

Additional Resources to the Global Guidance on Reopening Early Childhood Education Settings

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The Global Guidance on Reopening Early Childhood Education Settings is complemented by five annexes as supplementary resources.

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Annex 1

Continuing professional support for ECE teachers and directors

As countries reopen early childhood education (ECE) settings, training and professional support are an essential part of planning and implementing an effective transition to the post-COVID-19 learning environment. Annex 1 focuses on professional support for classroom teachers and ECE directors/administrators. It outlines goals, key content and recommended methods to ensure successful orientation and support for these key staff as they return from confinement back to early learning services.

Overall goals for training and support

Professional support prior to reopening and during the transition phase should ideally result in:

- Shared understanding of the multiple challenges facing children and families – especially the most vulnerable – and staff as they make this transition.
- Commitment to supporting holistic development and well-being of children by giving intensive attention both to health and hygiene, and to the implementation of a child-focused, inclusive and playful approach to early learning.
- Ability to implement specific measures and routines that ensure safe and healthy operations in ECE settings.
- Ability to implement appropriate strategies and adaptations to the existing curricula.
- Ability to address parents' or caregivers' concerns and needs through supportive communication.

Timing and methods

Classroom teachers and ECE directors/administrators,¹ as well as nurses and other professionals working in ECE settings, should receive training prior to reopening and during the transition phase.

Directors will be expected to give teachers continuing support in implementing an emotionally responsive classroom environment that promotes children's health and their holistic development, while also supporting and communicating with families. This will not be easy for anyone, and a strong team of teachers and administrators is key to success.

¹ Depending on the context, other personnel – including teachers' aides, nurses and food handlers – should participate in orientation and training on crucial changes to routines, curricula, and expected hygiene and health behaviours.

Directors should ideally receive separate training, addressing the same content as for teachers but with² additional administrative considerations. If possible, online group or individual follow-ups should also be available to directors.

Initial training should take place prior to reopening. ECE settings should not reopen until staff have participated in orientation sessions, which may vary in length but should cover, at least, the priority content outlined below.

Continuing support will be necessary after services have been reopened for children. At this time, staff will need additional opportunities to share experiences, pose questions, and receive additional information/guidance to help them implement adaptations effectively. Depending on the context, follow-up meetings (or videoconferences) can be planned during the 2–4 weeks following reopening, with additional discussions a month or more later, or more frequently, as needed. A variety of digital approaches could be used for this purpose.

Staff will also need clearly presented information, along with opportunities to process their own concerns and questions. Employ a balance of methods, including downloadable fact sheets, mini-lectures, demonstrations, online chats, paired discussions and open-ended questions to help staff explore difficult issues. The first session or meeting could provide essential information/guidance, while follow-up sessions might build in more opportunities for staff to share with others and seek support related to what they are doing, seeing and feeling in their programmes.

Priority content for staff training

Before ECE settings reopen, staff will need initial training on a wide range of essential topics, including those outlined in this section. These examples should be adapted to country and local contexts. Some topics will require additional content that is appropriate specifically for directors, as indicated in the points below.

Ensuring safe operations:

- **Daily health and hygiene practices** – Cleaning protocols, face coverings and handwashing and educating children about new hygiene procedures, etc. For directors: Educating and supporting staff regarding hygiene.
- **Safety and hygiene in meal preparation and service** – Ensuring safe distance during meals, remind children to avoid sharing food and utensils, etc. For directors: Enforcing compliance with standards, ensuring food handlers' use of proper safety measures, posting reminders for **food preparers, etc.**
- **Managing sick children and staff** – Procedures for identifying and isolating sick children; record-keeping. For directors: Communicating to staff how to watch for symptoms; establishing a replacement scheme for sick staff; setting procedures when a child becomes ill, etc.

