



**Eramosa Learning Academy
Camps
Parent Handbook
January 2024**

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Programs

Eramosa Learning Academy (ELA) Camps offer high quality programs for children of Junior Kindergarten age up to Grade 6 in a licensed camp setting during the regular school holidays. ELA camps are located within the city of Guelph as well as Eramosa township.

The Guelph location offers programming with a focus on STEAM (Science, Technology, Engineering, Arts and Math) activities.

All programs are licensed by the Ministry of Education and led by qualified staff - (Registered Early Childhood Educators, Ontario Certified Teachers, Child and Youth Workers and Leisure and Recreation program graduates).

Guelph Location: Harcourt United Church, 87 Dean Avenue, Guelph. N1G 1L3

Rockwood Location: St. John's Anglican Church Hall, 115 Main Street. Rockwood. N0B 2K0

ELA camps operate during the following hours and days of year:

Regular Hours: 8:00am to 4:00pm

Extended Care: 7:00am to 8:00am and/or 4:00pm to 5:30pm

Each day of operation as listed below.

Christmas/Winter Holidays: minimum 4 consecutive days up to a week at the end of December or early January when schools are closed.

March Break: designated by the local school boards, one full week (5 days) in the middle of March.

Summer Holidays: weekly sessions for 8 or 9 weeks during July and August when schools are closed, beginning on or around July 2nd until the designated Labour Day Statutory Holiday.

All statutory holidays are observed and ELA camps will be closed on those dates.

In the event of inclement weather, administration will decide by 6:15 am if programs will remain open.

If ELA Camps are closed due to inclement weather, information will be communicated to the local radio station – Magic 106.1

What to bring to camp

Lunch and snacks

Indoor shoes

Refillable water bottle

Hat, sunglasses, sunscreen (summer)

Toque, mittens, neck warmer (winter)

What NOT to bring to camp

Peanut products

Toys

Cell phones or electronics

Valuables or money

Drop off and pick up

ELA camp staff and parents must ensure that a clear “transfer of care” happens at both drop off and pick up. There must be contact between the parent/guardian and staff at these times to ensure that every student is safe. **Students must be dropped off into ELA camps designated areas with supervision.** Staff will not release students until they have physically seen the parent/guardian who is picking up. If someone other than a parent/guardian is picking up a student, parents are asked to inform staff. Parents should inform anyone picking up their child that they may be asked for ID. Parents/guardians are asked to inform ELA if your child is going to be absent from the program for any reason (all contact information is on the last page of this manual). For safety and liability reasons, ELA camp staff will not release a student to anyone under the age of 18.

Please see the Addendum at the end of this handbook for our updated Safe Arrival and Dismissal Policy which came into effect on January 1st 2024.

Use of host facilities

ELA camps enter into a lease agreement with our host sites to rent the spaces in which we run our programs. These agreements allow ELA camps to use designated areas of the host site. Areas other than those specified on the contracts are off limits.

Parents/guardians/siblings and students are asked to adhere to this policy and are not permitted to enter any other parts of the building. Drop off and pick up must be through the designated entrances and exits at each ELA camp site. Staff can assist with any questions regarding the above conditions.

Mission and Program Statement

Eramosa Learning Academy (ELA) camps are committed to providing a high quality program that assists families by providing a safe, reliable and nurturing program.

ELA camps will focus on providing a respectful camp environment that fully supports the Four Foundations of Learning as identified in “How Does Learning Happen” Ontario’s Pedagogy for the Early Years.

Our programs are consistent with Ministry of Education policies, pedagogy and curriculum and the Legislative and Regulatory requirements for licensed child care centres as set out under the Child Care and Early Years Act, 2014 (CCEYA) and Ontario Regulation 137/15.

In line with the Minister of Education's Policy Statement on Programming and Pedagogy. (June 8th 2015), our program statement is a living document and reflects a number of Ministry

documents which include:

- How Does Learning Happen? Ontario's Pedagogy for the Early Years
- Think, Feel, Act: Lessons from Research about Young Children.

Our Program Statement will be reviewed and revised annually to reflect the best possible practice.

