



PARENT HANDBOOK

Espanola and Manitoulin Island Child Care Centres

Revised: April 2026

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Our Mission

Meeting the diverse needs of children, families, and communities through our programs and services to build a healthy future.

Our Vision

To continuously grow as a leader in making a difference in the lives of children and families in our communities

Our Values

Collaboration

Championing transparent communication and teamwork to build meaningful relationships.

Inclusiveness

Cultivating an inclusive, supportive environment for all.

Responsiveness

Responsively meeting the needs of the community with care and attention.



Introduction

Our Children, Our Future/Nos enfants, notre avenir (OCOF/Nena)'s Child Care Centres support children's learning, development, health, and well-being. Evidence shows that children succeed in programs that focus on active learning through exploration, play and inquiry. Children thrive in programs where they and their families are valued as active participants and contributors.

How Does Learning Happen? Ontario's Pedagogy for the Early Years is a key component of Ontario's vision. This document helps educators focus on the interrelationships between family, educator and their environment. This framework is organized around four foundations that are important for children to grow and flourish. Belonging, Well-being, Engagement, and Expression are a vision for all children's future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography or setting and are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves. (*How Does Learning Happen? Page 7*). OCOF/Nena's Program Statement is a living document that helps us in reaching our goal to maintain excellence in living the Four Foundations.

(Please see Appendix A: CP 1.01 Program Statement Implementation)

(Please see <http://www.edu.gov.on.ca/childcare/pedagogy.html> for further information on How Does Learning Happen?)

Our Staff

In all of our child care centres, we have Supervisors and Early Childhood Educators that are registered with the College of ECE. The College is a professional self-regulatory body for early childhood educators formed to protect the public interest and focus on quality and standards in the practice of early childhood education. In addition to Registered Early Childhood Educators, OCOF/Nena personnel is comprised of qualified individuals as well as those pursuing studies in the field of early learning and care. All of our staff need to comply with the Code of Ethics and Standards of Practice and provide us with a recent Vulnerable Sector Criminal Record Check at the time of hiring. A Criminal Offence Declaration form is signed yearly by all staff and a new Vulnerable Sector Criminal Record is required every 5 years.



Our Licensed Child Care Centres

Alliance St-Joseph

3634 Errington Street, Chelmsford
705-855-7661

alliancestjoseph@ocof.net

 OCOF Alliance StJoseph

C.R. Judd

8 Lincoln Crescent, Capreol
705-885-1650


crjudd@ocof.net

 OCOF CR Judd

Jean-Paul II

2965 Hope Street, Val Caron
705-897-2983

jeanpaulii@ocof.net

 OCOF JeanPaul II

St. Charles

26 Charlotte Street, Chelmsford
705-855-4859


stcharles@ocof.net

 OCOF StCharles

St-Paul

185 6th Avenue, Lively
705-692-4002

stpaul@ocof.net

 OCOF StPaul

Lasalle Elementary

1545 Kennedy Street, Sudbury
705-885-1980

lasalle@ocof.net

 OCOF Lasalle Elementary

Little Current

18 Draper Street, Little Current
705-501-1610

littlecurrent@ocof.net

 OCOF Little Current

Chelmsford Valley District Composite School (CVDCS)

3594 Highway 144 East, Chelmsford
705-855-1115

chelmsfordpublic@ocof.net

 OCOF ChelmsfordPublic

Félix-Ricard

691 Lasalle Boulevard, Sudbury
705-525-1616

felixricard@ocof.net

 OCOF FelixRicard

Sacred Heart

273 Mead Boulevard, Espanola
705-869-3171

sacredheart@ocof.net

 OCOF SacredHeart

St-Dominique

2096 Montfort Street, Sudbury
705-521-1033

stdominique@ocof.net

 OCOF StDominique

La Renaissance

273 Mead Boulevard, Espanola
705-869-4800

larennaissance@ocof.net

 OCOF LaRenaissance

R.H. Murray

3 Henry Street, Whitefish
249-879-7197

rhmurray@ocof.net

 OCOF R.H. Murray

Central Manitoulin

56 Yonge Street, Mindemoya
705-501-1620

centralmanitoulin@ocof.net

 OCOF Central Manitoulin

Waitlist

OCOF/Nena ensures that all families and all children are considered for enrollment even when spaces are not available and that all families are treated fairly when placed on a waitlist. No family will be discriminated against on the basis of the Canadian Human Rights Act.

A child is put on the waitlist when contact is made with the Supervisor or Lead of the child care centre. This can be done over the phone, by email or in person.

Children are categorized on the list based on date of initial contact and the type of care required (Infant, Toddler, Pre-School or School Aged).

At any time, parents/guardians can contact the Supervisor or Lead to ensure that their child is still on current waitlist. Priority spaces are given to staff's children and children of school personnel. Followed by siblings of enrolled children, then full time enrollment, and then part-time. Sibling spaces are maintained according to date of initial contact and the type of care required (Infant, Toddler, Pre-School or School Aged).

Parents/guardians are guaranteed a child care space once the enrollment is complete and a contract is signed. When a space becomes available, parents/guardians are called in order of the placement on the waitlist. If a parent denies the space, then the next parent on the list is called until a parent accepts the space and at that point the space is considered filled.

At no point will any personal information be given to parents/guardians regarding who or where any other child's position is on the wait list.

Admission

Parents/guardians can call the Supervisor at the centre if they require services.

Enrolment in our centre is based on the following criteria:

- Availability;
- Group dynamics;
- Children of OCOF/Nena personnel;
- Children who attend the school in which the centre is located;
- Siblings of current registered children;
- Children of teachers who work within the school in which the centre is located;
- Transfers;
- Previous clients in good standing.

Admission to our programs is prioritized based on full-time care over part-time care.

(Please see Appendix B: CP 1.21 Admission)

Enrolment

An orientation will be arranged to familiarize you and your child with the child care centre, answer questions and complete the admission forms prior to enrolment. Once completed, a start date will be confirmed with the family.

When registering your child(ren), you will need:

- child's immunization card or a copy of a Statement of Medical Exemption Form or a Statement of Conscience or Religious Belief Form;
- a copy of any custody documentation that may be required by the organization;
- the completed admission forms.

Hours of Care

OCOF/Nena child care centres are open Monday through Friday, except for the following statutory holidays.

New Year's Day	Family Day	Good Friday	Easter Monday
Victoria Day	Canada Day	Civic Holiday	Labour Day
Thanksgiving	Christmas	Boxing Day	

Over the Christmas holidays, depending on the demand for services, the organization may choose to close. You will not be billed these days.

Our hours of operation reflect the needs of the community. Extended hours may be available upon request.

School Age Program

School age program for children attending school on a full time basis are available from the first day of school to the last day of school excluding the Christmas Holidays and the week of March Break. Professional Development Days are invoiced at the daily rate based on the child's regular schedule for that specific month.

Please note that if a child is suspended from school or sent home due to illness, he/she cannot attend the child care centre.

School Age Special Programs

Special programs may be available during the Christmas Holidays, March Break and in the summer where enrolment permits.

- Please submit enrolment for the Christmas program by the Friday of the last week of November.
- Please submit enrolment for March Break program by the Friday of the third week of February.
- Please submit enrolment for summer program by the Friday of the last week of May.

All scheduled enrolments or special programs will be invoiced as per our fee policy.

