



## Information Handbook

Explore ~ Discover ~ Learn

11643 Trafalgar Road, Georgetown, ON L7G 4S4

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## Administrative Information

Welcome to **Harmony Preschool**. We have chosen to present important information to you via this Information Handbook. It is our hope that the booklet will help to inform you and direct you as you begin on this educational journey with your child.

### **Mission**

Harmony Preschool's mission is to develop, in partnership with the family, the preschool child's social, environment, physical, intellectual and spiritual development from a Biblical point of view.

### **Vision**

Harmony Preschool's purpose is to provide a nurturing educational environment in which your child is encouraged to respond to God and others in harmony and love.

### **Contact Information**

Harmony Preschool/Halton Hills Christian School  
11643 Trafalgar Rd, Georgetown, ON L7G 4S4  
Office 905-877-4221  
Website [www.harmonypreschool.ca](http://www.harmonypreschool.ca)

### **Preschool Director (Marianne Schenk)**

[m.schenk@hh-cs.org](mailto:m.schenk@hh-cs.org)

### **Classroom & Kitchen Communication**

[harmony@hh-cs.org](mailto:harmony@hh-cs.org)

### **Admission**

Harmony is open to children who are between the ages of 2 1/2- 4 yrs old.

### **Hours of Operation (7:30 - 5:00)**

Harmony Preschool will run according to the regular school calendar from September to June of Halton Hills Christian School. We will be closed on the following Statutory Holidays – Thanksgiving Day, Family Day, Good Friday, Easter Monday, Victoria Day along with 3 designated PD days, and 3 early dismissals. (Adjustments will have been made to your Tuition Invoice) There will be a two week break at Christmas and one week for March Break. If it becomes necessary to cancel Harmony Preschool for any unforeseeable reason, all parents will be notified via voice mail and/or email.

**Note:** *If you are in need of After School Care, please call the School Office and they will give you the necessary information.*

### **Registration**

Registration is on a first-come, first-served basis. Registration continues until classes have reached a maximum of 16 students per class for the morning and a maximum of 16 students per class for the afternoon. Registration must be accompanied by a non-refundable fee of \$100.

### **Attendance**

Students are expected to be at school for their scheduled session. If your child is going to be absent, we request that you notify the office by 9:00 AM or email the classroom teacher(s) or Preschool Director. If your child will be picked up by someone other than the normal pick-up person, a written note must be submitted to the classroom teacher.

### **COVID-19 Addendum**

While many things will seem different with new procedures in place for the safety of both children and staff, we aim to continue to provide quality Christian education in an environment that supports the belonging, well-being, engagement, and expression for your child. COVID-19 is unprecedented and is constantly evolving and therefore we will make sure that all changes are realistic and feasible and are in alignment with the recommendations from the Ministry of Education and our local Public Health Department.

***“Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble.” (1 Peter 3:8)***

We commit to and believe *“that every child is competent, capable of complex thinking, curious, and rich in potential. We believe that they grow up in families with diverse social, cultural, and linguistic perspectives. We believe that every child should feel that he or she belongs, is a valuable contributor to their surroundings, and deserves the opportunity to succeed. We believe that learning and development happens within the context of relationships among children, families, educators, and their environments. We believe that when we recognize children as capable and curious, we are more likely to deliver programs and services that value and build on their strengths and abilities.”* (as stated in the *How Does Learning Happen? Ontario’s Pedagogy for the Early Years, 2014 document*).

Harmony Preschool is a faith based emergent enriched curriculum that is child-led and teacher-guided with Christ as our foundation. We believe in allowing all children to *explore~discover~learn* through the relationships that we build with the children, their families, and through our internal and external communities.

We support and implement the core values of Halton Hills Christian School (HHCS)

- To serve and honour God in all things
- To demonstrate honesty and integrity in all that we say and do
- To demonstrate that each student matters
- To deliver a Christ centred education
- To deliver quality programs for both inside and outside the classroom
- To build and offer community for students and their families

We support and implement the core values of HHCS through our awareness, acknowledgement and implementation of the four pillars of learning ~ belonging, well-being, engagement and expression ~ as stated in the *How Does Learning Happen? Ontario Pedagogy for the Early Years, 2014 (HDLH)* document. We believe the implementation of these four pillars are critical to all children, family members, staff members and our extended community to feel a part of our program. As we create a feeling of ~ belonging, well-being, engagement and expression ~ and become co-learners together then we are ultimately able to support the child’s learning and growth.

***Jesus said, “Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.” (Matthew 19:14)***

We **promote the health, safety, nutrition and well-being of each child** through a variety of ways. Addressing the needs of the whole child is what allows the child to fully grow, develop and learn according to God’s plan.

- Staff monitor the health of each child as they enter the classroom and connect with the parents during drop off and pick up time to discuss and talk about the child’s day.
- Staff perform a daily inspection of the classroom and playground to ensure a safe learning environment for the child. This includes following a regular sanitization schedule.
- We have chosen to invest in the well-being of each child through our nutrition program.
  - We offer a high rotation menu with a variety of food options including multi cultural food items to promote healthy food awareness that is prepared onsite.
  - We build strong relationships with each family by respecting and supporting to the best of our abilities, any special dietary, cultural and religious requirements as needed.
  - We provide a family friendly style for snack and meal time inviting the children to help set the table, serve themselves when possible while supporting the building of relationships.

***“Do to others as you would have them do to you” (Luke 6:31)***

We are called to **support positive and responsive interactions among the children, parents, child care providers, and staff** by how we build relationship with one another.

- We treat each other with respect by how we listen and speak to each other.
- We model how to have positive relationships with each other.
- We are aware and intentional of our body language and voice during interactions with the child, parents/guardians, community agencies, and co-workers.

***“Encourage one another and build each other up.” (1 Thessalonians 5:11a).***

We support and **encourage each child to interact and communicate in a positive way and support his/her ability to self-regulate** by incorporating and modeling the *7 Habits of Happy Kids* (as supported by Halton Hills Christian School) through our daily interactions with the children.

- Habit 1: Be Proactive: You’re in Charge
- Habit 2: Begin with the End in Mind: Have a Plan
- Habit 3: Put First Things First: Work First, Then Play
- Habit 4: Think Win-Win: Everyone Can Win
- Habit 5: Seek First to Understand, Then to Be Understood: Listen Before You Talk
- Habit 6: Synergize: Together is Better
- Habit 7: Sharpen the Saw: Balance Feels Best

***“I the LORD search the heart and examine the mind,”(Jeremiah 17:10a)***

We know that as we provide materials and equipment to support the opportunity to *explore~discover~learn* we are **fostering the child’s exploration, play and inquiry.**

- We strive to engage the heart and mind of each child through the questions that we ask.
  - We call these **essential questions**. These questions are open-ended and we learn more about the child as we hear their answers. (Example: I wonder ....?)
- Through the responses and our observations of the child we are able to extend and further develop his/her learning through the use of the “*Early Learning for Every Child Today*” (ELECT) document.
- We provide an extensive variety of hands on learning opportunities that support the interests of the child.
- We enhance, rotate and/or renew the materials and equipment the children are using to further expand their interest(s) and inquiries.

***“Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.” (Philippians 4:8)***

In order for us to **provide child-initiated and adult-support experiences** we are intentional about providing an environment that is child-led and teacher-guided.

- Curriculum planning is based on the interests of the children (child led - teacher guided).
- Scaffold the child’s learning through “essential questions” (I wonder ...).
- Provide small group learning opportunities that are child led and teacher guided.
- Our enriched curriculum is enhanced by other supportive programs such as: Jolly Phonics, Handwriting Without Tears, and our Bible Stories Curriculum.

