support of quality early learning and child care, Parkview values the importance of adult education regarding child development and curriculum development. Therefore, Parkview Children's Centre mentors high school co-op, college and university students enrolled in an Early Childhood Education or Child Studies program. Students are involved in the planning and implementation of day-to-day activities at Parkview Children's Centre. They are supervised and mentored at all times by the classroom teachers. Occasionally, students or professionals working with children request a visit to Parkview Children's Centre for observation purposes. The approval of these requests is at the discretion of the School Director.

VOLUNTEERS

Parkview Children's Centre may have parent and/or community volunteers who contribute their time and skills in the classroom. Volunteers enable us to provide higher adult to child ratios, more opportunity for one to one interaction between teacher and child, and a higher level of programming.

All volunteers are thoroughly screened, including a clear vulnerable sector police check. Parkview Children's Centre requires all students and volunteers to review and sign off that they have read and understand all policies of the organization.

Students and volunteers are never left alone with the children or any individual child. If you are interested in volunteering at the centre, please contact the School Director.

FIELD TRIP & EXCURSIONS

Field trips, excursions, walks and community interaction are an important part of learning and an extension to Parkview Children's Centres Reggio Emilia approach. Field trips and excursions are related to the topic that the group is working on.

Notices of field trips and excursions requiring transportation are given to parents in advance. On occasion, additional adult supervision is required for a field trip. Parent volunteers are requested and greatly appreciated for these trips. A current Criminal Reference Check (CRC) is required before any volunteer may accompany the children on a field trip. These documents can take up to four weeks to complete so it is recommended that you apply for a CRC immediately so that you are ready to volunteer when the opportunity arises.

From time to time, community resources will be utilized within the premises. This means, we will bring in community guests or special presenters. You will receive notice when this happens.

Excursions involving water play are only permitted at splash pads.

For safety reasons, field trips that involve transportation are not permitted for infants or toddlers.

INCLUSION

Through an agreement with Halton Region, Children's Developmental Services, Parkview Children's Centre provides an inclusive program that provides services for children with differing abilities. A Resource Consultant or other Support Professional works with the teachers at Parkview Children's Centre to plan individual programs and acts as a connection with other professionals who work with children.

Individuals from other agencies such as speech pathologists, occupational therapists, etc. are often on site to work with the children and staff.

REGGIO INSPIRED CENTRE

Parkview Children's Centres program is inspired by the Reggio Emilia approach to Early Childhood Education. Key components of the Reggio philosophy include community support, parent involvement and the environment, which acts as a third teacher.

As part of Parkview Children's Centres project-based curriculum, the children are exposed to an environment that focuses on learning through relationships, research, and art. Within the many learning centres, children explore using a wide variety of art materials, real life, and natural resources. The children's work is documented through learning stories, photographs, samples of children's artwork, children's written work, and teacher recordings of individual and group discussions. Documentation allows children to revisit their work and provides parents with evidence of their children's learning.

QUALITY FIRST

Quality First is a quality early child care initiative providing all licensed childcare programs in Halton Region with the opportunity to participate in a developmental model for quality improvement.

The areas of focus in the Quality First program include:

- Environment and Curriculum
- Inclusion
- Supports for Supervisors
- Professionalism
- Supporting Early Childhood Education students

ARRIVALS & DEPARTURES

Hours of operation are 7:30 am to 5:30pm, Monday through Friday.

Please ensure that you connect with a classroom teacher through HiMama with any questions, concerns or information that you need to share in the morning.

Child development experts recognize that routine and predictability are one of the important elements in making a child's world feel safe. Therefore, Parkview Children's Centre staff strives to provide a schedule for your child that is consistent every day.

Accordingly, we ask for your participation in helping us make your child feel safe and secure within his or her environment by supporting this schedule.

Parents will accompany their child to his or her classroom and ensure that the classroom teacher is aware of your child's arrival.

For children to fully benefit from the program, parents must drop off their children no later than **10:00 am** so that they can participate fully in the developmental activities (childcare program).

Late arrivals do not allow children to transition themselves into the program for the day. It disrupts their routines such as lunch and nap and does not set them up for a successful day. Children **arriving after 10am** will not be admitted into the program.

Specialist appointments should be made at the beginning of the day or at the end of the day. Children who have morning appointments must arrive at the Centre **by 11am**. We must be notified 24 hours in advance of any appointments. For appointments in the afternoon that require an early pick up, children must be picked up after a nap or later. Please speak to your child's teacher for specific times. Picking up children during nap disturbs children's sleep and therefore it is important that early pick up is done before or after the rest period. Parents must notify their child's teacher regarding late drop off or early pick up. Double drop off are not permitted as they are very disruptive for the child and the rest of the class. When children are picked up in the middle of the day, they are not permitted to return until the next day.

There will be no exception to this policy.

Please be mindful at the end of the day that the Educators do not have a lot of time to connect when getting your child ready to leave the classroom. Please message your

child's classroom to arrange a time to connect regarding your child should you have questions or concerns about your child's development, needs etc.

At least one backup person must be available for pick up.

If another person is picking up your child, please ensure that Parkview is advised in writing, either in the morning or during the day via email. Individuals picking up your child must be at least 15 years of age.

You must have picture identification available at all times. On occasion, there may be a staff caring for your child during pick up time, who may not be familiar with you; therefore, they will ask you to produce identification. If the above guidelines are not followed, staff cannot release your child.

We understand that there are some situations where you may be unable to provide written permission to release to other individuals (i.e. traffic jam, GO train delay, inclement weather, etc.). In those instances, you are required to contact your child's teacher to provide verbal permission to release your child to someone other than yourself. The person who picks up your child in this situation will be asked to provide photo identification and sign a standard form letter prior to us releasing your child into his/her care.