Attendance

Parents/guardians are required to notify the child care centre any time their child will not be in attendance due to illness, holidays, or other absences. Please be advised that your child will only be released to authorized individuals identified in the child's file or by verbal consent given by the parent/guardian. The authorized person picking up your child must show valid identification. *(Please see Appendix C: CP 1.13 Safe Arrival & Dismissal)*

Arrival, Departure and Lateness

Children depend on regular routines for their own sense of security. Always ensure the educator knows that you are dropping off or picking up your child. Parents/guardians are required to inform the Supervisor of their child's drop off and pick up times in order to ensure that adequate staffing is in place. A parent/guardian or authorized person must accompany and stay with the child until all outdoor clothing has been removed and placed in the locker area. They must accompany the child into the playroom and inform the educator of their presence.

Personnel must be able to reach you or an emergency contact at all times in case of an emergency (i.e. illness, accident). If there is a change in your home or work numbers, please inform the Supervisor.

When you have not alerted the centre that you are going to be late and have not picked up your child at closing time, the following steps will be taken:

- The staff will attempt to reach the parent/guardian and then the emergency contacts.
- Once they have exhausted all possible avenues and one hour after the closing time, the Children's Aid Society will be contacted.

Secured Entrance

Where a security entrance is installed, the entrance to the child care centre is locked at all times. To ensure the safety of the children, parents/guardians must activate the buzzer and identify themselves. Personnel will then unlock the doors. Please note that if a member of the personnel is attending to a child or a situation, the doors may not be unlocked immediately and you may have to wait.

Illness

To ensure the well-being of all children, the child care centre cannot accept a child who is ill. At times it can be difficult for a parent/guardian to determine if their child is well enough to attend the centre. In those instances, here is a general rule to apply: if the child is too ill to participate in regular indoor and outdoor activities, then the child is too ill to attend. When deciding whether they are well enough to participate in program, please look for the following symptoms: diarrhea, severe coughing, difficult or rapid breathing, yellowish eyes or skin, pink eye, sore throat or trouble swallowing, infected skin patches, rash, unusually dark, tea-coloured urine, grey or white stool, headaches and stiff neck, vomiting, unusual behaviour, loss of appetite, fever (100.4 or over), severe itching of body or scalp or scratching of scalp. Children with these symptoms should not be attending program. Children must be fever free for 24 hours without medication or 48 hours without vomiting or diarrhea in order to return to the program.

If a child becomes ill at the centre, we will try to isolate them from other children (but not always possible) and one staff will remain with the child and provide temporary care until parents/guardians can be contacted and arrangements made to have the child picked up as soon as possible.

We recognize that our policy may cause some difficulties for some families (missing work, etc.) however we feel that only with consistent application can we provide the safest and healthiest environment for your child. We recommend that all families try to have an emergency backup plan in place for the times when your child needs to be at home.

Health Policies and Practices

Many of these are determined by the Child Care and Early Years Act as well as the Public Health Sudbury & Districts. These policies are created for the benefit of the child who is ill, as well as in consideration of other children and staff that may become ill. **The child who is ill must be absent for at least 48 hours after their last bout of vomiting and/or diarrhea before returning to the child care centre unless otherwise directed by the Public Health Sudbury & Districts.** We have sanitary practices that all personnel follow. These hygienic practices, including hand washing, cleaning and disinfecting toys, equipment and furnishings, have been established as part of the daily routines.

Program

All of our child care centres are licensed by the Ministry of Education.

The educator, in consultation with the parents/guardians, will monitor the child's transition to the next age group according to age and maturity level.

During summer and Christmas holidays and subject to attendance, the child care centre may choose to have children assembled into a single group with other ages (mixed grouping).

Play-Based Learning

We offer a play-based learning environment and plan a curriculum that is based on the children's interest and passion. Children thrive and learn best when their curiosities are followed. The process starts when an interest is observed and identified. The educators brainstorm different ways for the children to study the topic in depth through co-learning. While documenting, a story is created of all the activities lived together; constructing a road map of endless possibilities. A new adventure begins when another interest is discovered.

Daily Schedule and Program Plans

Program plans are created through observations and are based on the needs and developmental levels of the children enrolled. Through careful observations and discussions with family members, programming will be based on children's interests and natural curiosity. Daily reflection will help guide quality educators in meeting the uniqueness of each child. The learning should be evident in the playroom.

Each child care program has its own routine and daily schedule. Throughout the day, children will have the opportunity to:

- enjoy healthy and nutritious snacks and lunches;
- discover and experiment;
- explore nature and natural materials around them;
- foster self-help and independence skills and learn about self-regulation;
- enhance math and science as well as language and literacy;
- foster creativity through many means;
- communicate and socialize in a positive environment;
- appreciate the beauty in diversity, equity, and inclusion;
- practice life skills;
- laugh, sing, and enjoy life.

Lillio Program

Lillio is one of the communication tools used to record activities as they happen throughout the day to keep the parents/guardians informed on everything from nutritional information to fun moments and learning activities. It provides the parents/guardians with updates and access to their child's experience in our program with photos stored safely and securely in a journal format that they can access from home or through Lillio's mobile apps.

ASQ

We utilize a screening tool called Ages and Stages Questionnaires (ASQ) for our infant, toddler, and preschool groups. As child care professionals, we know how important it is to regularly check children's development. ASQ makes it easy to share children's strengths with families and it's also an easy way to learn about their child's developmental milestones.

Inclusion

The child care centre works in partnership with local providers and families to ensure the successful integration of all children into our program. A community support worker may be provided to facilitate the integration of children with special needs. All possible modifications will be made to promote the full participation of all children to the program regardless of specific abilities and needs.

Family Resource Programs

We are able to assist families who are in need of additional support through internal resources, referrals to community partners, and programs such as Positive Parenting Program (Triple P) (*Please see Appendix D: Family Resource Programs*)

Snacks and Lunches

Planned menus for the current and the following week are posted on the parent's bulletin board. To ensure a good start for all the children, we offer a morning snack, a lunch, and an afternoon snack. Children have access to fruit and water throughout the day.

All menus are planned per the Canadian Food Guide in consultation with a dietician from Public Health Sudbury & Districts to ensure proper nutrition for the children.

Modified diet options are available to accommodate allergies, intolerances, cultural or religious requirements, and lifestyle preferences, including vegetarian or vegan diets.

Rest Period

According to the Child Care and Early Years Act, a rest period of up to two hours is available for the children who require it. Children who do not sleep will be allowed to participate in a quiet supervised activity, allowing others to continue to sleep.

Expectations of Learning and Care

Children need to understand what is expected of them. To aid educators, students and volunteers in establishing expectations/limits and to know when to intervene in a situation, the following three guidelines must be enforced:

- children's rights: the right not to be hurt, the right to possessions and the right to justice;
- the specific behaviour is not harmful to other people or themselves;
- the specific behaviour is not harmful to the environment, animals or objects.

Children are disciplined in a positive manner and at a level that is appropriate to their action and their ages. Educators set clear and sensible limits that are well-defined and age appropriate.

Procedure for behaviour guidance:

- We will redirect the child when necessary to help them play more constructively;
- We will deal with the situation in a positive manner and try to reflect the feelings of the children involved;
- We will give the children warnings about unsafe conduct and inappropriate behaviours, and will explain that they will be removed from the situation if necessary. If a child is removed from the situation, the educator will approach the child after he has calmed down, in order to attempt re-introducing the child into the group again;
- We will comfort the child and administer necessary first aid if required;
- We will talk to the child who displayed the behaviour using “I” messages and give the child the opportunity to speak while listening actively. The educator, student or volunteer will ensure that expectations and limits are clearly defined;
- Should the child need some time to himself, we can try to provide this time.