***“Start children off on the way they should go, and even when they are old they will not turn from it.” (Proverbs 22:6)***

We believe in **creating a positive learning environment and promoting experiences in which each child’s learning and development will be supported.**

- We are intentional about the materials that are available for the children to ensure that they are open ended to enhance their creativity and imagination.
- We provide a nature based outdoor education area that allows the child to explore the world around him/her in a creative open environment.

- We observe each individual child to see where s/he is developmentally in all areas: social, emotional, language, cognitive and physical so that we intentionally plan activities and provide materials to help support the individual child's growth.
- As educators we work with each child to become co-learners - to *explore~discover~learn* together to scaffold the child's learning.
- We see parents as an important part of their child's learning. We want to involve the parents in the learning. As we connect home and school, the learning is more meaningful to the child.

***“Give careful thought to the paths for your feet and be steadfast in all your ways.” (Proverbs 4:26)***

We strive to provide a variety of learning opportunities that **incorporates indoor and outdoor play that promotes active play, rest and quiet time within the day and give consideration to the individual needs of the child receiving care.**

- Educators are aware of the individual needs of each child and provide opportunities that support the needs to ensure a sense of belonging, well being, engagement and expression within every aspect of the daily schedule.
- We set up the classroom in such a way that provides both busy and quiet areas; this way we support each child's ability to self-regulate as needed throughout the day.
- Daily communication with the parents/guardians allow us to get to know each child and discover what his/her individual needs are.

***“These are the things you are to do: Speak the truth to each other, and render true and sound judgment in your courts;” (Zechariah 8:16)***

We understand and believe in the value of **fostering the engagement of and ongoing communication with the parents about the program and their child.**

- We coach and encourage staff to share “learning stories” with the parents regarding their child.
- We encourage parents to be intentional about reading the documentation posted within the classroom and through the HHCS News Nuggets.
- We support parent's request for a Parent/Teacher meeting.
- We exhibit and provide ongoing documentation throughout the classroom that is reflective of the current learning that is happening.
- We provide open-house opportunities for parents to experience and learn more about our program through drop in activities during the day and evening information sessions.

***“And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another—” (Hebrews 10:24-25)***

We understand the value of working alongside and **involving our local community partners to help provide support to the children, their families and the staff.**

- Through our emergent enriched curriculum we bring in local “experts” to help further enhance the children's learning.
- Through local/regional/provincial grants being offered we connect with local experts and parents within the community to help support the goals within the grant.
- We invite local community partners to come into our program to provide professional learning opportunities for staff and/or parents within our program.
- We encourage and present Service Projects (Example: Operation Christmas Child) to support either our local or broader community.

***“Rise up; this matter is in your hands. We will support you, so take courage and do it.” (Ezra 10:4)***

To provide the quality program that we believe each child and family deserves we strive to **support the staff and all other parties involved who interact with the children in our program by providing a continuous professional learning** environment.

- Provide In-house Professional Development (PD) 2 x's/year
  - Staff input required in regards to what PD topic(s) should be
  - Either an “expert” will be brought in or the PD will be led by staff themselves

- Staff encouraged to participate in Continuous Professional Learning opportunities through various support organizations (ie, Quality First, THRC, Sheridan College, etc.) to be reflective of their professional goals.
- Annual Performance Review
  - Professional Goals based on survey results
    - Resources
      - Code of Ethics and Standards of Practice (CECE)
      - Occupational Standards for Early Childhood Educators
      - How Does Learning Happen?
      - Quality First Resources/Tools
      - Program Statement
- Encourage and facilitate communities of practice among staff and through networking resources within the Region of Halton.

***“I applied my heart to what I observed and learned a lesson from what I saw:”  
(Proverbs 24:32)***

Annually we **document and review the impact of the above strategies to further understand how to best support the children and families in our community to ensure that they all have a sense of belonging, well being, engagement and expression.**

- Annual Parent Survey
  - Survey is to be sent out the end of May allowing 2 weeks for parents to respond
  - Results are to be tabulated and graphed - categorized through the 4 pillars of HDLH
  - Results of survey to be discussed at the annual June Year End Staff Meeting
    - Action Plans to be created based on survey results and staff discussions
- During the August Staff Meeting
  - Action Plans will be discussed and assigned to staff as to implementation for the upcoming school year

**Curriculum**

Through a structured Christ centered learning environment we provide an emergent enriched curriculum, which is child led and teacher guided.

For your child's learning experiences, a wide variety of materials and plenty of time to experiment with them are provided. We encourage children to think creatively and play socially. This lays a foundation for becoming an individual with an inquiring, informed and imaginative mind.

The **schedule** for the day will include:

- Purposeful Play (Centre Time)
- Circle Time
- Small Group Time/Activities
- Praise & Worship
- AM & PM Snack
- Lunch
- Rest Time/Quiet Time
- Outdoor Exploration (Morning & Afternoon)

**Communication**

Staff is always willing to speak with you about your child's day. If you need more information or have any questions or concerns regarding your child, a meeting can certainly be arranged. Please speak with the Preschool Director or the classroom teacher to set-up an appointment.

**Ages and Stages Questionnaires (ASQ-3)**

One of our goals in meeting the individual needs of your child is to find out where they are developmentally – what is their developmental age. This will be done through the Ages and Stages Questionnaires following the first six weeks of your child being enrolled in the program. If further information is needed, the teachers will then work with the Brigance Screen II. This will help the teachers to have a deeper awareness of where your child is at developmentally to know how to further support them in their learning during their time in our program.

**Early Learning for Every Child Today (ELECT)**

The Early Learning for Every Child Today (ELECT) is a practical document that the teachers will use to help guide them in your child's learning within their early childhood environment. It highlights six statements of principles along with the Continuum of Development.

These six statements of principles help to support learning for each individual child.

1. Early childhood development sets the foundation for lifelong learning, behaviour and health.
2. Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.
3. Respect for diversity, equity and inclusion are prerequisites for honouring children's rights, optimal development and learning.
4. A planned curriculum supports early learning.
5. Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.
6. Knowledgeable, responsive early childhood professionals are essential.

The Continuum of Development describes the progression of development for infants, toddlers, preschoolers and school-age children (up to 8 years of age). The continuum addresses five different domains – Social, Emotional, Communication, language and literacy, Cognitions and Physical

**Learning Expeditions**

We believe in providing children with a variety of learning opportunities that support their sense of belonging, well-being, engagement, and opportunity for expression in their learning. Therefore, occasionally students will be taken on learning expeditions that enhances and supports the current topic of learning. Expeditions will happen through neighbourhood walks, nature walks, etc or through guest visitors coming to our classroom.

**Toilet Training:** We understand that developmentally children are at different stages in the toilet training process. Together we will work towards your child having the self-help skills of going to the bathroom, getting on and off the toilet themselves and being able to pull their clothing up and down independently. One of the strongest skills we can encourage your child to have is the ability to communicate with the classroom teacher when they need to go to the bathroom.

**Note:** We ask that you provide us with diapers and/or pull-ups, wipes and cream.

### **Dress Code**

Children should come to school dressed in appropriate comfortable clothing that is easy for them to handle without too much help. T-shirts with inappropriate images or slogans are banned for all students. Indoor shoes with non-marking soles will be required. These will be kept at the school. Outdoor shoes must be close-toed, for safety purposes. No flip-flops or sandals. Please provide a change of labelled clothing in your child's backpack, appropriate for the season. If your child has used an item, please wash and then return it.

### **Nutritional Breaks**

Menus are designed "in house" and our meals are made fresh daily in our onsite kitchen. Meals and snacks are in line with Canada's Food Guide and the Child Care Early Years Act. We provide a four-week rotation per season (Fall, Winter and Spring).