Ensuring child well-being and development:

- **Children's daily health and hygiene practices** – Planning how to support children to increase positive hygienic practices (handwashing, etc.) through daily routines, learning and play.
- **Age-appropriate small group play and physical distancing** – Planning if and how to modify curriculum activities to ensure safe distances and other health precautions while continuing to support developmental principles; teaching enjoyable non-contact greetings. For directors: Deciding on necessary modifications for the ECE setting's physical space and scheduling.

- **Learning environments** – Providing children with daily opportunities to be outside, play and engage in various activities in the natural environment and outdoor space; supporting open, extended and guided play in outdoor spaces; gathering children into smaller groups and setting up a rotation schedule for using various ‘play centres’. For directors: Communicating and supporting staff with changing learning arrangements.
- **Creating conditions for children’s well-being and supporting the development of resilience and inclusion** – Prioritizing activities to support emotional well-being and embedding these activities in daily routines, key messages about how children exhibit stress, worry and fear, and what strategies teachers can use to support children. Proactively addressing stigma and discrimination linked to COVID-19, including against children with disabilities and migrant, displaced and returnee children.
- **Toys, materials, games and routines** – Removing hard-to-sanitize toys for classroom; using frequent handwashing to allow some toy sharing; continuing to use play-based activities but with necessary modifications; providing individual art supplies, etc.

Ensuring parental communication and support:

- **Strategies to strengthen communication and promote dialogue with families** – Using accessible digital channels of communication to reach parents regularly (e.g., texts or video calls, posters at drop-off points); reaching families in languages and through channels that are appropriate, including via methods to reach those with limited Internet access or connectivity. For directors: Creating a checklist for parents to help them decide when children are well to attend; scheduling arrival and pickup to avoid crowding; enforcing stay-at-home policies; informing staff about health measures being used and parents’ expectations of parents, etc.
- **Strategies to support caregivers and ensure continuity of learning for children** – Developing key messages to parents on how children exhibit stress and worry and what parents can do about it; developing activities that can be shared with families to support learning at home; assessing and addressing children’s living conditions, including overcrowding, limited access to water, sanitation and hygiene facilities, childcare and work arrangements, protection risks. and barriers relating to legal or migration status.

Annex 2

Suggested questions for parents on reopening ECE settings

Enhancing communications with parents and other primary caregivers through surveys and polls prior to and/or during reopening of the early childhood education (ECE) setting can help inform planning, preparation and ongoing support to parents and children.

Annex 2 offers a list of suggested questions to be included in relevant surveys and polls. These questions will help assess (although not in depth) parents' and other caregivers' knowledge on COVID-19 and common misconceptions; attitudes towards ECE setting reopening, and awareness of undertaken protective measures and what is expected of them; trust, self-efficacy and concerns they may have.

A few notes to keep in mind:

- Questions need to be adapted, contextualized and, ideally, pre-tested.
- Questions can be run as a stand-alone survey or integrated in another survey prior to or after ECE setting reopening, to provide a better understanding what parents know, feel and think about ECE setting reopening, and how that can affect their children.
- Consider whether country could take a more systematic approach by field-testing the questions and validating them.
- Make sure the survey methodology and formats are accessible and inclusive for parents/caregivers, including those with disabilities (hearing, vision), and account for varying languages and literacy, as well as limited access to the Internet.
- The first two questions below are related to broader knowledge on COVID-19; they are important, but do not necessarily relate to ECE settings directly.

Suggested questions

1. How would you rate your knowledge level on how to prevent spread of COVID-19?

Very poor knowledge				Very good knowledge
1	2	3	4	5

2. Which of the following items can be symptoms of COVID-19?

- Fever** [Answer scheme: Yes, No, I don't know]
- Cough** [Answer scheme: Yes, No, I don't know]
- Shortness of breath** [Answer scheme: Yes, No, I don't know]
- Sore throat** [Answer scheme: Yes, No, I don't know]
- Runny or stuffy nose** [Answer scheme: Yes, No, I don't know]
- Muscle or body aches** [Answer scheme: Yes, No, I don't know]
- Headaches** [Answer scheme: Yes, No, I don't know]
- Fatigue** (tiredness) [Answer scheme: Yes, No, I don't know]
- Diarrhoea** [Answer scheme: Yes, No, I don't know]
- Loss of taste and smell** [Answer scheme: Yes, No, I don't know]