As a role model for the children, our educators, students, volunteers and the community live and promote the following guidelines in their interventions with the children:

- active listening (eye contact/get down to their level/react accordingly/wait for them to finish);
- communicate effectively (be honest and respectful, treat children with dignity);
- express your feelings without threatening the child; use “I” messages followed by clear expectations of what behaviour you would like to see; avoid concentrating on the misbehaviour;
- believe in the child;
- perseverance/repetition;
- empathy;
- give choices/let them live the consequences of their actions if it will not hurt them in any way;
- be positive and optimistic;
- forgive and forget;
- change the environment – prevention is the best method;
- teach appropriate behaviour that will achieve the same function (i.e. child wants attention – encourage and praise him when he is behaving appropriately).

It is recognized that in some extreme situations, wherein a child is endangering himself/herself or others, educators may find themselves having to respond to a crisis situation using physical guidance as a method to defuse and/or de-escalate a volatile situation. OCOF/Nena does not approve of the use of any form of restraint but recognizes there are times when children are at risk of hurting themselves or others. These guidelines reinforce the need to ensure that children are supervised and safe at all times. The educators help guide the children towards self-discipline and respect for others.

The following practices are **NOT** permitted in our child care centres:

- corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
- physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
- locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;
- use of harsh, degrading, measures or threats or 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;
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- inflicting any bodily harm on children including making children eat or drink against their will.

No employee/student/volunteer shall engage in any of the prohibited practices set out above with respect to a child receiving child care.

On-going incidents will be recorded if necessary and discussed with the parent/guardians, educators and Supervisor in order to develop common goals and a plan of action. Specialized agencies may be involved to assist staff, families and children. If a child requires a behaviour management plan, the plan will be signed off by the parent/guardian, the primary educator and others (as necessary) prior to implementation.

Family Concerns/Complaints

Families are encouraged to take an active role in the services we offer and regularly discuss what they and their child(ren) are experiencing. As per our Program Statement, we support positive and responsive interactions among the children, families, and personnel, and foster the engagement of and ongoing communication with families about the services we offer. Our personnel are available to engage families in conversations and support a positive experience during every interaction. *(Please see Appendix E: HR 4.04 Family Concerns/Complaints)*

Incidents and Injuries

The educators supervise the children at all times. Monthly health and safety inspections are completed by the health and safety representative to ensure that the program is free of possible hazards. Annual health & safety inspections are completed by our Joint Health & Safety Committee.

When minor incidents/injuries do occur, children are cared for and an incident/injury report is filled out. This form explains the incident/injury in detail. At pick-up, the educator will review the incident/injury with the parent, ask them to sign the form and will provide them with a copy.

If a life-threatening incident/injury occurs at the centre and requires medical attention, it will be reported as a serious occurrence to the Ministry of Education by OCOF/Nena. If a child is seen by a dentist or physician for any incident/injury that happened while they are in our care, please inform the Supervisor of the details and recommendations from the practitioner.

A serious occurrence notification form is posted for a minimum of 10 business days. If the form is updated with additional information such as additional actions taken by OCOF/Nena, the form remains posted for 10 days from the date of the update.

Aggressive Behaviour

Parents/guardians are expected to use non-violent means to resolve conflict (Bill 168). Physically aggressive behaviour is not a responsible means for problem solving. Insults, disrespect, foul language and other hurtful acts which impedes on the rights of others is **NOT** permitted.

Emergency Procedures

Fire drills are conducted at least once a month. During fire drills, the children are taken outside the child care centre, weather permitting, and to a designated area. In the event of a major emergency that requires evacuation of the building, arrangements have been made to take all the children to the designated shelter. Every effort will be made to notify all parents/guardians that an evacuation has occurred. Parents/guardians will be required to pick up their children at the evacuation site immediately. The designated shelter location is indicated on the "Emergency Procedure" posted in each playroom.

We participate in school's lockdowns and procedures. If there is an actual lockdown, parents/guardians will be contacted when it is deemed safe to do so.

Emergency Management

Our centres have an Emergency Management policy to assist personnel to respond to on-site emergencies in a timely and effective manner. The policy identifies potential emergencies and provides procedures to reduce effects of an emergency or disaster. If an emergency occurs, parents/guardians will be notified by telephone, email, Lillio, social media, or radio.

Inclement Weather / School Closing / School Staff Strike

In the event of school buses being cancelled due to inclement weather and the schools remain open, the child care centres will remain open their regular hours. In the event of the school closing, the child care centre will also be closed. If the school closes during the day, the child care centre will also be closing. All parents/guardians will be notified and advised to pick their child up within the hour. In the event of school staff striking, the child care centre will remain open for the children registered in the program.

Clothing and Personal Items

Children's clothing and other items should be labelled with their names/initials to prevent being lost or misplaced. Extra clothing can be left at the centre to meet weather changes. For younger children, a complete change of clothing is encouraged to be kept at the centre. Children who are not yet fully toilet trained must have an adequate number of clothing changes/diaper and baby wipes for each day.

As we encourage independence and exploration, there's a possibility that clothing will get dirty therefore please dress your child(ren) accordingly.

As per the school's policy, each child is required to have a pair of indoor running shoes that are non-marking and outdoor shoes.

We are not responsible for lost or stolen articles.

Field Trips

The children go on field trips occasionally throughout the year as a means of expanding learning opportunities. Prior to any field trips, parents/guardians must sign a consent form provided by the child care centre.

Birthdays

Children's birthdays will be acknowledged and celebrated. Parents/guardians are welcome to join in however will be unable to bring party favours and/or food to the centre.

Transportation

It is the parent/guardian's responsibility to contact the Sudbury Student Services Consortium (www.businfo.ca) to make transportation arrangements for their child. Parents/guardians must insist that the bus drop the child off in the child care centre's yard. You must notify the centre if your child will be absent or if he/she will not be dropped off at the centre after school.

Medical

Immunization Record

All children are required to be immunized, as recommended by the local Medical Officer of Health. A record of the child's updated immunization record must be submitted upon enrollment in the child care centre for infants, toddlers, and preschoolers. **A child will not be able to attend the centre until we receive their current up-to-date immunization record or a copy of a Statement of Medical Exemption Form or a Statement of Conscience or Religious Belief Form which can be found on Service Ontario Central Forms Repository website www.forms.ssb.gov.on.ca**

The Public Health Sudbury & Districts is required by law to keep an immunization record on every registered child in a child care centre in the area and review it annually. As a parent/guardian, it is your responsibility to provide the Public Health Sudbury & Districts with a complete record of your child's vaccination record and provide updates as your child receives further immunization.

A child who has been exempted from a vaccination is considered susceptible to the disease or disease for which the vaccination offers protection. The child may be subject to exclusion from the child care centre if the local Medical Officer of Health advises exclusion as a disease control measure. Parents/Guardians will be informed that they may be placing their child and others at risk of serious illness should he or she contract a disease that could have been prevented through proper vaccination.

Medication

The staff will only administer medications which have been prescribed or authorized in writing by your physician. As per the Child Care and Early Years Act, staff **CANNOT** administer a non-prescribed drug unless accompanied by a note from your physician. Ongoing medication prescriptions need to be revised annually. The medication will be administered only from the original container, clearly labeled by a doctor or pharmacist with the child's name, physician's name, drug, dosage and expiry date. A consent form must be completed for each medication.