### **Volunteer Opportunities**

In keeping with our philosophy, we want to make sure that there are many opportunities for the home and school to work together as we nurture your child. These opportunities will happen through various special occasions that will happen throughout the year. Parental involvement is encouraged.

**Note:** In order to volunteer in the classroom you must provide us with a Police check including the Vulnerable Sector, that is less than six months old.

### **Emergency Management Policy**

Harmony Preschool is committed to providing a safe and nurturing environment for all children and families in our program. To support this environment we have a policy that explains and outlines the procedure(s) to follow when dealing with emergency situations. (Example: fire, tornado ,etc). In case of a school wide emergency situation, parents will be contacted as per our policy via email and ROBO call.

### **School Closure**

In the event of inclement weather causing risk in transporting students, the school will not be open. This decision will be made by the bussing company who provides transportation to our HHCS students and in conversation with Halton Hills Christian School. An announcement of such closing will be broadcast over radio station CFRB (1010 AM) in the morning. A ROBO call and email will be sent out to you, using the primary contact number and email that you provide us with, notifying you of a school closure.

### **Student Accident Insurance**

Harmony Preschool will assume the responsibility of basic student coverage for accidents. Extra coverage and life insurance, if desired, are available. Forms will be sent home during the first week of school.

### **Behaviour Management**

Redirecting inappropriate behaviour is a part of the learning process that helps lead your child to a full awareness of who God is calling your child to be within their community. It is our aim to help your child become aware and understand the desired behaviour knowing it is based on God's biblical truths and therefore are in alignment with the practices of Halton Hills Christian School/Harmony Preschool.

We use the *Seven Healthy Habits of Highly Effective People*, by Stephen Covey, as part of our behaviour management.

**Illness**

Sometimes a child may become ill while at school. The parent will be called and notified, but if we are unable to reach you, we will call your emergency contact person if it is evident that the child really needs to go home. Children with a contagious illness, heavy cold, low-grade fever, and/or flu-like symptoms that prevent them from taking part in regular school activities, are encouraged to be kept at home. A child may return back when their symptoms have subsided or are no longer contagious. (Please refer to the Exclusion of Sick Children Policy)

**Allergies/Asthma**

Parents with children having severe allergies (to nuts, bees, foods, etc.) or asthma, should provide the school with appropriate Epi-pens or puffers. The appropriate medical forms need to be filled-in and signed. (Please refer to the Medical and Anaphylaxis Policies)

We will do our best to ensure that causative agents are not brought into our environment.

**Note:** When your child needs special dietary or food arrangements we ask that you provide the necessary alternate food for your child that closely resembles the meal of the day.

**Medication Administration**

The designated RECE staff member will administer your child's medication, according to your instructions provided on our Medications form, with written authorization from the parents/guardians. Medications are accepted only in the original container with the expiry date of the medication and the child's name recorded on the container. (Refer to Medication Policy)

# POLICIES AND PROCEDURES

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## Anaphylactic Policy

### POLICY

Due to the severe nature of some allergies, Harmony Preschool, will work with parents of children with serious allergies to food and/or causative agents to provide the safest environment possible for their child(ren).

An [Individualized Plan and Emergency Procedure for a Child with an Anaphylactic Allergy](#) (IPEP) will be designed to ensure that children at risk are identified, and that strategies are in place to minimize the potential for accidental exposure. Staff will be trained to respond to an emergency situation. O.Reg. 137/15 ss39(1)

### INTRODUCTION

At the time of registration, parents are asked about their child's medical conditions, including any risk of anaphylaxis, serious allergies, asthma, and/or special dietary or alternate food arrangements due to medical conditions or religious beliefs. Parents will be asked to provide information on their child's medical or religious needs, and will be asked to complete and sign necessary forms.

- [Anaphylactic Checklist](#)
- [Individualized Plan and Emergency Procedure for a Child with an Anaphylactic Allergy](#)
- [Special Dietary and Food Arrangement's Form](#)

**Note:** All staff must be aware of these children. The IPEP form is to be posted in the classroom and kitchen, and placed in the attendance binder. Staff are to read, initial and date each Anaphylactic form..

Parents are to advise Harmony Preschool if their child develops an allergy and requires medication. Any change to the child's form, be it a change in treatment (i.e. changes in medication) or a change in condition (i.e. child has outgrown an allergy) is to be reported to the Preschool Director in writing immediately.

**Anaphylaxis is a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock, and "anaphylactic" has a corresponding meaning. The allergy may be related to food, insect stings, medicine, latex, exercise, etc.**

### PROCEDURE

All Staff (Preschool Director, Classroom Staff, Cook, Student/Volunteer) to:

1. Review Anaphylactic Policy annually
2. Participate in annual Epipen training provided by Halton Hills Christian School
3. Review Individual Plan and Emergency Procedure for a Child with and Anaphylactic Allergy (IPEP) immediately once the IPEP has been developed with the parents and thereafter annually or whenever the IPEP changes.
  - a. Staff to date and initial Individual Plan and Emergency Procedure for a Child with an Anaphylactic Allergy form immediately, during annual review, and/or whenever changes have been made.
4. If an item with a banned substance is brought in the school, staff will remove the substance immediately either by
  - a. Returning it to the appropriate person(s)
  - b. Place unopened in the Preschool Director's office and then returned to the appropriate person as soon as possible.

5. To administer Epipen should a need arise

Preschool Director to:

1. Ensure all staff have reviewed the Anaphylactic Policy and have participated in the annual Epipen training, and review IPEP's
2. Develop the [Individualized Plan and Emergency Procedure for a Child with an Anaphylactic Allergy](#) (IPEP) with parents immediately upon learning of a child's medical condition or religious needs.
  - a. Parents to complete the [Anaphylactic Checklist](#) along with the IPEP
3. Review the IPEP with parents annually or when the plan changes
4. Ensure all necessary forms are completed
5. Ensure that potential risks are removed as much as possible from our facilities.
6. Ensure all documentation is in the child's file and posted in appropriate areas

Classroom Staff to:

1. Visibly post Individual Plan and Emergency Procedure (IPEP) in the classroom where the child will be. Classroom, Kitchen, and Playground (place in binder)
2. In the case of severe allergies where an Epipen is required or severe asthma where inhalers are required, the teacher(s) will store the medication in an unlocked medicine box (a sign is posted on the door of the medicine box for complete awareness and easy access)  
**Note:** In extreme cases, teachers may need to wear a fanny pack and carry the anaphylactic medication on them at all times.
3. Take the anaphylactic medication when going on a field trip (i.e. second Epipen)

Preschool Cook to:

1. Check all food products coming into our program to ensure the ingredients do not include a banned substance.
  - a. Communicate with Halton Hills Christian School staff regarding any banned food products.
2. Provide parents of children with an allergy a copy of the menus and to meet with the parents to decide on an action plan using the [Special Dietary and Food Arrangement](#) form
  - a. Parents are to highlight anything their child cannot have and to provide an alternate substitute
  - b. Work with the parent(s) to work out an acceptable substitution for those items.
3. Visibly post Individual Plan and Emergency Procedure (IPEP) in the kitchen.

**PRACTICES**

During the hours of operation, there must be one person with Food Safety Training Certification on site.

**Banned Substances**

- Nuts of all kinds
- Cashews
- Foods brought in by parents that have not been approved by any Preschool Staff

**Exceptions:**

- Foods for special diets are allowed providing the parent has check it for banned substances and has been approved by the Preschool Cook
- Staff members are to use extreme caution whenever bringing foods and drinks for their own consumption into the school, ensuring they are free of any banned substances.