3. Do you agree with the decision to reopen the ECE setting?

- Yes
- No
- I don't know

4. Do you plan to send your child(ren) back to the ECE setting when it reopens?

- Yes
- No
- Not sure yet

5. Do you feel it is safe for your child to return to the ECE setting?

Yes

No

I don't know

On a scale of 1 to 5, how would you rate the risk of your child(ren) getting infected with COVID-19 in the ECE setting?

Extremely unlikely				Extremely likely
1	2	3	4	5

6. Have you discussed with your child(ren) measures they can take to prevent infection with COVID-19?

- Yes
- No

IF YES, what measures have you discussed? (Select all that apply)

- Wear a face mask.
- Wash hands with soap and warm water.
- Use hand sanitizers.
- Cover the mouth and nose when coughing or sneezing.
- Avoid touching the mouth, nose, eyes, face with unwashed hands.
- Wash hands frequently throughout the day.
- Avoid touching surfaces.
- Know when and how to maintain physical distancing of at least 1 metre.
- Other:

7. Do you believe your child's ECE setting has taken adequate measures to prevent infection with COVID-19 among children, and between staff and children?

- Yes
- No
- I don't know

8. Has your child's ECE setting communicated with you about any measures taken to adjust the curriculum and the learning environment to ensure a smooth transition for children going back to ECE services?

- Yes
- No
- I don't know

9. On a scale from 1 to 5, how would you rate the ECE setting's capacity to prevent infection with COVID-19 among children, and between staff and children, while maintaining a positive learning environment for young children?

Has no capacity				Has adequate capacity
1	2	3	4	5

Do you believe the ECE setting has the adequate capacity to prevent infection with COVID-19 among children, and between staff and children, while maintaining a positive learning environment for young children?

- Yes
- No
- I don't know

10. Do you believe the ECE setting staff have adequate knowledge and skills to minimize the risks of COVID-19 among children, and between staff and children?

- Yes
- No
- I don't know

11. Do you believe the ECE setting staff have adequate knowledge and skills to provide emotional and psychosocial support to children if they notice distress and fear among them?

- Yes
- No
- I don't know

12. Does the ECE setting have clear guidance/instructions for parents about how and when to bring and pick up their children?

- Yes
- No
- I don't know

13. Do you know what you need to do if you suspect that your child(ren) may be infected with COVID-19?

- Yes
- No
- I don't knoww

14. How confident are you (how would you assess your capacity) to support your child's learning and development at home?

- Very confident
- Quite confident
- Moderately confident
- Slightly confident
- Not confident at all
- I don't know.

15. How confident are you (how would you assess your capacity) in using technology to support your child's learning and development at home and to maintain links with your child's teachers?

- Very confident
- Quite confident
- Moderately confident
- Slightly confident
- Not confident at all
- I don't know.

16. On a scale of 1 to 5, how would you rate the communication and support you have received from the ECE setting staff over the time in confinement in terms of supporting your child's learning and development at home? How would you assess the level of communication and support provided?

No communication				Regular communication and support
1	2	3	4	5

17. Were you provided with any digital tools or platforms to support learning of your child at home while the ECE setting was closed? 8

- Yes
- No
- I don't know

IF YES, did you use resources from any digital tools or platforms that were made available to support learning of your child at home?

18. On a scale of 1 to 5, how useful were the resources provided through the digital platforms useful in helping you support learning of your child at home?

Not useful at all				Very useful
1	2	3	4	5

19. What has been your most trusted source of information that you have been relying on since the beginning of the COVID-19 emergency? (Select one)

- TV
- Radio
- Social media
- Health workers
- ECE setting staff
- Community members/word of mouth
- Other:

20. On a scale of 1 to 5, how much do you trust the following sources of information in their guidance/ messages about COVID-19?