The educators **CANNOT** administer a new medication. It is the parents'/guardians' responsibility to ensure that all medications are introduced before the child's return to the centre (usually 24 hours). A yearly written consent is required or when there is a change in the product used. With parent/guardian's written permission, the personnel will apply sun screen lotion and/or insect repellent prior to outdoor activities.

Allergies

Parents/guardians will complete the designated form indicating their child's allergies or food intolerance to ensure their child's safety. Whenever possible, the child care centre may provide substitutes for any food items that children are allergic to. Severe allergies will be taken care of on an individual basis. Given the wide variety of food allergies, bringing food/snack items into the centre is **NOT** permitted. The only exception is parents/guardians from the infant program. A current allergy list is posted in the kitchen and in the playroom.

Anaphylaxis: With parental consent, personnel will take a picture of their child to attach to an individual emergency plan completed by the parents/guardians with the child care centre. As per the Child Care and Early Years Act, they also must provide the child care centre with at least one Epi-pen prescribed by a physician. Failure to provide medication will result in the removal of the child from the child care centre until the medication is available at the centre. We recommend also that your child have a Medic-alert bracelet. If the child is no longer anaphylactic, a letter from the physician must be provided to the child care centre where it will be kept on file.

Fees

OCOF/Nena is part of the Canada Wide Early Learning and Child Care System.

(Please see Appendix F: Child Care Rates)

Payment of Fees

Since child care fees are set to cover operational expenses of the child care centre, **the payment is due on the 25th of the month for the prior month**. Fees will be charged for all days of the month regardless of attendance, as OCOF/Nena provides full-time child care only. For school aged children, all non-instructional days are available on an opt-in basis and will only be charged if the child is scheduled to attend. **No refunds will be granted for absences or sick days.**

Invoices and payment details are available **in the Digibot Parent Portal under the Finance section.**

We strongly encourage the use of online payment, available through teller, ATM, phone, or internet banking at the following financial institutions:

- Desjardins
- Scotia Bank
- CIBC
- Royal Bank of Canada (RBC)
- TD Canada Trust
- Bank of Montreal
- President's Choice Financial

To use this service, select **"Our Children, Our Future"** as the service provider and enter your **5-digit Digibot account reference number**.

Invoices may also be paid by **credit card through the Parent Portal** via preauthorized payment. A **2.4% service fee** applies. Preauthorized payments are processed on the **15th of each month**, or the next business day if the 15th falls on a weekend or holiday. **Any changes or adjustments made after the 15th for the previous billing cycle** will be processed automatically on the last business day of the month.

Cheques or money orders payable to **Our Children, Our Future** are also accepted and must be mailed to:

Our Children, Our Future/Nos enfants, notre avenir
201 Jogues Street, Sudbury, ON P3C 5L7

Credits outside designated credit days and billing discrepancies are applied only in exceptional circumstances and require approval from the **Director of Finance and Corporate Services**.

Tax receipts are issued annually to the name of the account holder.

If a child has not attended care for **six consecutive months**, the account will be deemed inactive and closed, and **the child's name will need to be added to the waitlist** should care be required again.

Late Payment and Past Due Fees

Accounts not paid in full will trigger a notification to the parent/guardian on file, and **payment will be required to avoid service disruption**.

If services are denied and the account remains outstanding with no prior arrangement, a registered letter will be issued advising that the account may be sent to a collection agency. A **\$30.00 administration fee** will be added.

Families referred to a collection agency will not be eligible for future services, even after the balance is paid.

Returned (NSF) payments will result in a **\$30.00 fee**, added to the invoice.

Fees During Absences

Fees remain payable during absences due to illness or vacation.

Children enrolled in the infant, toddler, and preschool programs are credited **10 absence days per year**, applied between **September 1 and August 31**, during which no fees are charged.

Unused credit days **cannot be carried forward**.

Please note that subsidized families credit days are determined by the Manitoulin-Sudbury District Services Board.

Late Pickup

A parent/guardian or authorized person must pick up the child before the centre closes. If the parent or authorized person has not contacted the centre by closing time, the staff will call the emergency contacts whose names appear on the registration forms to pick up the child.

Subsidy

Some families qualify for childcare subsidies. For further information, please contact the Manitoulin-Sudbury District Services Board at 862-7850 for Espanola area and Sudbury East.

A representative of the Children's Services will carry out a financial evaluation in order to determine if you qualify. It should be noted that you must inform the representative of any change relating to your situation (ex: marital status, employment changes, wages or address).

Parents/Guardians who qualify for Child Care Subsidy are responsible for renewing their authorization before it expires. Any fees not covered by the Subsidy are the parent's/guardian's responsibility and are payable on the **25th** day of the month.

Withdrawal

Parents/guardians are required to give a minimum of **two weeks** written notice prior to withdrawing the children from the child care centre or they will be invoiced for the two weeks.

Services may be terminated if:

- The program does not meet your child's needs.
- Policies and procedures are not followed.
- Your account is in arrears.

If a child is absent without notification to the child care centre for two consecutive weeks, the Supervisor will call the parent/guardian if services are needed. If not, he/she will be discharged from the child care centre and the space will be filled.

Abuse and Neglect

The Child, Youth and Family Services Act, 2017 (CYFSA) recognizes that each of us has a responsibility for the welfare of children.

Section 125 of the CYFSA states that the public including professionals who work with children, must promptly report any suspicions that a child is or may be in need of protection to a Children's Aid Society. The CYFSA defines the phrase "child in need of protection" and explains what must be reported to a society. It includes physical, sexual and emotional abuse, neglect, and risk of harm.

All personnel are obligated to contact the Children's Aid Society (CAS) if they have reasonable grounds to suspect one of the following:

1. The child has suffered physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. Failure to adequately care for, provide for, supervise or protect the child, or
 - ii. Pattern of neglect in caring for, providing for, supervising or protecting the child.
2. There is a risk that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's,
 - i. Failure to adequately care for, provide for, supervise or protect the child, or
 - ii. Pattern of neglect in caring for, providing for, supervising or protecting the child.
3. The child has been sexually abused or sexually exploited by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of the child knows or should know of the possibility of sexual abuse or sexual exploitation and fails to protect the child.
4. There is a risk that the child is likely to be sexually abused or sexually exploited as described in paragraph 3.
5. The child requires treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or, where the child is incapable of consenting to the treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, the treatment on the child's behalf.
6. The child has suffered emotional harm, demonstrated by serious,
 - i. Anxiety
 - ii. Depression
 - iii. Withdrawal
 - iv. Self-destructive or aggressive behaviour, or
 - v. Delayed development, and there are reasonable grounds to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the parts of the child's parent or the person having charge of the child.
7. The child has suffered emotional harm of the kind described in subparagraph 6 i, ii, iii, iv, or v and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the harm.
8. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph 6 i, ii, iii, iv, or v resulting from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.
9. There is a risk that the child is likely to suffer emotional harm of the kind described in subparagraph 6 i, ii, iii, iv, or v and the child's parent or the person having charge of the child does not provide services or treatment or access to

services or treatment, or, where the child is incapable of consenting to treatment under the Health Care Consent Act, 1996, refuses or is unavailable to consent to, treatment to prevent the harm.

10. The child suffers from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or where the child is incapable of consenting to the treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, treatment to remedy or alleviate the condition.
11. The child's parent has died or is unavailable to exercise custodial rights over the child and has not made adequate provision for the child's care and custody, or the child is in residential placement and the parent refuses or is unable or unwilling to resume the child's care and custody.
12. The child is younger than 12 and has killed or seriously injured another person or caused serious damage to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child does not provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the Health Care Consent Act, 1996, refuses or is unavailable to consent to treatment.
13. The child is younger than 12 and has on more than one occasion injured another person or caused loss or damage to another person's property, with the encouragement of the person having charge of the child or because of that person's failure or inability to supervise the child adequately.

