 Preschool Handbook

December 15, 2023

**Oak Park Neighbourhood Centre History, Vision, Mission, Programs**

Support, Connect, Engage. People Belong, Families are Strong, Neighbours care, Everyone Shares

We are a registered charity, community-based agency that began in 1999 with 6 women meeting together and in the last 20 years we have supported 18,810 people, currently serving over 3500 people a year.

We have an inviting, non-institutional, barrier free space, so that is welcoming to everyone. It is a reflection of the needs, talents and gifts of our neighbours and friends so that it is inclusive, asset supporting and relevant to the whole community. We believe in supporting the whole community together, regardless of income level, age or background.

Our centre has various programs including, multicultural programs (Mandarin, Japanese, German, Arabic); food programs, household supports, infant pantry, harm reduction & supports, poverty support group, utility bill payments, financial literacy, year-round income tax, mobility Equipment, seniors, supports for people with disabilities. We run family, infant, toddler, preschool, school age, youth and seniors programs. We provide free or affordable space to a number of local agencies and businesses to provide programs.

A welcoming community, supporting each other through diverse programs & resources to build friendships, strengthen our children & create healthy neighbourhoods.

To relieve poverty, provide education, support, recreational & social opportunities for people of all abilities and ages.

* To relieve poverty by providing basic amenities - food, education, counselling and clothing.
* To provide parenting education and support
* To provide educational, recreational, and social opportunities for people of all abilities

**Philosophy Statement**

This program statement meets the requirements of the Child Care and Early Years Act, incorporates “How Does Learning Happen” and aligns with our agency’s vision of “Support, Connect, Engage”

Oak Park Neighbourhood Centre is a welcoming community that supports self-esteem, family bonds, meaningful relationships, skill development and building community capacity. We believe that all children are competent, capable of complex thinking, curious and rich in potential. Our program helps prepare preschoolers and their parents for the transition to full time kindergarten. We believe that children are most successful when they know what to expect, have a sense of belonging in their community, have friends, and strong self-esteem. Children are introduced to classroom routines, social interaction and early math and literacy concepts.

**Relationships**

We support positive and responsive interactions not only among children but also families, caregivers, educators, and our community partners.

***Responsible Adults -***We view families as experts on their children and recognize that they are the first and most powerful influence on children’s learning, development, health and wellbeing. We support families with guidance and community information when requested. We engage families by providing opportunities to share their skills, resources, culture, and experiences. We support family connections by providing on-going communication about the program and the children through Seesaw, progress reports, and collaboration meetings with the classroom educators to ensure that each child reaches their full potential. We invite parents into the classroom for special events throughout the year where they are encouraged to interact with their children, educators, and other preschool families. Family friendships are supported and encouraged.

**Community Partners** -We call on local community partners for assistance in our programs and acknowledge that they play an important role at OPNC, supporting the children, their families and staff.

**Children –** We greet each child as they arrive and say good bye individually at home time. Our educators use their knowledge of child development and positive reinforcement to support children’s self-esteem, self-regulation and positive interactions in the classroom. Our educators model developmentally appropriate conflict resolution strategies and assist children in developing skills to negotiate, collaborate, communicate, empathise, and compromise with others. Teachers take time to listen to and observe children to learn how to respond to their unique way of communicating and to provide meaningful learning opportunities. Please refer to our “Positive Interaction Guidelines”

**Environment**  The atmosphere within the classroom is welcoming, safe, comfortable and a “home away from home” for children, families and community partners. Educators use their knowledge of child development to plan for and create positive learning environments, transitions and experiences where each child’s learning and development are supported. The classroom is divided into interest areas which foster children’s exploration play and inquiry and provide opportunities for child-initiated experiences. Materials are accessible, carefully chosen and are open-ended, varied, plentiful and are labelled to promote independence. Our educators view our outdoor environment as an extension of the classroom and incorporate outdoor exploration and play. There are opportunities for both quiet and active play provided within the classroom depending on the individual needs of the children in the program.