ELA camp staff view our students as capable, curious and rich in possibilities. They and their families are effective partners in working with us to create safe, nurturing, engaging and stimulating environments in our camps.

Our programs reflect the four foundations of How Does Learning Happen?:

- Our students feel a sense of **belonging** when they are able to make contributions to the environment around them, their contributions are valued and they are able to form relationships with others and feel a sense of connection.
- Our students are able to develop an understanding of the importance of physical and mental health and **well being**, focusing on self-care, a sense of self and self-regulation skills.
- Our students are involved and **engaged** and are able to develop and build skills such as problem solving, creative thinking and innovating. Our Educators realise that by providing our students with opportunities for self-exploration, inquiry, and age-appropriate risk, the students are acquiring life skills which will take them beyond our programs.
- Our students are capable and effective communicators and are able to **express** themselves through many mediums.

The Child Care and Early Years Act (2014) (CCEYA) includes a number of goals for every licensed Child Care program in Ontario and ensures that each program outlines their approaches on how they will meet those goals:

Goal A: *To provide a safe environment while encouraging students to make healthy and nutritional choices that support healthy development, well-being and a growing sense of self.*

Approaches: ELA camps meet all of the MEDU requirements under Health and Safety by providing annual Public Health inspections, Fire Certificates and Water Flushing and Lead Testing Results. Our camp staff promote the health, safety and nutrition of every student by providing a safe and clean environment while including students in the process so that they are able to understand the importance of safety, responsibility and accountability. Snacks and lunches are monitored and healthy habits are encouraged and explained. All staff familiarize themselves with any Allergy Lists that are posted in our rooms and demonstrate awareness of the protocols outlined on any Allergy Individual Treatment Plans.

Playground checks will be conducted daily, monthly and annually.

All ELA camp staff, volunteers and placement students undergo an orientation process, prior to working within our programs, which includes introductions to our Program Statement and our Staff Manual/Policies and Procedures.

All staff are required to review the Policies and Procedures on an ongoing basis during site meetings to continue their awareness and implementation. They are also provided with a copy of the Staff Manual for their own perusal (electronic copy).

Goal B: *To encourage and support positive, responsive and meaningful interactions*

between students, Educators, parents and the community at large. Includes Prohibited Practices identified in the Child Care and Early Years Act (2014).

Approaches: ELA camps recognise that qualified, well-trained and responsive staff are the key to facilitating this goal and during the hiring process, these qualities are forefront in any interviews that occur.

Staff encourage all students to communicate in a positive way and support them to self-regulate (defined as the ability to deal with stress and recover from it) through role-modeling and age-appropriate coaching. The ability of our staff to build strong relationships with our students does have an impact on how each student learns to self-regulate. If students are provided with experiences, support and encouragement as they interact, they will grow confident in their abilities to manage. Students are provided with opportunities to develop self-regulation skills and be successful. Staff recognise each student's individual stressors and provide them with the appropriate and necessary resources and skills to cope with and reduce their stress.

Staff, on a continuing basis, observe, reflect upon and adapt the learning environment and programming in order to support each student as they learn to self-regulate. All of our classrooms provide a cozy, private area for students to go to if they are feeling stressed and need space to cope effectively.

Interactions between our staff and students remain respectful, safe and supportive, The Staff Manual provides detailed information that staff will use to promote self-regulation and coping skills in students and implementation is reviewed consistently during informal meetings with staff. The Camp Supervisor will monitor interactions ensuring that they align with our program statement and beliefs.

"Time out" is not to be used at ELA camps for any reason.

Prohibited Practices:

- Corporal punishment of the child;
- Physical restraint of a child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else

and is used only as a last resort and only until the risk of injury is no longer imminent;

- Locking the exits of the child care centre for the purpose of confining the child or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- Inflicting any bodily harm on children including making children eat or drink against their will.

Contravention of the above prohibited practices will result in the issue being addressed according to the strategies outlined in the Program Statement Implementation Policy.