The CYFSA recognizes that professionals working closely with children have a special awareness of the signs of child abuse and neglect, and a particular responsibility to report their suspicions. Any professional who fails to report a suspicion is liable of conviction to a fine if they obtained the information in the course of their professional duties.

THANK YOU for your understanding of our professional obligations and responsibilities.

Getting Involved

Volunteers and Students

OCOF/Nena is pleased to accept volunteers and students in our child care centres.

Volunteers and students are required to adhere to the same policies and procedures as all other personnel working within the organization including that of schedules, sick time, workplace health & safety, treatment of clients, child health & safety, etc.

Before commencing a placement, students are required to take part in an orientation process with the site Supervisor and adhere to our policies and procedures. Every volunteer or student is supervised by an employee at all times.

As per the Child Care and Early Years Act, direct unsupervised access (i.e. when the adult is alone with a child) is not permitted for persons who are not employees of the organization as well by a person under the age of 18.

If you would like more information about the programs offered by OCOF/Nena please visit our website: www.ocof.net

You can also scan the QR code below to access our LinkTree for further resources and updates:





Child Care Policy & Procedure Manual

POLICY NO.	SECTION:	FUNCTIONS OF THE PROGRAM
CP 1.01	POLICY TITLE:	Program Statement Implementation

1 Policy

1.01 All personnel will build a climate of trust, honesty and respect in the workplace, working collaboratively in order to provide a safe, secure, healthy and inviting environment for all children and their families. We also build and maintain healthy, professional relationships that encourage growth and offer support and mentorship.

2 Procedure

2.01 All personnel, volunteers, and students will read the Program Statement and sign off prior to working in program with the children and families, and annually thereafter, or upon any changes or modifications to the Program Statement.

2.02 Each site will maintain a file containing observations, plans and documentation to support the understanding of the Program Statement.

2.03 The immediate Supervisor/designate will meet on a regular basis with their team to:

- establish a clear understanding of the program;
- support staff in the implementation of the Program Statement;
- help the staff in their self-reflection of their capabilities and competencies.

2.04 Guided by "How Does Learning Happen?", staff will reflect on their practice and how this pedagogy inspires them to meet the goals and expectations of program.

2.05 If there is evidence that the staffs' philosophy does not align with the Program Statement, and all support and efforts to mentor and coach them has been exhausted, the disciplinary policy, which can be found in OCOF/Nena's Human Resources Policy & Procedure Manual, will be followed.

2.06 The educators help guide the children towards self-discipline and respect for others. None of the following practices will be observed in the program:

- corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
- physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
- locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;
- use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, scare or frighten the child or undermine their self-respect, dignity or self-worth;
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- inflicting any bodily harm on children including making children eat or drink against their will.

2.07 All personnel are required to implement the following documents: the College of Early Childhood Educators' Code of Ethics and Standards of Practice, How Does Learning Happen?, and the Child Care and Early Years Act, 2014, to guide their decisions and practice.

2.08 Embracing this living document will help us in reaching our goal to maintain excellence in living the Four Foundations: Belonging, Well-Being, Engagement and Expression, for children, families, staff and the community.

3 Attachments

Program Statement
 Program Statement Implementation Policy Guide
 Program Statement: What it looks like in action

Date Approved: November 14, 2016

Date Revised: January 7, 2026

Authorized By: *France Mathis*



Program Statement

Our Children, Our Future/Nos enfants, notre avenir (OCOF/Nena) is guided by its mission: “Meeting the diverse needs of children, families, and communities through our programs and services to build a healthy future.”

Our vision — “To continuously grow as a leader in making a difference in the lives of children and families in our communities.” — shapes our daily practice, decision-making, and organizational culture.

Grounded in our core values of Collaboration, Inclusiveness, and Responsiveness, our programs align with the Four Foundations of “How Does Learning Happen?” — Belonging, Well-Being, Engagement, and Expression. These principles guide every aspect of how we support children, families, and educators.

Collaboration

Championing transparent communication and teamwork to build meaningful relationships.

- ❖ Strong relationships and teamwork form the foundation of meaningful care and learning.
- ❖ Collaboration is built on open communication, flexibility, and mutual respect among staff, families, and community partners.
- ❖ Families are active co-partners in their children’s learning and are included in decision-making and program development.
- ❖ Educators, supervisors, and community partners work together through reflection, mentoring, and shared problem-solving to support responsive programs and family well-being.

Inclusiveness

Cultivating an inclusive, supportive environment for all.

- ❖ We design environments that reflect community diversity and promote equity, inclusion, belonging, and accessibility.
- ❖ Our practices are culturally responsive, respecting each family’s identity, language, and lived experience.
- ❖ We ensure all children and families feel welcome, valued, and empowered to participate fully.
- ❖ Inclusiveness guides our hiring practices, programming, and daily interactions, removing barriers and fostering meaningful connections for all.

Responsiveness

Responsively meeting the needs of the community with care and attention.

- ❖ We meet the needs of children, families, and communities through care, accountability, and collaboration.
- ❖ Educators design play-based programs shaped by children’s interests and voices, viewing them as capable co-learners.
- ❖ Active supervision and reflective mentorship ensure safety, professional growth, and alignment with OCOF/Nena’s philosophy.
- ❖ Continuous reflection and documentation nurture curiosity, creativity, and a culture of care and learning for all.

Our Commitment

OCOF/Nena is dedicated to creating environments where children, families, and educators grow, belong, and thrive together. By responding with care, including with intention, and collaborating with purpose, we live our values each day — building strong foundations for children’s lifelong learning, family well-being, and community vitality.

Program Statement Implementation Policy Guide

Our Children, Our Future/Nos enfants, notre avenir (OCOF/Nena) is inspired by “How Does Learning Happen?”, Ontario’s Pedagogy for the Early Years (2014) and follows this guiding document under the Child Care and Early Years Act, 2014. How Does Learning Happen? is organized around Four Foundations that are considered essential to optimal learning and healthy development for children. (Belonging, Well-Being, Engagement and Expression.)

We know that children learn best by pursuing their personal interests and goals, children are capable of making their own choices when selecting and combining materials and also when joining in play experiences designed in partnership with educators. As they pursue their choices and plans, children explore, ask and answer questions, solve problems, and interact with individuals and their environment.

Taking the knowledge of child development, knowledge of how children learn and a well-grounded understanding of children’s play, we can co-construct an authentic curriculum that’s built upon the children’s interests and needs of the children in our care.

OCOF/Nena strives to provide the conditions required for children, families and educators to be competent, capable, curious and rich in potential.

We recognize that each child is a unique individual who bring their own abilities to the program, and deserves the encouragement and space to try new things, to explore new ideas, and to develop their own creativity.

We believe that every child deserves a safe and caring environment; a place where they want to be, where they feel at home, and where they can grow and develop to their full potential.

We connect with children, ensure safe environments, plan and extend play, reflect on successes, document the children’s play and learning, and communicate regularly with parents. Through active supervision and continual engagement, we support children in developing strategies to remain calm, and to regulate their emotions while recognizing the effect of their actions on others.

Our goals for children, consistent with the Ministry of Education Pedagogy, include the following:

- every child has a sense of belonging when they are connected to others and contributes to their world;
- every child is developing a sense of self, health and well-being;
- every child is an active and engaged learner who explores the world with body, mind and senses;
- every child is a capable communicator who expresses themselves in many ways.

