



PARENT HANDBOOK

The COVID-19 Enhanced Health and Safety Protocols supersedes this parent handbook in health and safety policies.

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Mississauga, ON L5G 3H3
905 891-1279**

**www.blueelephantdaycare.com
Face book page: Blue Elephant**

Renewed annually and or updated when additional information is added during the year
Old update: March 2021
New update May 2021

Thank you for choosing Blue Elephant Daycare as a child care facility for your child. Our goal is for you and your child to have all your child care needs met. Please read this handbook so you understand the various policies and procedures of our Child Care Centre. Mrs. Christine Dourado, Licensee/Director or the supervisor, Georgina Halul can answer any questions you may have. You can email us at info@blueelephantdaycare.com or call us at 905 891 1279.

In addition, during COVID-19, there is the Enhanced Health and Safety Protocols that will supersede this documents regarding any health and safety policies. These protocols will be continuously updated based on the constant changes and updates provided by Peel Public Health and will be made available to you .

Blue Elephant Daycare participates in Raising the Bar in Peel. The 2019 Adaptation of Raising the Bar in Peel engages child care and early years professionals in ongoing reflection and critical thinking to enhance quality in the programs. This 2019 Adaptation fosters relationship-building and is based upon the following foundations:

Lifelong Learning Reflective Educators Mentorship Leadership Collaborative Inquiry

Blue Elephant Daycare is committed to delivering an inclusive child care program that promotes high quality care and positive and healthy environments where children, families and educators are co-learners.

The program statement for Blue Elephant Daycare is built on the pedagogical framework presented in *How Does Learning Happen? Ontario's Pedagogy for the Early Years*. It builds on the four foundations, expectations and goals of learning as follows:

Foundations	Goals for children	Expectations for programs
Belonging	Every child has a sense of belonging when he/she is connected to others and contributes to his/her world	Cultivate respectful relationships and connections to create a sense of belonging among and between children/adults and the world around them.
Well-Being	Every child is developing a sense of self and health and well-being	Nurture children's healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with his/her senses, bodies and mind	Provide environments and experiences to engage children in active, creative and meaningful exploration and learning
Expression	Every child is a capable communicator who is able to express himself/herself in many ways.	Foster communication and expression in all form

How Does Learning Happen builds on a shared understanding between children, families and educators as follows:

Children are	Capable of complex thinking, curious, competent, contributes to their world, deserve an opportunity to succeed, should feel that they belong
Families are	Competent, curious, capable, rich in experience, the experts on their children, first and most powerful influence on children and deserve to be engaged in a meaningful way.
Educators are	Capable, competent, curious, knowledgeable, caring, reflective professionals, life long learners who collaborate

To this end:

We promote the health, safety, nutrition and well-being of every child

- By observing children and communicating with staff throughout the day to check for signs of illness including COVID -19 and report it to Supervisor who in turn communicates with the parent. Children or staff who become ill while attending the daycare must return home as soon as possible. The Supervisor initiates the Centre's Illness Management Policy
- Educators follow the health and safety guidelines set out by the Ministry of Education and Peel Public Health and Peel Children Services.

- Staff and children wash their hands throughout the day following hand washing policy.
- Educators sit with the children and encourage children to try new foods.
- Well organized materials easily available to children and cleaned and disinfected after each usage.
- Educators follow child's interest and provide materials and activities that enhance all round development. All materials used are easily washable and sanitized after every use.
- Throughout the day every Educator ensures that the environment is safe for children and family and follow physical distancing.
- We promote nutrition by ensuring the meals follow Canada Food Guidelines and being mindful and inclusive of children's individual meal requirements (i.e. allergies, food restrictions, etc.)
- Daily Active screening for COVID-19 of all staff and children before entering the daycare. Entry will be denied to anyone who does not meet the daily active screening criteria.

We support positive and responsive interactions among children, parents, child care providers and staff by

- Providing a warm environment for children, families and all staff to feel comfortable to share ideas, communicate any concerns and be sensitive to the needs of others. We connect with parents strengthening the relationships by phone or email. We give attention to those who need it by encouraging the child through communication and positive guidance maintaining physical distancing. If physical distancing cannot be maintained where a child needs support, then Personal Protective equipment is always being used ie: face shield and/or eye glass shield, surgical mask and follow hand wash etc. Children choose their own activities from their own area/space and we respond to their needs in a positive way. Children and families can express themselves and we listen. We provide positive feedback and work together to provide the best care for children.
- Virtual staff meetings occur regularly and we share information and discuss possibilities to provide children with deeper explorations. We invite others perspectives in planning (children, parents, teachers etc.) to work towards the child's goal. Develop an environment where children feel safe and comfortable to share their thoughts and ideas.
- Provide families with information on their children's daily routines, maintaining open communication to create an inclusive program between families and child care providers and done through email, virtual meetings, phone calls etc.

We encourage the children to interact and communicate in a positive way and support their ability to self-regulate by:

- Positive interactions between children, parents and staff using phone calls, emails, one on one virtual meeting etc.
- For new parents, arranging virtual tours and telephone consultation sharing information about the program
- Observing children, providing support when needed, guide them by talking to them and maintaining a physical distance of 2 meters as much as possible in their interactions and play.
- Promoting problem solving where staff observe and watch and provide positive guidance and self-independence
- We provide children with opportunities to self-regulate by encouraging them to eat independently when possible, dress and undress themselves. At rest time, they choose to sleep or have a quiet rest. Once they can self-regulate their bodies, they can choose to go when they need to the washroom.
- Educators are sensitive to child's needs and acknowledge their emotions – eg: I see, It looks like..
- They are being encouraged to self-regulate their emotions by communicating with the peers and letting their peers know how they feel and resolve conflicts in a respectful way.

We foster the children's exploration, play and inquiry by

- Provide opportunities and encouragement for children to express themselves through positive guidance
- Preparing an environment to foster their learning and development that reflect their interest
- Having them choose their activity and observing them in play and extending the learning with open ended questions, building on the children's questions, ideas and theories observed in play.
- Provide a variety of open-ended and loose part materials in the classroom which can be cleaned and disinfected easily which have multiple uses and stimulate different kinds of play; encourage children to brainstorm and explore ways in which the material can be used

We provide child-initiated and adult supported experience

- Provide children with age and developmentally appropriate activities that allow for language, cognitive, social-emotional, physical and creative development.

- Observing them at play and accordingly plan and provide materials for children to engage and choose their play. We support them by building on children's questions, ideas and theories observed in play. Children make their own decisions in their choice of play. Provide children opportunities to lead their play independently
- Allow children opportunities to play independently

We plan for and create positive learning environments and experiences in which each child's learning and development will be supported by:

- Program planning based on children's interest.
- There are times when the children take the lead in planning activities and Educator observes and builds on child's interest and expand and support child's learning
- Promote appropriate modes of communication amongst children through role modeling and encouragement to use positive language/body language (i.e. speaking calmly about how we feel/what we can do when we feel the way we do)
- Observing children and planning and implementing based on their interests and support their learning development – Use Every Learning for Every Child Today (ELECT) document for capturing the development for each child as well as the Nipissing Screening Tool.
- Focus on children's interests, providing material allowing them to extend their learning on these interests.

We incorporate indoor and outdoor play as well as active play, rest and quiet time, into the day and give consideration to the individual needs of the children receiving child care;

- Individual bins for children with their names on bins that have creative materials
- Spreading children in different areas incorporating more individual activities or activities that encourage space between children.
- Provide children opportunities to share their own experiences, ideas and understandings with their peers and Educators and understanding and responding to child's individual needs
- Incorporate music to enhance active play outdoors
- Offering quiet activities for individual play at quiet times and/or rest time

Foster the engagement of and ongoing communication with parents about the program and their children by:

- Having a close professional partnership with families based on trust so we can meet the needs of their child.
- Daily communication (phone call and email) to discuss child's health or highlights of the child's day
- Planned opportunities to communicate with parents

Involve local community partners and allow those partners to support the children, their families and staff by:

- PIRS (Peel Inclusion Resources Services) and involving our contact for support
- Sharing information through emails to parents on workshops or materials of interest to parents such as : to Unlock food Ontario menu planning, Region of Peel and Child Development Resource Connection Peel parenting workshops information,
- Memberships with Raising the Bar in Peel, a Quality Initiatives program where staff network online with other programs and share information
- Getting support from our Early Years Specialist in the Region of Peel
- Getting advice and support from our Program Advisor in the Ministry of Education.

Support continuous professional learning by:

- Providing opportunities and support for staff to attend workshops and training on line in the Child Care field and keep updated on the changes and knowledge in early childhood education and development. Regular staff meetings virtually to support reflective practice and collaborative planning. Webinars offered through Child Development Resource Connection Peel (CDRCP) or through College of Early Childhood Educators.

Document and review the impact of the strategies (all noted above) on the children and their families by:

Child's observations being documented on the Development Continuum as well as Nipissing District Developmental Screen to help them revisit their thoughts and ideas expressed in order to extend their understanding. This can be done through recall

Teachers then review documents in order to support the child's expression in all forms. They reflect on the activities presented and how it went and how to extend the learning further or what could they have done to get a better response.

Engaging families by sharing their child's play with them by email, monthly photos displayed with the learning domain and skill noted. Communicating on email or phone to parents

Resources: How Does Learning Happen (HDLH) Think, Feel, Act
Child Care and Early Years Act (CCEYA)
By-law 21: *Code of Ethics and Standards of Practice* and the Professional Misconduct Regulation under *the Early Childhood Educators Act, 2007*

Ministry compliance and Blue Elephant Daycare compliance and sign offs:

Blue Elephant Daycare staff are expected to review and sign off on the program statement and implementation policy on an annual basis.

Monitoring Policy relating to the implementation of the program statement of Blue Elephant Daycare:

Staff will be regularly monitored and observed by the Supervisor, Director or designate. These observations will be documented for each person. Feedback provided to the person regarding their interactions with children and programing in their early learning setting. The staff monitoring documentation will be kept on file for 3 years.

If staff are not in compliance with the Program Statement, depending on the nature of the non-compliance, a plan may be implemented to aid the staff to come into compliance or the situation may result in following our internal process for staff non-compliance to policy. Progressive discipline policy will be followed to support the staff.

Throughout the Program Statement and monitoring of it, our program will continue to be committed to delivering an inclusive child care program that promotes high quality care and positive and healthy environments where children, families and educators are co-learners.

Role of Parent and or Guardian

Your role as a parent/guardian is vital to the success of the Child Care Centre. Communicate to the staff about your child's evening or the night before at drop off to the screening person or by email or phone call ie sleep pattern, eating habits, any injuries that occurred at home etc. Share your child's interest that occurred over the weekend. Discuss any concerns you may have with the teacher and/or supervisor via email or scheduled one on one phone call meeting.

We look forward to building health relationships with you and your child.

Intentional Play Based Curriculum

We support the "Intentional and Purposeful Play Based Learning" that has been endorsed by the Ontario Government—Today's PlayTomorrow's Success! Today's play in early childhood is the best foundation for success in school. Play develops many skills that are necessary for children to learn to read and write for success in math and science. Play develops behaviors that help children learn all school subjects. We observe children playing both indoors and outdoors in different types of play. We are able to access children's growing abilities to direct their own play. As children begin to play interactively, we see growth in their abilities to follow the rules of a game, to take turns, to share materials, and to begin to cooperate, solve problems that emerge during play. Through play, children actively pose problems, explore solutions and develop understanding of real world concepts of form and function. By comparing information gained from each new experience to what they already know, they are actively constructing their knowledge of the way the world works.

Play is an active, child-initiated process that supports children's learning throughout the domains of physical, social/emotional, creative, science, math, language and literacy. By taking advantage of the highly engaging nature of children's self-sustained play, and using this as a jumping off point for a deeper exploration of the science concepts involved, staff can generate curriculum units that both integrate child-centered play and maximize children's learning

throughout these domains. By thoughtful planning and the use of significant strategies to enhance children's play experiences, they can integrate specific learning goals and objectives for the group and for individuals, dramatically enhance children's learning, and meet standards for preschool outcomes in all areas.

The Educators and/or Supervisor will send pictures of your child at play in the classroom whenever they can and connect it to the ELECT document (Every Learning for Every Child Today- A framework for Ontario early childhood settings). Activities are posted on Blue Elephant Face book page (no faces of children as per our Photo and Video policy)

A Happy Adjustment

Due to COVID-19, there may not be pre-visits for your child. We will do our best to allow for some pre-visits outdoors or indoors. Every child during pre-visit is screened before coming into the Centre. Our Educators will be happy to send photos and videos of your child during the day once your child's placement begins with us. As a parent, you are welcome to call to talk to the Educator. Take a few moments to share information about your child in the beginning or end of the day to the person receiving your child as that will help us get to know your child or make adjustment easier ie: she likes to be rubbed in the back at nap time or he does not like the sound of a fire truck as it scares him etc. Feel free to call the daycare at any time to check about your child's day. Take the time at drop off to relay any pertinent information about your child that occurred especially relating to health or send us an email at info@blueelephantdaycare.com.

Programs Offered:

We offer a Toddler and Pre-School program. We provide excellent opportunities for each child to develop and grow to his/her potential in a fun, safe and caring atmosphere. We offer part-time programs with limited placements. For parents who have their child on a part time program, there is no make-up day due to a statutory holiday. The part time days that are chosen are fixed so please do not change days of attendance as it does affect the ratios in the room. Thanks for your cooperation.

Toddler Program (18 months to 30 months) – Licensed for 20 children. Ration of teacher to child: 1: 5 20% mixed age grouping ie. Can accept 2 children under 18 months in each classroom. We suggest 15 months and makes it easier if they are walking

Transition into our child care setting

Starting your child in a new facility can be lead to separation anxiety for you as parent and your child. It is very natural for your child to be upset when separating from you in the first few weeks. This is very normal and every child experiences it in a different way or different degree. Some parents get upset if their child does not cry when they leave. Some children cry for a few days. Other take longer while some do not cry in the first week but by next week their experience some separation anxiety. For your reassurance, children adjust to change easily and more so when parents leave. They do not cry all day. Our Educator do their very best in ensuring your child feels safe, secure and cared for in friendly environment. We have a great group of teachers who are trained and sensitive to your child's needs. Staff are there to support your child in adjusting and during the separation process.

For the adjustment to be easier, explain to the child where they are going, what activities they will engage in etc. and once placement starts that you will be back to pick them at end of day. By returning early for the first few sessions, your child will understand that you will return.

Toddler Program

Toddler hood is a precious stage where a child explores and discovers, is introduced to new people, places and experiences. Activities that are planned by staff are based on your child's interests to the age and ability of each child involving the senses and motor skills. As teachers we want to provide an environment where the children feel safe and have an enjoyable and stimulating experience. The children are exposed on a daily basis to a variety of activities that enhance their learning. In our toddler program, we encourage speech, language and hearing as well as an awareness of things around them. By 18 months they communicate with ten words, follow simple directions i.e.; show me your nose,

recognize names of objects i.e.: car, table. By 24 months we encourage them to interact and communicate and build social skills. They are able to use a two word combination i.e.: my hat. They can follow a two step command i.e.: put teddy in bed. They become more aware of shapes, colors and numbers in the environment. We promote self help skills encouraging them to feed themselves dress themselves, wash hands themselves. They start to become more confident and self esteem builds. They also learn to cooperate, share toys and take turns. Teachers work with the Toddlers in small groups.

Domain and Skills being observed: (reference made to the document Every Learning for Every Child Today – A framework for Ontario early childhood settings January 2007) – 14 months to 3 yrs

Social: social interest, perspective taking, parallel play following physical distancing

Emotional: expression of feelings, self-regulation (emotional regulation, behaviour regulation, attention regulation), empathy, sense of self, autonomy, identity formation

Communication, language and literacy skills: Receptive language skills, expressive language skills (words, sentences, vocabulary, questions, conversation)

Cognition: Self-regulation (attention regulation), problem solving, cause and effect exploration, spatial problem solving, temporal, symbolic thought, representation and root skills of literacy, memory, sorting

Physical: Gross motor (balance, jumping, walking and running, climbing, riding toys, fine motor (dressing, eating, tool use, making a mark, pincer grasp), senses (sensory exploration, sensory discrimination, sensory motor integration)

Potty Training: Every child's readiness to be potty trained is different. Here are some signs that will help you know when he/she is ready:

- dry diaper for three hours or more or dry overnight
- child can verbalize they want to "go"
- shows an interest in wanting to go sit on the potty

Please discuss your child's potty training with the teacher or supervisor via phone or email. As much as this process is encouraged from home, we will work with you and be consistent in following through with the same method of training. Be sure to bring lots of change of clothes because accidents are bound to happen until age five.

Items to bring with you to leave at the daycare:

- three complete change of clothes (socks, pants, shirt, undershirt – based on season)
- diaper cream (if used) with your child's name marked and labeled
- Pack of diapers (child used 5 to 6 diapers per day)
- Blanket with child's initials on it. (no pillows please). Blanket will be washed here every Friday or sooner if needed.
- Suitable outdoor winter clothing such as boots, hat, mittens, scarf, snow pants, jacket or snow suit
- Suitable outdoor summer wear such as comfortable closed footwear, hat, light jacket for rainy days or sweater
- Sunscreen with your child's name labelled on it. Parents to apply sunscreen before drop off. Teacher applies sunscreen before going outdoors in the afternoon. Make sure sunscreen is nut free.
- 2 Sippy cups for water and milk with child's name labelled on it. (only for Toddlers)
- Bottle (for milk if child still using one) with your child's name labeled on it.
- 5 Bibs (this gets washed at the daycare) with child's name on it
- Soothers or pacifiers if the child uses (5) with storage container with child's name on

Transition into the Pre-school/Junior Room

When your child has completed thirty months and is on thirty one months, he/she will move to the Junior Room. In most cases a spot is available, but there could be the possibility that if a spot is not available immediately, your child could be in the Toddler room for a few weeks after 30 months before a space becomes available in Pre-School room. The teacher in the Toddler Room will ensure that your child will receive individual programming that is age appropriate if they continue to remain in the same room. Due to COVID-19 where there is no mixing of groups, your child may not be able to visit the Pre-School room. However, the toddler teachers will have a form to complete and provide to the Pre-School teachers that will give them enough information of your child who moves to the Pre-School room.

Preschool Program: (30 months to 6 years) – Licensed for 24 children Ratio however due to COVID-19 licensed capacity is lower : Ratio: 1 teacher to 8 children
20% mixed age grouping ie can accept upto five children under 31 months in the room

As your child settles in the room, he/she will be free to express emotion, imagination, confidence and personality begins to shine. Staff carefully observe each child's development and provide activities based on their interest to expand their skills in different learning areas. A lot of social development occurs and children are given opportunities to problem solve in a respectful way using their words. We provide an environment that expands the child's all round development. At this age, children learn by doing and observing. By offering a variety of learning experiences your child will gain knowledge of basic shapes, colors, numbers and expand their knowledge about things around them. The children are exposed on a daily basis to a variety of activities based on their interests that enhance their learning. A lot of attention is paid to hand eye co-ordination, strengthening of pincer grip and small muscles. A variety of activities are provided based on their interests and that are age appropriate that strengthens muscle development. We instill in the children the grass roots of learning and encourage them to achieve independence in dressing themselves, tying their shoe lace, feeding themselves and self help in hygiene. We encourage the children to feel good about themselves and develop a positive self image. The children are free to express themselves in a positive way. They develop their cognitive skills.