**Diversity and Inclusion** Staff understand that there are many different child-rearing practices and are respectful of families’ choices. We support, honour and appreciate cultural diversity. We encourage the sharing of traditions, culture and heritage. All children, regardless of abilities, are welcomed and accommodated. Our programs are planned to ensure that all children are able to fully participate, in a positive learning environment with positive experiences. Children’s learning and development is supported and inclusive of all, including those with individualized plans. To ensure we have a supportive learning environment, no more than two children in our preschool classroom will have a developmental challenge. Individualized support plans with descriptive instructions are put in place and developed with the parent, child, educator and supporting agencies. Details on our requirements for Individual Plans for children are found in our “Accessibility Customer Service Plan Policy”. The Executive Director of OPNC will report to the Board of Directors at least annually on inclusive activities.

**Health & Safety**

The Board of Oak Park Neighbourhood Centre is committed to promoting the health, safety, nutrition and well-being of its employees, volunteers, children and members. We will make every effort to provide a safe, healthy environment. All workers and volunteers must be dedicated to the continuing objective of reducing risk of injury. The Preschool and Community Outreach Manager is our Health and Safety representative.

Daily safety checks are done on the Centre and the “OPNC Playground Inspection, Monthly Review and Repair Log” is completed to maintain a safe environment. Any potentially unhealthy and/or hazardous situation is immediately addressed and rectified. We have centre wide policies to ensure all children, families and educators in our program are safe.

**Emergency Management Policies**

Our centre has emergency management policies and procedures. An emergency at our center means an urgent or

pressing situation in which immediate action is required to ensure the safety of participants and staff in the center. Staff

are responsible for the safety of the children and co-ordinate actions between themselves and emergency first

responders. This plan is to assist staff in responding to emergencies, provide information to family members concerning

emergency planning, and provide a basis for restoration of services. In the event of an emergency parents will receive an email as soon as possible with details of the emergency and any potential arrangements for pick up that may be required. If possible a phone call to each family will be made. A Facebook post will be made, if appropriate to explain the emergency, the steps taken, a plan for resuming normal operations and follow up supports available. In the event of an evacuation a call will be made, an email sent to families and a sign will be put on the front door with pick up information. Our emergency evacuation location is Chartwell Seniors residence at 180 Oak Park Blvd.

**Program Statement Review& Impact Assessment**

The Program Statement will be reviewed by educators, students and volunteers prior to interacting with children and anytime the statement is modified. Our annual review checklist and employee performance review ensures expectations are understood and met. Our preschool program is evaluated by our families annually with surveys to ensure we are meeting our goals as well as their needs.