At ELA camps, our goal is to always work together with parents/guardians to ensure that each of our students succeed in our programs. However, if a student displays disruptive, destructive, physically or verbally abusive behaviour towards other students, teachers, anyone else and/or property, the following steps will be followed:

- staff will stop the behaviour in a calm but firm manner
- staff will redirect the student, accompanying them if needed to another activity and/or assisting them to calm
- when the student is calm, the staff will talk to them about the behaviour
- staff will assist the student in finding acceptable behaviour when faced with situations that challenge them
- the student (assisted by staff if needed) will complete a self-report form to discuss with their parents

If the behaviour continues after the above steps have been taken, a parent/guardian may be called to take the student home.

If the behaviour continues after the above steps have been taken, a parent/guardian may be called to take the student home and there may be a one day suspension from the program.

If the behaviour continues and our staff have worked closely with the student and parents over a period of time, employing agreed upon strategies, and none of the solutions employed are effective, the family may be asked to find alternative camp arrangements.

There may be situations where it is not the behaviour of the child but that of the parent/guardian that may result in termination of care from our program. At ELA camps, we expect that parents/guardians and all other adults entering our site will behave in a courteous, respectful manner as outlined in the policies of this handbook. If, at any time, an adult's

behaviour is deemed threatening, abusive or inappropriate, we reserve the right to terminate care without notice. Fees will be reimbursed on a pro-rated basis.

Goal C: *To provide an environment where students are able to engage in active, creative and meaningful exploration, play and enquiry (HDLH page 37).*

Goal D: *To provide a responsive program where students are viewed as active participants in their own development and are able to learn through exploration and observation.*

Goal E: *To ensure an environment where students are viewed as active participants in the program and are encouraged to initiate their own play and exploration with support from Educators when and where it is needed.*

Goal F: *To promote an environment that plans and creates experiences where the learning and development of each student is supported.*

Approaches: Based on observation and through engaging with our students, camp staff know that students learn best by being involved in the program and by pursuing their own interests and ideas.

Our staff act as ongoing observers, listeners, responders, facilitators and provocateurs, gathering information from the students and offering initial resources and activities that the students can choose, explore, investigate, adapt and direct.

Students are engaged through play, experimenting with different materials, manipulating objects, acting out roles and problem solving. This allows them to expand their own critical thinking skills, ask questions and make sense of the world around them.

Staff ask questions to provoke student's thinking and engage as co-learners along with each participant.

Staff realise the value of child-directed activities and teacher-directed activities and are able to adapt to either direction as the experiences unfold, recognising opportunities to stimulate student's thinking and create meaningful programs..

Each student is recognised as an individual with their own unique qualities of gender, ancestry, culture, ethnicity, race, religion, language, socioeconomic status, family environment and developmental abilities.

Staff view each student and their families as valuable contributors and plan programs to reflect their diversity and enrich the environment. In responding to the uniqueness of each student, their family and community, our programs support their learning and development. We believe that inclusive programming leads to a sense of belonging in our programs for each student and their family.

Staff encourage students and families to use our programs and classrooms to reflect their diverse social, cultural and linguistic perspectives so that they can see themselves reflected in the environment.

Goal G: *To provide a program that responds to the physical needs of the students on both an individual and a group basis, taking cues from the students and allowing them to steer the program as they become increasingly aware of their own abilities to self-regulate.*

Approaches: As our staff build responsive and supportive relationships with each student, they become attuned to the moods and dynamics of not only the individual student but also the students as a group and are able to plan and adapt the environment, schedule and activities as needed.

Our camps provide space and resources for individual, small group, large group, active and quiet activities. Students are encouraged and coached to make their own choices based on how they are feeling and what they are interested in at that time. Choices are respected and students are supported in communicating appropriately with their peers.

Staff realise the value of outside play and schedule and engage in activities to promote large motor skills, participation, team building, fair play and inclusion.

The importance of engagement is recognized and students are allowed to become fully engrossed in an activity, thus reducing the sometimes inevitable stress of specific, timed transitions. Resilience is modeled by allowing flexibility in program schedules depending on the interests and focus of the students.

Goal H: *To build strong and collaborative relationships with parents ensuring that they are visible and active partners with our staff while their child attends the program.*

Approaches: Our belief is that our families are the experts on their children. It is integral to a successful program for all if there is a collaborative and cooperative relationship between our staff and families. We want our families to have the support of a high quality, safe, reliable and licensed program which will provide peace of mind while they work. We demonstrate trust, respect, integrity, empathy and care in our relationships with our families and view them as partners whose influence is invaluable as we strive to meet the needs of our students.