Domain and Skills being observed: (reference made to the document Every Learning for Every Child Today – A framework for Ontario early childhood settings January 2007) – Preschool Kindergarten (2.5 yrs to 6 yrs)

Social: Following physical distancing: Making friends, conflict resolution and social problem-solving skills, helping skills by tidying up after themselves, interacting positively and respectfully, cooperating, showing empathy, taking another person's point of view, interacting with adults,

Emotional: Self concept, identity formation, self-esteem, recognizing and expressing emotion, regulating attention, emotions and behaviour, positive attitude towards learning

Communication, language and literacy skills: Using verbal and non-verbal communication, using English and child's home language, vocabulary, conversing with peer and adults, using descriptive language to explore, explain and extend, listening to others, enjoying literacy, using and understanding the power of literacy, retelling stories, phonological awareness, letter recognition, understanding of orientation and familiar conventions of print, matching spoken words with written ones, beginning to write letters of the alphabet and some high-frequency words

Cognition: Self-regulation, problem solving, representation, questioning, observing, collecting and organizing skills, reflecting and reaching conclusions, communication findings, reasoning logically, classifying, seriating, counting, determining quantity, comparing quantity, representing numbers, describing and determining ordinal number and position, understanding two dimensional and three dimensional shapes, identifying patterns, measuring length, width and capacity, temperature and time, money, completing simple number operations, using number symbols and operations, using spatial relations, directions, maps

Physical: Increasing levels of activity, endurance and variation in types of activity and skills, gross motor skills e.g.: walking, jumping, hopping, galloping, throwing, riding, movement and expression. Fine motor skills development through dressing, eating,

Items to bring with you to leave at the daycare:

- three complete change of clothes (socks, pants, shirt, undershirt – based on season)
- diaper cream (if used) with your child's name marked and labeled (ensure no nut products in the cream)
- Pack of diapers (child used 5 to 6 diapers per day)
- Blanket with child's name on it (no pillows please). Blankets get washed here every Friday or sooner if needed
- Suitable outdoor winter clothing such as boots, hat, mittens, scarf, snow pants, jacket or snow suit
- Suitable outdoor summer wear such as comfortable closed footwear, hat, light jacket for rainy days or sweater
- sunscreen with your child's name labeled on it. Ensure sunscreen does not have nut ingredient.
- 5 Bibs (if you prefer) with your child's name on it.
- Photograph of your child and a photograph of your family

ALTERNATE LICENSE:

Pre-school Program: 31 months to 5 years Licensed for 8 children : 1 teacher to 8 children

Alternate capacity on our license is when the Pre-School age group has a higher enrollment and to accommodate the children to maintain enrollment, the second toddler room can be used as a Pre-School room. When this happens, the supervisor will communicate to parents much in advance of this change and give children opportunity to transition to the room.

Arrival, departure and release of children from the program

Intent: This policy supports the transfer of responsibility for care from the parent/guardian to the daycare/program.

Arrival:

On or before arrival, please call the daycare at 905 891-1279 and answer the screening questions over the phone. Once in the parking lot, please call again and the screener will come outside. Please wear a mask at drop off. Your child's temperature will be taken and child given handsanitizer or hand wipe if under 2 years before child enters the building. No visitors are allowed inside the building unless deemed essential. If there is any information you need to share with the screening staff of your child from previous evening, please do so or call the daycare and speak with the Supervisor who will share it with your child's Educator. You can also send an email.

Departure:

Most parents have a usual time for picking up your child. Please call the daycare. There are 3 exits where you can pick your child depending on the program room your child is in. Pre-School children picked up from the porch. (Toddler 1 (upstairs) children pick up from the Toddler 1 front entrance door. Toddler 2 (downstairs) children pick up from the door that is located past the porch on the right hand side and parallel to the toddler playground. Educators must ensure physical distancing of 2 metres when releasing child to parent. We recommend you wear a mask at pick up too if you cannot maintain the 2 metre physical distance from the staff who is releasing your child to you. Sometimes the children are outdoors and your child will be released to you from the playground.

Release Information:

If a parent cannot pick up his child, then someone on the release information may do so with a phone call and/or followed by an email from the parent informing the daycare of the change in pick up assuming that the person picking up is on our release information list. We will not release the child to anyone who is not on the release list or without permission from

a parent. If the pick up person is on the release list, we do not assume to release your child unless for that day you have informed us unless the pick up person frequently picks up your child on a daily basis. If verbal permission is given by the parent over the phone, it is documented by the person receiving the phone call and an email from a parent is also acceptable for permission and to include a person on their child's emergency list of pick up.

We will check identity of the person i.e.: driver's license that has a photograph of the person on it. We will not release your child to anyone who is not on the list on our release or without a written permission from you.

For the safety purpose of every child in our care, we reserve the right to not release a child to a parent or guardian if we feel the parent is unable to safely transport the child home e.g.: intoxication due to substance abuse, drugs, recreational marijuana, signs of ill health or under strong medication.

We will call the other parent or guardian to make alternate arrangements for pickup of the child.

Late Pick Up:

The daycare is open until 6 p.m. Please pick up your child on time. Late pick up affects staff personal time. As a courtesy, please call the daycare if you are running late for pick up. **There is a late fee of one dollar per minute** that goes to the staff member closing the daycare. If we have not heard from you by 6 p.m., we will call emergency numbers provided by you. If by 7 p.m. we cannot get a hold of any of our emergency contacts and/or haven't heard from you, the police and Children's Aid will be contacted.

Traffic Safety and Parking:

Traffic safety is a concern to all families and us. Please park in designated parking spots. Do not double park and do not let your engine run while you are dropping off and doing screening or waiting to pick up end of day. At drop off between 7.30 a.m. and 9 a.m. and pick up between 4.30 p.m. and 5.30 p.m. is a busy time at the parking lot. Please be courteous and leave as soon as you have dropped off or picked up your child. For those parents waiting for a parking spot, please be patient during this rush time. We thank you for your understanding and apologize for the wait time.

Insurance for assistive devices:

The daycare cannot be held responsible for any lost or broken assistive devices such as hearing aids, contact lenses or glasses. We ask you have adequate replacement insurance for such items should they become misplaced or broken.

Non fundable Registration fee:

\$75.00 registration fee that is non-refundable upon registering your child. This is an administrative fee to start a file on your child and includes an information booklet.

Tuition Fees and Income Tax Receipts:

Upon registering your child, a deposit of first and last month's fee will be required along with registration fee. We accept e-transfers or cheque for last month deposit and registration fees. The cheque or e-transfer is provided ahead to secure the placement for the child. The last month deposit is used when a child withdraws from the daycare giving one month notice. If there is any difference in last month's deposit, it will be adjusted for the last month. Your child's fees must be paid the first day of the month based on the number of days in that month x the fee rate per day. Monthly email invoices will be sent to you. ***Please make cheques payable to Blue Elephant Daycare Inc. or e-transfer to info@blueelephantdaycare.com.*** Those parents who submit late fees will be charged a penalty of \$10.00. A service charge of \$30.00 will apply for any "NSF" cheques returned. If two "NSF" cheques are returned, you will be required to pay by cash or certified cheque only. Income tax receipts will be provided after the end of the calendar year. Irrespective if your child is sick or goes on vacation, the fee payment continues as no overheads are cut back. Fee payment is for 52

weeks of the year (this includes statutory holidays i.e.: Federal or Provincial holiday i.e.: Daycare is closed for 10 statutory holidays).

Fee Subsidy:

We accept families who are on fee assistance as we have a Service Agreement with the Region of Peel on fee Assistance. We work on a payment plan on last month deposit with parents who have fee subsidy and work with each parent individually. The reason we hold a last month deposit is to ensure we get the one month written notice. The last month deposit is returned to the parent on fee subsidy when the one month written notice is provided or based on parent contribution of fee for that month, adjustments are made.

Withdrawal policy:

There are situations when a parent has to withdraw his/her child. In normal circumstances, the parent is required to give written notice of **one month** prior to withdrawing their child from the Daycare.

If fee prices have changed during the time, there will be adjustments to reflect new fee prices in last month's deposit. If the child is being temporarily withdrawn, a space cannot be reserved for the child unless there is a last month deposit is held back.

Termination policy:

Blue Elephant reserves the right to terminate services to families if policies and procedures are not adhered to or if fees are not paid on time. Based on the circumstances termination can be immediate.

At the discretion of the director for reasons that have been previously discussed with the parent where we cannot meet the needs of your child or your own child care needs, Blue Elephant Daycare will provide you with one month notice and termination of your child's placement will take place. This termination is based on working beforehand with community partners, you as parents and PIRS (Peel Inclusion Resource Services) where we have been through all the steps to ensure your child's goals are met and the Centre can provide that support. After going through all these steps and not being able to support the needs of your child or meet the goals of your child, we will provide you with a termination notice of a month.

Professional Code of Ethics and Standards of Practice Policy:

In keeping with the College of Early Childhood Educators Code of Ethics and Standards of Practice for Validation and in conformation with these principles in general regarding professional standards, a policy on non-fraternization and conflict of interest has been developed for all staff in the daycare irrespective of position.

Blue Elephant Daycare has a strict policy against fraternization between staff members and the care givers of the children enrolled in our centre.

Parents, please refrain from exchanging cell phone numbers, inviting our professional staff to social gatherings, birthday parties of your child, to be a friend on face book or any social media or please do not solicit them for personal child care on weekdays and weekends. This situation creates a conflict of interest and is not a professional practice. We appreciate you respecting the professional integrity of our staff and daycare organization.

Blue Elephant Daycare Waiting List Policy and Procedures

Date Policy and Procedures Established: December 2016 Date Policy and Procedures Updated: February 2019, July 2020

Purpose

This policy and the procedures within provide for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents in a way that maintains the privacy and confidentiality of children.

The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide parents with information about their child's position on the waiting list.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a child care centre that maintains a waiting list to have related policies and procedures.

Note: definitions for terms used throughout this plan are provided in a Glossary at the end of this section

Policy

General

- Blue Elephant Daycare will strive to accommodate all requests for the registration of a child at the child care centre.
- Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.
- No fee will be charged to parents for placing a child on the waiting list.
- The waiting list information will be managed by the Supervisor and or her designate or (Licensee)

Procedures

Receiving a Request to Place a Child on the Waiting List

The licensee or designate will receive parental requests to place children on a waiting list via phone call or email

Placing a child on the Waiting List

1. The licensee or designate will place a child on the waiting list in chronological order, based on the date and time that the request was received.
2. Once a child has been placed on the waiting list, the licensee or designate will inform parents approximately of their child's position on the list.

Determining Placement Priority when a Space Becomes Available

- When space becomes available in the program, priority will be given to children who are currently enrolled and need to move to the next age grouping, siblings of children currently enrolled, children of staff
- Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

Offering an Available Space

1. Parents of children on the waiting list will be notified via phone call followed by an email that a space has become available in their requested program.
2. Parents will be provided a timeframe of three days in which a response is required before the next child on the waiting list will be offered the space.
3. Where a parent has not responded within the given timeframe, the licensee or designate will contact the parent of the next child on the waiting list to offer them the space.

Responding to Parents who inquire about their Child's Placement on the Waiting List

1. Supervisor or designate will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
2. Supervisor or designate will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Maintaining Privacy and Confidentiality

1. The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.
2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

STAFF ROLE IN RESPONDING TO A NEW PARENT REGARDING ENROLLMENT:

When a prospective parent calls the Centre to get information, please take down information of parent ie: name of parent, phone number, date of birth of child and leave this information for your supervisor. Write the information in the message book.

If a parent calls to enquire about the spot on the wait list that they are on, please take the name, phone number of the parent and the child's name and the supervisor will return the call. Write this information in the message book. Please do not give out information to a parent on where they are on the wait list and who is before them. The supervisor will get back to a parent on this request. Educators are to maintain confidentially and respect the privacy of all prospective parents.

SUPERVISOR ROLE IN RESPONDING TO A PARENT REGARDING ENROLLMENT:

The supervisor receives information to contact a prospective parent and returns the call. She will schedule a virtual tour for the parent at a time that is convenient for the parent. The parent will send information on email of child's name, date of birth, parent contact, email address and approximate start date. Every parent's information is on one page to maintain confidentiality and privacy. No personal information is shared or visible to another parent. There is a toddler and pre-school wait list. A follow up call may be done by the supervisor or parent thereafter as to the interest for the placement for their child. If there are two parents interested in one placement, the supervisor will reach out to both parents giving priority to the first parent on our wait list. We will leave a message and or email for the first parent to call as soon as possible or respond on email if interested in the placement. If we have not heard back from the first parent in 3 days, we will then call the next parent on the wait list. The parents who transfers the last month deposit and registration fee or provided a cheque dated for the present date (current) will secure the placement as this shows that the parent is committed to the placement. We work one on one with some parents who would like a payment plan to pay off the full last month deposit when a child starts. This deposit is used for the last month the child is with us. Supervisor maintains the confidentiality and privacy of every parent and responds to the parents within 24 to 48 hours.

Additional Procedures: If a parent contacts the child care centre after the timeline to respond, when a family may be removed from a waiting list (e.g. due to inability to contact parents after multiple attempts), every effort will be made to provide the parent with a placement that comes up next.

Glossary

Licensee: The individual or corporation named on the license issued by the Ministry of Education responsible for the operation and management of the child care centre.

Parent: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family (all references to parent include legal guardians, but will be referred to as "parent" in the policy).

ADDRESSING PARENT ISSUES AND CONCERNS

Date Policy and Procedures Established: August 2017 Date Policy and Procedures Updated: January 2019

Intent: The intent of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Management (Licensee) and Supervisor and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally over the phone or in writing by email. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 2 business day(s). Every effort will be made to respond to the parent/guardian within one business day. The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality: Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct: Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child: Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#) (CAS) directly.

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

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childremsaid/reportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the supervisor	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised or - arrange for a virtual meeting with the parent/guardian within 2 business days <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within two business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the supervisor	
Staff-, and/or Licensee-Related	Raise the issue or concern to - the individual directly or - the supervisor All issues or concerns about the conduct of staff, volunteers, student placement etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	
Student- / Volunteer-Related	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the supervisor All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the licensee. Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts: Blue Elephant Daycare Licensee: Christine Dourado, 905 891 1279

Blue Elephant Daycare Supervisor: Georgina Halul 905 891 1279

College of Early Childhood Educators: 416 961 8558 Toll Free: 1 888 961 8558

Ministry of Education, Licensed Child Care Help Desk: 1-877510 5333 or childcare_ontario@ontario.ca

Peel Public Health: 905 799 7700

Serious Occurrence policy and procedures

Date Policy and Procedures Estb: April 2007, 2012, 2015, 2016 .Date Policy and Procedures Updated: November 2020

Purpose

The purpose of this policy and the procedures within is to provide clear instructions for staff, students and volunteers to follow for how to identify, respond to and report a serious occurrence. It ensures that there is a plan to deal with any serious incidents that may affect the health, safety and well-being of children and those working directly with children, and that these serious incidents are reported, tracked and followed up on.

This policy requires that an annual review be conducted of serious occurrences that took place over the last calendar year for an opportunity to reflect on the incidents that took place and consider approaches that will be implemented to minimize the chance that the incidents will occur again in the future.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures with respect to serious occurrences for child care centres.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

Identifying a Serious Occurrence

Under the *Child Care and Early Years Act, 2014*, serious occurrences are defined as:

- the death of a child who received child care at a child care centre,
- abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a child care centre,
- a life-threatening injury to or a life-threatening illness of a child who receives child care at a child care centre,
- an incident where a child who is receiving child care at a child care centre goes missing or is temporarily unsupervised, or
- an unplanned disruption of the normal operations of a child care centre that poses a risk to the health, safety or well-being of children receiving child care at the child care centre.
- Confirmed COVID-19 cases or
- Closure order by local Public Health Unit (ie: where a closure is ordered for a centre/program/rooms/due to a confirmed or suspected COVID-19 case/s)

Note: Appendix A provides examples and scenarios of reportable and non-reportable incidents.

Reporting a Serious Occurrence

Staff will notify the licensee, supervisor or designate of a serious occurrence as soon as they become aware of the incident.

All serious occurrences will be reported to the Ministry of Education in the Child Care Licensing System (CCLS) within 24 hours of the licensee, supervisor or designate becoming aware of the occurrence.

Identifying information such as children or staff names will not be included in the serious occurrence reports.

If CCLS cannot be accessed (e.g. where CCLS or an internet connection is unavailable), the licensee, supervisor or designate will notify the program advisor (PA) assigned to the licence by email or by telephone within 24 hours of becoming aware of the occurrence. A serious occurrence report will be submitted in CCLS as soon as the system can be accessed.

Where a Ministry of Education PA cannot be reached by telephone, a voicemail message will be left to notify the PA of the incident.

All updates to serious occurrences will be reported in CCLS through update reports until the serious occurrence has been closed by the Ministry of Education.

Where the Ministry of Education requests updates to a serious occurrence in CCLS, these will be provided as soon as possible through update reports.

Serious occurrences reported to the Ministry of Education will be documented in the daily written record.

Posting a Serious Occurrence Summary (Notification Form)

Within 24 hours of becoming aware of a serious occurrence, the supervisor will complete a Serious Occurrence Notification Form in either CCLS or using the form available in Appendix B.

The form will provide a summary of the serious occurrence and of any action taken by the child care centre.

The summary will not include identifying information (e.g. names and ages of children, staff, or program rooms) and will contain gender-neutral language.

The summary will be posted at the child care centre in a place that is visible and accessible to parents for a minimum of 10 business days, regardless of the serious occurrence type and the status of any related investigation.

All updates to the serious occurrence will be added to the posted summary, and the summary will remain posted for an additional 10 business days each time any updates are added.

All serious occurrence summaries will be retained for 3 years from the date they are created or last updated (whichever date is most recent).

Annual Analysis of Serious Occurrences

An annual analysis of all serious occurrences that occurred in the previous calendar year will be completed by Supervisor (the form available in Appendix C may be used for this purpose).

The annual analysis will be used to identify issues, trends and actions taken.

The analysis and record of actions in response to the analysis will be kept on file for Ministry of Education review and retained for 3 years from the date the analysis and record of actions were created.

Concerns about the Suspected Abuse or Neglect of a Child

If any person, including a person who performs professional duties with respect to children, has reasonable grounds to suspect that a child has suffered, or is at risk to suffer, physical or emotional harm or sexual exploitation or molestation inflicted by the person having charge of the child, the person will report the suspicion directly to a children's aid society (CAS).

Suspected abuse or neglect that will be reported will include physical, emotional and sexual abuse and/or neglect.

Where a parent expresses concerns that a child is being abused or neglected, the parent will be advised to contact their local CAS directly. The person who becomes aware of these concerns is also required to report the concerns to the local CAS.

Staff and volunteers will be debriefed after a serious occurrence in a virtual meeting or email update.

Based on the nature of the serious occurrence, supports will be provided to children and families ie: CAS, Distress Centre Peel – 905 278 7208 or website www.distresscentrepeel.com.

Supervisor and Office staff will ensure that they are sensitive, empathetic and understanding in such a case where the staff person or child would need to remain calm, take deep breaths and focus on happy things so to be distracted from the trauma relating to the emergency.

Supervisor and Director to be available to have one on one meetings over the phone with the families, etc.