	Very little trust				A great deal of trust
	1	2	3	4	5
Public TV station(s)					
Social media (e.g. ,Facebook, Twitter, YouTube, WhatsApp)					
Official, government press releases					
Health workers					
ECE setting staff					
Other:					

21. What could the ECE setting do to better protect children from COVID-19 and to ensure positive learning environment? (open question)

22. What are your current issues and worries (or fears) as a result of COVID-19? (open question)

23. What do you think you can do to maximize your protection to avoid being infected? (open question)

Annex 3

Key messages for teachers on reopening ECE settings

The policies, protocols and recommended practices established in plans for early childhood education (ECE) will need to be clearly communicated with key stakeholders before, during and after reopening. Annex 3 is designed to support decision-makers in delivering this essential information to engage teachers in preparing for their return to the classroom.

The table below offers suggested messages to be shared with teachers. **These messages are intended to be adaptable, and should be adjusted by each country to align with its national and local health measures.**

Desired result	Key messages for ECE teachers		
	Prior to reopening	During the reopening process	When ECE settings are reopened
Teachers are confident that it is safe to go back to work.	<p>Teachers' safety comes first. The decision to reopen ECE settings is based on the fact that with the precautions taken, risks for teachers and children are minimal.</p> <p>Reopening is planned to ensure teachers and children are provided with a secure, enjoyable and stimulating environment.</p>		
Teachers are aware of new prevention and mitigation rules and regulations that will be enforced in ECE settings and are working to implement them for their safety and children's safety.	<p>All necessary precautions for prevention and mitigation have been taken, including:</p> <ul style="list-style-type: none"> • Frequency of cleaning, disinfecting and ventilation of classes; • Revising curricula to allow for prevention and mitigation; • Adjusting the number of groups per class or possibly school shifts; • Adjusting spaces between desks in classrooms; • Teacher training on modified approaches; • Policies for the use of face masks; • Availability of hand sanitizers and hygiene supplies; • Time allocated for handwashing; • Guidelines for children's pickup and drop-off; and • Policies for school transportation. 	<p>You have a crucial role to play in enforcing the adoption and implementation of the new policies and guidelines.</p> <p>Your engagement is essential to ensure that ECE settings maintain child-friendly and developmentally appropriate practices. A safe distance between students should not prevent social engagement, hands-on learning, and play that promotes all areas of development.</p>	<p>Increase space between tables, chairs, or spots on the carpet/mat where children sit.</p> <ul style="list-style-type: none"> • Stagger recesses/breaks so that smaller groups of children are playing at once on the playground or shared spaces. • Set up individual cubbies for each child with markers, scissors, crayons that each child can use is a good way to encourage continued creativity and art making without the need to share these between children. • Focus on imaginative play, physical games that can respect some social distancing, singing, individual art projects, etc. • Rely on interactive read aloud and whole class entertainment activities such as a puppet show by the teacher, or songs. • Ensure that children's naptime mats (or cribs) are spaced out as much as possible, depending on space available. Consider placing children head to toe to reduce the potential for viral spread. • Move lessons and activities outdoors as much as possible.