## **Medication Administration**

1. To administer Epipen
  - a. Pull off the safety cap
  - b. Jab tip into outer thigh (can be done through multiple layers of clothing) until you hear a click [orange to the thigh, blue to the sky]
  - c. Hold for 10 – 15 seconds (length of “Happy Birthday” song)
  - d. Once removed, the needle tip will automatically retract
2. Call 911 immediately if Epipen has been administered
3. One staff member should distract the other children in the classroom or playground from the incident by keeping them busy with songs, stories, etc.
4. Follow Individual Plan and Emergency Plan
5. Refer to [Serious Occurrence Policy](#) for follow through.

**POLICY**

Children who appear ill and/or display signs and symptoms as outlined below will be excluded from the Harmony Preschool Program until they are past the exclusion period as stated in this policy.

[O. Reg 137/15,ss4.5,36(1)]

**PROCEDURE**

1. Staff to observe children upon entry into classroom in order to detect symptoms of ill health as per stated below before they interact with other children.
  - a. Staff to ask the parent(s) whether their child has been ill since the last day of attendance if they notice the child is listless, pale, and/or reluctant to leave their parent.
  - b. Children are to wash their hands before entering into play with their peers.
2. Staff to inform parents and Preschool Director if they notice any signs of illness. The parents are to collect their child and to arrange medical assessment as soon as possible.
3. The Preschool director or Teacher in Charge reports incidents of communicable diseases and infections to Halton Public Health based on the [Outbreak Protocol Policy](#).
4. The child may return when the symptoms have been diagnosed and the [Period of Exclusion](#) as outlined by the Halton Region Health Department has been met

**Note to Parents:**

- If you suspect your child has a communicable disease that may spread to others:
  - Keep your child at home and away from others
  - Contact your family doctor for a diagnosis
- Children should be kept from home if they have:
  - An illness that prevents them from fully taking part in all activities of the day.
  - An illness that requires more care that the educators can provide without impacting the care of the other children.
  - Symptoms of a communicable illness as listed
- The following illnesses do NOT require a person to be excluded, unless your child is not well enough to participate in regular activities. Exclusion is not recommended for infections that are mild and/or common in the community or in situations where exclusion would not be effective in preventing spread:
  - ~ Chickenpox ~ Cold Sores ~ Colds ~ Cytomegalovirus ~ Ear Infections ~ Fifth Disease
  - ~ Hand, Food, Mouth Disease ~ Hepatitis B ~ HIV ~ Pinkeye without discharge from eye
  - ~ Roseola ~ Thrush or Diaper Rash ~ Shingles

\*This information is found in the Halton Region: Child Care Health Resource 2017

## Symptoms that May Indicate a Communicable Disease

Fever	Temperature of 38.5 C
Respiratory Symptoms	Difficult or rapid breathing or severe coughing
Vomiting	Two or more episodes of vomiting within the previous 24 hours
Diarrhea	An increased number or abnormally loose stools in the previous 24 hours or 3 or more loose stools/day without obvious dietary, drug or medical cause
Eye/Nose Drainage	Thick mucus or pus draining from an eye or nose
Sore Throat	Sore throat, especially when other symptoms such as fever or visibly swollen glands in the neck are present
Skin Problems	Rashes which are undiagnosed or contagious sores
Itching	Persistent itching or scratching of body or scalp
Appearance/Behaviour	Child looks or acts differently; unusually tired, pale, lacking appetite, confused, irritable, or difficult to awaken.
Unusual Colour	Eyes or Skin - Yellow Stool - grey or white

Health Department staff are able to provide advice and support if necessary. [www.halton.ca](http://www.halton.ca)



## Grievance and Conflict Resolution Policy

### **POLICY**

Harmony Preschool is committed to listen, support and work together with parents to provide an environment that is supportive of their needs to the best of their ability when a concern arises. All issues and concerns are to be dealt with in a timely manner.

O. Reg. 137/15 ss. 45(1)

### **PROCEDURE**

When an issue or concern has been addressed by either Harmony Preschool staff or a parent, the following steps are to be implemented in a professional and confidential manner.

All steps, as identified below, are to be addressed in the same manner whether the parents have brought an issue or concern to a staff member or the Preschool Director.

1. Parents are to address the concern to either the staff member or the Preschool Director either in person, phone call, or via email.
  - a. Either, staff member or Preschool Director, is to make contact with the parent(s) within 24 hours of notice regarding the concern.
  - b. Together, Parents and Harmony Preschool staff, decide how to address the concern either through conversation or in a meeting.
2. Through the discussion, an action plan is decided between all parties involved, following the plan described below.
  - a. Accept the situation ~ See the issue or concern as a challenge and then find reasons to go on.
  - b. Analyze the situation ~ Be objective. Get the facts.
  - c. Define the situation ~ Reflect on the issues behind the problem; clarify the major goals.
  - d. Form and select an idea of the situation ~ Develop options for achieving goals.
  - e. Implement the solution ~ Make the solution happen by taking action on the decision.
    - i. Define and allocate responsibilities
  - f. Evaluate the situation within 3 weeks of implementation of the new action
    - i. Determine the effects of the action, including the degree of progress. Review and plan again if necessary.

### **Problem-Solving Identifiers: Understanding What Is and What Could Be:**

*Specifics:*

1. What are the facts?
2. What exactly is the situation?
3. What has been done?
4. What has been said?
5. What am I doing? What are others doing?
6. How would an outsider look at this situation?

*The Big Picture:*

1. What are the possibilities?
2. What other ways are there for solving this problem?
3. What are the implications beyond the facts?
4. What is this problem similar to?

*Logic:*

1. What are the pros and cons of each possibility?
2. What are the logical consequences of each possibility?
3. What is the cost of each?
4. What are the pleasant/unpleasant outcomes of each?
5. What is the consequence of not acting?
6. Parents and Harmony Preschool together decide how to address the concern either through conversation or in a meeting

**PRACTICE**

It is the practice of Harmony Preschool to provide an inclusive environment for all children, regardless of age, ability, gender, culture/ethnicity or language

**PROCEDURE**

1. All staff are to provide support to all children through guidance, encouragement and support to achieve and enable their full developmental and performance potential.
2. All children are encouraged and invited to full attendance and participation in all areas of our program during our operating hours.
3. All staff are to encourage and support full parent participation for school events, meetings, etc. through invitations, email, and conversations.
4. All staff are to support any third party agencies, volunteers, and students who come to support our program or a specific child in our program.
5. The guiding principle among individual adults includes dedication to the fair, equitable and just treatment of all children in the program.

**Note:** At all times parents needs are to be respected along with the needs of their child. If parents choose not to participate in school events, meetings, etc. they are to be shown respect and support through our words and actions.

*All children bring gifts and have the right to be valued, accepted and included.  
We embrace inclusion and celebrate diversity as the means to foster the well being of every child, and thereby enrich our communities.  
All are entitled to full participation and support to meet their individual needs using a strength-based, family-centred approach, whereby we all learn from each other.*



## Late Pick-up Policy

### **POLICY**

All children need to be picked up at the end of the registered program. If a child is not picked up on time, there will be a **Late Fee Penalty** issued to the parents/guardians as outlined below.

### **PROCEDURE**

- Late Fee Schedule

1 – 15 minutes late or part thereof:	\$10.00
16 – 30 minutes late:	\$30.00
31 – 45 minutes late:	\$50.00
46 – 60 minutes late:	\$70.00
- Late Fee must be paid directly to the classroom teacher. If payment cannot be made that day, then payment will be made prior to the child's next scheduled program day.

\*\*\*\*\*

### **WITHDRAWAL POLICY**

As a parent/guardian, if you choose to withdraw your child from our program you must give us one month written notice.

Upon receiving the written notice, you will be billed for the full month and any remaining Pre-Authroized Payments will be stopped.