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| **PRESCHOOL GOALS FOR LEARNING** | |  |
| **Support** | **Child Evidence** | **Teacher Support** | |
| Physically Active | Can kick, throw, catch, balance, hop and jump | Variety of daily physical activity | |
|  | Enjoys physical activity | Limit extended sedentary activities | |
| Has a sense of self and confidence | Can draw a person | Support efforts to gain competence & mastery | |
|  | Is happy, safe, feels included & competent | Listen to child, encourage, engage in conversation, welcome, pay attention to cues and needs. | |
|  | Feels good about abilities and interests | Recognize and value unique abilities, interests and spirit verbally, & in environment. | |
|  |  | Be attuned to physical & emotional needs of child and be warm & sensitive | |
|  |  | Document individual conversations to revisit thoughts and ideas | |
| Able to make choices | Weighs benefits of a choice | Provide opportunities for choice | |
| Aware of health | Knowledge of healthy food choice | Healthy snacks | |
|  | Healthy physical activity & self-care choices | Positive snack experience | |
| Is able to self-regulate | Using words to express displeasure | Recognize & support self-regulation | |
|  | Has coping strategies for frustrations |  | |
|  | Independent in snack, dressing and toileting | Provide time to practice tasks and encourage independence | |
| Takes initiative and tackles challenges | Child looks to self first for ideas to meet challenges | Facilitate opportunities to take reasonable risks | |
| Explores materials | Sort, match, compare, graph, classify, estimate | Provide opportunities and learning resources that encourage exploration, questions and curiosity | |
|  | Can count 1-10 & recognize numbers | Provide open ended materials to match numbers and materials | |
|  | Knows colours and shapes | Provide open ended colour and shape activities. | |
|  |  | All spaces & experiences promote play & inquiry that increase awareness and understanding of key concepts including numeracy & literacy development. | |
| Supports in place where needed | Has supports in place for success | Provide connections to other families and community supports | |
| **Connect** | **Child Evidence** | **Teacher Support** | |
| Has Empathy for & Values others | Learning to take turns | Support & encourage positive child interactions | |
|  | Comforts | Role model positive interactions | |
|  | Beginning ability to recognize, value and respect perspectives of others | Encourage children to support and rely on each other to develop friendships | |
|  | Connects with the community | Provide empathy project opportunities | |
|  | Listens to others | Facilitate successful communication by helping with listening & expression | |
| Connects & engages with others | Initiates, collaborates, engages, plays, creates, negotiates with others | Take time to connect children to each other and introduce parents to each other. | |
|  | Has meaningful communication & interaction with peers & adults | Engage in authentic, reciprocal conversations with children | |
|  | Connects with the community | Invite community members to the centre | |
| Has focused attention | can focus on activity of interest with purpose | Plan the flow of the day with limited interruptions and transitions to provide for large blocks of time for sustained complex play & inquiry | |
|  | Can listen to a story and teacher lead activities | Provide engaging group activities that reflect child interests. | |
| **Engage** | **Child Evidence** | **Teacher Support** | |
| Engages | Expresses joy and wonder | Explore ideas and provide set up and materials that allow for exploration for all | |
|  |  | Consider what children are doing with objects to allow for expansion of learning. | |
|  |  | Design environment to spark curiosity | |
|  |  | Participate with child as a co-learner | |
| Participates | Shares culture, traditions, interests, talents | Connect with families to and invite participation and ensure class activities reflect and are relevant to everyday lives | |
|  |  | Make children's thinking, learning, competence visible to children, families & others | |
| Creative expression | Comfortable exploring mediums and creating | Provide time, space, materials to encourage expression that reflect capabilities and background | |
|  |  | Provide open ended, varied, accessible materials. | |
| Literacy skill & competence | Gains competence in language acquisition | Include language & literacy in all daily activities and spaces | |
|  | Expresses themselves through language | Provide individual support so all voices are heard | |
|  | Knows 26 letters and sounds | Provide time, space, materials | |
|  | Can recognize and print first name | Provide opportunities for learning & assist with pencil grip | |
|  | Fine motor skills developed | Provide lacing, tracing, cutting activities | |
|  | Beginning reading | Cultivate love of books, stories & rhymes | |

**Preschool Daily Plan**

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| --- | --- | --- | --- | --- |
| **Times** | **Morning Program** |  | **Times** | **Afternoon Program** |
| 9:30-9:40  9:40-10:00  10:00-11:00  11:00-11:30  11:30-11:45  11:45-12:00 | Arrival and Hand Washing  Morning Greeting & Opening Circle  Learning Centres & Small Groups  Nutrition Break  Music & Movement  Outdoor Play & Dismissal |  | 1:00-1:10  1:10-1:30  1:30-2:30  2:30-3:00  3:005-3:15  3:15-3:30 | Arrival and Hand Washing  Afternoon Greeting & Opening Circle  Learning Centres & Small Groups  Nutrition Break  Music & Movement  Outdoor Play & Dismissal |

**Preschool Licensing & Ratios**

Our Preschool is licensed by the Ministry of Education under the Child Care and Early years Act for 12 children aged 2.5

to 6. Our daycare license and decal are posted by our door. The ratio is one staff person to every 8 children. If the class

is 9 children or more we have 2 teachers. Our license allows us to have 20% mixed ratio – 2 children between 2-2.5

years old. Placement students are not counted in the ratio and are never left alone with preschool children.

**Fees/ Admission/Discharge – Base Fees**

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| **Monthly Rate** | **1 day a week** | **2 days a week** | **3 days a week** | **4 days a week** | **5 days a week** |
| **9:30-noon or 1:00-3:30**  **$35 Registration fee** | **$82.69**  **$19.08/day** | **$125.21**  **$14.45/day** | **$170.10**  **$13.08/day** | **$212.63**  **$12.27/day** | **$255.15**  **$11.78/day** |
| **Previous Fees March 2022- Daily**  **Monthly & $35 Registration Fee** | **$39.23**  **$175** | **$30.47**  **$265** | **$27.59**  **$360** | **$25.96**  **$450** | **$24.92**  **$540** |

Our Licensed Preschool Program has opted in to the CWELCC Childcare program. Members will receive advanced notification of any fee changes. We have a one-time base administration fee of $35 at the time of enrolment.