Desired result	Key messages for ECE teachers		
	Prior to reopening	During the reopening process	When ECE settings are reopened
Teachers are in close contact with parents to ensure good transitioning and continued child safety.		Partner with families to ensure good transition from home confinement to ECE setting attendance and ensure open ongoing communication.	Strengthen communication and coordination mechanisms that promote dialogue and engagement with parents and caregivers regularly.
Teachers encourage children to practise preventive behaviours to limit their exposure to COVID-19.		<p>Establish healthy hygiene behaviour and practices (including frequent handwashing; covering coughs and sneezes; avoiding touching the face) among young children.</p> <p>Integrate teaching and supporting children with developing good hygiene practices in the curriculum and the daily routine.</p> <p>Demonstrate effective handwashing and set aside specific times during the day when children can practice these behaviours.</p>	<p>Talk with children to let them know they will learn a lot of new skills and techniques through lots of fun exercises and games, like:</p> <ul style="list-style-type: none"> • Handwashing competitions; • Learning new ways to greet friends and connect with them; • Games on avoiding touching their face; and • How to cough and sneeze without harming others • Discuss and introduce non-contact greetings, such as saying hello in sign language, giving the peace sign, waving a hand, giving a wink, etc.
Teachers help children understand the new routine and additional preventative measures enforced in ECE settings.		<p>Capitalize on teachable moments to help children understand why certain measures are taken in their environment and the role that they play in ensuring their health as well as that of their peers, teachers, families, communities.</p> <p>Explain to children why certain toys are removed, why the windows are open often, what games they can play safely outdoors and why. Find ways to help children feel some control over their environment.</p>	
Teachers are vigilant and observe children to early identify any suspected cases of COVID-19.		<p>Take an active role in helping to identify any suspected cases of COVID-19. Be vigilant, observe children carefully and isolate immediately if any children show symptoms or signs</p> <p>Inform parents about the measures that ECE settings are putting in place and ask for cooperation to report any cases of COVID-19 that occur in the household. If someone in the household is suspected to have COVID-19, keep the child home and inform the ECE setting.</p>	<p>Be vigilant and observe students to identify if any students are sick, separate sick children from well children until they can be sent home. Suggest parents to contact health authorities immediately.</p> <p>Talk to parents about the enforcement of the policy of “staying at home if unwell” for students.</p> <p>Communicate to parents the importance of keeping children home when they are sick.</p>
Teachers are equipped to identify and address children’s socio-emotional, psychosocial and mental health needs.	Training for teachers on socio-emotional, mental health and psychosocial needs.	Teachers observe learners to identify and respond to needs.	Teachers observe learners to identify and respond to needs, making referrals to trained personnel and involving parents when needed.

Annex 4

Key messages for early learners on reopening ECE settings

The policies, protocols and recommended practices established in plans for early childhood education (ECE) will need to be clearly communicated with key stakeholders before, during and after reopening. Annex 4 is designed to support decision-makers in delivering age-appropriate information to engage children in understanding the transition from home learning to the ECE setting.

The table below offers suggested messages to be shared with early learners. **These messages are intended to be adaptable, and should be adjusted by each country to align with its national and local health measures.**

Desired result	Key messages for early learners	
	Prior to reopening	When ECE settings are reopened
Children go back to ECE setting routines.	ECE settings are going to reopen, and you are going to be able to go back to see your friends and teachers.	
Children understand what COVID-19 is and how the virus is transmitted.		<p>What is COVID-19?</p> <p>Coronavirus is a group of viruses that can make people sick. Viruses are tiny organisms that we can't see without very special lenses to look at tiny things. Because they are so small, viruses can easily enter the body and can make people feel sick.</p> <p>Can the coronavirus enter my body?</p> <p>Yes. But it doesn't fly alone, it travels from one person to another. Coronavirus cannot jump very far, so to travel it uses the following ways:</p> <ul style="list-style-type: none"> • It can jump from hand to hand when people shake hands or touch something. It is important to wash your hands with soap and water for the duration at least 20 seconds – that's how long it takes to hum the happy birthday song two times. You can also use hand sanitizers if there is no water available. • It can travel in the droplets that get into the air or land on objects when someone sick coughs, sneezes or touches anything. This is why it is important to avoid touching any surfaces and keep a distance between you and others so that the droplets do not reach you.
Children feel safe and protected in ECE settings.	<p>The ECE setting will make sure that you are well and will take all measures to ensure you and your friends are safe. This might include:</p> <ul style="list-style-type: none"> • taking your temperature every day; • asking you to wear a mask (if recommended by national/local health authorities); • frequent handwashing or using hand sanitizers; • asking you not to share food or personal items with your friends. 	<p>Is it safe to be at my ECE setting?</p> <p>It is safe to be at your ECE setting because we take care to make sure you are safe. You can also protect yourself by following the safety instructions to avoid getting sick.</p> <p>COVID-19 can affect all types of people, so we all need to look after each other and protect ourselves and our classmates. And we welcome new the students among us!</p> <p>Be careful to follow all the rules for wearing a mask, hand washing, using hand sanitizer, using disposable cups, plates, personal utensils, not sharing your food or personal belongings with others, etc.</p>