SEPARATION ANXIETY

Having separation anxiety is a normal stage of development. Each child's experience is different from other children. Some children may cry for a day or two while some may cry for longer. Some children do not cry within their first week but may cry later when it is time to say goodbye. Some children are fine during the day but cry when their parents come to pick them up. We have an excellent team of dedicated educators who are competent and are prepared to help. They comfort and reassure children. They help them identify their feelings and emotions and provide support during the separation process.

We recognize and understand that separation can also be difficult for parents. After parents leave the classroom, please refrain from coming back in to comfort your crying child as this can be more confusing for them and will prolong anxiety. Tears, however distressing, are perfectly normal and will not last forever. Often after parents leave, children stop crying and join the activities. Parents dropping in and visiting during the day is very disruptive to the children's routine and class. When children see their parents arrive, they associate it with going home. Parents leaving after a short visit will increase their anxiety and not be beneficial to the child.

Parents can prepare their child prior to attending the program by telling them where they are going and what will happen when they are at child care. Parents may leave comforting items for the child like a special toy or something for them to hold like a family picture.

BEHAVIOUR GUIDANCE

As part of quality early learning programs, children learn best through relationships and collaboration with other children and adults.

Parkview Children's Centre's preschool classrooms incorporate a social skills program called Second Step. This program provides lessons in empathy, anger management, and impulse control. Modeling of caring, cooperative relationships and ongoing dialogue, help children to learn which behaviours are appropriate and acceptable.

All staff are required to follow our Program Statement which includes expectations of staff when supporting behaviour and is signed prior to the start of their employment and annually thereafter. Should a child that demonstrates challenges, developmentally and/or behaviorally be enrolled in the program, the program will seek to access additional support and resources in a timely manner. However, if it is concluded that the staff and program can no longer meet a child's needs and that there is a safety risk (elopement and aggression) to the child, other children and staff, then the decision to discharge a child may be warranted. The program also reserves the right to give notice of withdrawal of service if the parent does not abide by all policies and procedures. If the Centre's programs are not meeting the needs of your child or family we will discuss possible solutions and provide aid in finding alternatives.

DUTY TO REPORT

We all share a responsibility to protect children from harm - a responsibility that extends to those situations where children suffer abuse and neglect in their own homes. Ontario's Child, Youth and Family Services Act (CYFSA) provides protection for these children.

Section 125 of the Act states that members of the public, including professionals who work with children, must promptly report any suspicions that a child is or may need protection to a Children's Aid Society. This means that all staff of Parkview Children's Centre have a legal responsibility to report suspicions of child abuse. The intention is to ensure children are protected and parents/caregivers have the resources to support the growth and development of children.

The Act defines the phrase "child in need of protection" and sets out what must be reported to a Children's Aid Society. This definition is set out in detail on the following pages. It includes physical, sexual and emotional abuse, neglect, and risk of harm. For more information or questions regarding our "duty to report", please consult <http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx>

ROLE OF PARENTS WITHIN THE PROGRAM

Having clear lines of communication is critical in building a healthy partnership in caring for your child. To ensure that any issues, questions and concerns be directed to the right party, the following is a guide to Parkview Children's Centre line of communication. The policy on page 31 clearly outlines the steps for parents to take in the event of issues and concerns.

Parents having **questions or concerns related to their child's classroom** are asked to discuss them with the teachers in their child's room. If you feel that your questions or concerns have not been addressed to your satisfaction, please contact the School Director.

If you have **questions or concerns regarding the Parkview Children's Centre program, procedures, or policies**, please discuss your issue with the School Director.

If you have **questions or concerns regarding general operations of Parkview Children's Centre**, please contact the Director of Program Development, Lynn Salisbury 905-634-3141 x126.

In the event that you have followed lines of communication as stated above, and your question or concern is not resolved to your satisfaction, the Executive Director can forward your concern to the Board of Directors President.

HiMama communication- as a reminder, teachers are busy interacting and engaging with the children throughout the day. These interactions and time being spent with the children is their number one priority. Some days may be busier than others, so please be patient with our teachers if they do not share information regarding your child right away. Please be aware that the HiMama app is not an instant messaging service. As mentioned above, it may take time for your child's teacher to respond to your message.

TRANSITION TO THE NEXT AGE GROUP

Parkview Children's Centre has limited flexibility moving children to the next age group. We are regulated by the Ministry of Education and are required to adhere to the terms and conditions of our license (i.e., Age groupings). If a child reaches the age to transition to the next age group but the space is unavailable due to full enrollment, the teachers adjust the program to accommodate the developmental needs of the child. This will be done by small group programming where the older children in the room will be grouped together until the space opens in the next age group. Each child shows signs of readiness at different times. We do our best to meet each individual child's needs as they get ready to transition into the next age group. When it is time for a child to move up to the next age group, parents are given a written notice of the transition date. Sometimes parents are not ready for their child to transition into the next group. It is not uncommon for parents to feel a sense of trepidation at the thought of their child growing up and moving on. As your child ages, they will transition into the next age group as spacing enrollment permits. Transition to the next age group is dependent on many factors, for example, developmental readiness, age and Centre scheduled enrollment. When children move up to the next age group, they will be provided with a variety of new experiences and age appropriate activities.

OUTDOOR PLAY

In accordance with the Child Care and Early Years Act:
Each child under 30 months of age that attends for six hours or more in a day must spend up to two hours each day outdoors. Parents must ensure that their child is dressed appropriately for the weather. 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".

Programming takes place to support children's development while outdoors. This may include active movement, sensory play, creative, dramatic play, etc. Indoor active play will be encouraged when inclement weather prevents children from being outdoors. When weather extremes take place or weather advisories are announced, the children will remain inside and appropriate changes will be made to daily programming.

BITING

Is my child going to get bitten?

The honest and transparent answer is; maybe...but keep in mind, your child may also become the child who bites.