We must complete a Pre-authorized debit (PAD) agreement form. Authorized deposits are made on the 15th of the month for the preceding month. Income tax receipts will be issued at the end of each year. The same fee is paid each month regardless of holidays, inclement weather or days a child is not in attendance. The monthly fee includes fees for statutory holidays and 2 weeks vacation coverage for staff. The OPNC membership fee is not included in the Preschool fee and can be paid separately if the family wishes to join Drop-In programs. The $7 fee for each quarter hour late for pick up are not part of the base fees. All registration forms and Pre-authorized debit (PAD) agreement **must** be completed and signed at least one business day **before** your child starts. Your child may be withdrawn with one months notice or fees in lieu. If there are insufficient funds to cover the monthly payment, a cheque or cash for the full amount plus a $20 processing fee are required.

**Parent Support**

Parents are encouraged to have their children ready to join their class on time to benefit fully from the program. Parents are asked to ensure their child has used the washroom before coming to the program and please wash their hands before class as well. This reduces the staff time spent on bathroom routines and increases class learning time. Parents are welcome to stay for a few minutes the first day if needed to ensure their child is settled into the program. Please send your child with a change of clothes in a ziplock bag to keep at the centre. If your child requires diapers and wipes send those as well. In the winter indoor shoes are needed. We request that you not send back packs to the program, we have limited room to store these and it adds to the challenges at home time. Please remember to read your Seesaw weekly emails to stay up to date. In the event of an emergency at the Centre we will take all children to Chartwell 180 Oak Park Blvd, Oakville ON L6H 0A6 and parents/ caregiver will be notified.

**Holidays & Inclement Weather Closures**

We are closed for all statutory holidays, March Break, Easter Monday, Christmas Break and the last week of August. If

both school boards are closed for inclement weather then we will also be closed. There will be a message posted on our

Facebook page.

**Activities Off Premises**

We do enjoy the park outside the centre and go for a walk around the block from time to time. If we go off-site for field trips, like to the seniors centre, will get parent consent to do so.

**Respectful Environment Policy**

Mutual respect and a discrimination free environment are values and priorities of Oak Park Neighbourhood Centre (OPNC). The benefits of a respectful environment include a positive employee, participant and volunteer experience. OPNC is committed to demonstrating a welcoming and respectful environment, promoting ethical behaviour and striving for professional excellence. All persons associated with OPNC are accountable for conducting themselves in a civil, respectful, cooperative and non-discriminatory manner at the Centre and at Centre-related gatherings. Everyone participating in OPNC activities has the responsibility to refrain from and to report any disrespectful conduct. All allegations of disrespectful conduct will be investigated. OPNC prohibits retaliation of any kind against an individual reporting a complaint or providing information in connection with an investigation. Every effort will be made to keep the complaint, investigation, and action taken as a result of the investigation confidential. Anyone who thinks that they have been confronted with or has witnessed disrespectful conduct may file a complaint to an OPNC staff person, Executive Director or Chair of the Board.

**Emergency Management Plan**

This plan provides direction to staff to respond to emergencies, communicate with members and restore services. An

emergency is an urgent or pressing situation in which immediate action is required to ensure the safety of people at the

center. Staff are responsible for the safety of the children in childcare programs and for members attending programs.

Staff will co-ordinate actions together with guidance from emergency responders. An email from lead childcare teachers explaining the situation as well as any evacuation details with address for pick up will be provided to parents as soon as it is safe. Our emergency evacuation location is Chartwell at 180 Oak Park Blvd.

**Prohibited Practices**

Our centre must be a safe place for everyone. Therefore, the following are prohibited:

(a) Corporal punishment of a child

(b) Physical restraint of a child, such as confining the child to a chair, or seat 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

themself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent

(c) Blocking the exits of the childcare centre for the purpose of confining a child without adult supervision, unless such

confinement occurs during an emergency and is required as part of the emergency management policies.

(d) 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 their self-respect, dignity or self-worth.

(e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, or clothing; or

(f) Inflicting any bodily harm on children including making children eat or drink against their will.

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**Child Immunization**

Staff will refer families to the Region of Halton for immunization information and will inform the Region of all

immunizations. Children in our preschool program must provide proof of up to date immunization at registration

according to the requirements of the Medical Officer of Health. You may decide because of medical, or religious reasons

not to immunize your child. In this case, you will need to provide an exemption affidavit that you can obtain from Halton

Region. If an outbreak occurs, a child who is not adequately immunized will not be able to attend programs (no refund

will be provided) unless the child receives the required vaccine or until the outbreak is over.