**POLICY**

Staff administers medication to children when parents provide written authorization by filling in the Medication Authorization Form.

O. Reg 137/15 ss40.1(a-e)

**Note: Drug or medications to be accepted in the original container ONLY.**

**PROCEDURE**

1. Staff to receive the medication in its original container
  - a. The container or package containing the drugs or medications is clearly labelled with the child's name, the name of the drug or medication, the dosage of the drug or medication, the date of purchase and expiration, if applicable, and instructions for storage and administration.
2. Parents to complete and sign the [Medication Administration Form](#) and clarify any information on the form with the classroom teacher.
3. Staff to store drug or medication in a locked container according to the storage instructions on the label, with the exception of asthma or emergency allergy medication.

**Note:** All drugs or medications are inaccessible to children at all times (with the exception of asthmas or emergency allergy medication that a child may self-administer)

**Note:** Emergency allergy and asthma medication should not be locked up with other medication. Staff must also ensure that emergency asthma and allergy medication is in the staff's possession when leaving Harmony Preschool (for example, going for a neighbourhood walk)
4. RECE to administer the drug or medication according to the instructions on the label and written parental authorization.
  - a. RECE to designate the ECA to administer the drug or medication when the RECE is not on site and/or not available.
  - b. Drug or medication to be dispensed in a well-lit area and, where possible, to remove a child from the activity area to administer medication in a quiet environment with the least possible interruption.
  - c. Staff member to sign off the dosage and time drug or medication was administered on the Medication Form.
5. Staff to return the medication in the original container to the parent of the child either at the end of the day (if it is a prescription medication) or at the end of the year (if it was an "as needed" drug or medication)
6. Staff to file Medical Administration Form when medication is no longer required to be administered to the child.

**Note:** Any accidental administration of medication (eg., medication administered to the wrong child or error in dosage given) should be recorded in the log book and reported to the Preschool Director, who should then notify the parent of the child. If adverse symptoms are evident upon accidental administration of medication, staff should call local Emergency Medical Services.

**Procedure for Receiving Non-Prescription Medication**

- Staff to record date of purchase on container and authorization form for all non-prescription medication using a label.
- Staff to ensure 'sell by date' of any non-prescription medication is current.

- Parents record information and sign authorization form for staff to administer medication. The signed authorization form is kept in the classroom for the duration of the medication requirement. Once completed, signed medication authorization is placed in the child's file.
- Medication will only be administered in accordance with the directions on the **original** container. Any variation to administering non-prescription medication will require written documentation from a licensed physician. Such variations may include:
  - Duration (days) that the medication is to be administered
  - Dosage size and number of doses per day
- Due to the frequency and their longer term daily usage, sunscreen, diaper creams, lip balms and hand sanitizers can have a blanket authorization from a parent on the enrolment form and can be administered without a medication form as long as they are non-prescription and/or they are not for acute (symptomatic) treatment, whether they have a drug administration number (DIN) or not.

**POLICY**

All fees are to be paid via **Pre-Authorized Payment (PAP)** as outlined below.

**PROCEDURE**

- All pre-authorized payment information is to be submitted at the beginning of the child's admittance into the program. Payment is processed on the 15th of each month.
- Payment is required for all statutory holidays which will occur during your child's school program (if these holidays fall during the standard school calendar schedule) i.e Family Day, Good Friday, Easter Monday, Victoria Day, Thanksgiving Day.  
**Note:** Harmony Preschool operates under and follows the school calendar of Halton Hills Christian School. Payment for days missed due to vacation, illness, snow days, etc are included and part of your tuition payment schedule.
- If extra hours/services have been acquired during a month that have been pre-arranged with the Director, an invoice will be sent on the last Friday of that month and a separate cheque will need to be issued, dated the **15<sup>th</sup> of the following month**.
- When a child is absent from school, due to illness, vacation or unknown reasons, reimbursement of tuition payment or opportunity for "make-up" days is not available. Calculations of fees have already included no payment for Christmas Break, March Break and Professional Development Days.
- An additional charge of **\$40.00** will be applied to any cheque returned, due to non-sufficient funds (**NSF**). Where after a cash payment for fees will be required and paid on the **15<sup>th</sup> of each month**.
- There will be a penalty of **10%** per month of the amount owing added to the outstanding fees when payment is overdue. Parents will be invoiced when accounts are overdue. Payment will be expected immediately following the invoice. If a satisfactory arrangement cannot be made, it is possible that the child will be required to withdraw from the program.

**Note**

- If there is difficulty in following the payment schedule as outlined below, parents/guardians are asked to discuss with the Preschool Director an alternative payment schedule. If a satisfactory agreement cannot be made, then it is possible that the child will be required to be withdrawn from the program.
- Harmony Preschool reserves the right to withhold child care services when an account is over 1 month in arrears

2021 - 2022 Tuition Fees		
<b>Full Day</b> <b>7:30 am – 5:00 pm</b> <b>Includes snacks &amp; lunch</b> <b>Choose one of the 3 options</b>		
<b>Monday - Friday</b>  \$11,407.50/year	<b>Monday/Wednesday/Friday</b>  \$6,844.50/year	<b>Tuesday/Thursday</b>  \$4,563.00/year

**POLICY**

Harmony Preschool is committed to providing a safe environment for all children and their families enrolled in the program. We are committed to providing an environment that supports the belonging, well-being, engagement and expression for each individual child.

We believe young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behavior.

[CCEYA 2014: O. Reg. 137/15. 48 (a-e)]

**PROCEDURE**

Harmony Preschool shall not permit, with respect to a child receiving child care in our program, these practices as stated below.

- a) Corporal punishment of the child;
- b) Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- c) Locking the exits of the child care centre for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- d) Locking the exits of the child care centre or home child care premises for the purposes of confining the child; or 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;
- e) Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- f) Inflicting any bodily harm on children including making children eat or drink against their will.

### **POLICY**

To support the medical or religious needs of your child, we at Harmony Preschool, wish to provide the best care needed to support your child. This entails a working relationship between you, the parents and Harmony Preschool.

O.Reg. 137/15 ss44

*Every licensee shall ensure that where special dietary and feeding arrangements have been made with the licensee with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of home child care, the arrangements are carried out in accordance with the written instructions of parent of the child.*

### **PROCEDURE**

#### **Role of the Parent/Guardian:**

1. Complete [Special Dietary and Feeding Arrangements Form](#) based on information provided on the registration form.
2. Meet with the Preschool Director, Classroom Teacher and/or Preschool Cook to review the Action Plan.
  - a. Form to be signed by parent(s)/guardian(s), Preschool Director and Staff
3. Provide the necessary alternate food for your child that closely resembles the meal of the day.
  - a. Alternate food arrangements need to be similar to meal of the day to support the practices of Harmony Preschool and to minimize the additional adjustments necessary for our Preschool Cook.
  - b. Food provided must be peanut free and support the allergies of the other students.
4. Label the food brought in with your child's name.
5. Support the practices of Harmony Preschool to the best of your abilities.

#### **Role of Harmony Preschool**

1. Provide parent(s) with the [Special Dietary and Feeding Arrangements Form](#).
2. Preschool Director and Preschool Cook to meet with parents/guardians regarding the Action Plan of their child.
3. Provide parents with the current menu rotation.
4. Provide parents with contact information of our cook.
5. Support the action plan provided by the parents to the best of our abilities.



## Supervision of Volunteers and Placement Students

### **POLICY**

To provide proper supervision of volunteers and placement students at Harmony Preschool, as they participate in all areas of our program both indoors and outdoors.  
(O. Reg. 262 under the DNA)

### **PROCEDURE**

- No child is to be supervised by a person under 18 years of age.
- Volunteers and placement students may not be counted as part of the staffing ratios
- A criminal reference check will need to be provided before volunteering within our centre. Vulnerable Sector must be filled in.