To prevent initial incidents or recurring of serious occurrences, team meetings and one on one individual meetings will occur to reflect on what happened and measures to take to prevent it from not happening

Procedures to Respond to a Serious Occurrence

Steps to Follow for All Serious Occurrences

Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
<p>1. Immediately:</p> <p>Ask for assistance from other staff, students, or volunteers.</p> <p>Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training, where applicable.</p> <p>Call emergency services and follow direction from emergency services personnel, where applicable.</p> <p>Ensure that other children are removed from the scene and do not have access to the area, where applicable.</p> <p>Address any risks to the health or safety of the child and/or other children present to prevent the risk of further harm.</p> <p>Notify the supervisor/designate.</p> <p>2. Ongoing and after the incident:</p> <p>Follow any direction provided by third-party authorities (e.g. police, CAS, public health, etc.)</p> <p>Ensure that children are supervised at all times.</p> <p>3. Within 24 hours:</p> <p>Document the incident in:</p> <ul style="list-style-type: none"> a. the daily written record; b. the child's record of symptoms of illness, if applicable; and/or c. in an accident report, if applicable. <p>Where an accident report is created, provide a signed copy to a parent of the child.</p>	<p>1. Immediately:</p> <p>Provide assistance to children, staff, students, volunteers and families.</p> <p>Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training.</p> <p>Call emergency services and follow direction from emergency services personnel, where applicable.</p> <p>2. Within 24 hours of becoming aware of the incident:</p> <p>Collect all pertinent information to report the incident to the Ministry of Education as a serious occurrence, including:</p> <ul style="list-style-type: none"> A description of the incident; The date, time, place where it occurred, actions taken and outcome; The current status of the incident and child/parties involved; and All other parties notified (e.g., emergency services, CAS, parents). <p>3. Report the serious occurrence in CCLS, or notify the Ministry of Education program advisor by telephone or email where CCLS is not available. Note: Where CCLS is not available, a serious occurrence report will be submitted in CCLS as soon as it becomes available.</p> <p>4. Post a summary of the serious occurrence and of any action taken by the child care centre in a place that is visible and accessible to parents.</p> <p>5. Ongoing and after the incident:</p> <p>Follow any direction provided by third-party authorities (e.g. police, CAS, public health, etc.)</p> <p>Maintain confidentiality at all times.</p> <p>Update the serious occurrence report in CCLS, as required.</p> <p>Conduct an internal review of the serious occurrence with staff, students and volunteers to establish next steps and reduce probability of repeat occurrences.</p>

Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
	<p>Provide children, parents, staff, students and/or volunteers with supports, if needed.</p> <p>Review with staff, students and volunteers the child care centre's program statement policies and procedures that set out prohibited practices and expectations of promoting the health, safety, nutrition and well-being of all children.</p>

Steps to Follow According to Specific Serious Occurrence Categories

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
Death of a Child	<p>Death occurs while a child is receiving child care:</p> <p>See 'Steps to Follow for All Serious Occurrences' for staff, students and volunteers.</p>	<p>See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and</p> <p>a) Death occurs while a child is receiving child care:</p> <p>1. Immediately, upon becoming aware of the incident:</p> <p>Contact a parent of the child, or where a parent cannot be reached, contact the child's emergency contact.</p> <p>b) Death occurs while a child is not receiving child care:</p> <p>Within 24 hours of becoming aware of the incident:</p> <p>Contact local Children's Aid Society (CAS) or police services to find out if there is an investigation. If an investigation is ongoing, conduct an internal investigation after CAS or police services have completed their investigation, if applicable.</p>
Allegation of Abuse and/or Neglect	<p>'Steps to Follow for All Serious Occurrences' for staff, students and volunteers, and</p> <p>Where there is a concern about the abuse or neglect of a child by any person:</p> <p>1. Immediately:</p> <p>Report concerns to the local Children's Aid Society (CAS) as per the duty to report obligations under the <i>Child and Family</i></p>	<p>See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and</p> <p>Where there is a concern about the abuse or neglect of a child by a staff, student or volunteer, or where a person has otherwise reported alleged abuse/neglect concerns to the supervisor/designate:</p> <p>1. Immediately:</p>

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
	<p><i>Services Act</i> (CFSA).</p> <p>Document the conversation with CAS and follow their recommendations.</p> <p>Notify the supervisor/designate of the incident and the report made to CAS, where appropriate.</p> <p>Refrain from discussing the allegation with others.</p> <p>Maintain confidentiality at all times.</p>	<p>Notify the person who reported concerns about their duty to report obligations under the <i>Child and Family Services Act</i> (CFSA).</p> <p>Report the concerns to the local Children's Aid Society (CAS) as per the duty to report obligations under the CFSA, unless it is confirmed that a report has already been made to CAS.</p> <p>Document the concerns.</p> <p>Contact and notify a parent of the child, where appropriate.</p> <p>Based on the nature of the allegation and/or the direction of CAS and/or internal policies, determine next steps such as disciplinary measures and additional actions, such as an internal investigation to protect children in care.</p> <p>Determine whether the individual alleged to have abused/neglected a child is registered with a professional regulatory body (e.g. College of Early Childhood Educators, Ontario College of Teachers, etc.). If so:</p> <p>Report the allegation of abuse to the appropriate regulatory body;</p> <p>Report to the College of Early Childhood Educators when the employment of a registered early childhood educator (RECE) is suspended or terminated or if the RECE resigns.</p> <p>Refrain from discussing the allegation with others.</p> <p>Maintain confidentiality at all times.</p> <p>2. Once all external investigations are complete (e.g. by police and/or CAS), if applicable:</p> <p>Update the serious occurrence report in CCLS, as required.</p>

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
		Update all other authorities to whom the allegation was reported (e.g. College of Early Childhood Educators, Ontario College of Teachers, CAS, etc.).
Life-threatening Injury or Illness a. Injury b. Illness	See 'Steps to Follow for All Serious Occurrences' for staff, students and volunteers.	See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate.
Missing or Unsupervised Child(ren) a. Child was found b. Child is still missing	<p>'Steps to Follow for All Serious Occurrences' for staff, students and volunteers, and</p> <p>1. Immediately, upon becoming aware that a child or children are missing:</p> <p>Alert the supervisor/designate, and all staff, students and volunteers;</p> <p>Search the child care premises, including outdoor areas (e.g. hallways, washrooms, playground, outdoor classrooms, etc.);</p> <p>Ensure that remaining children are supervised at all times.</p> <p>a) Where the child or children are <u>not found</u> after being deemed missing.</p> <p>Continue to search the premises.</p> <p>Update the supervisor/designate.</p> <p>b) Where the child or children <u>are found</u> after being deemed missing.</p> <p>Update the supervisor/designate.</p> <p>2. After the child or children have been found, after being deemed missing:</p> <p>Document the incident in the daily written record.</p>	<p>See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and</p> <p>1. Immediately, upon becoming aware that a child is missing:</p> <p>Assist with searching for the missing child(ren).</p> <p>a) Where the child or children are <u>not found</u> after being deemed missing:</p> <p>Call emergency services and follow direction from emergency services personnel.</p> <p>Contact the child(ren)'s parent(s), or where a parent cannot be reached, contact the child's emergency contact.</p> <p>b) Where the child or children <u>are found</u> after being deemed missing:</p> <p>Update the child(ren)'s parent(s), or where a parent cannot be reached the child(ren)'s emergency contact(s).</p>
Unplanned Disruption of Normal Operations a. Fire b. Flood c. Gas Leak d. Detection of	<p>'Steps to Follow for All Serious Occurrences' for staff, students and volunteers, and</p> <p>a) Where the incident is suspected to be an <u>outbreak</u>:</p> <p>1. Immediately:</p>	<p>See 'Steps to Follow for All Serious Occurrences' for the Licensee/Supervisor/Designate, and</p> <p>a) Where the incident is suspected to be an <u>outbreak</u>:</p>

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
Carbon Monoxide e. Outbreak f. Lockdown g. Other Emergency Relocation or Temporary Closure	<p>Notify the supervisor/designate on site of concerns.</p> <p>Separate children who are showing symptoms of illness from other children.</p> <p>Follow the child care centre's sanitary practices policy and procedures.</p> <p>2. Within [24 hours]:</p> <p>Record symptoms of ill health in the affected child(ren)'s records,</p> <p>Document the incident in the daily written record.</p> <p>a) Where the incident is not an outbreak (<u>all other disruptions of normal operations</u>):</p> <p>1. Immediately:</p> <p>Follow the child care centre's fire safety and evacuation plan and/or the emergency management policies and procedures, as applicable.</p> <p>2. Within 24 hours :</p> <p>Document the incident in the daily written record.</p>	<p>1. Immediately:</p> <p>Contact the local public health department.</p> <p>b) Where the incident is deemed an outbreak by public health:</p> <p>1. Immediately:</p> <p>Follow instructions from the local public health department.</p> <p>Contact the parent(s) of the affected child(ren) and ensure the affected child(ren) are picked up by their parent(s) and/or taken to hospital.</p> <p>Obtain an outbreak posting from the local Medical Officer of Health and post in an area easily accessible for parents.</p> <p>Note: Outbreaks must be reported as a serious occurrence only if deemed an outbreak by public health.</p> <p>2. Within 24 hours:</p> <p>Notify all parents of children enrolled at the child care centre of the outbreak.</p> <p>a) Where the incident is <u>not deemed an outbreak</u>, follow sanitary practices policy.</p> <p>b) Where the incident is not an outbreak (<u>all other disruptions of normal operations</u>):</p> <p>1. Immediately:</p> <p>Follow the child care centre's fire safety and evacuation plan and/or the emergency management policies and procedures, as applicable. Note: a hold and secure (an external threat in the area) is not a reportable serious occurrence.</p>

Glossary

Children's Aid Society (CAS): A local agency with the exclusive mandate, under the [Child and Family Services Act](#), to investigate allegations of child abuse or neglect and to deliver child protection services.

Emergency: An urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the child care centre.

Interact: To be or become involved in communication, social activity or work with somebody else or one another (Source: Encarta Dictionary). Examples of interactions with children include conversing, playing, directing, intervening, supervising or assisting in fulfilling their needs (e.g. food/drink consumption, toilet use).

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Lockdown: A threat inside the building that will restrict movement within the child care centre.

Parent: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family (all references to parent include legal guardians, but will only be referred to as "parent" in this policy).

Serious Occurrence: An incident that must be reported to the ministry of education within 24 hours.

Staff: Individual employed by the licensee (e.g. program room staff).

Blue Elephant Daycare Positive Interactions and behavior guidance policy

Date Policy and Procedures Established: April 2007 Date Policy and Procedures Updated: August 2016

The purpose of this policy is to provide for the safety and security of all of the children and to enhance each child's self-esteem while role modeling positive interactions with others. Positive discipline teaches correct behavior.

In our program statement we create warm positive relationships between children and families that lead to responsive interactions. Teachers are to interact with children in a positive way, respecting every child and sensitive to every child's needs. Teachers collaborate and communicate with parents regarding the child's day. They establish a professional relationship with parents and work together towards the child's needs. Focus as a priority on the quality of interactions. Educators are to shift their focus away from activities to be present, available and engage fully with children at the moment may require. It is important to attend and respond immediately when a child is showing need of support from an adult. Having a positive view of children's abilities help the Educator to support self-regulation of a child. Support children in developing internally motivated strategies for regulating their emotions and behavior.

Challenging behavior will arise when working with children. The majority of interactions with children can be positive despite the challenging moments. Responsive relationships are especially important when challenges occur. Educators adopt a "caring dialogue" with children and families to support children in their ability to self-regulate and anticipate and respond to the challenges and conflicts. Educators can use a variety of strategies for challenging behaviours. Some strategies can be indirect example focusing on how children can work independently or by creating sensory experiences in the learning environment. Other strategies can be direct and require the Educator to ignore certain behaviours, actively listen to children expressing themselves or intervene with words.

Discipline uses encouragement to teach correct behavior. Discipline is handled kindly and requests and requirements simply stated and explained. Natural and logical consequences are the preferred manner of discipline. It is the policy of the daycare to ensure that a child's introduction to daycare is as gentle, relaxed and positive. Our constant emphasis is that discipline is handled in a positive manner. Staff should be aware that it is recognized that occasionally a child's behavior can cause frustration for a teacher. Educators are to enlist a colleague's support if experiencing ongoing difficulty when dealing with a child. Educators can consult with director or supervisor if personally or emotionally stressed out (in or out of the daycare) and feel this may affect handling of the children.

Children should be given choices and if a teacher has to discipline positively, use the following stages

- direct discussions with the child expressing what he may be feeling and a solution (using eye contact and coming down to the level of the child and maintaining the 2 m distance) – acknowledge the child's feelings i.e.: It seems like you are angry... What can I do to help
- Discussions as above, brief withdrawal from activity, redirecting to another activity with encouragement.

For some children, the two stages may need to be reinforced frequently. The child should always be assured that he will be more successful next time and progression, however small, should be acknowledged. I.e.: You must be so proud of yourself.... For cleaning up. Teachers will gain more response if their tone is light, kind, firm and positive. Any child who has difficulties and unresponsive to the above approach should be discussed individually with director or supervisor and a program will be set out which will include discussion of parents. Seeking the support and assistance from community resources is always available. Staff members of Blue Elephant Inc. will be on a communication plan (progressive discipline policy) if they violate any of the positive discipline strategies

Time out is not a recommended form of discipline. The child has to be talked to about his action and distinguish it from right and wrong. He has to understand the nature of his action not being acceptable. He should be redirected to another activity. Not bothering to help the child understand what he/she has done or not proving discipline that fits the situation i.e.: refusing child his/her favorite toys all morning because he/she forgets to put it away.

If there is a contravention of the policies and procedures regarding not following behavior guidance by positive interactions with children and not being responsive to children when they need support, then internal progressive discipline policies will occur with the employee or anyone working with the children at Blue Elephant Daycare.

Blue Elephant Daycare Ill Health Policy

Date Policy and Procedures Estb: April 2007 Date Policy and Procedures Updated: July 2020

Please cross reference with COVID-19 Enhanced Health and Safety Protocols which supercedes this policy)

Intent: Stop the spread of germs

Our concern, in all cases of illness, is the welfare of the ill child and the health of all the other children in our care. If your child is ill, or shows signs of coming in for an infection, you must keep your child at home. The following are some symptoms of a serious illness:

- a sore throat
- swollen neck glands
- fever (37.8 degrees C or above)
- an earache
- vomiting or diarrhea
- flushed face
- unexpected rash or skin eruption

(There is a more exhaustive list of signs and symptoms on the COVID-19 Enhanced Health and Safety Protocols)

Staff will observe every child for signs or symptoms of illness at the start of every day and throughout the day. Child care staff will document all symptoms and signs of illness using the Illness Tracking Form to record all symptoms accurately on one piece of paper. Child care staff and parents, working in partnership, can help prevent illness and outbreaks. At drop off and during screening, the parent/guardian should provide information of their child's health and well-being. Parents need to inform the Centre when their child is sick at home. The parent/guardian should describe the symptoms the child is experiencing. The parent/guardian must keep the child away from the centre when the child is sick.

In the event that your child is at the Daycare and has a low grade fever (about 37.5 degrees C and/or shows signs of fatigue, is lethargic has no appetite and/or shows signs that they are unable to participate in the activities with other children, the supervisor will call you immediately to come pick up your child who will be excluded from the others and will be in the outbreak room with a staff member supervising your child. If your child displays any COVID-19 signs and symptoms during the day, you will be called to pick up your child immediately. If we cannot get in touch with you, we will call the emergency alternate on our file.

If your child has a fever overnight or is unwell the previous night and still showing signs of ill health in the morning, please have your child stay at home to get well instead of giving your child medication and dropping off your child to daycare. We follow Peel Public Health guidelines to break the chain of infection and stop the spread of germs at our Childcare centre. During the COVID-19 pandemic, please refer to the COVID-19 Enhanced health and safety protocols regarding illness of a child (signs and symptoms). Your child has to be symptom free 24 hours before returning to Daycare.

There is no make-up time when a child does not attend the daycare due to sickness or vacation nor a refund or reduction in fees for absent or sick days.

If a child comes to the program with unexplained bruised marks etc. that suggest either being hurt at home by accident in playing, or a possible case of child abuse, the Educator/supervisor will take necessary action to follow up with the parent/guardian. Any unexplained bruises, marks which suggest child abuse will be reported (see section on child abuse policy).

Communicable and reportable diseases; <https://www.peelregion.ca/health/pdfs/reportable-diseases.pdf>

Communicable Diseases Surveillance 7120 Hurontario Street, P.O. Box 630, RPO Streetsville Mississauga, ON L5M 2C1 Phone: 905-799-7700

Please visit the website above for a list of communicable and reportable diseases to Peel Region. COVID-19 is one of them. The list below is just a few communicable diseases with exclusion period.

A child is excluded from the daycare if they have a condition which may be communicable to others i.e.: rash, sore throat or any suspected communicable disease. This is in keeping with the guidelines of Peel Health.

Please refer to the website on caring for kids:

<https://www.caringforkids.cps.ca/handouts/illnesses-index>

Below is a list of some of the communicable diseases and the minimum period of exclusion:

Measles	7 days from appearance of a rash
Rubella (German Measles)	7 days from appearance of a rash
Chicken Pox	At least 7 days or until all scabs have disappeared
Mumps	Until swelling disappears
Scarlet fever	7 days or until no sore throat or discharge from nose or ears
Strep throat	48 hours from the first dose of medication
Whooping Cough	3 weeks from onset
COVID-19	10 days from the first sign of symptom

If the family doctor feels that the proceeding period of exclusion is not necessary, and then it will be required that the doctor writes a certificate to this effect.

Please note that there are no make up days for sick days. The fee payment continues.

EXCLUSION/READMISSION POLICY (COVID-19 Enhanced Health and Safety Protocols supersedes this policy)

Date Policy and Procedures Established: April 2007 Date Policy and Procedures Updated: July 2020

Intent: To minimize the distress for everyone at the centre and to avoid a serious outbreak.

Isolation refers to physically separating one child from the group when he/she has or is suspected of having an infectious illness. A child will be separated from the rest of the children in room and taken to the sick room and the child will be left with the Supervisor or Director. Supervisor will call parent and inform parent about child's signs of illness and parent picks up child as soon as possible.

Cohorting refers to isolating several children and staff together who are known to have the same infection. Staff and children that are cohorted have no direct contact with uninfected children and staff. Toys, equipment and other materials are not to be shared.

Exclusion refers to physically removing ill children and staff from the centre for as long as they are considered infectious.

A child should be excluded from the centre if they present one or more of the following conditions:

1. The illness prevents the child from participating comfortably in all program activities including going outside;
2. The illness results in a greater need for care than the staff can provide without compromising the health, safety and care of other children;
3. The illness poses a serious health risk if it spreads to other children and/or staff and Peel Public Health requires the individual to be excluded.

Re-admission:

When differences exist between Peel Public Health guidelines and other sources of information, the Licensee/Director/Supervisor is required to follow the guidelines and recommendations of Peel Public Health.

A child may be re-admitted to the centre when:

1. Exclusion requirements of reportable communicable diseases are met;

2. Condition of minor communicable disease has cleared and the child feels well enough to participate in all regular activities;
3. Peel Public Health and/or doctor give permission to return, stating that the condition is no longer communicable to others. A doctor's note may be required to validate the return of the child.

Exclusion: A child should be excluded from the daycare as follows:

- Fever AND a combination of other symptoms (e.g.: nausea, vomiting)
- Fever AND a body rash
- Diarrhea – two or more liquid stools or a change in the normal pattern of bowel movement (e.g; runny, watery or bloody stools)
- Vomiting – two or more times in the last 24 hours
- Eye discharge – yellow or white
- Severe cough
- Yellowish skin or eyes or jaundice
- Irritability, continuous crying or requires more attention than can be provided

Seven steps for exclusion

1. Separate sick children from well children. Sick children should be placed in designated exclusion area (sick room)
2. Keep sick child comfortable by providing separate cot or toy. Clean and disinfect cots and toy after use. Do not allow sick child to participate in group water play activities
3. If possible, designate specific staff to care for sick children. Ideally, child care staff should not care for sick and well children at the same time.
4. Contact parent to pick up sick child and remind them about exclusion policy
5. Follow the policy and procedure for exclusion periods. The *Common Childhood Illness* booklet covers typical exclusion periods.
6. Update the Illness Tracking Form
7. Post the *Yellow Illness Sign* or a similar notification at the front door to inform parents of symptoms of illness along with fact sheet when required.

When not to exclude: If a child has the following conditions,

Chickenpox	Cold sores	Common Cold
Diaper rash/Thrush	Ear infections	Hand Foot and Mouth disease
Pinworm	Ringworm	Strep Throat

What to do if a child is sick but does not need to be excluded:

If a child has an illness but is well to participate in the activities or does not have symptoms of an illness that requires exclusion, child care staff must ensure that the:

Child washes hands more frequently
 Child care staff wash hands more frequently
 Child does not participate in water play
 Child care staff clean and disinfect play areas and toys more often

Sick child care staff

Sick child care staff should not be at work. In fact, exclusion guidelines for sick child care staff are the same as those for sick children. The child care centre should provide staff with the policy for sick employees, which should include when

they are expected to stay at home. As well, staff absences and exclusions should be recorded according to the centre's policy.

When staff are well enough to work during an illness, they:

- Must wash hands more frequently
- Should be assigned duties that require less contact with children

What daily actions does Blue Elephant Daycare take to monitor illness? (COVID-19 Enhanced Health and Safety Protocols supersedes this policy)

Upon arrival, each child has a daily health check accessed by the teacher who greets the child and parent. Teacher looks for signs of ill health and/or visible marks, bruises etc. This is recorded in the attendance and log if any unusual signs are noticed. If the parent is there, it is addressed. Or else at the end of the day the staff asks the parents about her observations or lets the parent know how the child was during the day.

If child develops a high fever, parents are called and the child is excluded from the program and will stay with the supervisor or the director until the parent or emergency contact arrives to pick up the child. Parents are advised to keep the child at home until well enough to participate in all aspect of the program. Minimum requirement is that the child is symptom free for 24 hours and well enough to participate in all activities. A symptom of ill health report (monthly grid) is completed for signs of ill health as well as recorded on the daily log in the classroom. An Illness Tracking form is completed for the child.

OUTBREAK POLICY (COVID-19 Enhanced Health and Safety Protocols supersedes this policy)

Intent - Avoid the spread of communicable diseases in the centre

What is an Outbreak?

An outbreak may exist when, taking into account normal seasonal variations:

- A greater than expected number of children and staff have similar symptoms (fever, diarrhea, vomiting, rash, respiratory symptoms) and are ill or absent due to illness in a given period of time.