Building on these goals, OCOF/Nena is committed to fostering environments where learning and relationships flourish through intentional, reflective practice. As we honour each child’s individuality and natural curiosity, we recognize the essential role of educators and the communities that support them. By nurturing strong, respectful partnerships among children, families, educators, and community organizations, we create the conditions for meaningful learning experiences grounded in belonging, well-being, engagement, and expression.

This shared commitment guides our work and leads us into the core principles that shape our practice each day.

Collaboration

Strong relationships and teamwork are essential to meaningful care and learning. Collaboration thrives through open communication, flexibility, and mutual respect among staff, families, and community partners.



Families are engaged as co-partners in their children’s learning and well-being, and their perspectives are valued in decision-making and program development.

Educators and supervisors collaborate through reflection, mentoring, and problem-solving to maintain responsive and intentional programs. We also partner with community agencies and networks to ensure families have access to supports and opportunities that enhance their well-being and children’s development.

Inclusiveness

We intentionally create environments that respect and reflect the diversity of our communities, and promote inclusiveness, equity, belonging, and accessibility for all.

Our practices are culturally responsive and respect each family’s identity, language, and background. We recognize and value the lived experiences of all children and families, ensuring that everyone feels welcome and empowered to participate fully.

Inclusiveness is reflected in our hiring practices, program design, and daily interactions. We work actively to remove barriers to participation, fostering spaces where everyone — children, families, educators, and community partners — feels seen, valued, and connected.

Responsiveness

We strive to meet the needs of children, families, and communities with care, attention, and accountability. Educators design programs that reflect the interests, strengths, and developmental needs of each child. Children are viewed as capable co-learners whose ideas and voices help shape the daily curriculum through play-based learning. Families are active partners in their children’s growth and learning.

A key part of responsiveness is intentional and attentive supervision — of both children and staff. Educators ensure children’s safety and well-being through active supervision, awareness of group dynamics, and positive interactions that encourage exploration and engagement. Supervisors, in turn, provide reflective guidance and mentorship to educators, fostering professional growth, accountability, and alignment with OCOF/Nena’s philosophy and standards.

Ongoing reflection and pedagogical documentation help educators design meaningful experiences that nurture curiosity, creativity, and holistic development. Together, we cultivate a culture of care, trust, and continuous learning where every child, family, and educator feels supported and respected.



Program Statement: What it looks like in action

Children actively initiate and lead their learning experiences each day. Daily programming prioritizes child-initiated play, ensuring meaningful opportunities for children to explore their interests, make choices, and contribute ideas. Educators intentionally observe, listen, and document how children influence the direction of activities, projects, and inquiries. Curriculum emerges from children's questions, discoveries, and expressed theories, and this learning is made visible through ongoing pedagogical documentation.

Educators provide a variety of open-ended materials that are accessible at the child's level to promote independence, creativity, and problem-solving. They position themselves at children's level during interactions, fostering eye-to-eye communication that builds trust and deepens engagement. Through continuous observation and reflection, educators identify emerging interests and extend thinking using open-ended questions. Daily provocations and thoughtfully prepared invitations spark curiosity and deepen exploration while preserving children's ownership of their learning. Experiences are co-constructed with children, allowing them to shape play scenarios and longer-term investigations. Schedules remain flexible and include uninterrupted blocks of play to support sustained concentration, collaboration, and inquiry. Program plans and documentation clearly reference children's ideas and interests, demonstrating responsive, play-based curriculum development.

Children experience a safe, positive, inclusive, and respectful environment where they develop a strong sense of belonging. Classrooms intentionally reflect diverse cultures, identities, languages, and abilities through materials, books, visuals, and displays. Families and children are visibly represented through photographs, shared documentation, and collaborative experiences, reinforcing that their identities and contributions are valued. Relationships remain central to the program. Educators build and maintain meaningful connections with each child and family throughout the day. Through active listening, warm interactions, and ongoing communication, educators foster trust and collaboration.



Educators intentionally prepare environments that are clean, organized, and developmentally appropriate. Materials are age-appropriate, maintained in good repair, and thoughtfully arranged to promote independence and safety. Materials are selected and rotated based on children’s observed interests to ensure relevance and meaningful participation. A sufficient quantity and variety of open-ended materials are available so that all children can engage fully without unnecessary conflict or waiting. Children are provided with daily opportunities to engage their five senses and use their whole bodies through rich sensory experiences, outdoor exploration, movement activities, creative expression, and hands-on discovery. These experiences support holistic development by encouraging children to think, feel, move, create, and explore in ways that are meaningful and developmentally appropriate. Classrooms offer a home-like atmosphere that balances quiet, cozy spaces for rest and reflection with open areas that encourage active exploration.



Children develop age-appropriate self-regulation skills within a supportive and responsive environment. Educators intentionally practice co-regulation, modeling calm behaviour, empathy, and problem-solving strategies. Children are guided in recognizing and naming their emotions and are supported in using strategies such as deep breathing, accessing quiet spaces, using sensory tools, or seeking assistance from a trusted adult. The environment is organized to serve as a self-regulation haven, responsive to diverse sensory and emotional needs. Calm areas are intentionally designed with appropriate lighting, soft furnishings, and sensory supports to reduce overstimulation while maintaining opportunities for active engagement. Predictable routines reduce anxiety and support emotional security. Educators use emotion coaching language and restorative conversations to guide conflict resolution and promote empathy and accountability, recognizing that self-regulation develops progressively with adult support.

Children’s health, safety, and well-being are foundational to all aspects of the program. Educators maintain active supervision at all times, remaining attentive to group dynamics and positioning themselves to ensure clear sightlines. Frequent head counts are conducted throughout the day, and on-going attendance is documented to ensure accountability.

Nutrition is recognized as an integral component of children’s development. Balanced meals and snacks aligned with Canada’s Food Guide are provided daily. Mealtimes are offered in a family-style format, encouraging children to serve themselves with educator support and fostering independence, confidence, and self-help skills. Meals are offered at a relaxed pace, creating opportunities for meaningful conversation and positive social interaction. Children have regular access to water and fresh fruit throughout the day and are encouraged to listen to their bodies as they develop healthy habits. Rest and quiet times are planned according to age and individual needs, with calm, supervised spaces that allow children to recharge physically and emotionally before re-engaging in play and learning.

Through consistent implementation of these practices, OCOF/Nena ensures that children lead their learning within safe, inclusive environments where their identities are valued and their voices are heard. Educators extend thinking through provocations, meaningful dialogue, and reflective documentation while maintaining rigorous standards for health, safety, and supervision. The Four Foundations are not theoretical concepts but lived experiences embedded in each moment of the day, supporting children in building resilience, confidence, and a lifelong love of learning.



Child Care Policy & Procedure Manual

POLICY NO.	SECTION:	FUNCTIONS OF THE PROGRAM
CP 1.21	POLICY TITLE:	Admission

1 Policy

- 1.01 To offer Our Children, Our Future/Nos enfants, notre avenir (OCOF/Nena)'s Supervisors/designates clear guidelines in regards to admitting new children to the centre.
- 1.02 To ensure that the centre follows through with the City of Greater Sudbury's purchase of service agreements by utilizing the childcare registry.
- 1.03 No charge will be incurred by families to be placed on the waitlist.