Our staff use bulletin boards, display boards and any available space in our rooms to share the students learning with their families. Documentation takes the form of photographs, learning stories (written by both the students and staff), artwork, 2D and 3D creations and any other medium that the students want to use. Students are encouraged to invite their families into their classroom to share their experiences.

Communication and interaction with our families is part of our daily program, when knowledge is shared, it enhances the relationship and parents are secure in the fact that their child is a member of our family and their contributions are noticed and valued. Communication may come in all forms e.g. in person, by phone, by email and is facilitated by all staff at ELA

camps.

Any concerns that are brought forward by parents/guardians will be dealt with in a thorough, professional and respectful manner. Parents/guardians are encouraged to bring forward any issues or concerns that may arise to our staff.

If the problem is not resolved then the Licensee/designate can be contacted and a meeting will be scheduled between the parent/guardian, staff and the Licensee/designate to discuss strategies and solutions. We also have a detailed Policy related to Parent Issues and Concerns that clearly outlines the procedures for all parties to follow.

Goal I: *To build collaborative relationships with local community partners in order to provide our students with opportunities to explore and learn outside of the program.*

Approaches: ELA camps value community partners and their support, contributions and involvement in our programs. Our staff can direct parents to any needed support systems. As our program is operated in host buildings, our relationships with the host communities are vital to the success of our program. Staff maintain these relationships at all times by continuing respect, communication and collaboration. Our staff make themselves known to members of the host community and engage in ongoing dialogue on a daily basis. Staff are encouraged to plan walks and activities that involve the local community, facilitating the exploration of local neighborhoods and history.

Goal J: *To support the continuing professional development of staff as they acquire a secure knowledge base in order to be effective co-learners with our students.*

Approaches: During our hiring process, a priority for ELA camps is to recruit candidates who are enthusiastic and passionate about continuous professional development. Our staff are encouraged and supported to stay up-to-date with current information in the field of Child Development and Education and to reflect their learning in all aspects of the program. Management are committed to keeping staff notified of any professional development opportunities that arise in the local community and beyond and do so through email and verbal notification. Staff are compensated for the time spent on professional development as well as any registration fees or supplies required.

Management also provide in-house professional development which is directly linked to ELA camp policies and procedures, specific situations that staff deal with, directives and current practices that come from the Ministry of Education and any other topics that staff request to be included. Staff are also asked to share their own professional development learnings during staff meetings which is, in itself, an opportunity for growth.

Staff are encouraged to engage in critical reflection and discussion with their team members and other colleagues about pedagogy and practice in order to support continuous learning and growth.

Goal K: *To ensure ongoing review and evaluation of ELA - Harcourt goals and approaches*

called to pick up their child.

All eggs and live lice must be removed before the student will be allowed to return to the ELA camp.

Other parents will be notified that the program has been exposed to head lice.

All information regarding any of the above situations will be documented in the program log book.

Medication

ELA camp staff can be authorized to administer both prescription and non-prescription medication to students. A medication form should be filled and signed by the parent or guardian before medication can be administered.

All medication must be in an original container. Prescription medication must be labeled by the dispensing Pharmacy, showing the student's full name, name of drug or medication, date of purchase, dosage, instructions for administration and storage instructions.

Specific instructions must be given as to when the medication needs to be administered. If Parents/Guardian require that the medication be given **as needed** – they must identify specific conditions or symptoms that staff must observe in order to administer the medication e.g. medication to be given as needed when the student is coughing.

Parents must ensure that all medication is given to camp staff so it can be stored appropriately. Medication must be kept in a locked container and be inaccessible to students at all times. If the medication needs to be refrigerated, it must be kept in a locked box, in the fridge located in the kitchen adjacent to the gym.

In the case of medication that is stored in a student's backpack (Epipen, Asthma inhalers) or in a fanny/storage pack on a classroom binder, the backpack or fanny/storage pack must be inaccessible to students at all times. Staff are responsible for ensuring that medication is inaccessible to students.