A warning signal is when 10% of the children are sick with a similar illness.

You can use the Illness Tracking Form to help determine this. Some diseases (e.g., measles) should be treated like an outbreak even if there is only one case. If you are unsure whether one case of an illness is an outbreak, call Peel Public Health and ask to speak to a public health inspector. Early awareness and action is critical in managing an outbreak at the child care centre. Supervisor may use the "yellow sign" to alert parents to Be Aware if their children are experiencing similar symptoms.

Gastrointestinal and/or respiratory outbreaks

Gastrointestinal and respiratory outbreaks are the most common types of outbreaks that occur in child care centres. Symptoms of a gastrointestinal illness include diarrhea, vomiting, nausea, stomach cramps, headache or weakness. Germs that can cause gastroenteritis are Salmonella, Norovirus, Rotavirus, E. coli 0157 and others.

Symptoms of a respiratory illness include fever, headache, cough, sore throat, runny nose, sore muscles and tiredness. Germs that can cause respiratory illness include rhinovirus (common cold), seasonal influenza, pN1H1 influenza, RSV and others.

What Actions Does Blue Elephant Daycare take in such a situation?

**If an outbreak is suspected, supervisor to take immediate action by follow these guidelines:
Eleven steps to managing outbreaks**

1. Call Peel Public Health at 905-799-7700 and ask to speak to a public health inspector who will help provide advice and steps necessary to control the outbreak.
2. Fax the Illness Tracking Form to your public health inspector at 905-565-9602.
3. Give frequent handwashing reminders to all children and child care staff.
4. In an outbreak of gastroenteritis, save all leftover food (if available) for analysis, as it may be a source of illness. Keep food in the refrigerator. Your public health inspector can arrange to have the food tested.
5. Separate sick children and staff at the child care centre from well children and staff. Ensure that only designated child care staff have contact with the sick children and that the same staff do not assist with the well children.
6. Instruct parents or guardians to take sick children home and to a physician if necessary. Remind everyone, including parents, of the exclusion policy in the child care centre.
7. Enhance cleaning and disinfecting of toys and environmental surfaces. • Clean and disinfect thoroughly and more often, and ensure infant and toddler areas get special attention. • Ensure cleaning staff are notified that extra cleaning is necessary. • Use a disinfectant effective against common outbreak pathogens (Norovirus, rotavirus, etc.). • Check the Disinfection Chart for Child Care Centres (Appendix 4) for concentration of bleach and water disinfectant.
8. Stop all group water play for the duration of the outbreak.
9. Post the Red Outbreak Sign or a similar notification at the front entrance of the child care centre to inform parents and visitors. Prepare and provide fact sheets or letters to parents.
10. If requested by Peel Public Health, distribute stool kits to collect stool samples during a gastrointestinal outbreak. Peel Public Health will provide the stool kits, along with a letter to parents instructing them on how to use the kits. Contact Peel Public Health at 905-799-7700 when stool kits are ready to be picked up.
11. Consult daily with your public health inspector regarding new cases, change in symptoms, lab results, pick-up/drop-off of specimen kits, the need for on-site meetings, etc.

What Roles Will Peel Public Health Take?

Peel Public Health has three major roles in investigating outbreaks in licensed child care centres

1. Peel Public Health provides child care centres, staff, and parents with advice regarding:
 - Signs and symptoms of an illness
 - How it spreads
 - Contagious periods and suspected duration of illness
 - How to reduce the risk of spreading the illness in the childcare centre and at home
 - Measures to control the outbreak in the centre
2. Peel Public Health helps bring the outbreak under control by coordinating the following steps:
 - Communication flow between the child care centre and Peel Public Health
 - Monitor the progression of the outbreak and arrange for lab testing where appropriate
3. Peel Public Health may require the child care centre to:
 - Exclude ill staff and/or children
 - Follow specific outbreak control measures
 - Close the centre (in extreme situations)

Although the child's physician has the responsibility for diagnosing communicable diseases, staff play an important role in identifying early signs of communicable disease. Through daily observation and interaction with children, a staff may notice changes in a child's behavior or appearance or food eating habits. To effectively manage any suspected outbreak, parents are notified to pick up their child as soon as they can while the child is excluded from the program. Staff who are showing signs of ill health are advised to go home. If a staff reports sick to work, they are sent home.

Role of staff:

- Observation and daily screening and documentation of every child throughout the day. Any changes in the child's behavior should be reported to the supervisor and shared with your colleague.
- Documents sign of ill health in the log book as well as the Illness Tracking Form
- Monitoring the child's behavior.
- Increase hand washing by children and staff.
- Increase frequency of cleaning and disinfection.
- Cease shared water play and sensory play

Role of supervisor –

- Follow through with comments from staff and keep checking on child's behavior
- Keep parent informed of any changes in child's behavior.
- If there are any concerns on child having a communicable disease, recommend to the parent to consult a physician
- Ensure Illness Tracking Form is being completed by staff
- Keeping in touch with Peel Public Health regarding any sign of ill health in a child and reporting it.

Immunization records

The Medical Officer of Health requires every child attending a licensed daycare to have up to date immunization against diphtheria, pertussis, tetanus, polio, measles, mumps, rubella and haemophilus influenza Type B. Before your child is enrolled in our daycare, they must be immunized. You will need to submit two copies of the immunization record as well as complete an immunization form from the Region of Peel.

Immunization exemption

There are some exemptions on grounds of religion, conscience or medical recommendation if noted in their records. There are ministry approved exemptions from immunization due to some medical problems or religious belief that a parent need to complete and retained on child's file. Medical exemption forms must be completed by a doctor or nurse practitioner. Statement of conscience or religious belief form has to be signed off by a Commissioner for taking affidavits. The supervisor will provide you with the necessary forms once she is aware that your child is exempt from immunization. Children who are exempted from immunization requirements may be excluded from attending our child care centre in an outbreak or an immediate risk of an outbreak of a vaccine preventable diseases (e.g.: measles, pertussis, etc) for their own protection until the Medical Officer of Health deems the outbreak is over. Children who are exempted from immunizations have their names noted on the allergy list. Parents complete a form that states they are aware of this. The licensee and or supervisor is required to post a sign informing all parents if there is an outbreak or if the child care centre is at risk of an outbreak. The regular fees will continue to apply during the outbreak.

Prescribed Medication:

From time to time, the daycare is asked to store/give prescribed medication to a child. Medications are stored in accordance with instructions and kept away and inaccessible to children. We ask parents or guardians to administer medication before the child comes to the Daycare. However, if dosage on prescription requires medication to be administered during Daycare hours, then please email or call the Supervisor and in her absence, her designate regarding completing an administration of medication form. A consent form needs to be completed by the parent. The doctor's prescribed medication note should accompany this form. Medication should have the child's name clearly printed on the original container with dosage and storage information. No medication will be administered to the child without appropriate documentation. No off the counter medication will be provided unless accompanied by a doctor's note.

Please provide the medication with necessary forms to the Supervisor. Only the supervisor or her designate will administer medication to the child.

Influenza-like Illness

Influenza-like illness (ILI) is the acute onset of respiratory symptoms with fever and cough and one or more of the following symptoms: sore throat, muscle aches, joint pain or weakness. In children under 5 years, gastrointestinal symptoms may also be present and fever may not be prominent.

Infection Prevention and Control Practices

To reduce the spread of all diseases in our facility, certain measures such as hand washing, cough/sneeze etiquette, keeping the environment clean and advising parents to keep their child at home when ill are being practiced. Signs are posted in every room such as “Be Aware” if there is something going around in the daycare ie: fever, coughs etc. This can prevent and/or reduce the spread of influenza

Please refer to COVID-19 Health and Safety Protocols regarding prevention and control.

Practice Hand Hygiene:

Hand hygiene is the single most important measure to prevent the spread of infections. Staff and children are to wash hands with soap and warm running water for at least 30 seconds:

- after using the washroom
 - before eating a meal or snack
 - after sneezing or coughing
 - after wiping a child's nose (or a child wiping her/his nose)
 - after coming inside from the outdoors
- (In the absence of soap and water, a hand sanitizer can be used for staff only)

Practice Respiratory Etiquette:

Respiratory etiquette can also play an important role in reducing the spread of influenza. Staff and children are encouraged to

- sneeze into their sleeve or cover their mouth and nose with a tissue when coughing or sneezing
- immediately dispose of used tissue in a garbage can
- perform hand hygiene after disposing of tissues

Avoid touching eyes, mouth and nose:

Influenza spreads when the respiratory secretions from the mouth or nose of an infected person comes in contact with the mouth, nose or eyes (i.e. Mucous membranes) of another person. To reduce the spread of ILI, children and staff are encouraged to avoid touching their eyes, mouth and nose.

Stay home when ill:

Children and staff in the daycare should stay home if they develop flu symptoms or until they no longer have a fever and are well. For more information, please call the Region of Peel at 905-799-7700 or visit www.peelpandemic.ca

Blue Elephant Daycare Sleep Supervision Policy and Procedures

Date Policy and Procedure established: August 2016 Date Policy and procedure updated: March 2021

Purpose

Children's sleep and rest play an integral part in a child's well-being and development. The purpose of this policy and procedures described within is to provide staff, students and volunteers with rules and procedures to follow to safeguard children from harm, injury or death while sleeping.

The procedures provided for placing children under 12 months of age on their own backs for sleep align with the requirement to meet the recommendations set out in Health Canada's document entitled "[Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada](#)".

Procedures for monitoring sleeping children reduce the risk of harm or injury so that caregivers can look for and identify signs of distress and implement immediate responses to protect the health and safety of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for sleep policies for child care centres.

Policy

General

All children will be provided with the opportunity to sleep or engage in quiet activities based on their needs.

Placement of Children for Sleep

Children over 18 months of age who sleep will be placed on individual cots for sleep. Each child assigned to a cot. Our license allows for a 20% mixed age group where between 15 to 18 months we can accept a child who will be placed on an assigned cot.

Consultation with Parents

All parents of children who regularly sleep at the child care centre will be advised of the centre's policies and procedures regarding sleep at the time of their child's enrolment and/or any time the policies and procedures are revised, as applicable. This information will be available to parents in the parent information booklet during enrollment and in the parent handbook.

Supervisor will consult with parents about their child's sleeping arrangements at the time of enrolment and at any other appropriate time (e.g. when a child transitions to a new program or room, or at the parent's request).

Written documentation will be kept in each child's file to reflect the sleep patterns identified by their parent, and updates to the documentation will be made whenever changes are communicated to the child care centre.

All sleep arrangements will be communicated to program staff by the Supervisor after speaking with the parent/guardian over the phone before a new child enrolls.

Parents will be advised by phone by the supervising staff of any significant changes in their child's behaviours during sleep and/or sleeping patterns.

Staff will document their observations of changes in a child's sleep behaviours in the daily written record and sleep checklist. The sleep checklist is conducted for children under 30 months.

- Any changes in sleep behaviours will result in adjustments being made to the child's supervision during sleep time, where appropriate, based on consultation with the child's parent.

Direct Visual Checks

March 8, 2021 – Regulatory changes under Ontario Regulation 137/15 of the *Child Care and Early Years Act, 2014 (CCEYA)* where it has been amended to require direct visual checks of sleeping children in an infant and toddler age group

Direct visual checks of **each** sleeping child under 30 months (i.e. every child placed for sleep in a crib or cot) will be conducted to look for indicators of distress or unusual behaviours. Direct visual checks will be documented by staff by using the sleep checklist.

Direct visual checks are not required for children over 30 months and for those engaging in quiet activities, but these children will be supervised at all times. Educators however will continue to observe children over months who are asleep and their sleep patterns. If a parent would like information on a child's sleep (length of time child slept), then the Educator will document that on the child's daily observation chart and end of day at pick up inform parent.

The frequency of direct visual checks and the steps to complete them will depend on the typical sleep patterns of each child and their age, as identified in the sleep supervision procedures provided in this policy.

- Staff will ensure that all sleep areas have adequate lighting available to conduct the direct visual checks of sleeping children.

Procedures

Age Group	Frequency of Direct Visual Checks*
Toddler	Every half hour. 12.30, 1.00, 1.30 and 2 p.m.

* **This is the minimum frequency of direct visual checks.** Should a child have symptoms of illness (e.g. a cold) or if there are other issues or concerns related to the child's health, safety and well-being during sleep, the frequency of direct visual checks must be increased. The individual needs of each child during sleep as identified by the parent and/or the child's physician must be followed at all times.

Procedures for Completing Direct Visual Checks

Staff must:

- be physically present beside the child;
- check each child's general well-being by looking for signs of distress or discomfort including, at a minimum:

laboured breathing;

changes in skin temperature;

changes in lip and/or skin colour;

whimpering or crying; and

lack of response to touch or voice.

Where signs of distress or discomfort are observed, the staff who conducted the direct visual check must attempt to wake the child up. Where no signs of distress or discomfort are observed, proceed to step 3.

Where the child wakes up, staff must:

- attend to the child's needs;
- separate the child from other children if the child appears to be ill;
- document the incident in the **daily log book** and in the child's symptoms of ill health record, where applicable.

Where the child does not wake up, staff must immediately:

Procedures for Completing Direct Visual Checks

- perform appropriate first aid and CPR, if required;
- inform other staff, students and volunteers in the room of the situation;
- contact emergency services or, where possible, direct another individual to contact emergency services;
- separate the child from other children or vice versa if the child appears to be ill;
- inform the supervisor/designate of the situation; and
- contact the child's parent;

where the child must be taken home or to the hospital, the supervisor or designate must immediately:

- contact the child's parent to inform them of the situation and next steps.

Where the child's condition has stabilized, and/or after the child has been taken home and/or to the hospital, the staff who conducted the direct visual check and any staff who assisted with responding to the incident must:

- follow the serious occurrence policies and procedures, where applicable;
- document the incident in the daily written record; and
- document the child's symptoms of illness in the child's records.

Staff must:

- adjust blankets as needed;
- ensure the child's head is not covered;
- ensure there are no other risks of suffocation present;
- document the date, time and initial each direct visual check on the room's daily sleep checklist ; and
- verbally inform other staff in the room that the check has been completed, where applicable and possible.

Additional Sleep Supervision Procedures

Remove any stuffed toys or items from a cot that can cause suffocation once a child falls asleep.

Seasonal weather and bad weather

During inclement weather changes or weather conditions such as storms, low temperatures of -20 degrees C, wind chill or smog advisories and heat alerts, Blue Elephant Daycare will remain open if other businesses and organizations remain open but we will be working with skeleton staff. Safety is our number one priority for our staff and for our families. We advise and encourage parents who have the opportunity to work from home, to keep their child at home on such days as we are working with minimal staff.

We will be closed only if there is extreme weather conditions or extreme situations where the safety of our staff and parents/children are paramount and would take precedence over remaining open. Thank you for your cooperation and understanding.

Absences:

Please notify the daycare by 9 a.m. if your child is sick or will be absent for a certain length of time. This will help us in planning snacks and lunch or understanding the reason for your child not coming in. If your child is not attending due to an illness, please notify the supervisor as this information will help staff to identify symptoms in other children with whom your child has come in contact and help us complete an Illness Tracking form.

Allergies:

It is important that all staff and supervisor be made aware of any allergies your child may have and what reactions to expect. We will make every effort to minimize the contact with the offending substances. Please complete a form called Individual Action Plan for severe allergies. Allergy lists travel wherever children are.

Dental Hygiene:

We offer children healthy nutritious snacks and meals. Peel Dental Health Unit recommends children brush their teeth a minimum of two minutes, twice a day in the morning and at night. Following their professional advice, we do not have tooth brushing routine in the daycare. Children are encouraged to gargle their mouth after meals when at the daycare.

Injury/Accidents:

If your child is involved in a minor accident while in our care, our staff will immediately administer First Aid. Depending on the nature of the injury, you will be informed immediately on the phone or at pick up and be asked to sign an injury/accident report that is sent electronically to you. In the absence of a scanned copy, you will receive a hard copy of the injury report. This is in keeping with the *Child Care and Early Years Act*.

- Depending on the extent of the injury, you may be asked to pick up your child to seek appropriate medical attention. It is very important that the daycare can contact you or a designated emergency contact in case of an emergency. If we can't reach your or your designate alternate adult by phone, we will assume the responsibility and seek medical assistance for your child. In the event of a serious emergency, the child will be taken to either a doctor or the nearest hospital for treatment and the parent will be informed. If the parent is unavailable, and emergency treatment is required, the parent's emergency signature will be used to obtain medical treatment for the child. Any expenses incurred i.e.: ambulance charges that are not covered by OHIP (Ontario's health insurance plan) will be borne by the parent of that child.
- You will be notified immediately when this happens. An injury report is completed for every accident or injury and will be emailed to you. You will also be notified by phone.

If there is a change of information regarding your home phone number or business phone number and addresses, it is your responsibility to make us aware of these changes so that our emergency card for your child can be updated.

Blue Elephant Daycare Emergency Management Policy and Procedures

Date Policy and Procedures Estb: April 2007 Date Policy and Procedures Updated: August 2017, July 2020

Intent: The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved. Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

It is the policy of Blue Elephant Inc. to instruct all staff as to his/her responsibility in the event an emergency commencing employment for the first time and annually thereafter. A written procedure is posted in a conspicuous place in each room.

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Meeting Place: the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.
Staff: Individual employed by the licensee (e.g. program staff, supervisor).

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

EMERGENCY MANAGEMENT POLICY

Staff will follow the emergency response procedures outlined in this document by following these three phases:

1. Immediate Emergency Response;
2. Next Steps during an Emergency; and
3. Recovery.

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation

PHASE 1: IMMEDIATE EMERGENCY RESPONSE

EMERGENCY SITUATION PROCEDURE LOCKDOWN

When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the building who is posing a threat.

- 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.
- 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location (if the threat is inside the building, the staff member and others outside proceed to our emergency shelter which is 25 Mineola Road West, Mississauga, ON L5G 2C1 Brian and Jane Lindsay 906 278 0053
- 3) If the threat is near, then the staff members and those outside should proceed immediately into the building and lock down begins.
- 4) Staff inside the child care centre must:
 - remain calm;
 - gather all children and move them away from doors and windows;
 - take children's attendance to confirm all children are accounted for;
 - take shelter in closets and/or under furniture with the children, if appropriate;
 - keep children calm;
 - ensure children remain in the sheltered space;
 - turn off/mute all cellular phones; and
 - wait for further instructions.
- 5) If possible, staff inside the program room(s) should also:
 - close all window coverings and doors;
 - barricade the room door;
 - gather emergency medication; and
 - join the rest of the group for shelter.
- 6) Supervisor will immediately:
 - close and lock all child care centre entrance/exit doors Initiate lock down alarm:
 - if possible; and call 911 using cell phone
 - take shelter.
 - Follows direction of police once they arrive
 - Notify licensee thereafter

All staff will continue to follow lock down procedures until an announcement is made directing them to discontinue the lock down and resume regular routine for the day.

Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.

HOLD & SECURE PROCEDURE

When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.

- 1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.
- 2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.
- 3) Staff in the program room must immediately:
 - remain calm;
 - take children's attendance to confirm all children are accounted for;
 - close all window coverings and windows in the program room;
 - continue normal operations of the program; and
 - wait for further instructions.
- 4) Supervisor must immediately:
 - close and lock all entrances/exits of the child care centre;
 - close all blinds and windows outside of the program rooms; and
 - place a note on the external doors with instructions that no one may enter or exit the child care centre.
 - Be in touch with emergency service personnel and communicate to all staff once the threat is no longer there.

Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.

BOMB THREAT PROCEDURE

A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.

- 1) The staff member who becomes aware of the threat or any person in the Child care centre
- 2) Staff must:
 - remain calm;
 - call 911 if emergency services is not yet aware of the situation;
 - follow the directions of emergency services personnel; and
 - take children's attendance to confirm all children are accounted for.

Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.

Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.

DISASTER REQUIRING EVACUATION PROCEDURE

A serious incident that affects the physical building and affects the health and well being of the occupants relating to food preparation, hand washing, infection control and safety of everyone.

E.g. fire, flood, power failure, water interruption or no potable water for a period of time, sewage back up or smell of gas.

- Call Peel Public Health at **905 799-7700** immediately to report the issue and to have direction from the Public Health Inspector.
- No food will be prepared if there is no water or if there is a serious health matter occurring like a sewage back up.

Below are emergency evacuation procedures to follow during a disaster on premises ie: fire, flood, power outage, water interruption, sewage back up and smell of gas.