**Periods of Exclusion for Illness as Indicated by the Halton Region Health Department**

Children with the following diseases should remain at home and away from others:

Chickenpox- Until well enough to participate in all activities regardless of the state of the rash.

Nausea, vomiting and/or diarrhea - until 48 hours after it stops

Fifth’s Disease (Parvovirus) - No exclusion. If the child is well enough to participate in all activities

Head lice or scabies- must have one treatment to return

Hepatitis A -safe to return 7 days after the jaundice began

Impetigo - Until the antibiotic prescribed by a doctor has been taken for at least 1 full day (a full 24 hour cycle).

Measles - For at least 4 days after the rash begins.

Mumps - For at least 5 days after the swollen glands first appear.

Pink-eye, bacterial conjunctivitis - Until antibiotic prescribed by doctor is taken for a full 24 hour cycle.

Ringworm - Until treatment has started.

Rubella (German Measles) - Until at least 7 days after the rash first appears.

Scarlet Fever - Until antibiotic treatment prescribed by a doctor has been taken for 1 full day (a full 24 hour cycle).

Strep Throat - Until antibiotic treatment prescribed by a doctor has been taken for 1 full day (a full 24 hour cycle).

Whooping Cough (pertussis) - Until antibiotic taken for 5 days or 3 weeks from when the cough began without antibiotic.

**Preschool Program Diapering and Toileting**

We work with parents and children to assist with toilet training so that the child moves towards independence. Please change your child’s diaper and have your child go to the washroom before class. Send diapers and spare clothes in a zip lock bag to keep in class. Dress them in clothing that is easy for them to remove independently.

**Anaphylaxis, Asthma and Life Threatening Illness**

Oak Park Neighbourhood Centre strives to be a safe place for the whole community. We follow the recommendations from “Sabrina’s Law” to develop individualized plans and emergency procedures for all children receiving childcare with anaphylaxis, asthma, or any life threatening illness. We are a nut-free centre and ask that children and adults who have had peanut butter or peanuts at home wash their hands and face with soap and brush their teeth before coming into the centre. Nuts are not allowed at the centre and signs are posted to that effect. Parents with a child with a Life Threatening Illness or Allergy must complete “Life Threatening illness Package and Plan”

The centre commits to making every effort to meet the allergy requirements of the children in our care by changing the

Snack menus to meet the needs of children with allergies or special diets. In situations where the needs are too

difficult for the centre to accommodate, the parent can provide snacks for their child. If parents must provide food for

children in the childcare programs due to a child’s allergies or special diet, they must put the request in writing and

clearly label their nut free food containers with the child’s name and date it was provided. Parents must provide a list of

all ingredients in the food they supply to ensure the food does not contain any known allergens in the class. Children are

not permitted to share the food they bring. Food can only be consumed at the snack table.

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**Preschool Childcare Supervision Policy for Volunteers and Students** Every child in the licensed preschool program will be supervised by an employee of the centre at all times. Direct unsupervised access is not permitted for persons who are not employees of our centre. Supervision is not permitted by people less than 18yrs of age. Placement students or volunteers at the centre are not counted in the staffing ratios in the licensed preschool program. OPNC’s Behaviour Management Policy, Volunteer Policy, Emergency Procedures, Individual Anaphylaxis and Asthma Plans are reviewed by students and volunteers before they assist in the classroom and every year after that. Police checks, vulnerable sector screens and annual offence declarations are required by all volunteers and students.

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| **Oak Park Neighbourhood Centre** | |
| Policy Title: | **Childcare Responsible Adult Issues & Concerns Policy** |
| Approved by: | Oak Park Neighbourhood Centre Board of Directors |
| Approval & Revision dates: |  |

## Policy Statement

To provide a transparent process for responsible adults, and staff to use when responsible adults bring forward issues or concerns.

**Other Relevant Policies:** Serious Occurrence, Child abuse, Agency Respectful Environment & Complaints Policy

## General Principles

Responsible adults are encouraged to take an active role at our centre and regularly discuss what their child is experiencing with our team. We support positive and responsive interactions among the children, responsible adults, childcare providers and staff, and foster ongoing communication with responsible adults about our centre, the program and their children.