2 Procedures

- 2.01 All children must be registered on the City of Greater Sudbury's Childcare Registry prior to admission in OCOF/Nena's child care centres.
- 2.02 The Supervisor/designate is responsible for enrolling new children in the centre through the registry.
- 2.03 The Supervisor/designate will access the registry on a regular basis to view the children on the waitlist and will ensure to maintain the privacy and confidentiality of the children listed. Parents/guardians can call the Supervisor/designate to see where they are on the waitlist.
- 2.04 Enrolment in the centre is based on the following criteria:
- Availability;
 - Group dynamics;
 - Children of OCOF/Nena personnel;
 - Children who attend the school in which the centre is located;
 - Siblings of current registered children;
 - Children of teachers who work within the school in which the centre is located;
 - Transfers;
 - Previous clients in good standing.
- 2.05 Admission to infant programs will be prioritized based on full-time care over part-time care.
- 2.06 When a licensed child care space is available, the Supervisor/designate will attempt to contact the family by utilizing all contact information provided. The family will have 2 business days to respond to the centre before the Supervisor/designate places or closes their file.
- 2.07 OCOF/Nena will **NOT** accept registration from a parent/guardian if their account has been sent to the credit bureau by OCOF/Nena, whether or not it was paid in full to the credit bureau.
- 2.08 If a parent/guardian has a balance owing on their account, they will not be re-admitted to the centre unless the balance is paid in full.

Date Approved: September 30, 2011	Date Revised: March 29, 2023	Authorized By: 
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Child Care Policy & Procedure Manual

POLICY NO.	SECTION:	FUNCTIONS OF THE PROGRAM
CP 1.13	POLICY TITLE:	Safe Arrival & Dismissal

1 Policy

- 1.01 This policy will provide all Our Children, Our Future/Nos enfants, notre avenir (OCOF/Nena) personnel with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care. It will outline the steps that are to be taken for 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 is intended to fulfil the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care, as per the Child Care and Early Years Act, 2014 (CCEYA).
- 1.02 OCOF/Nena recognizes that it won't always be possible for the parent/guardian to pick-up their child from an OCOF/Nena Child Care Centre. Parents/guardians are required to indicate the name and phone number of all authorized individuals who are able to pick-up the child. Only persons designated to pick-up a child will be allowed to do so.
- 1.03 In the event of an **emergency**, or if the child must be retrieved from the centre by an unauthorized individual for any reason, personnel will ensure the following steps are taken by the parent/guardian:
1. Locate an individual willing to pick up his/her child.
 2. Inform him/her that they must bring valid photo identification to the centre.
 3. Call the centre and disclose the situation.
 4. Provide the name of the individual picking up his/her child.

When the unauthorized individual comes to pick up the child, the name on the photo identification they provide will be referenced against the information the parent/guardian has provided. If the information does not match, the parent/guardian will be contacted to verify the information. If the information still does not match or the parent/guardian cannot be reached, the child will remain at the centre until the situation is resolved.

Individuals granted emergency authorization will not be permitted to pick-up a child from the centre on subsequent days unless they are first added to the authorization list by the parent.

1.04 Custody and Related Court Orders

Personnel cannot become involved in the marital or custody issues of the families that we serve. If a custody or court order exists, a copy of the order needs to be placed in the child's file. The parent/guardian is responsible for providing up to date and accurate information concerning the legal guardianship of the child. Without a custody or court order on file, the centre cannot deny access to the non-enrolling parent. If the non-enrolling parent is not listed as an authorized individual, the policy on unauthorized persons will be implemented.

2 Procedures

2.01 Accepting children into care:

1. When accepting a child into care at the time of drop-off, personnel in the room must:
 - greet the parent/guardian and child
 - sign the child in on the classroom attendance record

Where a child has not arrived in care as expected:

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (i.e. left a voice message, Lillio message, or advised the closing staff at pick-up), the personnel in the classroom must:
 - commence Safe Arrival Procedures after child's specified arrival time.

- confirm with colleagues on site that no messages have been received from the parent/guardian
 - verify no message was received from parent/guardian via Lillio
 - call parent/guardian (if call is unanswered, personnel will leave voicemail on primary contact number, and then will proceed with subsequent contact information)
 - if personnel are unable to reach primary parent/guardian after 10 minutes from original contact, then personnel will reach out to emergency contacts
 - should personnel not be able to reach any of the above to confirm the child's absence from care – these steps will be repeated until the child's absence is confirmed
2. Once the child's whereabouts has been confirmed, personnel shall document this information in the daily communication log.
 3. For children enrolled in an after school program, personnel will verify absence with the school.

Releasing a child from care:


1. The personnel who is supervising the child at the time of pick-up shall only release the child to the parent/guardian or any authorized individuals identified in the child's file or if parent/guardian has provided verbal consent.
2. When the personnel doesn't know the individual picking up the child:
 - they must confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual, or
 - the individual picking up must provide valid photo identification.
3. In the event that any authorized person picking up a child is intoxicated or is deemed unsafe in any way, personnel are instructed to arrange for an alternate authorized person. If personnel are unsuccessful in doing so, the Greater City of Sudbury Police Department and the Children's Aid Society will be contacted.

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

1. Where a parent/guardian has previously communicated with the personnel a specific time or timeframe that their child is to be picked up from care and the child has not been picked up, the personnel shall document in the daily communication log.

Where a child has not been picked up and the centre is closed:

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by closing time, the following steps will be taken:
 - Personnel will attempt to reach the parent/guardian and then the emergency contacts.
 - Personnel will contact the site supervisor/designate to inform them of the situation if parents/guardians/emergency contacts are unreachable.
 - The site supervisor will instruct the personnel on site the next steps to be taken.
 - Once they have exhausted all possible avenues and one hour after the closing time, the Children's Aid Society will be contacted.

Date Approved: May 10, 2004	Date Revised: December 18, 2024	Authorized By: 
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Our EarlyON and Family Resource programs offer children and families a warm, welcoming environment that fosters participation, learning, and connection through a wide range of programs and services:

- Designed primarily for children from birth to 6 years old, with specialized programs extending to age 12;
- Play-based learning opportunities that support healthy child development;
- Access to resources and guidance from professionals with expertise in early childhood development;
- Prenatal programming and early supports for expectant parents;
- Parenting programs, discussion groups, and workshops that build confidence, skills, and peer connection;
- Information, referrals, and navigation support for specialized community programs and services;
- Opportunities to build meaningful connections with other families and children;
- Strong collaborative partnerships that enhance and expand supports for families;
- Food security initiatives, including food education and hands-on learning experiences.

Playgroup

By engaging in play, children and their parents/caregivers learn together in an open, welcoming, inviting, and inclusive environment.

Cooking with OCOF

Our Slow Cooker workshops and Community Kitchens are examples of cooking programs offered to parents and caregivers. They have the opportunity to learn about the importance of healthy eating and to develop their cooking skills while preparing healthy affordable meals for their families within a specific budget in a group environment.

Cooking with Kids

Children between the ages of 2.5 to 12 years old will have the opportunity to learn basic cooking skills by preparing pre-selected recipes with the support from their accompanied parent/caregiver.

Time for YOU

A chance for parents to slow down, enjoy self-care, and try fun adult crafts while connecting with others.

Bridging Generations

Join us for a heartwarming program where parents and children come together with older adults for fun activities like arts and crafts, games, music and storytelling. All while enjoying snacks and refreshments together.

Parent Education Programs

These programs offer parents/caregivers an opportunity to receive education and support through programs such as: Triple P (Positive Parenting Program), H.E.L.P. Tool Box, Nobody's Perfect, Bounce Back and Thrive, etc.

Parent Support Groups

These discussion groups offer parents/caregivers an opportunity to receive support from others who share similar challenges, joys, and experiences in raising young children.