Desired result	Key messages for early learners	
	Prior to reopening	When ECE settings are reopened
Children understand the new routines and additional preventive measures in ECE settings.		<p>Is there any difference that I will see in my ECE setting?</p> <ul style="list-style-type: none"> You will learn a lot of new fun things and have fun with your friends in new ways. You will have handwashing competitions, and learn how to cough or sneeze without spreading germs, and find out how to keep your eyes and nose extra clean. You will have special times to practice all the good ways to protect take care of yourself. <p>Will my ECE setting be the same?</p> <p>Yes, it will be in the same place, with some new ideas:</p> <ul style="list-style-type: none"> Your class windows will be opened more often to allow fresh air and good ventilation. You will get to enjoy more activities outdoors in the fresh air. You will play with a smaller number of kids and teachers will give you more attention. Some toys that cannot be cleaned are replaced with other more interesting toys to play with.
Children practise preventive behaviours to limit their exposure to COVID-19.	<p>You will learn new ideas in the ECE setting and have a lot of new activities that will be fun.</p> <ul style="list-style-type: none"> You will have fun handwashing competitions. You will learn new ways to say “Hi” to your friends! You will have games on avoiding touching your face. You will learn how to cough and sneeze without harming others. 	<p>How can I stay safe in my ECE setting?</p> <ul style="list-style-type: none"> Wash your hands with soap and water. Use a tissue while coughing or sneezing or cough and sneeze into your elbow and wash your hands immediately. Keep a distance between yourself and your friends. Do not touch your face, mouth, nose or eyes. Do not share your cups, eating utensils, food or drinks with others. Don’t put toys in your mouth. Ask your teachers about anything that is confusing to you. Be your own hero and keep yourself safe. Share what you learn about preventing disease with your family. The school will take your temperature often to make sure you are OK. <p>How can I greet others without getting sick?</p> <p>When you are in your ECE setting, if someone comes up to greet you, you can wave your hand at them without touching them. Your greeting can be just as friendly with gestures and a smile!</p>
Children are able to notify teachers and parents if they feel sick.	Children know that they should stay home if they feel sick.	<p>What happens if the coronavirus enters my body?</p> <p>You might feel a little bad, like when you have a cold. You may have fever, cough and trouble breathing. But just like other times you have been sick, after a few days you will feel better and be able to play with your friends again! Almost everyone feels well again after a few days.</p> <p>What can I do if I feel sick?</p> <p>Tell your parents, someone else in your family, or a person who is taking care of you if you feel sick. If you feel sick, it is important to stay home where adults will take care of you so you can get better soon.</p>

Annex 5

Key messages for parents and other caregivers on reopening ECE settings

The policies, protocols and recommended practices established in plans for early childhood education (ECE) will need to be clearly communicated with key stakeholders before, during and after reopening. Annex 5 is designed to support decision-makers in delivering this essential information to engage parents in guiding their children through the transition from remote learning to the ECE setting.