Epipen/Inhaler procedures

We may have a number of students who attend our camps that do use an Epipen or an Inhaler to treat severe allergies and Asthma. Epipens and Inhalers can be stored in a student's backpack, in a designated storage pocket for quick access (the back pack must be stored in the program classroom and be inaccessible to students). Alternately, the medications can be stored in a fanny/storage pack. All medications must be inaccessible to students at all times both inside and outside.

Parents/guardians are asked to inform ELA camp staff of any changes regarding a student's Epipen or Inhaler and are asked to check expiry dates on all medication provided.

Smoking

Smoking is not permitted in or around any ELA camp location and playgrounds as directed in the Smoke-Free Ontario Act.

No smoking signs are posted in each camp space.

and their impact on students and their families.

Approaches: Staff understand the need to reflect on a daily basis and assess their program and environment to ensure that it is meeting the needs of each student and that the environment is set up according to the interests of the group.

Through daily communication with students, colleagues and families, Educators are able to assess the impact of our goals and approaches to ensure that they remain current and effective and are truly reflecting a pedagogical approach whilst meeting the needs of our students and families. Staff use various forms of documentation to reflect the daily happenings in our program, this assists them in planning future experiences and gives meaning to what the students do and experience. Our documentation also provides an opportunity to make the students' learning and understanding of their world visible – to themselves, to each other, to their families and to our staff. Students are able to see their developmental growth over a period of time. Documentation of the program also allows a dialogue with families about their child's experience and an invitation to parents to add their own documentation about their child's learning. Through discussion during informal and formal staff meetings, the goals and approaches contained in our Program Statement will be reviewed and reflected upon and our living document may be updated and modified as our stakeholders and programs dictate.

Parental Custody and Access

With the challenges of separation/divorce, there may be communication issues and stress for both the family and ELA camps. Please understand that we will only follow instructions that are outlined on legal Court Documents. Parents/Guardians are responsible for ensuring that ELA has all required Court Documents and any updated information.

Parent Intoxication

If a parent arrives to pick up their child and ELA camp staff deem that the parent is under the influence of alcohol or drugs (observing physical appearance, behaviour and/or odour from clothes/breath, staff will request that the parent call the other parent/emergency contact or a taxi to transport them and their child home. If there is any resistance to this request then staff are obligated to call the police to ensure the safety of all involved.

Outside play and neighbourhood walks

Eramosa Learning Academy (ELA) - Harcourt does not have a designated playground on site. Gross motor activities may take place within the gymnasium on inclement weather days. Outdoor programming will include using the grassed area adjacent to the camp host building, neighbourhood and community walks as well as use of the neighbourhood park which is a short distance away. Students will be supervised at all times and will be expected to walk safely when off the camp premises.

Safety

Safety is a priority and our students are supervised at all times when they are in our camps.

Staff are required to continuously monitor toys, activities, crafts, equipment and environment for any hazards and act accordingly. The outside environment is checked daily before the students are able to go out and staff ensure that they are always aware of where the students are playing and that the activities are appropriate.

Every ELA camp is equipped with a comprehensive First Aid kit. All staff are required to have up to date certification in Standard First Aid/CPR Level C. Any new hire will be required to have their certification prior to commencement of employment.

During any off-property trips the teacher in charge will carry a First Aid kit, the students' information sheets, all essential medication (if any student has an ITP) and a cell-phone.

ELA camps are nut-free environments. Prior to dropping your child off at camp in the morning, please ensure, if they have had peanut butter or any nut products for breakfast, that they wash their hands, faces and remove any peanut/nut residue from their clothes before they arrive at the program.

We also may have some children/staff who have life-threatening allergies to other foods/products and you may be asked to refrain from bringing these into our programs, our staff will make sure all parents know of any known allergens and parents can consult our allergy lists posted on the bulletin boards. Please see our Nutrition Policy for more details.

PARENTS ARE ASKED TO REFRAIN FROM USE OF PERFUMED PRODUCTS DUE TO ALLERGIES BY SOME OF OUR STAFF AND CHILDREN.