Information About Toddlers and Biting

Children under the age of 3 years old (toddlers) in social groups, like in a school/childcare setting, are learning how to interact and function in a group setting. As a toddler program, along with hitting, taking things from each other and pushing, biting is one of the most common behaviour we see and deal with in this age group, though biting can be seen in older children. Up to the age of four, it is probably due to a delayed developmental stage. In children older than 4 years old, biting is usually a result of other reasons; child may be on the spectrum, child may have felt frustrated/trapped (it's a one-time thing), child may have some communication or speech delays, etc.

Biting is the hardest developmental behaviour to deal with as a program director, a teacher and of course as a parent.

The Parent of the Child Who Got Bitten

- Nothing is more frustrating and disheartening than seeing a bite mark on your child's body.
- You understand that it is a developmental stage, but your child is getting hurt and you want it to stop.
- You may feel like your child is being targeted.
- You may also doubt that the staff is doing all they can to protect your child.

Those are all valid feelings to have.

Please remember:

- NO ONE wants any child to get hurt
- The staff is working hard and using all their resources and tricks to protect all the children, including yours
- The parent of the child who is biting not only feels horrible, but they are feeling desperate for the biting to stop
- The school and staff work closely with the teaching team (in the room) and the families affected
- As horrible/bad as the biting mark left looks on your child (especially if they are fair skin children), a lot of the time, the children who are bitten, don't even cry or 'feel pain' when the biting takes place. When this happens, unless the teacher witnessed the bite, it may go unnoticed by the teachers in the room.
- Keep the communication lines open with the teachers, check in and ask if there's anything you can do to help your child
- Children may become the 'biter' at any time (including yours)
- Toddlers don't target other children because they are mean or malicious
- Children who are bitten often it is usually because they are 'friends' with the child who is biting and they want to play together (making it extra difficult for the staff to keep them apart)

- The staff cannot give you the identity of the child who is biting nor can they give you specifics about the child but can give you general information about what is being done and how the behavior is being managed
- Studies show that children who are bitten often in childcare settings (or have a sibling who bites) do not show any long-term effects (most don't remember it happening after a few months)
- A child who bites does so for different reasons, but it is no way a reflection of the parents' parenting, it is not a reflection on the quality of the program and on the qualifications and abilities of the staff (as long as everyone is working to help the children in the group)
- Every school, childcare, home daycare, day program who has children under the age of 3 years old (toddlers) in their program will experience this behaviour
- The quality of the program is reflected in their willingness to work with all the parents involved and their transparency and honesty with the families

At Parkview Children's Centre, we understand that this developmental behaviour can happen at any time, with any child no matter how sweet and friendly the toddler is, it really starts 'out of the blue'. Most of the time, the biting period will last between a few weeks to a few months and as suddenly as it started, one day, it ends. Children 'grow out' of the behaviour, move on and probably will never bite again.

We ALWAYS take biting seriously and escalate the intervention, behaviour modification and strategies the same as we would any other behaviour issues we face when working with children. We recognize that most children will stop on their own, however, for the biting period, no matter how short, we dedicate our time and energy to managing the biting.

This includes but is not restricted to:

- Making observation notes
- Protecting the other children from getting bit
- Keeping the child who is biting under close observation
- Escalating the interventions as the behavior escalates
- Keeping all parents informed when biting happens
- Working with the parents (of the child who is biting and the child who got bitten)
- Implementing some group lessons/strategies

We invite parents to keep the communication with the staff open and honest. The teachers will do the same thing as we work through a 'biting period'.

Why Parkview Children's Centre Doesn't Expel Children Who Bite

Firstly, this is truly developmental behaviour in toddlers, therefore, we treat and intervene the same way as we do with any other behaviour issue we come across in children.

As part of our commitment to being inclusive and accepting of all children, we understand that sometimes additional resources must be dedicated to a child or a group

of children to support them as they are struggling with a behaviour (intellectually, developmentally, physically or emotionally).

We work with the teaching team, the parents and any additional support staff to ensure that a behaviour management/modification plan is in place.

As long as the parents are being supportive and not hindering the educators and support team, we do not expel children from our program. However, if the parents are not being supportive and are hindering any intervention, this may result in the lost of their spot in our program. (Not as a result of the child's needs or behaviour, but as a result of the parents' actions.)

MENU

A four-week rotating menu is posted on the information board for parents.

The Child Care and Early Years Act and Canada's Food Guide forms the basis for the Centre's nutritious snacks and lunches. All meals and snacks are catered through Wholesome Kids Catering.

A morning snack is served (until 9 am) as a supplement to the breakfast that your child receives at home.

A wholesome meal consisting of foods from all food groups is provided at lunchtime

A nutritious afternoon snack is also served.

For your information, weekly menus information is posted on HiMama.

If there are food sensitivities, all sites will provide meal replacements. Please speak with the School Director to make these arrangements.

INFANT BOTTLES/MEALS

Parents are required to provide any additional formula or alternate types of milk, if required.

Any bottles must be provided to the classroom teachers on a daily basis. They must be clearly labelled with your child's name and the type of formula in the bottle.

The bottles will be stored in the refrigerator in the classroom.

To help foster security and encourage emotional development, a teacher will hold or sit with your child while he/she drinks from a bottle.

Infants who are not yet eating table food, parents must provide the food for their child. Staff will prepare the food as directed. A Food Administration form must be completed to ensure staff are providing the food under your direction.

FOOD ALLERGIES/LIMITATIONS/MEALS AND SNACK/WATER BOTTLES

Many children attending Parkview Children's Centre have food allergies that are severe to life threatening. To ensure the health and well-being of children with allergies, food items are not to be brought into the School unless it is a nut-free, store bought item that has been discussed and approved with School staff. When food is needed to be brought into the Centre from home, due to severe allergies or restrictions, the following steps will be taken to ensure proper identification of each container/lunch bag:

- Each container/lunch bag will be clearly labelled with the child's name and date.
- The Kitchen Coordinator will bring the labelled food containers/lunch bags to the classroom with prepared lunch.