The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used by a staff and staff must follow the centre's fire evacuation procedures.(see below)

EMERGENCY RELATING TO A FIRE AND EVACUATION PROCESS

Toddler Room 1: Primary Exit – Main entrance to Toddler Room 1
 Secondary Exit – Junior Room Porch Door

Upon discovery of fire, leave fire area immediately with children and close doors.

Activate the building fire alarm via the nearest pull station

Exit the building via the nearest exit

Call the fire department from a safe location - 911

Never assume that this has been done

Once outside, take the children and proceed to the designated meeting place

Perform attendance and head count and inform the Director/Supervisor

Await for instructions from the Fire Department.

Roles and responsibilities:

Staff # 1

1. Line up children and evacuate the building at the closest safe exit
2. Assemble in designated area (meeting place and then emergency shelter)
3. Ensure everyone is present by taking attendance and doing head count
4. Assess any injuries and report them to the supervisor or Director
5. Stay calm and keep children calm

Staff # 2

1. Get the emergency evacuation bag
2. Get the attendance for the classroom
3. Get the medication bag in room for children who have medical needs or equipment that a child may need who has a special medical condition
4. Assist the children in exiting the building
5. Assemble in designated area (meeting place and then emergency shelter)
6. Stay calm and remain with children until further instructions are given

Toddler Room 2 : Primary Exit- Front Entrance
Secondary Exit: Back door leading to playground

**Upon discovery of fire, leave fire area immediately with children and close doors.
Activate the building fire alarm via the nearest pull station
Exit the building via the nearest exit
Call the fire department from a safe location – 911
Never assume that this has been**

**Once outside, take the children and proceed to the designated meeting place
Perform attendance and head count and inform the Director/Supervisor
Await for instructions from the Fire Department**

Roles and responsibilities:

Staff # 1

1. Line up children and evacuate the building at the closest safe exit
2. Assemble in designated area (emergency shelter)
3. Ensure everyone is present by taking attendance and doing head count
4. Assess any injuries and report them to the supervisor or Director
5. Stay calm and keep children calm

Staff # 2

1. Get the emergency evacuation bag
2. Get the attendance for the classroom
3. Get the medication bag in room for children who have medical needs or equipment that a child may need who has a special medical condition
4. Assist the children in exiting the building
4. Assemble in designated area (emergency shelter)
6. Stay calm and remain with children until further instructions are given

Junior Room: Primary Exit – Porch Door
Secondary Exit – Front Entrance

**Upon discovery of fire, leave fire area immediately with children and close doors.
Activate the building fire alarm via the nearest pull station
Exit the building via the nearest exit
Call the fire department from a safe location
Never assume that this has been done**

**Once outside, take the children and proceed to the designated meeting place and then emergency shelter
Perform attendance and head count and inform the Director/Supervisor
Await for instructions from the Fire Department**

Staff # 1 and Staff # 2

1. Line up children and evacuate the building at the closest safe exit t
2. Assemble in designated area (emergency shelter)

3. Ensure everyone is present by taking attendance and doing head count
4. Assess any injuries and report them to the supervisor or Director
5. Stay calm and keep children calm

Staff # 3

1. Get the emergency evacuation bag
2. Get the attendance for the classroom
3. Get the medication bag in room for children who have medical needs or equipment that a child may need who has a special medical condition
4. Assist the children in exiting the building
5. Assemble in designated area - meeting place
6. Stay calm and remain with children until further instructions are given

(If only 2 staff, then Staff # 1 takes attendance and Staff # 2 gets emergency bag and medication bag and assists Staff #1.

Supervisor

1. Get a phone to take outside.
2. Assist child/children in Junior Room who have special medical needs who needs additional support during an evacuation to exit the building and group at meeting place followed by emergency shelter
3. Check with staff to ensure all children and staff are accounted for at designated emergency shelter
3. Contact the appropriate emergency response services if necessary
4. Make sure the master attendance list, emergency cards and necessary medications are accessible and taken
5. Wait for the emergency response services and inform them of the situation upon arrival
6. If necessary, contact parents with the aid of Office staff and arrange for pick up of their child from the emergency location

Kitchen and Office Staff

1. Assist child/children in Toddler Room 1 with a special medical need and needs additional support during an evacuation
2. Exit the building
3. Assemble in designated area (meeting place and then emergency shelter)
4. Remain with children until further instructions are given

Licensee

1. Assist child/children in Toddler Room 2 with a special medical need and needs additional support during an evacuation
2. Exit the building
3. Assemble in designated area (meeting place and then emergency shelter)
4. Remain with children and follow instructions from emergency personnel.
5. Assist supervisor in calling parents to arrange for pick up from emergency shelter

DISASTER – EXTERNAL ENVIRONMENTAL THREAT

An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.

1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.

If remaining on site: Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.

Staff must immediately:

- remain calm;
- take children's attendance to confirm all children are accounted for;
- close all program room windows and all doors that lead outside (where applicable);
- seal off external air entryways located in the program rooms (where applicable);
- continue with normal operations of the program; and
- wait for further instructions.

Supervisor or designate must:

- seal off external air entryways not located in program rooms (where applicable);
- place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and
- turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable).

If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the "Disaster Requiring Evacuation" section of this policy.

NATURAL DISASTER: TORNADO / TORNADO WARNING

The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.

Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.

Staff must immediately:

- remain calm;
- gather all children;
- go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;
- take children's attendance to confirm all children are accounted for;
- remain and keep children away from windows, doors and exterior walls;
- keep children calm;
- conduct ongoing visual checks of the children; and
- wait for further instructions.

EMERGENCY PROCEDURE IN CASE OF A MEDICAL EMERGENCY

In case of a medical emergency, it is the policy of Blue Elephant Inc

1. To have supervisor direct the proceedings
2. All other children are removed to another room under the care of a teacher
3. One teacher stays at emergency situation, administering help

4. One teacher phones 911, the parent/guardian/designated emergency contact person for the child, and a taxi on a standby, in case we require a trip to the hospital.
5. If the hospital trip is required, one teacher goes with the child in the taxi.
6. The supervisor makes a full report for the records, the parents, the Ministry and reports the emergency as a Serious Occurrence.

PHASE 2: NEXT STEPS DURING THE EMERGENCY

1. Where emergency services personnel are not already aware of the situation, Supervisor or employee who becomes aware of the emergency must notify emergency services personnel (911) of the emergency as soon as possible.
2. Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
3. If the licensee is not already on site, the site designate (Supervisor) must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons:

Local Police Department: 911
 Ambulance: 911
 Local Fire Services: 905 615 3777
 Site Supervisor: Georgina Halul
 Licensee Contact: Christine Dourado

Child Care Centre Site Designate: Anthony + Christine Dourado
In their absence: Georgina Halul

4. Where any staff, students and/or volunteers are not on site, Supervisor or designate must notify these individuals of the situation, and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
5. Supervisor or designate must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
6. Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
7. In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

PROCEDURES TO FOLLOW WHEN “ALL-CLEAR” NOTIFICATION IS GIVEN

1. The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre. In this case, it is the Supervisor or designate.
2. Designated staff (Supervisor, Cook, Licensee) who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.
3. Staff must:
 - take attendance to ensure all children are accounted for;
 - escort children back to their program room(s), where applicable;
 - take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and
 - re-open closed/sealed blinds, windows and doors.
4. Licensee and Supervisor will determine if operations will resume and communicate this decision to staff.
5. Communication with parents/ guardians:
 - As soon as possible, Supervisor or designate must notify parents/guardians of the emergency situation and that the all-clear has been given.
 - Where disasters have occurred that did not require evacuation of the child care centre, Supervisor or designate must provide a notice of the incident to parents/guardians by email with 24 hours to 48 hours.
 - if normal operations do not resume the same day that an emergency situation has taken place, Supervisor or designate must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

PROCEDURES TO FOLLOW WHEN “UNSAFE TO RETURN” NOTIFICATION IS GIVEN

- The individual who receives the ‘unsafe to return’ notification from an authority (Supervisor or designate) must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel.
- Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site.
- Designated staff (Supervisor, Cook, Licensee) who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site.
- Supervisor or designate will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so.
- Upon arrival at the evacuation site, staff must:
 - remain calm;
 - take attendance to ensure all children are accounted for;
 - help keep children calm;
 - engage children in activities, where possible;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children;
 - keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and
 - remain at the evacuation site until all children have been picked up.

Communication with parents/ guardians:

a) Upon arrival at the emergency evacuation site, Supervisor or designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.

b) Where possible, Supervisor or designate will update the child care centre's voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

PHASE 3: RECOVERY (AFTER AN EMERGENCY HAS ENDED)

Procedures for Resuming Normal Operations: Licensee and Supervisor will work with Ministry of Education Program Advisor, Public Health Inspector, and Region of Peel Early Years Specialist in order to resume operations of Child care centre. Will communicate to parents and staff via email. Will be in touch with insurance company, supply companies and other agencies that the Child Care Centre works with to keep them informed.

Procedures for Providing Support to Children and Staff who Experience Distress:

In order to support staff and children who experience distress during an emergency, they will be provided with Distress Centre Peel – 905 278 7208 or website www.distresscentrepeel.com. Supervisor and Office staff will ensure that they are sensitive, empathetic and understanding in such a case where the staff person or child would need to remain calm, take deep breaths and focus on happy things so to be distracted from the trauma relating to the emergency.

Procedures for Debriefing Staff, Children and Parents/ Guardians:

Supervisor and Office staff are responsible for communicating to parents and staff by debriefing about the emergency through telephone, email and are available to meet with any person one on one who require more information. Debrief will be done immediately depending on the nature of the situation ie: if the Centre can re-open or if it is closed the next business day. The debrief will state the reason for emergency, the outcome of it and the length of time to resume business.

Special Instructions:

- *Acute: a condition that is severe and sudden in onset that, if left untreated, could lead to a chronic syndrome.
- **Chronic: a long-developing syndrome that can develop or worsen over an extended period of time.
- Each child with medical needs requires their own individualized plan. If significant changes and updates are required to this individualized plan, a new individualized plan must be completed
- An additional individualized plan is not required for a child with an anaphylactic allergy, if the child does not otherwise have a medical need, as these children must already have an individualized plan under the anaphylactic policy.
- Children's personal health information should be kept confidential.

Additional Policy Statements:

- Once a month a fire drills will be conducted. A written record of all fire drills are kept for 2 years.
- Tests of fire extinguishers and tests of fire protection equipment records will be kept on file for at least two years.
- Annual fire safety inspection done by a reputable fire inspection company
- All employees have up to date First Aid and CPR training level C
- Every program room has an emergency bag prepared to be taken with the Educators in case of an emergency along with attendance, medication bag (for children with special medical needs)
- Supervisor or designate ensures that a phone is taken out to call for emergency.

Blue Elephant Daycare Anaphylactic Policy and Procedure

Date of Policy and procedure established: April 2007 Date policy and procedure updated: April , 2019

Purpose

Anaphylaxis is a serious allergic reaction that can be life-threatening. It requires avoidance strategies and immediate response in the event of an emergency. These policies and procedures are intended to help meet the needs and save the lives of children with severe allergies and provide relevant and important information on anaphylaxis to parents, staff, students, volunteers and visitors at the child care centre.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for an anaphylactic policy for child care centres. The requirements set out in this policy align with [Sabrina's Law, 2005](#).

Policy

Individualized Plans and Emergency Procedures for Children with Life-Threatening/Anaphylactic Allergies

Before attending the child care centre, the supervisor/designate will speak with the parent of a child to obtain information about any medical conditions, including whether the child is at risk of having or has anaphylaxis.

Before a child attends the child care centre or upon discovering that a child has an anaphylactic allergy, an individualized plan and emergency procedures will be developed for each child with anaphylaxis in consultation and collaboration with the child's parent, and any regulated health professional who is involved in the child's care that the parent believes should be included in the consultation (the form in Appendix A may be used for this purpose).

All individualized plans and emergency procedures will include a description of symptoms of an anaphylactic reaction that are specific to the child and the procedures to be followed in the event of an allergic reaction or other medical emergency based on the severity of the child's symptoms.

The individualized plan and emergency procedures for each child will include information for those who are in direct contact with the child on a regular basis about the type of allergy, monitoring and avoidance strategies and appropriate treatment.

All individualized plans and emergency procedures will be made readily accessible at all times to all staff, students and volunteers at the child care centre and will be kept with attendance and one copy in medical bag and one in office .

All individualized plans and emergency procedures will be reviewed with a parent of the child annually or if there are any changes or updates made to the plan to ensure the information is current and up to date.

Every child's epinephrine auto-injector must be carried everywhere the child goes.

Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

The following strategies to reduce the risk of exposure to anaphylactic causative agents must be followed at all times by employees, students and volunteers at the child care centre.

Do not serve foods where its ingredients are not known.

Do not serve items with 'may contain' warnings on the label in a room where there is a child who has an individualized plan and emergency procedures specifying those allergens.

Ask the caterer or cook to provide the known ingredients for all food provided. The ingredients will be reviewed before food is served to children to verify that causative agents are not served to children with anaphylactic allergies.

In cases where a child has food allergies and the meals and snacks provided by the child care centre cannot meet the child's needs, ask the child's parent to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.

Ensure that parents label food brought to the child care centre with the child's full name and the date the food arrived at the child care centre, and that parents advise of all ingredients.

Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.

Encourage parents who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the child care centre (e.g. by thoroughly washing hands, brushing teeth, etc.)

Do not use sunscreen/craft/sensory materials and toys that have known allergens on the labels.

Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in the child care centre.

Make sure each child's individual plan and emergency procedure are kept-up-to-date and that all staff, students, and volunteers are trained on the plans.

Refer to the allergy list and ensure that it is up to date and implemented.

Update staff, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures.

Update families when changes to allergies occur while maintaining the confidentiality of children.

Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at the child care centre.

No food from outside policy that parents are aware of unless we cannot cater to an individual diet ie: gluten free or child lactose intolerant and have parent notes on file.

Communication Plan

The following is our communication plan for sharing information on life-threatening and anaphylactic allergies with staff, students, volunteers, parents and families.

Parents will be encouraged not to bring foods that contain ingredients to which children may be allergic.

Parents and families will be informed about anaphylactic allergies and all known allergens at the child care centre through [signs of door – peanut free, no foods from outside policy in parent information book and parent handbook unless severe allergy that child care centre cannot accommodate or catering to a child's specific diet. Working one on one with parents with children on special dietary needs.

A list of all children's allergies including food and other causative agents will be posted in the cooking area and made available in any other area where children may be present. All allergy lists are with the attendance and travel with the children everywhere

Each child with an anaphylactic allergy will have an individualized plan and emergency procedures that detail signs and symptoms specific to the child describing how to identify that they are having an allergic reaction and what to do if they experience a reaction.

Each child's individualized plan and emergency procedures will be made available and accessible wherever the child may be present while receiving child care.

The caterer, cook, individuals who collect groceries on behalf of the child care centre and/or other food handling staff, where applicable, will be informed of all the allergies at the child care centre, including those of children, staff, students and volunteers. An updated list of allergies will be provided to the caterer or cook as soon as new allergies are identified. The supervisor or designate will communicate with the caterer/cook about which foods are not to be used in food prepared for the child care centre and will work together on food substitutions to be provided.

The child care centre will communicate with the Ministry of Education by reporting serious occurrences where an anaphylactic reaction occurs in accordance with the established serious occurrence policy and procedures.

This communication plan will be continually reviewed to ensure it is meeting the needs of the child care centre and that it is effectively achieving its intended result.

Drug and Medication Requirements

Where drugs or medications will need to be administered to a child in response to an anaphylactic reaction, the drug and medication administration policy will be followed including the completion of a parental authorization form to administer drugs or medications.

Emergency allergy medication (e.g. oral allergy medications, puffers and epinephrine auto-injectors) will be allowed to remain unlocked and carried by the Educators so that they can be administered quickly when needed

Training

Licensee will ensure that the supervisor/designate and/or all staff, students and volunteers receive training from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication.

Where only the supervisor/designate has been trained by a parent, the supervisor/designate will ensure training is provided to all other staff, students and volunteers at the child care centre.

Training will be repeated annually, and any time there are changes to any child's individualized plan and emergency procedures.

A written record of training for staff, students and volunteers on procedures to be followed for each child who has an anaphylactic allergy will be kept, including the names of individuals who have not yet been trained. This will ensure that training is tracked and follow-up is completed where an individual has missed or not received training. The form in Appendix B may be used for this purpose

Confidentiality

Information about a child's allergies and medical needs will be treated confidentially and every effort will be made to protect the privacy of the child, except when information must be disclosed for the purpose of implementing the procedures in this policy and for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Additional Policy Statements

What does the Educator do if a child with anaphylaxis does not have epinephrine on site: We do not accept a child without the epinephrine as it is a high risk health condition?

Returning medication for discharged children: Supervisor will call and leave a message for the guardian to pick up the medication as well as follow up with an email. Every attempt will be made to ensure that the medication is returned.

Procedures to be followed in the circumstances described below:

Circumstance	Roles and Responsibilities
A) A child exhibits an anaphylactic reaction to an allergen	<p>The person who becomes aware of the child's anaphylactic reaction must immediately:</p> <ol style="list-style-type: none"> implement the child's individualized plan and emergency procedures; contact emergency services and a parent/guardian of the child, or have another person do so where possible; and ensure that where an epinephrine auto-injector has been used, it is properly discarded (i.e. given to emergency services, or in accordance with the drug and medication administration policy). <p>Once the child's condition has stabilized or the child has been taken to hospital, staff must:</p> <ol style="list-style-type: none"> follow the child care centre's serious occurrence policies and procedures; document the incident in the daily written record; and document the child's symptoms of ill health in the child's records.

Glossary

Anaphylaxis: a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock.

Symptoms can vary for different people, and can be different from one reaction to the next, including:

Skin: hives, swelling, itching, warmth, redness, rash

Breathing (respiratory): coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness/swelling, hoarse voice, nasal congestion or hay fever-like symptoms (runny nose and watery eyes, sneezing), trouble swallowing

Stomach (gastrointestinal): nausea, pain/cramps, vomiting, diarrhea

Heart (cardiovascular): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock

Other: anxiety, feeling of “impending doom”, headache, uterine cramps, metallic taste in mouth

(Source: <http://foodallergycanada.ca/about-allergies/anaphylaxis>)

Causative Agent (allergen/trigger): a substance that causes an allergic reaction. Common allergens include, but are not limited to:

Eggs	milk	mustard	Peanuts	latex
seafood including fish, shellfish, and crustaceans		sesame	Soy	
sulphites which are food additives		tree nuts	Wheat	insect stings

Epinephrine: A drug used to treat allergic reactions, particularly anaphylaxis. This drug is often delivered through an auto-injector (e.g. EpiPen or Allerject).

FAILURE TO COMPLY WITH THIS POLICY WILL LEAD TO DISCIPLINARY ACTION UPTO AND INCLUDING TERMINATION.

INDIVIDUAL ACTION PLAN FOR CHILD WITH A MEDICAL CONDITION/NEED

Child with medical needs” means a child who has one or more acute* or chronic** medical conditions such that he or she requires additional supports, accommodation or assistance

“Individualized plan” means,

- (a) an individualized plan required under section 39 for a child with an anaphylactic allergy, and

Intent: To ensure that every child who has a medical need/condition has an individual action plan developed in consultation with a parent of the child and with any regulated health professional who is involved in the child’s health care and who in the parent’s opinion, should be included in the consultation. The goal is to have clear directions to support the child with a medical need.

The plan shall include:

1. Steps to follow to reduce the risk of the child being exposed to any causative agents or situations that may exacerbate a medical condition or cause an allergic reaction or other medical emergency;
2. A description of any medical device used by the child and any instructions related to its use;
3. A description of the procedure to be followed in the event of an allergic reaction or other medical emergency
4. A description of the supports that will be made available to the child at Blue Elephant Daycare or on its premises
5. Any additional procedures to be followed when a child with a medical condition is part of an evacuation or participating in an off site field trip
6. A licensee is not required to develop an individualized plan for a child with an anaphylactic allergy if the licensee has developed an individualized plan for the child under section 39 and the child is not otherwise a child with medical needs.