Accident Procedure

All ELA camp staff are trained in First Aid and CPR. In the case of an accident, staff will attend to the student using first aid principles. Staff will fill out an accident report for parents to sign upon pick up of the student and parents will be offered a copy of the report. On occasion, staff may call parents and let them know the details of what happened and that there is an accident report to be read and signed by the parent. Completed accident reports will be kept on site for three years.

Serious Occurrences

A Serious Occurrence is defined as a serious incident that may affect the health, safety and well-being of a student or students. As of November 1st 2011, all licensed child care centres are required to post information about serious occurrences that happen. Within 24 hours, the ELA camp will post a Serious Occurrence Notification Form on site in a visible area for 10 days to support increased transparency and access to information for parents.

Emergency Management Procedures

ELA camps have emergency management procedures in place at each of our sites that take in to consideration the logistics and needs of each camp. Staff at each site are trained on these procedures during their initial orientation and/or as the policies are up-dated and a review is conducted annually. If an emergency does occur, the Site Supervisor or the Licensee/designate will contact parents. Please talk to the camp staff or the Supervisor if you would like more details regarding our site specific emergency procedures.

Health

Prior to admission to ELA camp, all parents are required to complete a medical report pertaining to the student. The report will include allergies and medical history of the student. Immunization records are kept by the schools therefore we will not need to retain them. However, the Child Care and Early Years Act (2014) does specify that all students must be immunized as directed by the local Public Health Unit. Wellington Dufferin Guelph Public Health (WDGPH) does specify nine diseases: diphtheria, tetanus, polio, measles, mumps, rubella (German measles), meningitis, pertussis (whooping cough) and Varicella (chicken pox). If your child has not been vaccinated against these diseases, you must have an exempt form from the Ministry of Education (available online or from ELA camp staff) and provide ELA camp with a copy. In the event of any of these diseases appearing in our programs, those students who have **not** been vaccinated will not be allowed to attend ELA camps and may not return until the program is disease free. Fees are expected to be paid during this time. A quick visual health inspection of students will be done as they arrive, and if anything unusual is observed a staff will inquire. A student may not feel or look well as they arrive and staff will check for other symptoms and decide whether to call the parent(s)/guardian. If the staff suspects that the student may have a contagious illness, the student should be isolated if possible (away from other students but not out of supervision by ELA camp staff) until they are picked up. Anything observed will be documented in the program log book. A student will be sent home if the following symptoms occur: a fever of over 100.4 degrees Fahrenheit (38 degrees Celsius), vomiting, diarrhea, red eyes accompanied by discharge or any other illness symptoms that staff determine may be contagious. The student will be isolated away from the other students but still in the program room and the parent/guardian will be called. Students should be symptom free for 24 hours (or follow WDGPH recommendations) before returning to ELA camps. All information must be documented in the program log book. If 3 or more people become ill from the same illness, at the same time, WDGPH will be notified immediately as this may be an outbreak of a disease. ELA camp staff will inform parents of any guidelines that are mandated by WDGPH e.g. In the case of an outbreak of illness – the amount of time that an individual must be away from the program if showing symptoms, any increased measures for disinfecting toys and resources and will also document all cases of the illness to report to WDGPH. In the case of head lice being found while a student is attending ELA camps, parents will be

Nutrition

ELA camps do not provide snacks or meals. Students are required to bring their own food. Staff must ensure that all food and snacks are nut and allergen free, have been stored suitably and are healthy, nutritious and follow the Canada Food Guide. Following the guidelines from the Child Care Licensing Manual “*Staff should monitor the contents of bagged lunches and discuss with parents when there are concerns regarding the nutritional adequacy of snacks and meals*”. Parents can consult the Nutritional Recommendations list from Public Health for suggestions (posted in our programs).

If students bring food/snacks that are not healthy and nutritious, staff are to discourage consumption and are to provide an emergency snack provided by ELA camps. The emergency snack must be stored in an airtight container and served to students using tongs. Students are not to share snacks unless they are siblings.

Lunch bags/water bottles must be labeled with the student's name, if they are not, staff will label lunch bags/water bottles with the students name in accordance with the Child Care and Early Years Act CCEYA (2014).