Parents of children with severe allergies or restrictions will bring in frozen or canned food, to be kept at the Centre in the event that the child's substitute lunch is forgotten. These items will be labelled and dated.

Parents of children with food allergies must provide the School with a list of food limitations and may be asked to provide a milk alternative if your child has sensitivities to the milk that our catering company will provide. An Anaphylaxis Emergency plan will be filled in and posted in the child's classroom and kitchen where food is prepared.

The Emergency plan will be used to capture all relevant information including emergency procedures in the event of exposure to allergens. Any medication to be administered must be prescribed by a doctor and be current. Parents will sign the Emergency Plan to show that they consent to the method by which the staff is trained to administer emergency medication and identify how training was provided. All staff, students, and volunteers will review the individual plan annually.

Parents of children under the age of 12 months must complete the "Nutrition Requirement for Children under One Year of Age" form to provide feeding directions for staff.

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 to school the next day. Staff will ensure that the water bottles are filled and available to your child during both indoor and outdoor time.

SICK POLICY

COVID 19

Does your child have any of these symptoms?

- Fever and/or chills (Temperature of 37.8°C/100.0°F or greater)
- Nausea, vomiting and/or diarrhea (Not related to other known causes or conditions (for example, transient vomiting due to anxiety in children, chronic vestibular dysfunction, irritable bowel syndrome, inflammatory bowel disease, side effects of medication))
- Pink eye (Not related to other known causes or conditions (for example, blepharitis, recurrent sty's))
- Rash (Not related to previously documented skin conditions such as eczema
*Doctor's note required to return to care)
- Cough (Not related to other known causes or conditions (for example, chronic obstructive pulmonary disease))
- Runny or stuffy/congested nose (Not related to other known causes or conditions (for example, seasonal allergies, being outside in cold weather, chronic sinusitis))
- Sore throat (Painful swallowing or difficulty swallowing, not related to other known causes or conditions (for example, post-nasal drip, acid))
- Headache (Not related to other known causes or conditions (for example, getting a COVID-19 vaccine and/or flu shot in the last 48 hours, tension-type headaches, chronic migraines))

- Decreased or no appetite (young children only) (Not related to other known causes or conditions (for example, anxiety, constipation))
- Shortness of breath (Not related to other known causes or conditions (for example, asthma, chronic obstructive pulmonary disease, chronic heart failure))
- Muscle aches or joint pain (Not related to other known causes or conditions (for example, getting a COVID-19 vaccine and/or flu shot in the last 48 hours, osteoarthritis, fibromyalgia))
- Extreme tiredness (General feeling of being unwell, lack of energy and not related to other known causes or conditions (for example, getting a COVID-19 vaccine and/or flu shot in the last 48 hours, depression, insomnia, thyroid dysfunction, anemia, malignancy))
- Abdominal pain (Not related to other known causes or conditions (for example, menstrual cramps, gastroesophageal reflux disease))
- Decrease or loss of taste or smell (Not related to other known causes or conditions (for example, nasal polyps, allergies, neurological disorders))

Next steps:

1. While your child has symptoms, stay home (self-isolate). Your child can return to Parkview once they no longer have a fever and their symptoms have been improving for at least 24 hours (48 hours if they had nausea, vomiting and/or diarrhea). If your child has only had a fever, they can return to Parkview 24 hrs after their fever has ended.
2. If COVID-19 testing is available and your child is at a higher risk of severe illness, they should get tested by taking either:
 - 1 PCR or rapid molecular test (if eligible) **or**
 - 2 rapid antigen tests taken 24 to 48 hours apart (the second test is not needed if the first one is positive)

If your child is at a higher risk of severe illness, they should get [tested for COVID-19](#) as soon as possible to be able to receive treatment that can prevent severe illness.

At this time, a positive rapid antigen test result is enough to initiate COVID-19 treatment for those who are eligible and does not need to be confirmed with a PCR or rapid molecular test.

Returning to Parkview Children's Centre

1. Stay home (self-isolate) until your child does not have a fever and their symptoms have been improving for at least 24 hours (48 hours if you had nausea, vomiting and/or diarrhea). Retake this screening every day before your child returns to Parkview.
2. If your child tests positive for COVID, they will need to wear a well fitted mask for 10 days, to be able to return to school.
3. For those with negative COVID-19 test results, these additional precautions can be an added layer of prevention against the spread of COVID-19 and other respiratory viruses circulating in the community.
4. Not sure about returning? Talk with your School Director or a health care provider.

The health and well-being of all children and Educators at Parkview Children's Centre is our primary responsibility. Reducing the spread of illness is imperative for everyone's safety. Our goal is to minimize the risk of illnesses coming into the Centre. Parents must keep sick children home. Please do not hide children's symptoms by administering symptom suppressant medication such as Tylenol and Tempera before bringing them into the Centre.

Parents should speak directly to their child's teachers when they have concerns about their child's health. When staff are better informed, they can monitor the child's activities throughout the day and to react appropriately to their needs. Parkview Children's Centre abides by the exclusion policies and recommendations set forth by Halton Region Public Health. It is the Centre's policy that all children need to be excluded and stay home when they display symptoms of common ailments. When children develop symptoms while in the program, parents will be notified and pick up arrangements will be made.

COMMON AILMENTS IN CHILDCARE SETTINGS:

Conjunctivitis (Pink Eye)

Any child with a suspected case of Pink Eye needs to seek medical attention immediately. A child with a confirmed case of Pink Eye will be required to be on antibiotics for 24 hours before they are able to return to care.

Skin Rash

When a child has an unexplained rash, they will be asked to be picked up immediately and will need a doctor's note before they can return to care.