#### Roles and Responsibilities of Operator and Supervising Staff

1. The Preschool Director is responsible for overseeing all supervision of staff, volunteers and placement students.
  - a. The Preschool Director is responsible to go over all policies and procedures with the volunteer or student.
  - b. The Preschool Director is expected to explain the role and responsibility of the volunteer or student within the classroom.
  - c. The Preschool Director shall make the introduction with the assigned Classroom Teacher.
2. The Teaching Staff are responsible for overseeing and monitoring the supervision of the volunteers or placement students in the classroom as they participate in all areas of the program.
3. If there are any areas of concern, they are to direct them to the Preschool Director who will then take further action as deemed necessary.

#### Expectations of Volunteers and Placement Students

1. At the beginning of their placement, volunteers or students are to report to the Preschool Director to go over the policies & procedures and discuss their roles and responsibilities and who their Supervising Teacher will be.
  - a. The Volunteer/Student may become involved in the classroom once they have read and signed the forms necessary for the Policies & Procedures.
    - i. Behaviour Management Policy
    - ii. Anaphylaxis Policy
    - iii. Serious Occurrences Policy
    - iv. Parent Handbook
    - v. Volunteer Handbook
  - b. To give the Volunteer/Student confidence in participating in the classroom they are encouraged to observe for their first visit.
  - c. The Volunteer/Student is expected to participate in all areas of the program both indoors and outdoors as laid out in the Job Description of a Classroom Teacher (RECE or ECA)
  - d. The Volunteer/Student is expected to interact with the children only, unless suggested otherwise by their assigned Classroom Teacher.
  - e. If there are any observations of concern made by the Student/Volunteer they are to discuss it with their assigned Classroom Teacher.

## Termination of Services Policy

All students are admitted on a six-week observation basis. During this time the teacher will observe the student's interaction and progress within the classroom. At the end of the six week period, the teacher will consult with the Preschool Director and if there are concerns based on the list below, we will follow the Policy and Procedures as listed below.

Our goal at Harmony Preschool is to work together and communicate with all parties involved to create the best environment for both the individual child and his/her classmates within the classroom.

### **POLICY**

Harmony Preschool reserves the right to terminate child care services if, in the judgment of the Teacher and Preschool Director the needs of the child and Harmony Preschool, are in conflict of each other based on any of the situations below.

- A child is aggressive toward other children and causes harm to others or self.
- An inordinate amount of the teacher's time is needed to attend to a particular child's situation, to the extent that it is depriving the other children in the classroom of the level of care and concern to which they are entitled. In such a situation, the child may have to leave the center temporarily for safety's sake. Repeated uncontrollable behaviour can lead to discontinuation of Harmony Preschool's services.
- The tuition account becomes delinquent.
- Failure of parents/guardians to honour any rules, regulations or policies of Harmony Preschool as outlined in the Parent Handbook.
- The child's special needs are beyond the Preschool's scope of care.

### **PROCEDURE**

#### **STEPS –**

##### **First Level**

- 1) Staff observes and documents concerns they have based on circumstances outlined above.
- 2) After any "cause for concern" is noted, Preschool Director/Teacher will communicate with the parent(s)/guardian(s):
  - a) Verbally, when the child is picked up or by phone
  - b) Followed up in written form and put in the file
- 3) Depending on the concern, there is the possibility of immediate temporary suspension.

##### **Second Level**

- 1) Formal meeting with staff, parent(s) and/or guardian(s). Written documentation will be provided to all parties involved.
- 2) Staff will continue to observe and document strategies/techniques being implemented as determined in the previous step.
- 3) Follow-up meetings will be scheduled to review any progress.

##### **Third Level**

- 1) A request may be made to the parents to hire additional support for one-on-one instruction.
- 2) Temporary suspensions may continue until this is arranged.

##### **Fourth Level**

If all outlets have been exhausted and the "cause of concern" still exists, the parent(s)/guardian(s) will be advised on this concern in a meeting and will be asked to find alternate care for their child. If a child is to be withdrawn from the program at the request of Harmony Preschool, the length of notice given will depend on each individual situation. Withdrawal may be effective immediately or in a maximum of 10 working days.

**Any level of this process can be made void at the discretion of Harmony Preschool, depending on the "cause of concern" and the impact it is having on the classroom as a whole.**

Harmony Preschool appreciates the unique methods of child guidance from home to home. We are confident that with the support of staff, parents/guardians and community third party agencies, we can achieve common goals. We feel it is important to clearly communicate the steps we will follow in the event a child displays ongoing challenging behaviour.

**When the need to permanently terminate the care of your child and withdraw him/her from our program, you will be billed for the full month and PAP stopped.**

**POLICY**

Harmony Preschool believes in providing equal opportunity for all parents within the community of Halton Hills and therefore will provide care to families when a spot becomes available. Families will be put on the waitlist with no financial cost to them.

**Note:** Harmony Preschool does reserve the right to administer a Non-Refundable Registration Fee once their child has been offered a secure spot in Harmony Preschool.

O.Reg. 137/15 ss75.1(1)

- No licensee shall charge or collect a fee or deposit for the placement of a child on a waiting list for admission in a child care centre or home child care agency.

**PROCEDURE**

1. Families that inquire into our program will be informed about the availability of spots within our program.
  - a. When there are no spots available in our program they will be placed on the waitlist if that is their wish.
    - i. The Preschool Director will inform parent(s) of their position on the waitlist.
    - ii. Parent(s) may contact the Preschool Director at anytime to clarify/affirm their position on the waitlist.
2. Harmony Preschool will not charge parents for the opportunity to place their child on a waitlist for an unsecured spot in our centre.
  - a. This provision is intended to set out that waiting lists are administered in a transparent manner and that information is available to prospective parents.

**Purpose**

Harmony Preschool is committed to providing a safe and healthy environment for children, families and employees. HHCS and Harmony Preschool will take every reasonable precaution to prevent the risk of communicable diseases including a screening tool upon arrival.

**Policy**

To ensure that all staff are aware of and adhere to the directive established by Halton Region Public Health, and the Ministry of Education and the Ministry of Education, Child Care and Early Years Division regarding the exclusion of sick staff and/or children attending HHCS and Harmony Preschool

**Application**

This policy applies to all employees, parents/guardians, children and any other persons engaged in business with HHCS and/or Harmony Preschool.

**Legislative Authority/ Regulations/ Guidelines**

[Halton - Public Health](#)

[Halton Region Child Care Health Resource](#)

[COVID-19 Reference Document for Symptoms](#)

[Child Care and Early Years Act, 2014 \(CCEYA\)](#)

**Procedure**

As required by governing regulations (Ministry of Education and *Child Care and Early Years Act, 2014*) staff must separate children of ill health and contact parents/guardians to pick up their child immediately

When children are ill and/or exhibit COVID-19 related symptoms, staff will ensure the following:

- Ill or symptomatic child will be separated into the designated exclusion room, and be removed from other children to be monitored by a staff until parent/guardian pick up
- The parent/guardian of the ill child will be notified to pick up their child immediately; or
- If it appears that the child requires immediate medical attention, the child will be taken to the hospital by ambulance and examined by a legally qualified medical practitioner or a nurse registered under the health Disciplines Act. R.R.O. 1990, Reg. 262, s. 34 (3)
- Symptoms of illness will be recorded in the child's daily record (and in a daily log as per the CCEYA - for Harmony Preschool)