Outdoor Playgroup

This outdoor play-based program gives children and their parents/caregivers the opportunity to interact with the natural world around them. This program makes outdoor play fun, easy, and adventurous while providing developmentally appropriate learning opportunities that include risky play, land sustainability and environmentally friendly practices.

Family Fun Night

This program gives families the opportunity to interact together in an open and welcoming environment while participating in games and physical activities together. A hot nutritious meal is served.

Getting Healthy with OCOF

Family Yoga, Stroller Walks, Adult Fitness Programs are a few examples of physical fitness and wellness programs offered to families to promote healthy and positive lifestyle choices.

Movement & Play

This program is designed to help young children grow strong, coordinated, and confident through fun age-appropriate physical activities.

Dad's Night

This program gives fathers/male role models and children the opportunity to interact together in an open and welcoming environment while participating in discussion, games and physical activities together. A nutritious meal is served.

Creating Healthy Babies - Prenatal Nutrition Program

This program supports pregnant individuals with education, connection, and resources focused on healthy pregnancy, birth, and newborn care.

Participants will learn about nutrition, meal preparation, and healthy eating, while connecting with others in a supportive environment. Assistance such as bus tickets, milk vouchers, and grocery cards is also available.

Welcome Baby

Welcome Baby inspires parents/caregivers with babies up to 12 months of age to explore, interact and research with materials which supports curiosity, learning and development.

Infant Massage

Lead by a Certified Infant Massage Instructor, this program offers guidance in nurturing touch & attachment through infant massage.

Special Events

Special Events give families a chance to socialize and have fun together. Some special events that we have hosted in the past include fire station tours, strawberry picking, beach & playground outings and much more.

Craft Corner

This interactive program provides children ages 2 to 6 the opportunity for art play and creative experimentation.

Story Time

A special time for children and caregivers to share stories, songs, and rhymes that support early language, literacy, and social development.

Car Seat Inspections

We offer car seat inspection clinics to parents/caregivers to learn how to safely install and use a car seat.

Hearing and Developmental Screening

Individual screening is offered using a checklist designed to help monitor children's emotional, physical and overall development. Hearing test may also be available. This screening is intended for children ages 18 months and older.

Transportation

Transportation may be available for registered participants.

Childcare

Childcare may be available for registered participants during cooking and parenting programs.

OUR SITES

Sudbury

705-222-1826

 OCOF Sudbury

Valley East/Capreol/Chelmsford/Onaping Falls


705-969-4040

 OCOF Valley East

 OCOF Onaping Falls

LaCloche (Espanola, Webbwood, Massey, Nairn Centre)

705-869-5545

 OCOF LaCloche

Sudbury East (Markstay, Warren, St.-Charles, French River, Killarney)

705-898-2754

 OCOF Sudbury East

Manitoulin Island

 OCOF Manitoulin



Human Resources Policy & Procedure Manual

POLICY NO.	SECTION:	EMPLOYMENT RELATIONS
HR 4.04	POLICY TITLE:	Family Concerns/Complaints

1 Policy

- 1.01 Our Children, Our Future/Nos enfants, notre avenir (OCOF/Nena) promotes responsibility, respect and civility in a safe and secure learning environment. All families, children and personnel have the right to be safe and feel safe in their community. This policy provides a transparent process.
- 1.02 As part of this community, we have the responsibility to be accountable for actions that put the safety and well-being of others or oneself at risk. Members of the community are expected to use non-violent means to resolve conflict.
- 1.03 All members of the community must be treated with respect and dignity. We believe that every member has the right to access an environment without disruption, along with the equally important responsibility not to deny this right to any other member.
- 1.04 Families are encouraged to take an active role in the services we offer and regularly discuss what they and their child(ren) are experiencing. As per our Program Statement, we support positive and responsive interactions among the children, families, and personnel, and foster the engagement of and ongoing communication with families about the services we offer. Our personnel are available to engage families in conversations and support a positive experience during every interaction.
- 1.05 OCOF/Nena encourages positive behaviour. Our philosophy is to use positive verbal reinforcement to encourage appropriate behaviours.
- 1.06 All concerns/complaints raised by families are taken seriously and will be addressed. Every effort will be made to address and resolve concerns/complaints to the satisfaction of all parties and as quickly as possible.

2 Procedures

- 2.01 Concerns/complaints may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to families will respect and maintain the confidentiality of all parties involved.
- 2.02 An initial response to a concern/complaint will be provided to families within 5 working days. The person who raised the concern/complaint will be kept informed throughout the resolution process. Investigations of concerns/complaints will be fair, impartial and respectful to parties involved.
- 2.03 Every concern/complaint will be treated confidentially and every effort will be made to protect the privacy of families, children, personnel, students, and volunteers except when information must be disclosed for legal reasons (i.e. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or Children's Aid Society).
- 2.04 OCOF/Nena maintains high standards for positive interaction, communication and role-modeling for children/families. Harassment and discrimination will therefore not be tolerated from any party. If at any point families or personnel feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to their immediate Supervisor/designate.

2.05 When a parent/guardian/family has a concern/complaint, the following process should be followed:

Option #1

- **Step #1** – Families should discuss their concern/complaint directly with the personnel. If a solution to the concern/complaint is not satisfactorily resolved at this stage, they can ask to speak to the immediate Supervisor. The immediate Supervisor will work with the families to try and find a solution to their concern/complaint. The immediate Supervisor will conduct a review of the situation within 5 working days. If the situation is still not resolved to their satisfaction, they can request to speak to a Director/designate, moving to Step #2.
- **Step #2** – The appropriate Director/designate will conduct a review within 5 working days of receiving the concern/complaint. If the situation still remains unresolved, they can speak to the Executive Director/designate, moving to Step #3.
- **Step #3** – The Executive Director/designate will conduct a review within 10 working days of receiving the concern/complaint. If the Executive Director/designate is unable to find a resolution, it will be sent to the President/designate of the Board of Directors, moving to Step #4.
- **Step #4** – The President/designate of the Board along with the Executive Director/designate will meet with them within 2 weeks to attempt to resolve the concern/complaint. Within 10 working days of this meeting, the Board’s decision will be communicated in writing. If this final step does not bring about a satisfactory resolution to the situation, they can choose to have their concern/complaint reviewed outside of the organization. They can direct their concern/complaint to any of the following:

City of Greater Sudbury
Director, Children’s Services
705-671-2489


Manitoulin-Sudbury District Services Board
Director, Children’s Services
705-862-7850

Ministry of Education
Early Years Division
1-877-510-5333 or childcare_ontario@ontario.ca

They may also contact their local MPP’s office in their jurisdiction.

Option #2

The Families are encouraged to complete the Family Concern/Complaint Form on OCOF/Nena’s website at: www.ocof.net. This form can be submitted anonymously, however if they are expecting a response, they must provide their name and contact number.

Date Approved: March 24, 2016	Date Revised: March 16, 2021	Authorized By: 
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Espanola and Manitoulin Island Child Care Rates

OCOF/Nena is enrolled in the Canada-Wide Early Learning and Child Care System.

0-5 Years Old	
Infant Full Day	\$17.55
Toddler Full Day	\$15.00
Preschool Full Day	\$12.50
School Age (4,5 years) Full Day	\$12.50
Before & After School	\$10.60
After School	\$10.60
Before School	\$5.30

6+ Years Old	
School Age Full Day	\$22.90
Before & After School	\$11.45
After School	\$11.45
Before School	\$5.70