Parents should ensure that their child has an adequate amount of food/snacks to last through the entire camp day. Students attending early morning extended care may bring their breakfast to eat during the program, if they wish to do so. All lunchbags are to have an ice pack if there are foods provided that require refrigeration. ELA does not have regular access to a refrigerator. ELA does not have access to a microwave so parents are asked not to provide snacks that require heating. Warm foods must be stored in a thermos.

Allergy lists are posted in our rooms and staff monitor students while they are eating to ensure that the environment is safe for all.

Parents can consult the Nutritional Recommendations list from Public Health for suggestions (posted in our programs).

Communication with parents/guardians

On a daily basis, staff will informally update parents/guardians on how their child is interacting with other students and in the program in general. Parents/guardians are encouraged to touch base with our staff and ask any questions bearing in mind that our staff are working and it may be difficult to conduct a private conversation. All families are welcomed into our rooms at any time to see our camps in action.

Registration forms

Upon enrollment of a student, Parents are required to fill out online Registration and Medical forms. Please make sure that any information on these forms is **kept up-to-date** and if changes or updates are needed then please let staff know or contact administration with the details.

Staff

As required by the Ministry of Education all Primary staff are RECE's, (Diploma in Early Childhood Education), OCT (Ontario Certified Teacher), Child and Youth worker or a graduate

of a Recreation and Leisure program. Preference for teaching assistants will be given to ECE and Child Studies students and those individuals with at least 2 years of experience with children. Requirements for a Police Vulnerable Sector Check, First Aid/CPR training and required immunization must be met before employment commences.

Placement students and volunteers

ELA camps welcome placement students (College and University) and volunteers into our programs to gain practical experience and enhance and enrich our programs. Students and volunteers are required to provide a Police Vulnerable Sector Check and immunization record prior to entering our programs and are never counted in ratio or allowed to be with any of our students unsupervised by ELA camp staff

Fee Policy

All camp fees are payable by e-transfer to accounting@eramosala.com. Fees must be paid in advance for all weeks that a student is registered for.

Cancellation Policy

Deposits submitted at the time of registration are non-refundable. Any cancellations or session changes must be done prior to cancellation deadline dates to be eligible for a refund (less the deposit).

Any cancellations after the deadline dates will require a medical note.

If there are any extenuating circumstances that prevent ELA camps from operating, refunds will be applicable.

Camp fees

Full week, regular hours 8am to 4pm - **\$265.00 per week** (fee will be reduced for shorter weeks - July 4-7 and Aug 8-11)

Extended morning hours 7am - 8am - **\$10.00 per day**

Extended afternoon hours 4pm - 5:30pm - **\$15.00 per day**

Late Fines

ERAMOSA LEARNING ACADEMY closes at 5:30pm. Each camp has a cell phone and the closing time is determined by the cell phone network time.

Please ensure you have picked up your child and have left the location by 5:30pm.

Late fines will be charged at a \$5 flat fee if picked up within the first 5 minutes and then \$1 per minute thereafter. Late fines will be calculated based on the time displayed on the ELA camp site cell phone. Parents will be required to sign a Late fee form and Late fees will be payable by cash immediately as you pick up your child.

Waiting list

Once registration is open, spaces are offered on a first come, first served basis and priority will be given to students who require full week spaces.

Once the camp is full, we do maintain waiting lists and spaces will be offered to those families on our waiting lists depending on their initial inquiry date and their schedule requirements.

Acceptance of an offered space must be made within 24 hours of the offer otherwise the space will be offered to the next family on the waiting list.

If an offer has been made on two (2) occasions and has not been accepted then the family will be removed from the waiting list **or**, on specific request from the family, returned to the waiting list but at the bottom.

Families can email at any time to request their position on the waiting list.

The waiting list will only be maintained for each current year, once the current camp year has ended, the waiting list will be closed and families will be required to contact ELA camps again once registration has opened for the next year.

ELA camps do not charge a fee or deposit to place families on our waiting lists.

Contact Information

Eramosa Learning Academy Camps Head office:

Unit 2-315 Woolwich Street,

Guelph, On.

N1H 3W4

519-829-5124

www.amosala.com

contact@amosala.com



Safe Arrival and Dismissal Policy and Procedures

ELA – PD Day and Camp programs

Policy and Procedures established on: **December 11th 2023**

Policy and Procedures updated on: N/A

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, placement students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive to the program as expected, as well as steps to follow to ensure the safe dismissal of children.