Head Lice

Although head lice do not pose any health risks, staff will monitor and observe the class for any signs of head lice. If head lice are observed on a child, parents will be notified immediately for pick up. Children must be free from lice and nits before returning to the program. Staff will check the child's head upon their return. If any nits or lice are found, the child will not be admitted into the Centre.

Hand Foot and Mouth Disease

Hand-foot-and-mouth disease may cause all of the following signs and symptoms or just some of them. They include:

- Fever
- Sore throat
- Feeling unwell
- Painful, red, blister-like lesions on the tongue, gums and inside of the cheeks
- A red rash, without itching but sometimes with blistering, on the palms, soles and sometimes the buttocks
- Irritability in infants, toddlers and preschoolers
- Loss of appetite

The usual period from initial infection to the onset of signs and symptoms (incubation period) is three to six days. A fever is often the first sign of hand-foot-and-mouth disease, followed by a sore throat and sometimes a poor appetite and feeling unwell. Although your child is most contagious with hand-foot-and-mouth disease during the first week of the illness, the virus can remain in his or her body for weeks after the signs and symptoms are gone. That means your child still can infect others.

If your child has come down with any of these symptoms, they will need to be seen by their doctor. We will require written confirmation by a doctor before your child returns to school.

Your child **must be at home until all symptoms have cleared.**

Chicken Pox

The itchy blister rash caused by chickenpox infection appears 10 to 21 days after exposure to the virus and usually lasts about five to 10 days. Other signs and symptoms, which may appear one to two days before the rash, include:

- Fever
- Loss of appetite
- Headache
- Tiredness and a general feeling of being unwell (malaise)

Once the chickenpox rash appears, it goes through three phases:

- Raised pink or red bumps (papules), which break out over several days
- Small fluid-filled blisters (vesicles), which form in about one day and then break and leak
- Crusts and scabs, which cover the broken blisters and take several more days to heal

New bumps continue to appear for several days, so you may have all three stages of the rash — bumps, blisters and scabbed lesions — at the same time. You can spread the virus to other people for up to 48 hours before the rash appears, and the virus remains contagious until all broken blisters have crusted over.

If your child has come down with any of these symptoms, they will need to be seen by their doctor. We will require written confirmation by a doctor before your child returns to school.

Your child **must be at home until** all blisters have scabbed over. **Your child must not be still itching the scabbed areas which may cause open bleeding and potential spread.**

Medical Needs- To ensure the health and well-being of all children, every child who has a medical need must have an individualized plan developed. Each staff member will review this plan. Parents must complete this plan prior to starting at the child care centre. If the plan is not completed and staff have not signed off, your child cannot participate in the program. Please discuss this with the School Director.

If a medical need arises over time then please advise the School Director so a plan can be developed immediately.

ACCIDENTS/ INCIDENTS

There may be times when your child gets hurt during play, indoors or outdoors (e.g. - bumps due to falls, cuts, scratches etc.). Despite our staff's best effort to provide a safe and nurturing learning environment for all children, accidents do occur from time to time. An incident report will be completed by staff when a child gets hurt while in program. All staff are trained in Standard First Aid and CPR "C" and will tend to any injury as appropriate. Staff take every accident/incident seriously and will follow the steps below.

In the event there is an injury, the following steps will take place:

- Injury will be attended to and will include first aid, hugs, and cuddles
- Completion of an Accident/Incident Report form. You will be asked to sign the Accident/Incident Report and you will be provided with a copy for your records, if requested. One copy will be placed in your child's office file.
- You will be contacted by phone based on the severity of the injury and the reaction of your child. If you would like to be contacted by phone in every instance of an accident or injury please let your child's classroom teachers know.

Head injury

Head injuries are common in children. It can be mild like a bump on the head, or more serious, like a concussion. In most cases, head injuries are mild and do not need medical attention. When a child receives medical attention for a head injury that occurred in the center or at home, it is imperative that they are kept at home for a minimum of 24 hours for observation.

If another child is involved, in the situation that caused the injury the School Director or Teacher will discuss the situation with the parent of that child.

Please be advised that staff will not discuss with you any other children that may be involved in an accident/incident.

MEDICATION

The Ministry of Education strongly suggests that all medication is administered at home. Non-emergency, "routine medications" can be modified so that families are able to give medication in the morning and in the evening. Only emergency, life-saving medication such as epinephrine, asthma inhalers and other medication that has been identified as emergency will be accepted on site. If your child is required to have medication within the day, we suggest modifying your child's day so that he or she may receive the proper dosage, as we do not administer non-emergency medication.

Should your child require emergency medicine for one of the following conditions:

Severe Allergies/ Febrile Seizures/ or Asthma, parents, together with the School Director, will fill in the medication form and emergency plan.

Over the counter medication is only accepted when it is part of the emergency plan i.e.

Benadryl for Anaphylaxis, Tylenol/Advil for febrile seizures. We will only administer prescription medication in the ORIGINAL CONTAINER.

When a drug or medication such as puffers is to be administered to a child on an "as needed" basis (i.e. there is no specific schedule or time of the day for administration), the drug or medication must be accompanied with a doctor's note outlining signs and symptoms for administering the drug or medication and the appropriate dosage. In

addition, the Authorization for Medication Administration Form must clearly indicate the situations under which the medication is to be given as outlined in the doctor's note, including observable symptoms. For children with severe allergies and are requiring an EpiPen, an action plan as well as a medication authorization form is required. The action plan will be posted in the child's classroom as well as the kitchen. Our staff are trained and qualified to administer an EpiPen. Parents must provide the center with two valid EpiPen's. If the EpiPen has expired, the child will not be able to attend the program until EpiPen's have been replaced. Medicated diaper cream will not be permitted. For questions about our medication policy, please contact your School Director.