All issues and concerns raised by responsible adults are taken seriously by our team and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues and concerns may be brought forward verbally or in writing. We may encourage a responsible adult to provide written detail of the concern raised depending on the issue. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the responsible adult will respect and maintain the confidentiality of all parties involved. An initial response to an issue or concern will be provided to responsible adults within 1 business day. The person who raised the concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

### Confidentiality

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of responsible adults, children, staff, students and volunteers, except when information must be disclosed for legal reasons to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children’s Aid Society.

### Conduct

Our agency 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 responsible adult or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the immediate supervisor. Our “Respectful Environment & complaints Policy” will be followed.

## 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 responsible adult expresses concerns that a child is being abused or neglected, the responsible adult will be advised to contact Halton children’s Aid at 866-607-KIDS (5437) or 905-333-4441, or by Fax: 905-333-1844

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*. SEE child abuse policy

## Procedures

**Raising Concerns or Issues**

Responsible adults can address their concerns to the lead teacher, the preschool or youth supervisor or the executive director in person, over the phone or by email. If concerns relate to a volunteer or placement student then concerns are to be directed to the lead teacher. You may wish to put your concerns in writing so that it is clearly stated to assist the resolution process.

Depending on the nature of the concern it is usually best to speak to the lead teacher first. It is not always possible to adequately address concerns at pick up or drop off when other families are present and the teacher is still supervising the children. It may be advisable to wait until you are alone at pick up time with the teacher to allow for a more focused conversation, or send an email with the concern to set a time to meet outside of program hours.

**Program or General Centre Operation Concern Procedures**

The program lead teacher will address the concern at the time it is raised and/or arrange for a meeting within 2 business days. The lead teacher will make a note in the “Daily Log” with the name of the responsible adult and a short sentence description of issue.

On the “Issues & Concerns Report” the staff who received the complaint will document the issue in detail, with the name of the member with the concern, the date and time that the concern was raised and the staff who received the complaint. Include details of the concern, including as many specifics as possible. Also add any steps taken to resolve the issue or any information provided to the responsible adult regarding next steps or referral and any contact information needed. Give a copy of the “Issues & Concerns Report” to your immediate supervisor. The supervisor will inform the Executive Director of all complaints and involve the board if warranted. The appropriate team member will initiate an investigation within 2 business days or as soon as possible. Any delays will be documented in writing. A written resolution or outcome will be provided to the responsible adult who raised the issue.

**Conduct Related Concern or Issue Procedures**

All issues or concerns about the conduct of staff, students or volunteers that puts a child’s health, safety and well-being at risk must be reported by phone call, email or in person to the executive director as soon as responsible adults become aware of the situation. The executive director will document all details and follow the procedures listed in the program or general centre concerns procedures or if of a serious nature will follow the serious occurrence procedures.

**Escalation of Issues or Concerns**

Where responsible adults are not satisfied with the response or outcome of an issue or concern, they may escalate the concern verbally or in writing to the executive director [michelle@opnc.ca](mailto:michelle@opnc.ca) first and then if not resolved to the centres Board of Directors [board@opnc.ca](mailto:board@opnc.ca). Concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15must be reported to the Ministry of Education’s Child Care Quality Assurance and Licensing Branch 1-877-510-5333 or childcare\_ontario@ontario.ca. Concerns may also be reported to Halton Public Health, Halton Regional Police, Ministry of Environment, Ministry of Labour, Oakville Fire Department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers where appropriate.

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| **Oak Park Neighbourhood Centre** | |
| Policy Title: | **Safe Arrival and Departure Policy** |
| Approved by: | Oak Park Neighbourhood Centre Board of Directors |
| Approval & Revisions: | Nov 30,23 |

***Policy Statement***

To provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children in childcare, including what steps are to be taken when a child does not arrive at the Centre as expected, as well as steps to follow to ensure the safe dismissal of children. This policy fulfills the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

***General Policy and Procedures***

We will ensure that any child receiving childcare is only released to the child’s responsible adult or an individual that the adult has provided written Release Authorization for on the childcare Registration form.

A responsible adult may request on our registration form to release their child who is age 8 or older be released without supervision and must provide written and signed authorization, including the time of dismissal. In this instance the responsible adult is aware that the Centre is no longer responsible for the child upon their dismissal.