If you suspect a child has symptoms of a reportable communicable disease, (refer to [Halton Child Care health Resource](#)), please report these immediately to [publichealthemergencychildcare@halton.ca](mailto:publichealthemergencychildcare@halton.ca) or 311

**When to Exclude**

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

Common [symptoms of COVID-19](#) include:

- Fever (temperature of 37.8 C or greater)
- New or worsening cough
- Shortness of breath (dyspnea)

Other symptoms of COVID-19 can include:

- Sore throat
- Runny nose or sneezing
- Nasal congestion
- Hoarse voice

- Difficulty swallowing
- New olfactory or taste disorder(s)
- nausea/vomiting, diarrhea, abdominal pain

### How to Exclude

- Supervise the child in a designated room with a hand washing sink and hand sanitizer available
- Notify parents/caregivers of the sick child for pick up immediately
- Only one staff should be in the designated room and attempt physical distancing from the ill child maintaining a distance of 2 meters. If physical distancing of 2 meters cannot be maintained, staff should wear a surgical/procedure mask, eye protections and gloves and should perform hand hygiene and attempt to not touch their face with unwashed hands. The ill child should also wear a surgical/procedure mask if it is tolerated and the child is above the age of two
- Staff should not interact with others while waiting with ill child
- Staff should avoid contact with the child's respiratory secretions
- Tissues should be provided to the child for proper respiratory etiquette, with proper disposal of the tissues and proper hand hygiene
- Increase ventilation in the designated exclusion room if possible (e.g., open windows)
- Clean and disinfect the area immediately after the child has been sent home
- Items that cannot be cleaned (paper, books, cardboard puzzles) should be removed and stored in a sealed container for a minimum of 7 days
- Children with symptoms should be tested
- Staff and children who were in the same room with the ill child will be cohorted and Halton Region Public Health will provide further direction on testing and isolation of these individuals
- Contact [publichealthemergencychildcare@halton.ca](mailto:publichealthemergencychildcare@halton.ca) or 311 to notify of a potential case and seek input regarding the information that should be shared with parents of children in HHCS and/or Harmony Preschool
- Children or staff who have been exposed to a **confirmed** case of COVID-10 should be excluded for 14 days
- Children or staff who have been in contact with a **probable** COVID-19 case should be monitored for symptoms and cohorted until test results, if any, have been completed or until directed by Halton Region Public Health
- Staff awaiting test results, who are asymptomatic, may continue to work unless they are a close contact of a case.

### Reporting

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

- A child enrolled at Harmony Preschool
- A parent/guardian of a child enrolled at Harmony Preschool
- A staff member of Harmony Preschool

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

- Notify the local **Public Health** unit (905-825-6000 or 1-866-442-5866) and follow **all** direction provided;
- Follow Halton Region Public Health's advice with respect to the appropriate process for notifying parents with children enrolled at Harmony Preschool
  - Notify the Child Care Quality Assurance and Licensing Branch **Regional Manager, Sue Ewen** (647-825-2749 or [Sue.ewen@ontario.ca](mailto:Sue.ewen@ontario.ca))
  - Notify **Halton Region, Manager of Direct Child Care Service, Sandy Palinski** (905-825-6000 or 1-866-442-5866 ext 2530 and/or [Sandy.Palinski@halton.ca](mailto:Sandy.Palinski@halton.ca)) and **Director of Children's Services, Cindy Morin** ([Cindy.Morin@halton.ca](mailto:Cindy.Morin@halton.ca))

- Follow the regular **Serious Occurrence** (SO) reporting requirements (including submitting a SO report in the Child Care Licensing System and posting the SO notification form).

### **Testing for COVID-19**

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

**Note:** Staff who are tested as part of the surveillance screening are not required to self-isolate and may return to work as long as they pass the daily screening for the workplace.

### **Surveillance**

Ensuring that all environmental conditions are constantly monitored is essential in preventing and reducing illness. Staff must monitor for an increase in above normal amount of illnesses among other co-workers and students/children by looking at the normal occurrence of illness during the specific time period.

Ensure surveillance includes the following:

- Observe students/children for illness upon arrival
- Active screening is required for anyone entering HHCS/Harmony Preschool. Anyone who fails screening criteria will not be allowed into the building
- Record symptoms of illness for each child including signs or complains the student/child may describe (e.g., sore throat, stomach ache, head ache) on the HHCS/Harmony Preschool [Emergency Entrance Screen](#)
- Record the date and time that the symptoms occur
- Keep all screening records on site
- Record the classroom the student/child attends
- Record attendances and absences

### **Returning from Exclusion Due to Illness**

Staff/students/Children who are being managed by Halton Region Public health (e.g., confirmed cases of COVID-19, household contacts of cases) should follow instructions from Halton Region Public health to determine when to return to the facility.

## Updated COVID-19 Screening Questionnaire 2020 -2021

<b>First Name:</b>	<b>Last Name:</b>
<b>Today's Date:</b>	<b>Primary Contact #:</b>

When assessing for the symptoms below, you should focus on evaluating if they are **new, worsening, or different from the child's baseline health status or usual state** (check off "Yes"). Symptoms associated with known chronic health conditions or related to other known causes/conditions should not be considered unless new, different or worsening (check off "No"). (see examples below).

**Note:** After developing symptoms, in general, children should no longer have a fever and their symptoms improving to be able to return to school/child care. Mild symptoms known to persist in young children (e.g. runny nose or mild cough that may persist following infections) may be ongoing at time of return to school/child care if other symptoms have resolved.

### Required Screening Questions

1. Does your child have any of the following **new or worsening** symptoms? *Symptoms should not be chronic or related to other known causes or conditions.*

<b>Fever and/or chills</b> (temperature of 37.8 C or 100.0 F or greater)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Cough</b> (more than usual if chronic cough) including croup (barking cough, making a whistling noise when breathing) <i>Not related to other known causes or conditions (e.g. asthma, reactive airway)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Shortness of breath</b> (dyspnea, out of breath, unable to breath deeply, wheeze, that is worse than usual if chronically short of breath) <i>Not related to other known causes or conditions (e.g. asthma)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Decrease or loss of smell or taste</b> (new olfactory or taste disorder) <i>Not related to other known causes or conditions (e.g. nasal polyps, allergies neurological disorders)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

2. Does your child have any of the following **new or worsening** symptoms? *Symptoms should not be chronic or related to other known causes or conditions.*

<b>Sore throat</b> (painful swallowing or difficulty swallowing) <i>Not related to other known causes or conditions (e.g. post nasal drip, gastroesophageal reflux)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Stuffy nose and/or runny nose</b> (nasal congestion and/or rhinorrhea) <i>Not related to other known causes or conditions (e.g. seasonal allergies, returning inside from the cold, chronic sinusitis unchanged from baseline, reactive airways)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Headache</b> that is new and persistent, unusual, unexplained, or long-lasting <i>Not related to other known causes or conditions (e.g. tension-type headaches, chronic</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

<i>migraines)</i>		
<b>Nausea, vomiting and/or diarrhea</b> <i>Not related to other known causes or conditions (e.g. transient vomiting due to anxiety in children, chronic vestibular dysfunction, irritable bowel syndrome, inflammatory bowel disease, side effect of medication)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Fatigue, lethargy, muscle aches or malaise</b> (general feeling of being unwell, lack of energy, extreme tiredness, poor feeding in infants) that is unusual or unexplained <i>Not related to other known causes or conditions (e.g. depression, insomnia, thyroid dysfunction, anemia)</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

3. Has your child travelled outside of Canada in the past 14 days?  
 Yes       No
4. Has your child been identified as a close contact of someone who is confirmed as having COVID-19 by your local public health unit?  
 Yes       No
5. Has your child been directed by a health care provider, including public health official, to isolate?  
 Yes       No
6. Has your child been given fever reducing medication in the last 5 hours?  
 Yes       No
7. Child's current temperature in Celsius \_\_\_\_\_C

**Results of Screening Questions:**

If you answered "YES" to any of the symptoms included under question 1:

- Your child should stay home to isolate immediately.
- Contact your child's health care provider for further advice or assessment, including if your child needs a COVID-19 test or other treatment.