EPIPENS

Parents of children requiring EpiPen's must provide the Centre with two current/non-expired EpiPen's. Both EpiPen's are kept in the same location as the child. Both EpiPen's are stored in a fanny pack with staff who are with the child. Two EpiPen's are also necessary in the event that one does not work. All Parkview staff members have been trained to use an EpiPen. If two EpiPen's are not provided, or any one or both have expired the child will not be permitted to attend the program until valid EpiPen's are provided. ALL prescription labels MUST be directly on the EpiPen, not on the EpiPen box.

SUN PROTECTION

Parents must provide a container of sunscreen for their child to keep at Parkview Children's Centre during the months between April and October (refer to Topical Creams below). Parents must apply sunscreen to their child when they arrive in the morning. Staff will re-apply the sunscreen for the afternoon outdoor time as appropriate. Parents must provide a weather appropriate hat for their child to keep at Parkview Children's Centre at all times.

TOPICAL CREAMS

If your child requires a non-prescription topical cream (i.e. sunscreen, diaper creams, skin creams, lip balm etc.) that is not needed for acute (symptomatic) treatment and is used for long-term daily use, Parkview Children's Centre 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.

Parents must give any non-prescription/non-acute (symptomatic) treatment topical cream to a staff member upon arrival at the School. Under no circumstances is the non-prescription/non-acute (symptomatic) treatment topical cream to be left in the child's cubby or locker.

Prescription diaper cream will not be administered.

Expired creams 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.

TOILETING

Parents must provide their child with an adequate supply of diapers, diaper wipes, and at least one complete change of clothing.

If your child is getting low on diapers, we will contact you to restock diapers. If no diapers are available, and diaper changes are needed, Parkview will use the “extra” diapers available on hand. Children will not be able to return to care if diapers are not provided.

Parents must also supply any creams that are needed. A form will need to be completed to ensure staff are applying the diapering cream according to your direction (refer to Topical Creams item above).

When your child begins to demonstrate toileting readiness at home and at school, it is encouraged for parents and teachers to have a discussion regarding next steps.

It is essential during toilet learning that your child has several changes of clothing. If your child’s clothing becomes wet or soiled during the day, the items will be put in a plastic bag in his/her cubby. It is really important that toilet learning takes place both at home and at the Centre. We encourage children using pull ups, use pull ups with securing sides.

Halton Region’s Health Department forbids us from rinsing out any soiled clothing.

SLEEP TIME

The Child Care and Early Years Act states:

Every licensee shall ensure that the program in each child care centre it operates is arranged so that;

(a) each child in a licensed toddler or preschool group who receives child care for six hours or more in a day has a rest period not exceeding two hours in length; and

(b) a child in a licensed toddler, preschool or kindergarten group is permitted to sleep, rest or engage in quiet activities based on the child’s needs.

The focus at sleep time is to relax and have a calm time after a busy morning. Teachers sit with the children and quiet music is played. Children have their own child sized cot and sheets that are provided by the School. Parents must bring in an appropriately sized blanket with their child’s name clearly marked on it. Children are able to bring in a soft toy for cuddling during sleep time.

The blanket and soft toys from home are stored in a sleeping bag. Sheets are washed weekly, or as needed. Parents of infant children will collaborate together with the classroom teachers on the infant's sleep routine when starting in our program to best meet the needs of your child and the other children in the program.

CLOTHING

All clothing must be suitable for the weather and to ensure safety. With this in mind, the following guidelines are set in place:

Footwear

Indoor footwear is required throughout the year

Footwear must follow the following guidelines:

Footwear for the playground must be closed toe, have a non-slip sole and a closed back or strap back.

Indoor footwear may be open toed but must be non-slip and have a closed back or strap back.

Additional clothing

At least one additional complete set of seasonally appropriate extra clothing must be in your child's cubby. Please check the supply frequently.

Clothing needs include:

Summer- closed toe footwear with a secure strap in the back for outdoors, shorts and t-shirt, a wide-brimmed hat, splash pants

Winter- hats that cover ears and forehead (without string), extra mittens, winter boots, snow pants

Spring/Fall- rubber boots, splash pants

Children often have very similar clothing or may accidentally place an item in a neighbouring cubby. Therefore, names must be clearly marked on all children's clothing. Parkview Children's Centre cannot be responsible for lost or stolen articles of clothing.

For your child's safety, drawstrings and other loose clothing that can cause entanglement in equipment are not permitted on site. Parents will be asked to remove these safety concerns.

As part of the learning process, children are actively involved, both indoors and outdoors. This includes using creative and sensory materials such as paint, markers and glue; crawling, sitting and digging in sand and garden areas; active games both indoors and outdoors. We will make every effort to keep your child's clothing from being soiled but we cannot guarantee that their clothing will remain unsoiled as children engage in active play and activities. Please send your child in clothing that if dirtied, will not concern you.

PERSONAL ITEMS

Parkview Children's Centre recognizes that a child can often find comfort in an item brought from home. Therefore, children may bring a stuffed toy or special blanket for sleep time.

No toys, food, candy, etc., may be brought into the School, as it can become a source of conflict between children without approval.

In all cases, Parkview will not be responsible for items brought in from home if they are lost or damaged.

PROCESS FOR EXPRESSING CONCERNS/COMPLAINTS

4.50
Parent Issues and Concerns
Objective: This policy explains how parent complaints/contentious issues/appeals are handled.
Policy: Parkview Children's Centre staff, management and/or Board of Directors addresses all parent issues and concerns to resolution as quickly as possible. All issues and concerns raised by parents/guardians are taken seriously by staff and the Board of Directors of Parkview Children's Centre. Issues/concerns must be brought forward, verbally or in writing, to the individual directly involved in the situation. A response will be provided by the individual directly involved in the situation either verbally, or in writing upon request, within one business day of receiving the issue/concern. NOTE: When parents bring their initial issue/concern to Parkview parties not involved in the situation the issue/concern will be redirected to the party directly involved in the situation. (e.g.-issues/concerns about room related issues brought forward to the School Director will be redirected to classroom staff)

Every issue and concern will be investigated in a fair, impartial and respectful way. Each issue is treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff/students/volunteers and members of the Board of Directors, 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).