A child who has anaphylaxis or a severe allergy or medical condition has an individual action plan created that the parent completes (Individual Action Plan for Child with Special Medical Condition Form) on registration or during anytime when enrolled in the Centre. The parent discusses this special condition with the Supervisor. The plan describes the child’s allergy, symptoms and an action plan in case of an emergency. This plan stays on file as well as on the emergency card. The information is provided by parent from the child’s physician. All medication relating to this allergy needs to be prescribed by a physician. All staff (including students and

volunteers) are informed on special medical needs of the child before commencement of placement and/or employment. Any changes made to the plan is reviewed by all staff at that time. The plan makes accommodations as required. . Parent should provide 3 photograph of the child so it is attached to the individual action plan.

It is the parent's responsibility to train the Supervisor with written instructions on procedure for administering medication for special condition eg: how to use an epipen, how to use the puffer or how to give insulin. The parent could be invited to provide training to all staff at a Staff Meeting or the parent trains the Supervisor who can train all staff at a staff meeting. This plan is reviewed annually with staff and parent. There is a form called individual action plan for child with medical need to complete.

INDIVIDUAL ACTION PLAN FOR CHILD WITH A SPECIAL NEED

Date Policy and Procedures Established: April 2007 Date Policy and Procedures Updated: August 2017

Child with special needs" means a child whose cognitive, physical, social, emotional or communicative needs, or whose needs relating to overall development, are of such a nature that additional supports are required for the child; ("enfant ayant des besoins particuliers")

"Individualized plan" means,

- (a) an individualized plan required under section 39 for a child with an anaphylactic allergy, and
- (b) an individualized support plan required under section 52 for a child with special needs; ("plan individualisé")

INTENT: to ensure that every child who has a special need has an individual plan (IPP – Individual Program Plan) developed for goal setting for the child and this plan is created and developed and implemented in consultation with PIRS (Peel Inclusion Resource Consultant).

Regular meetings occur with the Educators and the PIRS consultant as well as with the parent to ensure the child is reaching his/her goals based on the action plan.

Educators on a daily basis update the individual support plan and make observations and document those

observations on the continuum of development document (ELECT) as well on the Nippissing Screening Tool

The Educators work closely with the Supervisor and the PIRS consultant to ensure that the goals of the child have been met

INDIVIDUALIZED PLAN FOR A CHILD WITH MEDICAL NEEDS

This form must be completed for a child who has one or more acute* or chronic** medical conditions such that he or she requires additional supports, accommodation or assistance.

Child’s Full Name: Click here to enter text.

Child’s Date of Birth: Click here to enter text.
(dd/mm/yyyy)

Date Individualized Plan Completed: Click here to enter text.

Medical Condition(s):

- ☐ Diabetes
- ☐ Asthma
- ☐ Seizure
- ☐ Other: Click here to enter text.



Prevention and Supports

STEPS TO REDUCE THE RISK OF CAUSING OR WORSENING THE MEDICAL CONDITION(S): *[Include how to prevent an allergic reaction/other medical emergency; how not to aggravate the medical condition (e.g. Pureeing food to minimize choking)]*
Click here to enter text.

LIST OF MEDICAL DEVICES AND HOW TO USE THEM (if applicable): *(e.g. feeding tube, stoma, glucose monitor, etc.; or not applicable (N/A))*
Click here to enter text.

LOCATION OF MEDICATION AND/OR MEDICAL DEVICE(S) (if applicable): *(e.g. glucose monitor is stored on the second shelf in the program room storage closet; or not applicable (N/A))*
Click here to enter text.

SUPPORTS AVAILABLE TO THE CHILD (if applicable): *(e.g. nurse or trained staff to assist with feeding and/or disposing and changing of stoma bag; or not applicable (N/A))*
Click here to enter text.

Symptoms and Emergency Procedures

SIGNS AND SYMPTOMS OF AN ALLERGIC REACTION OR OTHER MEDICAL EMERGENCY: *[include observable physical reactions that indicate the child may need support or assistance (e.g. hives, shortness of breath, bleeding, foaming at the mouth)]*
Click here to enter text.

PROCEDURE TO FOLLOW IF CHILD HAS AN ALLERGIC REACTION OR OTHER MEDICAL EMERGENCY: *[Include steps (e.g. Administer 2 puffs of corticosteroids; wait and observe the child’s condition; contact emergency services/parent or guardian, parent/guardian/emergency contact information; etc.)]*
Click here to enter text.

PROCEDURES TO FOLLOW DURING AN EVACUATION: *(e.g. ice packs for medication and items that require refrigeration; how to assist the child to evacuate)*
Click here to enter text.

PROCEDURES TO FOLLOW DURING FIELD TRIPS: *(e.g. how to plan for off-site excursion; how to assist and care for the child during a field trip)*
Click here to enter text.

Additional Information Related to the Medical Condition (if applicable):

Click here to enter text.

☐ This plan has been created in consultation with the child’s parent / guardian.

Parent/Guardian Signature:

Print name: Click here to enter text.	Relationship to child: Click here to enter text.
Signature:	Date: (dd/mm/yyyy) Click here to enter text.

The following individuals participated in the development of this individual plan (optional):

First and Last Name	Position/Role	Signature
Click here to enter text.	Click here to enter text.	

Frequency at which this individualized plan will be reviewed with the child's parent/guardian:

Click here to enter text.

FOOD ALLERGIES AND SPECIAL DIET REQUIREMENTS

We have communicated this policy to parents through our parent handbook. When a parent registers their child, the form asks if their child has a medicate condition including any allergies, however severe they may be. If any time during enrollment a child's dietary needs changes or a child is diagnosed with an allergy, it is the responsibility of the parent to inform the Supervisor by way of written note so that that staff can be informed of this change. A parent will be informed about our policy on anaphylaxis. All staff have reviewed this policy before employment and this is updated and reviewed with them annually or when the allergy list is updated with new information. There are times when a parent will be invited to a virtual staff meeting to provide training to the staff on how to use and administer a certain medication to that child ie epipen, puffer, insulin needles etc.

Allergy: We have an allergy list that includes the names of the children and their respective food allergies or restrictions. An allergy list is posted in the cooking area and every program room has the allergy list on their attendance as well as in the program room eating area. This is updated as children's allergies or special dietary needs changes.

Our daycare strives to be nut-free. We accommodate any special dietary needs. Our food handler and all staff are informed on all allergies that any of the children have and accordingly advised not to serve foods that are irritants to the allergy. Parents who register children with very severe allergies are advised to send in foods and snacks for their child from home and a sign off and consent form is completed by the parent on registration. Staff are advised not to serve Centre snack to that particular child. Our policy will be revised as children's' allergies change. Menus will be revised accordingly. Products may be altered. All staff have training on First aid/CPR Level C annually and are trained on how to administer the epi-pen or puffers. Staff meetings have addressed this topic and how life threatening it can be. There is a no sharing of food policy. Hand washing is very important before every meal.

Please ensure your child is not being dropped off with food in the hand or food in the mouth. Thank you for your cooperation to ensure that we keep those children and staff with severe allergies safe.

FOODS PROVIDED TO BLUE ELEPHANT DAYCARE BY A PARENT OF CHILD THAT IS GLUTEN FREE OR WITH SPECIAL DIETARY NEEDS AND OUR ANAPHYLACTIC POLICY

Intent: To ensure the safety and well-being of the children and staff especially those with severe allergies.

As part of our strategy to reduce the risk of exposure to anaphylactic causative agents, we have strategies in place. Our statement is that we will ensure the safety of all children to reduce the health and safety risks especially for those with severe allergies. We strive to be nut-free. Gloves used for cleaning is latex-free. No harsh chemicals are used as cleaning agents. All food labels are reviewed for snack to identify allergens.

Staff, placement students and volunteers need to bring in lunch and snacks that are nut-free. No nuts will be provided on the menus. Based on individual dietary needs, Blue Elephant Centre will cater to the child's needs unless the child is allergic to gluten or has a severe allergy that we cannot accommodate. In this case, parents will bring their own food for that child in a bag and label it with child's name on it.

Parents who bring in meals (food or drinks) for their child that is gluten free meals or has a severe allergy that Blue Elephant Daycare cannot cater to, will ensure that no foods contain any form of nuts or allergens that are currently in our allergy list. We will notify the parent of any allergens to avoid if bringing foods in.

The meal is in separate lunch bag and labeled with the child's name on it. It is prepared, stored and served so as to retain maximum nutritive value and prevent contamination. All supplies brought in by the parent will have the child's name labelled on it. Parent needs to follow the Canada Food Guideline on the nutritional content of the food and ensuring all food groups are available for the child. The cook will review all foods ensuring it is nut free. The cook will ensure the foods are served at the right temperature and record the temperature daily. The parent, cook and supervisor sign off on a form indicating that no foods will contain all allergens that are currently in the child care.

BLUE ELEPHANT DAYCARE POLICY ON NO FOODS OR DRINKS FROM OUTSIDE

No outside foods or drinks will be accepted (unless your child has a special dietary need that we cannot accommodate) due to children having severe allergies and we strive to be nut-free. YOUR CHILD SHOULD NOT BE HOLDING ANY FOODS IN THE HAND WHEN ARRIVING AT THE CENTRE.

Blue Elephant Daycare is responsible for all food preparation and foods provided to the children are cooked on site following Health Canada's Food Guidelines. We will follow our menus to maintain the daily nutritional value of every meal.

Nutrition and Menus

All meals are prepared on site. Menus are posted in the kitchen and every cubby area. (Menus are sent to you on email when we bring our Fall/Winter menu and our Spring/Summer menu). If your child has any allergies or dietary needs, please ensure you address this with the supervisor and/or licensee who will ensure the caterer provided individual meals to cater to your child's needs.

A cook on site prepares nourishing meals based on Canada's food guideline. We provide your child with two nutritious snacks and a lunch that will contain a variety and include the four food groups ie: milk products, meat and alternates, grain products and vegetables and fruit. Children will learn good eating habits and develop healthy attitudes towards food. Good nutrition promotes healthy growth. We provide 2 snacks and one meal. Drinking water is available at all times. All meals, snacks and beverages meet the recommendations set out in Health Canada documents – "Eating Well with Canada's Food Guide", Eating Well with Canada's Food Guide – First Nations, Inuit and Metis and amended from time to time.

All food and drinks will be stored at the right temperature to maintain and retain its nutritive value and prevent contamination. If you choose to send in a milk bottle for your toddler child, please ensure it is labeled. A snack menu and lunch menu is posted on the board in the kitchen area and sent to every parent that has registered at the daycare via email. **If your child has an allergy toward a specific food, please let us know immediately.**

ENSURING FOOD SAFETY

Intent: To ensure all food that are prepared and served at the right temperatures and that there is no cross contamination of foods. **All food or drink is stored, prepared and served so as to retain maximum nutritive value and prevent contamination.**

Indicator: Keep all foods – potentially hazardous food i.e.: fish, poultry, meat, dairy products, cooked rice and mixed salads and grains out of the danger zone temperature. The range of temperature should be 4 degrees C (40 degrees F and 60 degrees C or 140 degrees F). Keep hot foods hot at 60 degree C or 140 degree F or hotter and cold foods cold at 4 degree C or 40 degrees F or colder. Occasionally the daycare will send home food guide materials, resources and hand-outs that we receive from the Region of Peel, Unlock Food (formally called Eat Right Ontario) and from other Government sources regarding nutrition and food safety.

Cannabis Act and Smoke Free Ontario Act

The Ontario government has established additional laws respecting cannabis in Ontario.

The provincial *Cannabis Act, 2017* and the provincial *Smoke-Free Ontario Act, 2017* came into force on October 17, 2018 and the Smoke Free Act, 2017 applies to the consumption of both medical and recreational cannabis. This Act prohibits the smoking of medical and recreational cannabis in the same places where smoking tobacco and the use of electronic cigarettes is prohibited. The consumption of medical and recreational cannabis by smoking or through the use of an electronic cigarette is prohibited at a child care centre within the meaning of the *Child Care and Early Years Act, 2014*. This means that it is prohibited at Blue Elephant Daycare.

There is a no smoking sign at the entrance door. Employees, Blue Elephant Daycare parents and guardians and visitors are prohibited from smoking or vaping on the premises, near the entrances doors and around the playground).

Blue Elephant Daycare is committed to a smoke-free and cannabis free environment for its employees and children. We hope to help reduce the potential smoke-related and cannabis –related health problems of our employees and children by promoting a completely smoke-free and cannabis free work environment.

RELEASE OF CHILD IF A PARENT/GUARDIAN IS IMPAIRED DUE TO DRUGS, ALCOHOL AND RECREATIONAL MARIJUANA

Date of policy established: January 8, 2019

Purpose: Blue Elephant Daycare is committed to providing and maintaining a safe and healthy workplace and keeping everyone safe especially our children as we work in a vulnerable sector. We have a shared interest in the safety and well-being of your child.

Definitions:

Drugs – includes but not limited to any substance, prescribed medication which are acquired without a legally obtained prescription, intentionally misused prescription medications, illicit drugs, solvents or inhalants that may inhibit or impair an employee's ability to perform his or her assigned duties in a safe and productive manner.

Recreational drugs – includes recreational cannabis in all forms including plant, oils, mists and food goods that may include recreational drugs. (see The Cannabis Act).

Alcohol includes but is not limited to beer, wine, spirits or any other intoxicating compound

MANAGEMENT EXPECTATIONS REGARDING THE RELEASE OF A CHILD:

Blue Elephant Daycare is committed to clearly communicating expectations surrounding alcohol and drug use, misuse and abuse when it comes to releasing the child to the parent/guardian.

To ensure appropriate steps are taken to promote a safe working environment, management will:

- Be responsible for administering the Policy consistently.
- Management will update the policy where necessary to respond to the evolving needs of the Centre and developments of the law.
- Management will ensure that supervisors are equipped with the skills to recognize signs of drugs, recreational drugs and/or alcohol abuse or misuse and identification of situations where a parent/guardian will not be fit to take a child home due to impairment,
- Management is required to ensure that steps are taken to protect the confidentiality and privacy of all its clients in accordance with law.

SUSPICION OF IMPAIRMENT:

The following procedure will be enacted if there is a reasonable belief that a parent/guardian is impaired and comes to pick up his/her child

- If possible, the employee will first seek supervisor's opinion or in the absence of the supervisor, another employee's opinion to confirm the parent's or guardian's status. If the parent/guardian is considered "impaired" this decision is made based on the best judgement of two employees of Blue Elephant Daycare and if at the end of the day there is just the one employee (closing teacher), then it's the best judgment of the closing teacher's judgement.
- The employee (closing teacher) does have the duty to ask some questions ie: I smell alcohol or marijuana etc. When did you take it? How did you get to the daycare? How are you getting home?
- Next, the employee or supervisor will call the other parent/guardian once its decided that the child will not be released to the parent who is impaired. The other parent will have to come pick up the child or send someone else on the emergency pick up list. If there is no alternate to drive the child home safely, then it is our duty by law to call Children's Aid Society.
- Suspicions of a parent/guardian ability to function safely may be based on specific personal observations. If the parent/guardian exhibits unusual behavior that may include, but is not limited to, slurred speech, difficulty with balance, watery and/or red eyes, dilated pupils, and/or there is an odor of alcohol, recreational drugs or other substance abuse, the parent/guardian will not be permitted to take his/her child home.
- An impaired parent/guardian will not be allowed to drive and a taxi service will be called to take the parent/guardian home. The parent/guardian should be advised if they choose to refuse a taxi and make the decision to drive their own personal vehicle, Blue Elephant Daycare is obligated to call the Police to make them aware of the situation.
- A meeting will be scheduled for the following work day to review the incident and determine the policy with the parent/guardian if required to understand the reasons for not releasing the child to the parent at that time.

BLUE ELEPHANT DAYCARE ANTI-HARASSMENT AND ANTI-DISCRIMINATION POLICY

UPDATED: APRIL 2021

Blue Elephant Daycare is commitment to creating and maintaining respect for human rights, and fostering equality and inclusion. Blue Elephant Daycare is committed to providing an environment free of discrimination and harassment, where all individuals are treated with respect and dignity, can contribute fully and have equal opportunities.

Under the Ontario *Human Rights Code*, every person has the right to be free from harassment and discrimination. Harassment and discrimination will not be tolerated, condoned or ignored at Blue Elephant Daycare. If a claim of harassment or discrimination is proven, disciplinary measures will be applied, up to and including termination of employment (for employees) and termination of a child's placement (for Clients ie Parents/Guardians) Blue Elephant Daycare is committed to fostering an environment that is free from discrimination and harassment as enshrined in established provincial and federal statutes. These include, but are not limited to the *Ontario Human Rights Code, Employment Standards Act and Charter of Rights and Freedom*.

Blue Elephant Daycare strictly prohibits harassment of any kind including harassment on the basis of race, color, ancestry, place of origin, ethnic background, citizenship, creed, sex, disability, sexual orientation, age, marital status or family status or any other basis protected by law.

Objective of this policy:

- Make sure that members, clients and associates of Blue Elephant Daycare are aware that harassment and discrimination are unacceptable practices and are incompatible with the standards of this organization, as well as being a violation of the law
- Set out the types of behaviour (and not limited to) that may be considered offensive and are prohibited by this policy.

Whom the policy applies to:

This policy applies to include employees, temporary, casual and contract staff, as well as volunteers. Employees are protected against harassment and discrimination by co-workers, management and superiors – and they are also protected from the actions of others who enter the employment context, such as suppliers or clients (Parents/Guardians).

The right to freedom from discrimination and harassment extends to all employees, including full-time, part-time, temporary, probationary, casual and contract staff, as well as volunteers, co-op students, interns and apprentices.

It is also unacceptable for members of Blue Elephant Daycare to engage in harassment or discrimination when dealing with clients, or with others they have professional dealings with, such as suppliers or service providers.

This policy applies at every level of the organization and to every aspect of the workplace environment and employment relationship, including recruitment, selection, promotion, transfers, training, salaries, benefits and termination. It also covers rates of pay, overtime, hours of work, holidays, shift work, discipline and performance evaluations.

This policy also applies to events that occur outside of the physical workplace such as during business trips or company parties.

This policy prohibits discrimination or harassment based on the following grounds, and any combination of these grounds:

- Age
- Creed (religion)
- Sex (including pregnancy and breastfeeding)
- Sexual orientation
- Gender identity
- Gender expression
- Family status (such as being in a parent-child relationship)
- Marital status (including married, single, widowed, divorced, separated or living in a conjugal relationship outside of marriage, whether in a same-sex or opposite-sex relationship)
- Disability (including mental, physical, developmental or learning disabilities)
- Race
- Ancestry
- Place of origin
- Ethnic origin
- Citizenship
- Colour
- Record of offences (criminal conviction for a provincial offence, or for an offence for which a pardon has been received)
- Association or relationship with a person identified by one of the above grounds
- Perception that one of the above grounds applies.

It is important to note that people experiencing harassment may not outwardly object to the harassing comments or conduct. People may feel unable to object. For example, they may be in a vulnerable situation and be afraid of the consequences of speaking out. It doesn't matter if someone voices objections or not to the person making the unwelcome comments – they can still make a complaint and the behaviour can still be found to be harassment.

Definitions:

Discrimination: means any form of unequal treatment based on a *Code* ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people.

Discrimination may take obvious forms, or it may happen in very subtle ways. Even if there are many factors affecting a decision or action, if discrimination is one factor, that is a violation of this policy.

Harassment:

The *Occupational Health and Safety* Act defines workplace harassment as “engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.”

It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by this policy. Harassment can occur based on any of the grounds of discrimination.

Harassment is a wide range of behavior that a reasonable person ought to know is unwelcome; however, it also encompasses actions and activities that were once tolerated, ignored and considered horseplay or innocent flirtation, provided the individual who feels he or she is being harassed makes it clear that such behavior is unwelcome, inappropriate and asks that it be discontinued. Harassment may result from one incident or a series of incidents. It may be directed at an individual or a group of individuals but could also include comments or conduct that create an unpleasant environment. Harassment can also poison the work environment. Harassment means someone is bothering you by saying or doing things that make you feel uncomfortable or are unwelcome because of your sex, race, color, age, and ancestry, and ethnic origin, place of origin, citizenship, marital status, family status, sexual orientation, creed, handicap or record of offence. Harassment is a form of discrimination and can include: slurs, jokes, leering, and abuse of authority, assault, graffiti and offensive pictures.