The table below offers suggested messages to be shared with parents and other caregivers. **These messages are intended to be adaptable, and should be adjusted by each country to align with its national and local health measures.**

Desired result	Key messages for parents and other caregivers		
	Prior to reopening	During the reopening process	When ECE settings are reopened
Parents are confident that it is safe to send their children to ECE settings.	The decision to reopen ECE settings was made based on the fact that with precautions taken, the risks placed on children are minimal.		
Parents are aware of the new prevention and mitigation rules and regulations guiding the reopening of ECE settings, strictly follow these rules, and prepare their children for going back to services.	<p>The decision to reopen ECE settings was made to offer your children the best possible learning experience, and to help you go back to work, knowing they are taken care of and safe.</p> <p>Be assured that reopening is planned to make sure the ECE setting provides children with a secure, enjoyable and stimulating environment.</p> <p>ECE settings are strengthening policies to boost healthy, hygiene behaviour including:</p> <ul style="list-style-type: none"> • Modelling, encouraging and dedicating time for handwashing and hygiene. • Frequently cleaning, disinfecting and ventilating classrooms and commonly used areas. • Keeping toys clean and removing objects that cannot be cleaned. • Perform more activities in the open air. • Take children's temperature often to follow up on their health status. <p>Keeping children physically distant does not mean that children will be prevented from social engagement, hands-on learning, and play that promotes all areas of development.</p> <p>Educators have received training on practical support for reopening and how to enforce preventive measures.</p>	<p>Talk to your children about the reopening of ECE settings and help them feel excited to go back to their routines and reunite with friends.</p> <p>Prepare your children for going back to ECE settings and inform them that they will learn many new skills and techniques – and that they will have a lot of fun through:</p> <ul style="list-style-type: none"> • Handwashing competitions; • Learning new ways to greet and connect with friends; • Games on avoiding touching their face, and how to cough and sneeze without harming others; and • Looking after their peers and ensuring no child is excluded. 	<p>Follow the preventive rules and help your children follow the ECE setting's rules for wearing masks (in compliance with recommendations of national and local health authorities), washing hands and using hand sanitizer, sending disposable cups, plates and personal utensils, etc.</p> <p>Follow drop-off and pickup procedures arranged by the ECE setting.</p> <p>Stay informed with updates to keep children safe.</p>

Desired result	Key messages for parents and other caregivers		
	Prior to reopening	During the reopening process	When ECE settings are reopened
<p>Parents are in close contact with the ECE setting and work together in cooperation with ECE staff and other parents to ensure children’s safety.</p>	<p>Review the new rules and guidance for prevention.</p> <p>Reach out to ECE staff if you have any questions or concerns, or would like additional information or guidance.</p>	<p>Work with your child to ensure a good transition from home confinement to attendance at the ECE setting.</p>	<p>Stay connected with the ECE setting and follow new rules and guidance for prevention.</p> <p>Talk to ECE staff if you feel your child needs psychological support.</p> <p>Reach out to staff if you have any question or concern or require additional information or guidance.</p>
<p>Parents encourage their children to practise preventive behaviours to limit their exposure to COVID-19.</p>		<p>Educate your child on how she/he can stay safe in the ECE setting by emphasizing that they should:</p> <ul style="list-style-type: none"> • Wash their hands with soap and water. • Use a tissue while coughing or sneezing (and throw the tissue into the trash) or cough/sneeze into your elbow. Then wash their hands! • Keep a distance between themselves and their friends. • Avoid touching face, mouth, nose or eyes. • Do not share food or drinks, cups, or eating utensils with others. • Do not put toys in their mouth. • Ask teachers about anything that is confusing. • Be their own heroes in keeping themselves safe. • Share what they learn with their parents. 	<p>Emphasize the same behaviours your child is learning at the ECE setting in relation to hygiene, flu etiquette and greeting others.</p>
<p>Parents are vigilant and do not send their children to ECE settings if they are sick.</p>			<p>It is crucial to monitor your child and not send him/her to the ECE setting if they are not feeling well. This is key to ensuring that other kids do not get sick, and ECE settings stay a safe environment for children.</p> <p>If anyone in the house is sick or suspected to have contracted COVID-19, make sure to keep your child away from the sick person and don't send your child to the ECE setting for 14 days.</p>