NOTE: Parkview Children's Centre maintains high standards for positive interaction, communication and role modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian/staff/student/volunteer or Board of Directors member feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation. The parent/guardian or staff/student/volunteer must report the incident to the School Director, Director of Program Development, Executive Director or President of the Board of Directors; the Harassment Policy will then be followed

NOTE: 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/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the Halton Children's Aid Society (CAS) directly.

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Purpose: To provide a transparent process for parents/guardians, staff/volunteers/students and the Board of Directors to use when parents/guardians bring forward issues/concerns.

Parents/guardians are encouraged to take an active role in the childcare centre and regularly discuss what their child (ren) are experiencing within Parkview programs. Parkview is committed to supporting positive and responsive interactions among the children, parents/guardians and staff/volunteers/students. The goal is to foster the engagement of ongoing communication with parents/guardians about the program and their children. Staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

Procedures

ISSUE/CONCERN: Program Room-Related Concern

e.g.: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, classroom staff/volunteer/placement student etc.

Parent/Guardian will:

- Raise the issue or concern with the classroom staff member directly involved with the situation, verbally or in writing. Issues related to volunteers and placement students would be directed to the supervising teacher.
- Participate in conversations to come to resolution
- Request the issue be brought forward to:
School Director if resolution cannot be attained with classroom staff;
Director of Program Development if resolution cannot be attained with School Director;
Executive Director if resolution cannot be attained with Director of Program Development;
Board of Directors if resolution cannot be attained with Executive Director

Classroom Staff will:

- Receive the issue/concern
- Engage in dialogue with parent within one business day of receiving the issue/concern

<ul style="list-style-type: none"> • Document the issues/concerns using the Incident Form • Notify School Director of situation • Engage in dialogue with School Director as required • Follow up with parent to achieve resolution • Forward concern to School Director if resolution has not been achieved • Provide parent with contact information for School Director
<p>School Director will:</p> <ul style="list-style-type: none"> • Listen to parent concern/issue when issue is raised, if issue is sent via email respond to email within one business day • Redirect parents to engage in conversation with staff members involved in the situation (per policy above) when the issue is about classroom operations. Note: if issue/concern is more detailed and is not about classroom operations an investigation will take place • Meet with staff to support their discussion with parent • Review staff documentation about issue • Meet with parent when resolution has not been reached with staff member • Discuss situation with parent to achieve resolution • Document the issues/concerns using Incident Form • Notify Director of Program Development of the issue • If resolution has not been achieved provide parent with contact information for Director of Program Development
<p>Director of Program Development will:</p> <ul style="list-style-type: none"> • Receive issue/concern from parent and respond within one business day and arrange a time to meet • Meet with the School Director to discuss the issues/ concerns brought forward by parents. • Meet with parent/guardian and discuss issue towards resolution • Notify the Executive Director of parent issues or concerns. • Provide contact information for a member of the Board of Directors if resolution is not achieved.
<p>Executive Director will:</p> <ul style="list-style-type: none"> • Receive issue/concern from parent and respond within one business day and arrange a time to meet • Meet with the Director of Program Development to discuss the issues/ concerns brought forward by parents. • Meet with parent/guardian and discuss issue towards resolution • Notify the Board of Directors of parent issues or concerns. <p>Provide contact information for a member of the Board of Directors if resolution is not achieved.</p>
<p>Member of Board of Directors will:</p> <ul style="list-style-type: none"> • Meet with the Executive Director to discuss issues or concerns brought forward. • Arrange for a meeting with the parent(s)/guardian(s) within two business days, should issue or concern require support from the Board of Directors. • Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
<p>Board of Directors will:</p> <ul style="list-style-type: none"> • Review the issue and concern at next Board meeting or if urgent reply is needed the President will call an emergency meeting • Discuss the situation and determine course of action • Prepare and send written response to parent with issue/concern • Advise Executive Director of resolution
<p>ISSUE/CONCERN: School or Organizational Related</p> <p>E.g.: Child care fees, hours of operation, staffing, waiting lists, menus, actions of other parents etc.</p>
<p>Parent/Guardian will:</p> <ul style="list-style-type: none"> • Raise the issue or concern with the individual directly involved with the situation, as appropriate • Participate in conversations to come to resolution • Request the issue be brought forward to: Director of Program Development if resolution cannot be attained with School Director; Executive Director if resolution cannot be attained with Director of Program Development