Harassment and discrimination can take the following forms including:

1. **Discrimination-based Harassment**

Includes any verbal or physical conduct, that may reasonably be perceived as denigrating or showing hostility or aversion toward an individual because of the individual's race, colour, religion, gender, sexual orientation, national origin, age, disability, or other status protected by law, or because of the protected status of the individual's relatives, friends, or associates. This type of harassment includes, but is not limited to:

- a) Epithets, slurs, negative stereotyping, demeaning comments, including comments pertaining to a person's dress, accent or other cultural differences, or intimidating acts that are based on an individual's protected status; and/or
- b) Written or graphic material (whether by printed or electronic media circulated within or posted within the workplace that shows hostility toward or is demeaning to an individual or group because of his or her protected status.

2. **Sexual Harassment**

Generally there are two types of sexual harassment:

- a) Repeated sexual advances or solicitations made by a person where such person knew or ought reasonably to have known that the advance was unwelcome; and/or
- b) A reprisal or threat of reprisal for the rejection of a sexual solicitation or advance made by a person who is in a position to grant or deny a benefit.

Sexual and gender-based harassment: Sexual harassment is a form of harassment that can include:

- Gender-related comments about a person's physical characteristics or mannerisms
- Paternalism based on gender which a person feels undermines his or her self respect or position of responsibility
- Unwelcome physical contact
- Suggestive or offensive remarks or innuendoes about members of a specific gender
- Propositions of physical intimacy
- Gender-related verbal abuse, threats or taunting
- Leering or inappropriate staring
- Bragging about sexual prowess or questions or discussions about sexual activities
- Offensive jokes or comments of a sexual nature about an employee or client
- Rough and vulgar humour or language related to gender
- Display of sexually offensive pictures, graffiti or other materials including through electronic means
- Demands for dates or sexual favours.

Sexual Solicitation: this policy prohibits sexual solicitations or advances by any person who is in a position to grant or deny a benefit to the recipient of the solicitation or advance. This includes managers and supervisors, as well as co-workers or clients where one person is in a position to grant or deny a benefit to the other. Reprisals for rejecting such advances or solicitations are also not allowed.

Poisoned environment: a poisoned environment is created by comments or conduct (including comments or conduct that are condoned or allowed to continue when brought to the attention of management) that create a discriminatory work environment. The comments or conduct need not be directed at a specific person, and may be from any person, regardless of position or status. A single comment or action, if sufficiently serious, may create a poisoned environment.

Behaviours Constituting Harassment

- Differential treatment of employees or co-workers based on race, gender, ethnicity, etc.;
- Verbal or written comments, jokes, teasing, and/or other communication of a sexual nature;
- Demeaning language based on gender or sexual preference;
- Graphic comments about an individual's body;
- The use of sexually degrading words to describe an individual;
- The display of sexually suggestive objects and/or pictures in the workplace;
- Foul or obscene language and/or gestures;
- Unwanted physical conduct such as patting, pinching, and/or brushing up against another person's body;
- A promise of better treatment in return for sexual favours; and/or
- Indirect or expressed threats for refusal of a sexual request.

If a person does not explicitly object to harassing behaviour, or appears to be going along with it, this does not mean that the behaviour is okay. The behaviour could still be considered harassment under the *Code*.

Blue Elephant Daycare is committed to a comprehensive strategy to address harassment and discrimination.

Responsibilities of Managers and Supervisors:

- Promote a harassment-free workplace;
- Provide employees with information and instruction regarding the workplace policy and program with respect to workplace harassment including appropriate steps to be taken and investigation procedures;
- Take every reasonable precaution for the protection of the worker;
- Ensure employees understand who to contact regarding concerns about policy or when to report an incident;
- Model behaviour, which helps support a positive work environment;
- Ensure the workplace is free from harassment and discrimination;
- Respond to complaints brought to their attention.
- Respect the confidentiality and sensitivity of such issues;
- Document all information and investigation results;
- Request that an investigation into allegations of harassment be conducted where appropriate; and
- If witnessing harassment or elements of a corruptive or destructive work environment, take action.

Employees: will not act in such a way that what they say or do will not harass or offend others ie: co-workers, clients of Blue Elephant Daycare and should not ignore harassment whether it is happening to themselves or to others around them. Incidents should be reported to any supervisor.

Supervisor: Should realize that a commitment to a harassment free workplace includes setting a good example themselves; must respond quickly to actions or behaviors observed or reported to in violation of this policy or actions that are in any way discriminatory; must be able to know that their style of supervision does not tolerate, ignore or condone harassment or discrimination.

Managers and supervisors are responsible for creating and maintaining a harassment- and discrimination-free organization, and should address potential problems before they become serious.

All persons present in Blue Elephant Daycare are expected to uphold and abide by this policy, by refraining from any form of harassment or discrimination, and by cooperating fully in any investigation of a harassment or discrimination complaint.

Procedure: IF YOU BELIEVE YOU ARE BEING HARASSED, YOU SHOULD TAKE THE FOLLOWING STEPS:

- Tell the harasser to stop. Firmly state that the behavior is objectionable, unwelcome and must stop. You should keep a written record of the incident, along with the steps you have taken.
- If the activity or behavior does not stop after the person has been approached or in the event you are uncomfortable and do not want to directly approach the harasser, you should then discuss the incident with a person of authority.
- During the initial meeting, you should complete a written complaint of which a copy will be given to you. You will record a brief account of the offensive incident (s), when it occurred, the person (s) involved and the names of witnesses. It should be signed and dated and should normally be reported within six months.
- If a complaint is filed, the supervisor or director will do a proper investigation. It is absolutely imperative that the accused be given all the details of the complaint and be provided with the opportunity to respond to each allegation.
- You will be advised of the findings of the investigation and actions, if any, taken as a result of your complaint following of the investigation. When harassment or discriminate is proven, a termination of employment or placement may be the option.

Ontario Human Rights Commission: Everyone has the right to file a complaint directly with the Ontario Human Rights Commission. The Commission normally requires that a complaint be filed within six months of occurrence.

Police Complaint: If your complaint involves personal property damage, assault or sexual assault, you have the right to file criminal charges.

What should I do if I am accused of harassment?

Stop the behavior and apologize. As a general rule, any behavior that causes someone to complain should be stopped. Even if you don't think its harassment, upsetting behavior affects the workplace and makes it hard for people to work effectively. You should be aware that not correcting the inappropriate behavior after it has been pointed out could result in warnings and or immediate employment dismissal (for employees) or termination of your child's placement (For Client).

How are formal complaints resolved?

All formal complaints will be investigated by the supervisor and will begin within three days of receipt. The person who filed the complaint will be interviewed as will others who may have information. The alleged harasser (s) will also be interviewed and given the opportunity to respond to the complaint.

All the information will be collected in a confidential manner, documented, assessed in a spirit of fairness. When the facts support them, corrective actions will be taken to prevent further harassment. These could include education and training, reviewing and changing policies and procedures and disciplinary action. A summary of the investigation will be shared with the person who filed the complaint. Complaint files will be held confidentially. No record of complaint will be placed in the employee file with the exception of disciplinary letters.

Blue Elephant Daycare will not retaliate against an individual who reports a legitimate complaint under this policy nor will it allow any of its staff to do so. Retaliation is a serious violation of this policy and should be reported immediately. Any person found to have retaliated against another individual for reporting harassment will be subject to the same disciplinary action provided for harassment offenders.

Corrective Action

Any employee found to have engaged in conduct that violates this policy will be subject to discipline, up to and including termination of employment.

A Client (eg: Parent/Guardian) found to have engaged in conduct towards employees that violates this policy will be subject to a warning of a written letter based on the situation and can include termination of his/her child's placement at Blue Elephant Daycare. We can all work together for a harassment and discrimination free workplace.

BLUE ELEPHANT DAYCARE: WORKPLACE VIOLENCE POLICY – BILL 168 (APRIL 2021)

Scope: This policy covers all aspects of workplace violence committed by or to employees, volunteers, agents, contractors or clients of Blue Elephant Daycare while in the workplace, during work related field trips or travel or during any work related and/or social functions. We at Blue Elephant Daycare are committed to providing a supportive and respectful environment for our employees and have a zero tolerance policy for all acts of workplace violence committed to and by its employees, agents, contractors or clients. All acts of workplace violence which occur at Blue Elephant Daycare will be investigated by the appropriate authority, following which appropriate action will be taken.

At Blue Elephant Day Care, the health and safety of our employees is paramount. Priority is given to protecting our employees and our visitors and clients from violence and/or intimidating behaviors. Such conduct interferes with everyone's ability to perform their job. All employees and clients are entitled to a work environment free from violence and intimidating behaviors as prescribed by the *Occupational Health and Safety Act*.

By working together, and giving the utmost attention to the safety and well-being of each other, we will meet our shared objective of a healthier and safer working environment for all.

This policy shall be applied in accordance with the:

- *Occupational Health and Safety Act (R.S.O. 1990, c.0.1) and*
- *Criminal Code of Canada Sec. 264, 265, 37*

Definition of workplace violence

The *Occupational Health and Safety Act* defines workplace violence as:

- The exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker;
- A statement or behavior that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Violence includes verbal, physical or psychological assault or threat to an individual's well-being that has the potential to cause an injury of a physical or psychological nature

Workplace violence includes an act of violence committed by or directed toward one or more employees or volunteers during the course of work activities or in any way associated with these activities.

Forms of Workplace Violence

- 1) Violence by Strangers
 - Usually enters the place of work on the pretense of being a customer.
 - Normally commits robbery or other violent act.
- 2) Violence by Customers/Clients/Parents
 - May be an expected or unexpected situation.
- 3) Violence by Co-workers
 - Could include; current employee and manager, former employee and manager, a prospective employee, and may occur inside or outside the workplace.
- 4) Violence by Personal Relations
 - This includes spouse, partner, relative, or friend and usually occurs when a personal dispute occurs with the worker and enters the workplace to harass, threaten, injure, or kill the employee.

Behaviors Constituting Workplace Violence

Such threats or acts include, but are not limited to:

- Harming or threatening to harm any employee or guest;

- Damaging or threatening to damage property or the property of any employee or guest;
- Possessing a dangerous weapon or fire device on property without prior authorization;
- Engaging in stalking behavior of any employee;

Responsibilities of Employees

- Compliance with this policy is the responsibility of all employees;
- Employees must avoid any behavior or conduct that could reasonably be interpreted as a violation of this policy;
- Employees must maintain a work environment free from violence, and/or intimidation;
- Call 911 if the situation warrants it and you find a peer or yourself in immediate danger;
- Employees have a duty to disclose potentially dangerous situations to supervisors.
- Understand and comply with Blue Elephant Daycares values and beliefs and College of ECE code of conduct
- Report to the supervisor or any other management personnel any incident of workplace violence that come to their attention and
- Cooperate in any investigation conducted
- Employees are expected to assist Blue Elephant Day Care in its attempts to prevent and eliminate violence in the workplace.
- Nothing in this policy limits an individual's right to file a complaint with the Ministry of Labour should they feel the situation warrants such action.

Responsibilities of Director and Supervisor

- Assess risks of violence at Blue Elephant Day Care;
- Promote a non-violent workplace;
- Provide employees with information and instruction regarding the workplace policy and program with respect to workplace violence including appropriate steps to be taken and investigation procedures;
- Take every reasonable precaution for the protection of the worker;
- Inform employees of potential risk situations;
- Ensure employees understand who to contact regarding concerns about the policy or when to report an incident;
- Model behavior, which helps support a positive work environment;
- Ensure the workplace is free from violence;
- Respond to complaints brought to their attention.
- Respect the confidentiality and sensitivity of such issues;
- Respect work refusals if workplace violence is likely to endanger worker;
- Document all information and investigation results;
- Request an investigation into allegations of violent situations;
- If witnessing elements of a corruptive or destructive work environment, take action;
- If an employee is physically hurt due to workplace violence the Ministry of Labour will be contacted.
- Ensure all incidents of workplace violence is recorded and investigated in accordance with the procedures adopted in the daycare
- If warranted, arrange for the victim of any workplace violence to receive appropriate medical attention or counseling and
- Notify the police if the circumstances warrant.
- Will treat any form of violence that occurs in the workplace seriously regardless of the alleged perpetrator's position.

Process for Making Violence-Related Complaints

If employees have witnessed or experienced conduct which they believe to be inconsistent with this policy (examples which may warrant Police intervention are: physical assault, death threats or any verbal threat made where there is a clear expression of the intent or desire to cause injury) they have a responsibility to:

- Call 911 if the situation warrants it and you find a peer or yourself in immediate danger.
- Make the behavior/actions known to your Supervisor or the Director immediately.
- A written record of the action/behavior should be provided to the supervisor or Director including the dates, times, nature of the action/behavior, and witnesses (if any).

POLICE: Reporting and investigation:

All employees shall cooperate with the Police in the course of the conduct of their investigation.

Steps in the investigation include:

- if it is safe to do so, ask all witnesses and co-workers to remain at work site so as to be available to give statements;
- Supervisor/Director begins own investigation immediately
- Takes notes, photographs, videotapes etc.
- Speaks to witnesses personally and confirm statements; and
- Prepare privileged investigation and send it to counsel if it warrants that

Questions to ask:

1. When did it happen?
2. Where did it happen?
3. Who was involved?
4. What happened?
5. How did it happen?

Should an emergency arise, remove all children and staff to a safe place and one person calls 911.

Removal of a Person from the Workplace

Any person who makes substantial threats, exhibits threatening behavior, or engages in violent acts against employees, visitors, guests, or other individuals while on Blue Elephant Day Care's property shall be removed from the premises as quickly and as safely as possible, and shall remain off the premises pending the outcome of an investigation.

Employees are not to remove individuals from the premises. **Assistance must be requested from the Police.**

Investigation Process

- All complaints will be investigated promptly.
- All those directly involved and witnesses will be spoken with.
- Notes/statements will be prepared during each interview, reviewed by the person(s) being interviewed and signed for accuracy.
- Records or other documents relevant to the incident being investigated will be reviewed. (this may include safety reports, incident reports, work schedules, suspension forms, injury reports , complaints and observation notes and may involve taking pictures of the scene)
- Relevant collective agreement of employment contract language or organizational policies/ procedures will be reviewed
- A final summary/report of the investigation will be prepared.

Corrective action:

Any employee found to have engaged in conduct that violates this policy will be subject to discipline, up to and including termination of employment. Allegations of acts of violence are very serious, frivolous complaints found to have been made for improper purposes will result in disciplinary action being taken against the accuser.

A client found to have engaged in conduct that violates this policy will have his/her child's placement terminated immediately.

Failure to comply with provincial health and safety legislation and/or breach of duty of care towards a co-worker or client and found guilty of an offence and on conviction could lead to prosecution and, if convicted, a substantial fine and possible imprisonment.

Commented [BED1]:

Confidentiality

Employees should feel secure in knowing that their concerns will be handled discreetly and sensitively. As such, employee issues will usually remain between the employee, and their Supervisor. On occasion, however, an investigation may require consulting with another employee, Supervisor, Executive Director, the Board and Health and Safety Representative in order to ensure an appropriate resolution. In such cases, the employee will be consulted prior to involving others.

Reprisals: This policy strictly prohibits reprisals against an employee because s/he has brought forward a concern or has provided information regarding a concern under this policy. Any employee who commits or threatens reprisal against another employee for following this, or any of the Centre's policies in good faith, may be subject to discipline, up to and including dismissal for cause.

Review: All employees are responsible to review the policy and procedures annually for dealing with violence in the workplace; and recommendations for modifications to the daycare procedures for dealing with workplace violence will be made accordingly.

NAME OF POLICY: FRAGRANCE/SCENT FREE ENVIRONMENT POLICY

Date in effect: January 2, 2019

Intent: Blue Elephant Daycare realizes an increasing number of people have developed sensitivities to certain ingredients in chemicals that produce scents. Blue Elephant Daycare wants to support the creation of a scent free environment for all children, employees, parents/guardians, volunteers, placement students and visitors.

This policy applies to all children, employees and parents/guardians, volunteers and visitors who are asked to refrain from using, wearing, and bringing scented products and materials into Blue Elephant Daycare.

Procedure: To exclude the exposure of scents. All employees, parents/guardians, volunteers, visitors and placement students are encouraged to:

1. Use non-scented body products (e.g. perfume, cologne, lotions, scented hair products, etc...).
2. Refrain from the use of optional items that give off scents (i.e. any type of cigarettes, vapours, cannabis, air fresheners, potpourri and flowers).
3. Use the least toxic cleaning products, disinfectants and paints that are commercially available and store these products in tightly closed, ventilated areas away from children.
4. Ensure that signage informing staff and visitors of these guidelines are posted at the entrance to the building and in common congregation areas, such as cubby rooms. The signage shall state no scents.

If exposed, remove yourself from the exposure and report it to your supervisor as soon as possible for further action.

Resources: Additional Scent-Free Policies (Canadian Centre for Occupational Health and Safety)http://www.ccohs.ca/oshanswers/hsprograms/scent_free.html

This policy will be reviewed and can be changed because of experience or new knowledge.

PROHIBITED PRACTICES:

Blue Elephant Daycare does not permit the following practices:

- corporal punishment of the child
- physical restraint of the child, such as confining the child to a high chair, stroller or any device for the purpose of discipline or in lieu of supervision, unless the physical restraint
- Locking the exits of the Child Care Centre for the purpose of confining a child in a room or in an area without adult supervision
- Use of harsh or degrading measures or threats and language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth
- Depriving a child of basic needs of food (including liquids) clothing shelter or bedding, sleep, toilet use
Inflicting any bodily harm on children including making children eat or drink against their will

Discontinuation of Employment: Employment will be terminated at the discretion of the supervisor and/or director for failure to abide by the above prohibited practices. No notice will be given to an employee who fails to abide by the above policies

.Lack of work ethics and unprofessionalism in the workplace:

The following are also causes that can lead to progressive discipline up to and including dismissal:

- Falsifying, distorting or not disclosing pertinent information on the Application for Employment or other documents
- Violating health issues that create situations of neglect
- Violating safety procedures or contributing to unsafe conditions for children and/or staff
- Abusing, stealing or the unauthorized use of Centre property
- Possessing or consuming alcohol or controlled substances on Centre property
- Reporting to work while under the influence of alcohol or controlled substances
- Disclosing confidential information about the Centre or on the children

Anyone observing the mistreatment of a child must immediately contact Children's Aid Society. This is a legal responsibility.

**Blue Elephant Daycare Supervision of Students and Volunteers Policy –
July 2020: (No placement students and volunteers will be accepted during COVID-19)**

Date Policy and Procedures Established: August 2011 Date Policy and Procedures Updated: August 2017, February 2019

Purpose

Blue Elephant Daycare welcomes both placement students and volunteers into the various programs offered in our child care program. We believe it is a valuable part in gaining experience in a child care environment. Volunteers and students also play an important role in supporting staff in the daily operation of child care programs.

This policy will provide supervising staff, students and volunteers with a clear understanding of their roles and responsibilities. This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for child care centres.

Policy

General

Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive child care.

Students and volunteers will not be counted in staff to child ratios.

Additional Policy Statements

We will accept students from High School who need to do their co-op hours. We accept placement students doing their Early Childhood Education diploma from Ontario recognized colleges. We accept parent/guardian volunteers

Student and Volunteer Supervision Procedures: Roles and Responsibilities

The licensee/designate must:

Ensure that all applicable policies, procedures and individual plans are reviewed with students and/or volunteers before they start their educational placement or begin volunteering, annually thereafter and when changes occur to the policies, procedures and individualized plans to support appropriate implementation.

Ensure that all students and/or volunteers have been trained on each child's individualized plan.

Ensure that a vulnerable sector check (VSC) and annual offence declarations are on file for all students and/or volunteers in accordance with the child care centre's criminal reference check policy and procedures and Ontario Regulation 137/15.

Ensure that expectations are reviewed with students and/or volunteers including, but not limited to

how to report their absence; please call Blue Elephant Daycare and report your absence or email ahead of time to info@blueelephantdaycare.com

how to report concerns about the program; please speak to the Supervisor and/or the Director regarding any concerns observed. It will remain confidential. We will follow our progressive discipline policy.

Inform students and/or volunteers that they are never to be included in staff to child ratios or left alone with children.

Appoint supervising staff to the students and/or volunteers, and inform them of their supervisory responsibilities.

Inform students and/or volunteers of their duty to report suspected child abuse or neglect under the Child and Family Services Act.