If you answered "YES" to only one of the symptoms included under question 2:

- Your child should stay home for 24 hours from when the symptom started.
- If the symptom is improving, your child may return to school/child care when they feel well enough to do so. A negative COVID-19 test is not required to return.
- If the symptom persists or worsens, contact your child's health care provider for further advice or assessment, including if your child needs a COVID-19 test or other treatment.

If you answered "YES" to two or more of the symptoms included under question 2:

- Your child should stay home to isolate immediately.
- Contact your child's health care provider for further advice or assessment, including if your child needs a COVID-19 test or other treatment.

If the individual answers "YES" to question 3, 4 or 5

- Your child should stay home to isolate immediately and follow the advice of public health.
- If your child develops symptoms, you should contact your local public health unit or the health care provider for further advice.

### **Purpose**

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

This procedure applies to all employees, children/students, clients and/or persons engaging in business with Halton Hills Christian School (HHCS) and Harmony Preschool (HP). Everyone must be screened prior to entering the facility.

This tool will assist in preparing and administering health screening for staff and children/students.

Prior to health screening, set up is required, please complete the following:

- Ensure staff are familiar with the [Entrance Health Screen](#)
- Identify/set up the location and staff responsible for the screening table:
  - Placed outside main entrance, visually blocking entrance into the school (if possible)
  - Only ONE entrance/exit is to be used, to ensure that each person is screened
    - If more than ONE entrance/exit is to be used, assign staff to their location.  
NOTE: Halton Hills Christian School and Harmony Preschool may each have a separate entrance/exit
  - Maintain a minimum of 2 metres/6 feet distance between staff conducting screening and the person being screened.
  - Staff conducting the screening must wear personal protective equipment (PPE) (i.e., surgical/procedure mask and eye protection - goggles or face shield)
  - Provide visual guides to assist with physical distancing (e.g., pylons, bright colour tape on floor) in the event that a line-up forms while parents and their children are waiting to be screened prior to entering the school
  - Staff member(s) must be trained on conducting the screening tool
- Place front entrance signage identifying the screening process outside and directly inside the school doors
- Place alcohol based hand sanitizer, containing at least 60% alcohol content at the screening table. Ensure it is visible to staff/clients entering the building, while remaining out of reach of young children.

### **Screening Procedure**

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

Daily temperature checks must be conducted on every person as part of the screening process before entering the school. A temperature reading of 37.8 Celsius or above has failed the screening and cannot enter the building.

### [Entrance Health Screen](#)

#### **How to Respond:**

- If the individual answers NO to all questions, they have passed the screening and can enter the building:
  - "Thank you for your patience. Your child/staff are cleared to enter the school".
- If the individual answers YES to any of the screening questions, or refuses to answer, then they have failed the screening and cannot enter the building.

- “Thank you for your patience. Unfortunately based on these answers, I’m not able to let your child/staff enter the building. Please review the [self-assessment tool](#) on the Ministry of Health website or visit [www.halton.ca](http://www.halton.ca) to determine if further care is required”.
- If response is for a staff member, advise that the Principal and/or Preschool Director will be notified and will follow up later in the day

NOTE: Halton Hills Christian School and Harmony Preschool is responsible for keeping up to date will all the relevant legislation/guidelines within this procedure

**Purpose**

Harmony Preschool is committed to providing a safe and healthy environment for children, families, and employees. HHCS and HP will take every reasonable precaution to prevent the risk of communicable diseases within our facility.

**Legislative Authority/Regulations/Guidelines**

[Halton - Public Health](#)

[Halton Region Child Care Health Resource](#)

[COVID-19 Reference Document for Symptoms](#)

[Child Care and Early Years Act, 2014 \(CCEYA\)](#)

**Definitions**

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

**Procedure**

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

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

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

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

- Preparing, handling, serving and eating food
- Handling animals
- Touching a cut or open sore
- Glove use
- Before and after giving medication
- Communal sensory play activity
- Changing diapers (HP only)

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

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

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

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

### **Covering Your Cough Procedure**

Germs, such as influenza and cold viruses, are spread by coughing and/or sneezing. When you cough or sneeze on your hands, your hands now carry and spread these germs.

Attempt to keep your distance (preferably more than 2 metres/6 feet) from people who are coughing or sneezing. Follow these steps to stop the spread of germs:

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

**Purpose**

Halton Hills Christian School (HHCS) and Harmony Preschool (HP) are committed to providing a safe and healthy environment for children, families and employees. HHCS and HP will take every reasonable precaution to prevent the risk of communicable diseases within our facility.

**Legislative Authority/Regulations/Guidelines**

[Public Health Ontario, \*Cleaning and Disinfection for Public Settings\*](#)

[Public Health Ontario, \*Hand Hygiene\*](#)

[Child Care Early Years Act \(CCEYA\), O.Reg 137/15](#)

**Definitions**

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

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

**Procedure**

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

**Cleaning**

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

**Disinfecting**

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

**Note: 1:1 = 1 cup water + 1 tsp bleach**

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

## **Cleaning and Disinfection Frequency Requirements:**

### **Clean and Disinfect upon ENTRY to facility (for staff):**

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

### **Clean and Disinfect upon child/student/s ENTRY to the facility:**

- Any personal hard surfaces such as water bottles, containers, etc

### **Clean and Disinfect Frequencies for Other Surfaces and Items:**

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

- **Tables/Desks/Countertops:** used for food preparation and food service (i.e. eating lunch at your desk) must be cleaned and disinfected before and after each use
- **Spills:** must be cleaned and disinfected immediately
- **Handwashing Sinks:** staff and student washroom areas must be cleaned and disinfected at least two times per day and as often as necessary (i.e., when visibly dirty or contaminated with body fluids).
- **Floors:** cleaning and disinfecting must be performed as required (i.e., when spills occur, and throughout the day when rooms are available - e.g., during outdoor play)
- **Outdoor Play Equipment:** must be disinfected before use, and as required (i.e., visibly dirty). Any outdoor play equipment that is used must be easy to clean and disinfect.
- **High-touch Surfaces:** any surfaces at our school that has frequent contact with hands (e.g., light switches, shelving, containers, handrails, door knobs, fountains, sinks/toilets). These surfaces should be cleaned at least twice per day and as often as necessary (i.e., when visibly dirty or contaminated with body fluids)
- **Other Shared Items:** (e.g., phones, tablets, keyboards, attendance binders etc) these must be disinfected between users.

### **Clean and Disinfect Daily:**

- Low-touch surfaces (any surface at our facility that has minimal contact with hands), must be cleaned and disinfected daily (e.g., window ledges, doors, sides of furnishings, etc)
- Carpets are to be vacuumed daily when the rooms are available (e.g., during outdoor play)

### **Clean and Disinfect as Required:**

Blood/Bodily Fluid Spills: using the steps below, the surface must be cleaned first then disinfected:

#### **Note: 1:9 = 1 cup water + 9 tsp (or 3 tbsp) bleach**

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

**Note:**

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

**Cot Cleaning and Disinfecting:**

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

**Additional Infection Prevention and Control Practices for Hygiene Items**

- For creams and lotions during diapering, never put hands directly into lotion or cream bottles use a tissue or single-use gloves. Upon arrival to the preschool classroom, wipe the cream/lotion container with a disinfecting wipe.