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

**Procedures**

Accepting a Child into Care

When accepting a child into care at the time of drop-off, program staff in the room must:

* Greet the responsible adult and child.
* Ask if someone other than the responsible adult will be picking up. Where the responsible adult has indicated that someone other than the child’s responsible adult will be picking up, the staff must confirm that the person is listed on registration form, where the individual is not listed, ask the responsible adult to provide authorization for pick-up in writing
* Document the change in pick-up procedure in the “Daily Log”.
* Sign the child in on the classroom attendance record.

Child has Not Arrived in Care as Expected

Where a child does not arrive at the Centre and the responsible adult has not communicated a change in drop-off the staff must:

Inform the program manager and they must contact the child’s responsible adult using he phone numbers supplied on the “Registration Form” and leave a message at each number 45 minutes after the start of the class.

Once the child’s absence has been confirmed, program staff shall document the child’s absence on the attendance record and any additional information about the child’s absence in the daily written record.

Releasing a Child from Care

The staff who is supervising the child at the time of pick-up shall only release the child to the child’s responsible adult or individual’s that they have provided written authorization for release for. responsible adults are required to check in with staff to ensure they are aware the child has been dropped off/picked up. Where the staff does not know the individual picking up the child, confirm with another staff member that the individual picking up is authorized to do so, or if not possible, ask for photo identification and confirm the individual’s information against the authorization list on the child’s registration form. The time of release must be recorded on the attendance record.

Child has not been picked up as expected (before Centre closes)

Where a responsible adult has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up after 45 minutes has passed, teaching staff shall contact the responsible adult by phone, leaving a message at all authorized contact numbers until someone is reached and advise that the child is still in care and has not been picked up. If an authorized person for pick up does not call back, staff will follow the closed Centre procedures below.

Child has not Been Picked up and the Centre is Closed

Where a responsible adult or authorized individual who was supposed to pick up a child from care has not arrived by the end of the program, staff shall ensure that the child is given an activity, while they await their pick-up.

One staff will stay with the child, while a second staff calls the responsible adult to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall, contact the individual and leave a message and then call the responsible adult and leave messages at all numbers, including emergency contacts until someone is reached. Where staff is unable to reach the responsible adult or any other authorized or emergency contacts listed on the child’s file by 30 minutes after the end of the program, the staff shall proceed with contacting the [Halton Children's Aid Society](http://www.haltoncas.ca/)at 866-607-KIDS (5437) or 905-333-4441, or by Fax: 905-333-1844. Staff will follow the CAS’s direction with respect to next steps.

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| **Oak Park Neighbourhood Centre** | |
| Policy Title: | **Wait List Policy** |
| Approved by: | Oak Park Neighbourhood Centre Board of Directors |
| Approval & Revision Dates: | Nov 30,23 |

***Policy Statement***

Directions for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective responsible adults in a way that maintains the privacy and confidentiality of children. The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide responsible adults with information about their child’s position on the waiting list. This policy fulfills the obligations set out under Ontario Regulation 137/15 for a child care Centre that maintains a waiting list to have related policies and procedures.

***General Policy and Procedures***

We will strive to accommodate all requests for the registration of children. When the maximum capacity of a program has been reached, the waiting list procedures will be followed.  No fee will be charged to responsible adults for placing a child on the waiting list. The wait list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child’s position on the wait list will be provided to responsible adults. Names of other children or families or their placement on the list will not be shared with other individuals. The Program Manager will be the contact person for responsible adults who wish to inquire about the status of their child’s place on the waiting list. The Program manager will respond to responsible adult inquiries and provide the child’s current position on the list and an estimated likelihood of the child being offered a space in the program.

**Procedures**

1. We will receive responsible adult requests to place children on a waiting list via email, phone or in person meeting.
2. We will place a child on the waiting list in chronological order, based on the date and time that the request was received.
3. Once a child has been placed on the waiting list, the licensee or designate will inform responsible adults of their child’s position on the list.
4. When a space becomes available in the program, the next child chronologically on the wait list will be contacted.
5. Responsible adults of children on the wait list will be notified that a space has become available.
6. Responsible adults will be provided 24 hours in which a response is required before the next family on the wait list will be offered the spot.
7. Where a responsible adult has not responded within the given timeframe, we will call the responsible adult of the next child on the waiting list to offer them the space.