Board of Directors if resolution cannot be attained with Executive Director
<p>Classroom Staff will:</p> <ul style="list-style-type: none"> • Direct the parent to the School Director if engaged in conversation about any situation in which they are not involved.
<p>School Director will:</p> <ul style="list-style-type: none"> • Listen to parent concern/issue when issue is raised, if issue is sent via email respond to email within one business day • Redirect parent to engage in conversation with individual directly involved in the situation as appropriate • Meet with parent when resolution has not been reached with other individual as appropriate • Discuss situation with parent to achieve resolution • Document the issues/concerns using Incident Form • Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern. • Notify Director of Program Development of the issue • Forward concern to Director of Program Development if resolution has not been achieved • Provide parent with contact information for Director of Program Development
<p>Director of Program Development will:</p> <ul style="list-style-type: none"> • Meet with the School Director to discuss the issues/ concerns brought forward by parents. • Arrange for a meeting with the parent(s)/guardian(s) within two business days. • Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern. • Notify the Executive Director of parent issues or concerns. <p>Provide contact information for Executive Director</p>
<p>Executive Director will:</p> <ul style="list-style-type: none"> • Meet with the Director of Program Development/School Director to discuss the issues/ concerns brought forward by parents. • Arrange for a meeting with the parent(s)/guardian(s) within two business days. • Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern. • Notify the President of the Board of Directors of parent issue or concern. • Provide contact information for a member of the Board of Directors
<p>Member of Board of Directors will:</p> <ul style="list-style-type: none"> • Meet with the Executive Director to discuss issues or concerns brought forward. • Arrange for a meeting with the parent(s)/guardian(s) within two business days, should issue or concern require support from the Board of Directors. • Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
<p>Board of Directors will:</p> <ul style="list-style-type: none"> • Review the issue and concern at next Board meeting or if urgent reply is needed the President will call an emergency meeting • Discuss the situation and determine course of action • Prepare and send written response to parent with issue/concern • Advise Executive Director of resolution
<p>ISSUE/CONCERN: Management Related- School Director, Director of Program Development, Finance Coordinator, Executive Director</p>
<p>Parent/Guardian will:</p> <ul style="list-style-type: none"> • Raise the issue or concern with the individual directly involved with the situation, verbally or in writing • Participate in conversations to come to resolution with individual directly involved in the situation • Request the issue be brought forward to: <ul style="list-style-type: none"> Director of Program Development, if situation involves School Director and resolution cannot be attained; Executive Director, if situation involves Director of Program Development and resolution cannot be attained; Executive Director, if situation involves Finance Coordinator and resolution cannot be attained; • Member of Board of Directors, if situation involves Executive Director and resolution cannot be attained

<ul style="list-style-type: none"> • If resolution with a Member of the Board of Directors is not satisfactory: Prepare a written appeal to the President of the Board of Directors Receive a written response from the Board of Directors.
<p>Classroom Staff will:</p> <ul style="list-style-type: none"> • Direct the parent to the School Director if engaged in conversation about any situation in which they are not involved.
<p>School Director will:</p> <ul style="list-style-type: none"> • Listen to parent concern/issue when issue is raised, if issue is sent via email respond to email within one business day • Redirect parents to engage in conversation with individuals involved if the situation does not involve them directly. • Provide parent with contact information for individual directly involved in the situation • Document the issues/concerns using Incident Form • Notify Director of Program Development of the issue
<p>Director of Program Development will:</p> <ul style="list-style-type: none"> • Meet with the parent to discuss the issue/concern or reply to parent within one business day if concern is sent via email and arrange a time to meet • Meet with Management Team member to discuss • Meet with parent again, including the individual involved as necessary • Determine a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern • Notify the Executive Director of parent issue or concern <p>Provide contact information for Executive Director if resolution cannot be achieved</p>
<p>Executive Director will:</p> <ul style="list-style-type: none"> • Meet with the parent to discuss the issue/concern or reply to parent within one business day if concern is sent via email and arrange a time to meet • Meet with Management Team member to discuss • Meet with parent again, including the individual involved as necessary • Determine a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern • Notify the Board of Directors of parent issue or concern • Provide contact information for Board of Directors if resolution cannot be achieved
<p>Member from Board of Directors will:</p> <ul style="list-style-type: none"> • Meet with the Executive Director to discuss issues or concerns brought forward. • Arrange for a meeting with the parent(s)/guardian(s) within two business days, should issue or concern require support from the Board of Directors. • Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
<p>Board of Directors will:</p> <ul style="list-style-type: none"> • Review the issue and concern at next Board meeting or if urgent reply is needed the President will call an emergency meeting • Discuss the situation and determine course of action • Prepare and send written response to parent with issue/concern • Advise Executive Director of resolution

APPENDIX A

Daily Rates Sheet 2023

Infant Full-time \$ 34.02

Toddler Full-time \$ 30.24 Toddler Part-time \$ 32.60 *No longer available

Preschool Full-time \$ 27.52 Preschool Part-time \$ 29.89 *No longer available

**St Gregory The Great & Rattlesnake Point School Age Programs CWELCC
qualifying and non-qualifying rates.**

See below for details:

- Before and After School Care \$12.29/\$27.00
- Before School Care Only \$12.00/\$15.00
- After School Only \$12.00/\$18.00
- PD Days \$23.15/\$45.00
- March, Christmas Breaks & Summer Camp \$129.94//\$282 per week
- *Part time spaces are no longer available
- Part time Before and after School \$13.70/\$30.00
- Part time Before School only \$12.00/\$18.00
- Part time After School only \$12/\$20.00

Full Time Billable Days

January	22 days	July	21 days
February	20 days	August	23 days
March	23 days	September	21 days
April	20 days	October	22 days
May	23 days	November	22 days
June	22 days	December	21 days

Part-time Billable Days

January	M/W/F- 13 days	T/Th- 9 days
February	M/W/F- 12 days	T/Th- 8 days
March	M/W/F- 14 days	T/Th- 9 days
April	M/W/F- 12 days	T/Th- 8 days
May	M/W/F- 14 days	T/Th- 9 days
June	M/W/F- 13 days	T/Th- 9 days
July	M/W/F- 13 days	T/Th- 8 days
August	M/W/F- 13 days	T/Th- 10 days
September	M/W/F- 13 days	T/Th- 8 days
October	M/W/F- 13 days	T/Th- 9 days
November	M/W/F- 13 days	T/Th- 9 days
December	M/W/F- 13 days	T/Th- 8 days

* **CWLECC QUALIFYING rates** are available to children under 6 yrs. or turned 6yrs between January 1 to June 30, 2023 and until the last day of the month they turned 6 on or after July 1, 2023. ***CWELCC NON-QUALIFYING** rates are available to children who are 6 or older by January 1, 2023.

*The pre-authorized debit amount will equal the daily rate times the number of billable days in the month.