Provide the volunteer/student with an orientation and tour of the daycare by providing information on hours of operation, program statement, age group etc. where to store belongings

If notified by the supervising teacher on any prohibitions or contraventions of any policies, the supervisor will use disciplinary measures including termination of the placement

Supervisor works collaboratively with supervising staff and students practicum supervising teacher
Supervisor acts as a role model for the supervising staff and the student offering suggestions, provides her input and feedback as needed

The supervising staff must:

Ensure that students/volunteers are never included in staff to child ratios.
Ensure that students/volunteers are supervised at all times and never left alone with children.
Introduce students and/or volunteers to parents/guardians.
Provide an environment that facilitates and supports students' and/or volunteers' learning and professional development.
Provide students and/or volunteers with clear expectations of the program in accordance with the established program statement and program statement implementation policy.
Provide students and/or volunteers with feedback on their performance.
Work collaboratively with the student's practicum supervising teacher.
Monitor and notify the centre supervisor/director of any student and or volunteer misconduct or contraventions with the centre's policies, procedures, prohibited practices or individual plans (where applicable) in accordance with the child care centre's written process for monitoring compliance and contraventions
The supervising teacher is a Registered Early Childhood Educator.

Students and/or volunteers must:

Maintain professionalism and confidentiality at all times, unless otherwise required to implement a policy, procedure or individualized plan.
Notify the supervisor or designate if they have been left alone with children or have any other concerns about the child care program (e.g. regarding staff conduct, program statement implementation, the safety and well-being of children, etc.).
Submit all required information and documentation to the licensee, supervisor or designate prior to commencing placement or volunteering, such as a valid VSC prior to commencement of placement.
Review and implement all required policies, procedures and individualized plans, and sign and date a record of review, where required.
Review allergy lists and dietary restrictions and ensure they are implemented.
Respond and act on the feedback and recommendations of supervising staff, as appropriate.
Report any allegations/concerns as per the "Duty to Report" under the *Child and Family Services Act*
Complete offence declarations annually, no later than 15 days after the anniversary date of the last VSC or offence declaration (whichever is most recent) in accordance with the child care centre's criminal reference check policy.
Provide an offence declaration to the supervisor/designate as soon as possible any time they have been convicted of a Criminal Code (Canada) offence
Must come in ahead of start of placement to be oriented on the daycare's policies
Takes the initiative to assist the supervising teacher when required (this could include housekeeping duties)
Provides evaluation papers to the supervising teacher ahead of time for completion
Communicates with the supervising teacher regarding a child's i.e.: change in behaviours, well-being of the child etc.

CHILD ABUSE POLICY TO PARENTS, GUARDIANS, TEACHERS

Date Policy and Procedures Established: April 2007 Date Policy and Procedures Updated: 2012 and 2013

Intent: This policy is to promote the best interests, protection and well-being of children. The Child and Family Services Act (CFSA) recognizes that each of us have a responsibility for the welfare of children.

As per the Child and Family Services Act amended in April 2000, a new law came by in effect concerning our obligation to report concerns about children who may be “in need of protection”.

Section 72 of the Act states that the public including professionals who work with children promptly report any suspicions that a child is or may be in need of protection to a Children’s Aid Society (CAS). The definition of “child in need of protection” because of suspected child abuse or neglect has been expanded for Children’s Aid Societies.

Every person who works in a child care setting and who has reason to believe that a child is being abused or neglected is required to report his or her suspicions directly to the Children’s Aid Society.

Who is a child in need of protection?

The Child and Family Services Act defines a child in need of protection as a child who is or who appears to be suffering from abuse and /neglect. The Act clearly states how you can identify these children in Sec. 72 (1).

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 failure to provide adequate care for, supervise the child or protect the child or 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 failure to adequately care for, provide for, supervise or protect the child, pattern of neglect in caring for, providing for, supervising or protecting the child
3. The child has been sexually molested or sexually exploited by the person having charge of the child or by another person where the person having charge of the child is aware of it yet fails to protect the child
4. There is a risk that a child is likely to be sexually molested or exploited as described above
5. The child requires medical attention to cure, prevent or alleviate physical harm or suffering and the child’s parent or the person in charge of the child refuses to consent to treatment
6. The child has suffered emotional harm demonstrated by serious anxiety or depression, withdrawal or self-destructive or aggressive behavior or delayed development. 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 part of the child’s parent or the person having charge of the child
7. There is a risk that a child is likely to suffer emotional harm as described above and the person in charge of the child refuses to give consent for treatment to remedy
8. There is a risk that the child is likely to suffer emotional harm of the kind described in (6) resulting from the actions, failure to act or pattern of neglect of the child’s parent or 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 (6) and that the child’s parent or the person having charge of the child does not provide or refuses or is unavailable or unable to consent to, services or treatment to prevent the emotional harm.
10. The child suffers from a mental, emotional or developmental condition that is not remedied could seriously impair the child development and the child’s parent or the person in charge of the child does not provide or refuses or unable to consent to treatment to remedy or alleviate the condition
11. The child has been abandoned, the child’s parent has died or unable to exercise his or her custodial rights over the child and has not made adequate provision for the child’s care and custody, for the child is in a residential placement and the parent refuses or is unable or unwilling to resume the child’s care and custody
12. The child is less than 12 years of age and has killed or seriously injured another person or caused serious damage to another person’s property. Services or treatment are necessary to prevent recurrence and the child’s parent or the person having charge of the child does not provide or refuses or is unable or unavailable to consent to those services or treatment.

13. The child is less than 12 years old 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 the person's failure or inability to supervise the child adequately.

The law says:

- Daycare staff do not have a choice if they suspect a child is or may be in need of protection. Staff must report their suspicions immediately to the Children's Aid Society.
- Operator or Staff can be fined \$1,000.00 for failing to report that a student is or may be in need of protection.
- When a report is being made by the Children's Aid Society, staff are required to co-operate and provide as much information pertaining to their suspicions. This information is otherwise confidential.
- If it is not necessary for staff to be sure of any proof. The law says that if staff have reasonable grounds to suspect child abuse or neglect, then it must be reported. Reasonable grounds is defined as what an average person would expect given his or her training, background or experience.

Blue Elephant Inc. is committed to meeting the legal requirements of the Child and Family Services Act. The safety of our students is a number one priority. Maintain strict confidentiality throughout the Daycare Centre. Observations of children are done daily on arrival and recorded and throughout the day.

What happens when a staff abuses a child or accused of abusing a child? (**Refer to serious occurrence policy**) **updated February 2016**

Our responsibility is to report an abuse if we suspect one. If a teacher abuses a child physically or sexually or suspected of abusing a child, authorities will be notified, Children's Aid Society notified and legal counsel sorted. Reports will be completed. If a staff is being investigated by CAS, the responsibility of the employer is to protect and ensure the safety of the children. Based on the nature of the allegation, the employer could take any of these actions:

1. Suspend the staff with pay
2. Staff will work alongside another employee and will be supervised/monitored by supervisor/director
3. Staff can be put in another role in the Centre that does not care for children.

The serious occurrence policies will be implemented and followed. If a civil action is brought the person reporting the allegation, there will be protection unless he/she acted maliciously or without reasonable grounds for the suspicion.

Concerns about the Suspected Abuse or Neglect of a child: Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

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

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

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Blue Elephant Daycare: Custody Policy

Date policy established: September 2016

Purpose: Address the daycares policy with respect to custody and access of children and any disputes which may arise regarding those issues amongst our families. We understand that as your child's caregiver we often end up in the middle of disputes that arise between parents/guardians. As a result, and in order to protect the interests of the children and the providers alike, we feel it is important to explain the daycare's policy and legal position on these issues.

When you first enrolled your child at the daycare, you were provided with an enrollment form which indicates Guardian's information. If any information changes, it is your responsibility to provide an update to the Supervisor and in any event on an annual basis. The information is critical to our continued reasonable service to you as parents and your child/children.

Although the facts of each case may differ and the circumstances may offer a different response in a particular scenario, there are generally three (3) possible categories into which a family in conflict may fall:

1. Parents are not separated but have raised access concerns with the daycare
2. Parents are separated but there is no legal documentation to confirm the custody and/or access arrangements with respect to the child
3. Parents are separated and there is a current court order governing the rights and obligations of the parents

Under Scenario #1, you and your spouse or partner are equally entitled as parents to the same access to your child. The concerns expressed by one party about the other by telephone to the daycare are not legally binding. The daycare has no option but to release the child to either parent should either legal parent present himself or herself to the daycare, in this scenario. Any concerns that a parent may have under this scenario should be addressed by court order and then the daycare will be in a position to act on that order.

In Scenario #2, it is vitally important that the daycare understand that there is a separation and that have knowledge of where the child resides, preferably in writing by the parent. Under the law of Ontario, if parents are separated and the child resides with one parent or the other parent, the parent with whom the child resides has the right to provide instruction to the daycare regarding the pickup and drop off of that child absent a court order to the contrary. The other parent with whom the child does not reside does not lose their rights to access that child unless there is a court order indicating the same. We can therefore not prevent a parent from attending at the daycare and seeing the child, even if the party with whom the child resides objects to that type of visit. That is not to say, however, that we will permit parents to have lengthy visits with their children at the daycare, as that would be disruptive to the daycare environment, but if the parties are separated and have any specific concerns relating to the safety of the child those concerns should be addressed with a judge and a court obtained order. That order should then be provided by the daycare to act upon. Absent that court order, the daycare cannot act upon the arbitrary requests of the parents. This is, of course, subject to the daycare's overarching right to protect the safety of the child if they have their own specific concerns regarding the same, but those concerns must be founded and the daycare must act reasonably.

With respect to Scenario #3, we would prefer to see all parents with custody and access issues fall within this scenario. If a court order is obtained, the court order shall specify who has custody of the child and what the access arrangements are with respect to any child, if any. Should there be any disputes arising from the interpretation of clauses of an order, the daycare will be at liberty to take a reasonable interpretation of the wording of the order with consultation from their solicitor, and they will advise the parents regarding the position that they have taken. Should either parent dispute the interpretation of the wording taken by the daycare then either parent is at liberty to seek an amendment to the language of the order so as to clarify their respective positions. The daycare will not be held responsible for the consequences of taking reasonable interpretation of a court order.

You should be aware that in the event a situation arises which does not fall easily and squarely within one of these categories, the daycare has been encouraged to contact the police to assist them to resolve any disputes that may arise between parents specifically relating to the safety of the child. At all times, the safety of the children is our paramount concern and to the extent we can avoid police intervention we will do so. However, if it is necessary, we will contact them and deal with the situation in as discrete a manner as possible and so as to minimize the impact on the children.

We must remind you that the onus is yours as parents to advise the daycare of any changes. The daycare can only react to the documentation that is on file and it is therefore your obligation as parents to ensure that the daycare is fully informed. We will at all times act in a reasonable and responsible manner, but it will also be in a manner which is consistent with the law of Ontario as we have been advised by our legal advisers. The daycare staff are solely interested in what is best for your children and will do the utmost to protect those interests. In carrying out that duty, the daycare staffs deserve your respect and fair treatment and will not be placed in the middle of disputes between parents. You as parents have an obligation to resolve those disputes and provide clear and concise instructions to the daycare relating to the care of your child.

INCLUSION POLICY

Date Policy and Procedures Established: April 2008

Date Policy and Procedures Updated: July 2018

Legal obligations and government policy:

The Canadian Charter of Human Rights and Freedom - All individuals must be treated equally, regardless of their race, national or ethnic origin, colour, religion, sex, age or mental and physical ability.

Canadian Human Rights Act – Employers and service providers are required to accommodate special needs, including those of people with abilities, short of undue hardship.

Purpose: The purpose of this policy is to make reasonable accommodations to embrace differences and abilities. No matter how different we are, we share a basic human need to belong, to participate and to contribute. Inclusion provides this connection, as it not only improves basic quality of life, but it also allows for individuals to feel empowered and in control of their life choices. We are striving to create a system that uses the words “we can include your child” and a system that supports the placement of the child in our daycare.

What is inclusion?

Inclusion is a set of practices and beliefs that involve educating all children regardless of ability, in their neighborhood daycare or preschool with appropriate supports and necessary services. All children have the right to be cared for in their daycare environments within their own community that can meet their needs, and help them grow and develop to their fullest potential. We memorialize child’s uniqueness at the same time making sure they have a sense of belonging. Each child is treated as their own individual self and is given the respect for what he or she is.

Principles of Inclusion:

Acceptance of diversity: Fairness is giving every child what they need, not just what everyone else has. Fair does not mean equal.

Willingness to address individual needs: Each child is working to his/her greatest potential regardless of what other children in the class are doing.

Use of reflective practice: The teacher is able to be flexible based on the needs of the day and recognize that these may change daily based on the individual child.

Encouragement of collaboration: The class teacher and resource teacher (if any) work collaboratively in the same class to meet the needs of all children.

Active development of a program that is inclusive of all children: Opportunities to be provided to all children for both child-directed and teacher directed activities. There should be a balance between small group and large group activities to build relationships and provide the supports needed to make children successful.

Supporting the inclusion policy where all children belong:

- Our philosophy and mandate supports this policy in its statement.

- Program plans reflect individual planning based on child's interest/developmental needs
- Materials in the classroom support diversity eg: puzzles, books, pictures, people figurines, variety of paint colors and paper
- Support communication by using visual schedules, labeling the environment with pictures and printed words, providing behavioral cue cards, choice boards etc.
- Provide opportunities for imitation including duplicate toys, and activities for more than one child.
- Support and encourage independence by offering choices and allowing the opportunity for independent exploration.
- Involve instead of isolating by teaching skills and encouraging skill development within the child's preschool grouping. eg: putting on shoes can be taught during the group dressing routine to provide opportunities to watch others
- Encourage problem solving between children so that children learn to share, respect and take turns.
- Appreciate similarities and celebrate differences among children.
- Build partnerships between families and their support system to reflect involvement, input and ongoing collaboration.
- Staff participate in training in order to understand and become skilled at using strategies and techniques. Staff work with Peel Inclusion Resource Services (PIRS) to get support and guidance. See Peel Inclusion Resource Service (PIRS) Memorandum of understanding Attached.
- Staff conduct regular observations of children, know the program and children well and provide opportunities for learning based on child's interest and needs.
- Activities and routine are modified and adapted to include all children
- Blue Elephant has a one month written withdrawal notice for parents when they withdraw their child. However, exceptions are made based on the situation and circumstances.
- Parents are provided with a variety of resources ie: parenting workshops, Unlock Food (formally called Eat Right Ontario, Peel Health for nurse, CDRCP (Child Development Resource Connection Peel), information on fee subsidy when they have questions and are looking for support and information.

We believe that all children will develop to the best of their abilities if they have a positive, nurturing, secure developmental environment that promotes physical, social, emotional and cognitive growth.

People First Language: Putting the person first and the disability/special need second encourages equity and dignity by focusing on the person rather than the disability/special needs. Eg. Say child with special needs rather than special needs child.

Accountability: Blue Elephant Daycare will have all staff, director and operator review and sign off on its Inclusion Policy and Procedures annually to ensure it is current with respect to language and legislation. Our inclusion policy is in our Parent Handbook.

Cubby

Every child has a hook and cubby for their clothing. A complete set of extra clothes must be left in your child's cubby at the Centre. In order to help identify your child's belongings, please label (initials are fine) all clothing. Although all paints and markers are washable, we suggest children wear comfortable, washable clothing you won't have to worry about being spoilt.

Footwear for both indoor and outdoor use should be either running shoes or gummed sole shoes for safety. Please note that flip-flops, sandals or hard-soled shoes are unsafe and not comfortable for children. For children in diapers, please send a supply of diapers, cream, wipes every week.

Please bring in a blanket for your child at nap time. This blanket will be washed at daycare every Friday or more often as needed. Please send a light flannel blanket in the summer. In the summer, please send a hat and sunscreen block. In the winter please ensure your child wears a snowsuit, snow boots, hat, mittens and neck warmer.

Children are at risk of strangulation from loose strings, or scarves. Please remove drawstrings from clothing. Glove or mitten clips are safer than strings. Clothing should have easy closure to encourage children to dress themselves independently.

Hours of Operation: Our hours of operation are 7 a.m. to 6 p.m. – Monday to Friday.

We are closed on Statutory Holidays. Fee payment continues throughout the year irrespective of statutory holidays, vacation time or sickness.

The daycare is closed on statutory holidays. Fee payment continues.

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

School Year – Our school year is from **September to August**. Posted dated cheques are required for this period.

Photograph Consent: (July 2020: DURING COVID-19 there will not be any photographer coming to daycare)

During the year we do have a professional photographer who will come in to take class and individual pictures of your child. You have the option to purchase these photos or not to. A consent form is attached to the information booklet that you received when registering your child. From time to time the daycare may take photographs of your child interacting in class or during field trips. You have the option to give or not to give your consent for photos to be taken of your child. These pictures are solely used for our daycare album or to have them in the classroom.

Blue Elephant Daycare Photos and Video Policy: (July 2020: During COVID-19 there will not be any public events)

Parents/guardians will be allowed to take photos/videos of their own children only during special events. For example, the Winter Concert, Summer Concert etc. In order to safeguard and respect the privacy of the parents and children, please do not post photos and/or videos on the internet and/or social networks if other people's children have been captured in these images. Parents/Guardians will not be allowed to take photos/videos during class time. Blue Elephant Daycare will not post photos and/or videos of children on the internet. Blue Elephant Daycare will post photos in the daycare only. If any pictures or videos are taken of children that are posted, it will be with children's backs and no faces exposed.

Video Surveillance policy – Blue Elephant Daycare

Established September 2017

Video Surveillance System: refers to a video, physical or other mechanical, electronic, digital or wireless surveillance system or device that enables continuous or periodic video recording, observing or monitoring of specific locations on Blue Elephant Daycare property and the actions of individuals in those specific locations.

Personal Information: is recorded information about an identifiable individual which includes, but is not limited to, the individual's race, colour, national or ethnic origin, sex and age.

Purpose/Reason for Policy: This purpose of this policy is to regulate the use of video surveillance and recording on Blue Elephant Daycare premises. Information obtained through video surveillance will be used exclusively for law enforcement purposes, which must relate to the protection of students, staff and the public, or the deterrence or detection of criminal activity, including theft, vandalism, or other property damage.

Scope of this Policy: Video surveillance is used for purposes relating to safety of individuals and security of the building and property. In furtherance of these purposes, video surveillance is used to monitor exterior areas of the property ie: entrances and exits of building and parking lot where there is no reasonable expectation of privacy.

This policy only applies to video surveillance activities necessary to enhance the security and safety of people and property on Blue Elephant Daycare premises. This policy has been created in accordance with the Guidelines for Using Video Surveillance Cameras in Public Places as issued by the Information and Privacy Commissioner of Ontario, September, 2007 and the Ontario Freedom of Information and Protection of Privacy Act (the Act), both of which outline the obligations imposed on institutions with respect to the protection of the privacy interests of individuals.

Policy Statement:

Video surveillance of Blue Elephant Daycare premises will be conducted in a professional, ethical and legal manner, in accordance with the following principles:

- a) Video surveillance must be conducted in accordance with the laws of Ontario and Canada;
- b) Video surveillance will be used only where it is demonstrably necessary for the purposes of enhancing the safety of persons, or for the deterrence of theft or destructive acts, such as vandalism and graffiti.
- c) Video surveillance will be used only by Blue Elephant Daycare Management and Property Manager of Blue Elephant Daycare.
- d) Appropriate signs and notice of video surveillance must be posted in areas subject to video monitoring;
- e) The recording medium must be handled in a manner that maintains the integrity and security of the recorded information;
- f) All recorded information shall be destroyed after three months excepting information specifically awaiting review by law enforcement agencies, information seized as evidence, or information that has been duplicated for use by law enforcement agencies.
- g) When video surveillance footage is being displayed by authorized employees on a video monitor, the monitors will be in a position that cannot be viewed by others.
- h) The video surveillance system will be subject to periodic audit.

Responsibilities:

Blue Elephant Management and Property Manager are responsible to operate and monitor the video surveillance system(s) when and as directed.

Special Events: There are numerous fun and exciting events that Blue Elephant Daycare organizes that involves the parents throughout the school year. (July 2020 – During COVID-19), there will not be public events.

Halloween party with children (October)	Winter Solstice Get together with parents/children (December)
Valentine Party with children (February)	Spring Party with children (April)
Summer Get together with parents/children (June)	

Thank you for taking the time to read all our policies and procedures. If you have any questions, comments, concerns or would like to provide us with your feedback and experience, you can always email us at info@blueelephantdaycare.com or call the supervisor, Georgina Halul or Christine Dourado, Director at 905 891 1279.

Our sincere thanks to each of you for your cooperation, support and working with us to meet your child's learning and developmental goals and needs successfully.