Policy

- **ELA** will ensure that any child attending the program is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization that the program may release the child to.
- **ELA** will only dismiss children into the care of their parent/guardian or another authorized individual. The program will not release any child from care without supervision.
- Where a child does not arrive to the program as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Staff must not release children until they have physically seen the parent/guardian/authorized release person who is picking up.

Staff are not permitted to release a child to anyone under the age of 18.

Parents should inform anyone picking up their child that they may be asked for ID.

Procedures

Accepting a child into the program

1. When accepting a child into the program at the time of drop-off, program staff in the room must:
 - Greet the parent/guardian and child

- ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick up procedure (i.e. someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the child's Vital Information Form (VIF). Where the individual is not listed, ask the parent/guardian to provide authorization for pick up in writing (e.g. a note or email).
- Document the change in pick-up procedure in the daily written record.
- Sign the child in on the classroom attendance sheet.

Arrival to the program as expected:

1. Where a child does not arrive at the program as expected and the parent/guardian has not communicated a change in drop-off (e.g. left a voice message or advised the closing staff of a change), the staff in program must:
 - Inform all staff and the Supervisor and then call/text the parent/guardian within 15 minutes of the child not arriving at their usual time (e.g. "your child is not here – just checking to see if everything is okay) – leave a message, try again after 5 minutes have passed.
 - If there is no response within 10 minutes – call the next person on the child's contact list (on their VIF) – they may have another way of contacting the parent. If staff cannot contact an adult to confirm the child's absence within 20 minutes of the child's usual arrival time – contact the Staff Immediate Assistance Line – 519-240-4189 to alert the management team. The management team will continue to try to contact the parent/guardian – if no response – call police.

We must make contact with an adult to confirm the child's absence OR alert the police

Staff must record the following information in the program log book:

What method of contact they used, how long they tried to contact the parent/guardian and what the outcome was.

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

Releasing a child from the program

1. The staff who is supervising the child at the time of pick up shall only release the child to their parent/guardian or individual that the parent/guardian has provided written authorization that the program may release the child to. Where the staff does not know the individual picking up the child (i.e. parent/guardian or authorized individual),
 - Confirm with another staff member that they know the individual picking up the child (i.e. parent/guardian or authorized individual)
 - Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian or authorized individual's name on the child's VIF or written authorization.

2. If an individual arrives to pick up a child and the parent/guardian has not provided written or verbal authorization,

- staff will call the parent/guardian to confirm that the individual is able to pick up the child
- staff will not release the child until they have reached the parent/guardian and received written or verbal permission.

Where a child has not been picked up as expected (before the program closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or time frame that their child is to be picked up from the program and the child has not been picked up within 10 minutes past that time, the staff in program or the Supervisor shall contact the parent/guardian by phone call or text message and advise that the child is still in the program and has not been picked up.

- Where the staff is unable to reach the parent/guardian, staff will leave a message. Where the individual picking up the child is an authorized contact and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the program.
- Where a staff has not heard back from the parent/guardian or authorized individual who was to pick up the child, the staff shall contact the persons listed on the child's VIF. If there is no response and the program has closed – refer to the procedures under the "where a child has not been picked up and the program is closed".

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from the program has not arrived by 5:45pm, staff shall ensure the child is given a snack and activity, while they await pick-up.

2. Staff will call the parent/guardian to advise that the child is still in program and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individuals responsible for pick up if unable to reach the parent/guardian.

3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall continue to call all other authorized contacts listed on the child's VIF and also the Staff Immediate Assistance Line – 519-240-4189

4. Where the staff is unable to reach a parent/guardian or any other authorized individual listed on the child's VIF (e.g. the emergency contacts) by 6:45pm, the staff shall proceed with contacting Family and Children's Services of Guelph and Wellington County – 519-824-2410 or 1-800-265-8300. Staff shall follow F&CS direction with respect to next steps.

Dismissing a child from care

Staff will only release children from the program to the parent/guardian or other authorized individual. Under no circumstances will students be released from care to walk home alone.

