



PARENT PROGRAM HANDBOOK

December 2024

Welcome to Eramosa Learning Academy!

Thank you for choosing our programs for your family.

This handbook is written to outline and assist parents in understanding the policies and procedures of our child care programs.

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Definitions

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 their family (All references to parent include legal guardians, but will only be referred to as “parent” in this handbook).

Mission Statement

Eramosa Learning Academy provides quality care and education, in an environment where children learn through play. We strive to support children and families within our community and the surrounding areas.

Philosophy Statement

We at Eramosa Learning Academy hope that we will be amongst the most important people in your child’s life. We will strive to create a safe, positive, and nurturing environment where children can learn and develop intellectually, socially, emotionally, and physically. We recognize and acknowledge that each child is an individual and unique. It is our intent to guide each child through these developmental domains with a caring approach, ensuring that children can gain confidence in their own abilities.

Inclusion Policy

Eramosa Learning Academy strives to provide a positive, accessible, and supportive environment for all children and their families regardless of ability. Children of all abilities are celebrated within ELA’s programs.

Our Educators will consult with families to ensure a “goodness of fit” between the family and the program; to gain an understanding of the child's and family's needs, wants and expectations while attending our programs. We endeavour to identify children who need additional support and ensure implementation of identified supports are in place prior to enrollment.

Eramosa Learning Academy Educators are skilled in creating and implementing child-led curriculum, as well as creating an intentional learning environment with opportunity to investigate, experiment and explore through group and individual activities/invitations.

Our Educators support children in developing positive peer relationships, where all children feel a sense of belonging within our programs.

Access and Equity Policy

Eramosa Learning Academy is committed to the principles of equity. We ensure that children and families have equitable access to racially sensitive and culturally appropriate services. We believe that ethno-racial and linguistic diversity enriches and strengthens our community socially, culturally, and economically; and that racism creates barriers for children, families, and communities.

Eramosa Learning Academy is committed to developing environments and programs that promote and respect the beliefs, values, and practices of all.

Eramosa Learning Academy passionately believes in supporting positive and responsive interactions amongst children, parents, staff, and educators. We encourage partnerships with families where relationships are respectful of structure, culture, values, language, and knowledge. Integrating parent and family presence in a meaningful and authentic way throughout all elements of our program is important to us. We value parents' unique perspectives and welcome their skills, talents, traditions, and experiences.

ELA Program Statement

Eramosa Learning Academy (ELA) is committed to providing high-quality childcare programs that assist families by providing a safe, dependable, and nurturing environment for all children. ELA is focused on providing a respectful environment that fully embraces the Four Foundations of Learning as identified in “How Does Learning Happen” Ontario’s Pedagogy for the Early Years, the supporting Think, Feel and Act documents and ELECT Framework . ELA programs follow Ministry of Education Legislative and Regulatory requirements for licensed child care centres as set out under the Childcare and Early Years Act, 2014 (CCEYA) and Ontario Regulation 137/15.

In line with the Ministry of Education's Policy Statement on Programming and Pedagogy. (June 8th 2015), our program statement is a living document and will be reviewed and revised annually to reflect the best possible practice. The Child Care and Early Years Act (2014) 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. Our values, goals and implementation are divided into sections in order to ensure clarity.

First and foremost, ELA will promote the growth and development of each child in a safe, positive and rich learning environment. We view each child as a unique, competent and capable individual and our goal is to support them in reaching their fullest potential through child-led play based programming.

The Learning Environment

Our Educators will use daily observations to assist them in setting up the environment based on the children’s interests, skills and learning styles. The environment is regarded as the 3rd Educator in our programs.

Based on observations and through direct engagement with children as play partners, our Educators understand that children learn best by being involved in the program and by pursuing their own interests and ideas. Our Educators function as ongoing observers, listeners, responders, facilitators, and provocateurs, gathering information from the children and offering resources and activities that the children can choose, explore, investigate, adapt, and direct.

Children are **engaged** through play, experimenting with varied materials, manipulating objects, engaging in dramatic **expression** through roleplay and problem solving; allowing each child to develop their own critical thinking skills, ask questions and make sense of the world around them. Educators ask thoughtful open-ended questions to provoke children's thinking and engage as co-learners along with each child.

Our Educators realize the value of developmentally appropriate child-led programming and adapt their learning intentions as experiences and interests unfold, recognizing opportunities to stimulate children's thinking and create intentional learning through meaningful, **caring** programs.

Each child is recognized as an individual with their own unique qualities of gender, ancestry, culture, ethnicity, race, religion, language, socioeconomic status, family environment and developmental abilities. Our Educators view each child and their families as valuable contributors and plan programs to reflect their diversity and enrich the environment. In responding to the uniqueness of each child, 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 child and their family.

Educators encourage children 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.

Documentation Within the Classroom

ELA Educators will complete daily observations that will be instrumental in the planning of play experiences for the children. Our Educators are aware of the potential of the children and their observations will enable them to respond appropriately to the children's interests and ideas. The children's thoughts and the progression of their thinking will be made visible through displays, documentation boards and learning stories that can be viewed daily by the children themselves, their families and caregivers..

Our Educators employ the use of bulletin boards, display boards and any other available space in our classrooms, with the intention of sharing the

children's learning with their families. Documentation takes the form of photographs, learning stories, artwork, 2D and 3D creations and any other medium that the children engage with to express their creativity. The display of documentation will draw parents and educators into the children's experiences and most importantly shows the children that their work is important.

Methods of Communication

Children communicate in an infinite number of ways and our Educators will provide a rich environment with a wide variety of open-ended materials to foster these many methods of communication. The children can express, explore and connect with their thoughts, feelings and imaginings as they investigate and use the materials provided in their own way.

Communication with our families is an important part of our daily interactions. When knowledge is shared, it enhances our relationships, so parents may feel 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, including the Licensee and Management Team.

Supporting the Development of Self-Regulation

The environments in our classrooms will change based on our Educators listening and responding to the needs of the children in each one. Reflecting this, our daily schedules involve providing purposeful opportunities for the children to develop self-regulation. This includes indoor/outdoor play, active play, rest and quiet times. Children have a need to be active whether it be indoors or outdoors and Educators will ensure that these times are an extension of their learning with plenty of opportunities for creativity, discovery and mastery of skills. Early Learning Children also require quiet times and those children that sleep will be provided with an individual, cozy cot and soothing music in a dimly lit and quiet room. Those children who do not sleep will be provided with quiet activities in a calm environment that extends on their interests, skills and creativity. Educators will read the cues of the children, follow their lead and provide the appropriate opportunity that builds responsive and respectful relationships.

Health, Safety and Nutrition Requirements

ELA will promote the health, safety, nutrition and well-being of our children. The children, in turn, will have a sense of health and well-being when they are confident in their growing abilities. All staff members are required to follow all policies and procedures based around illness, cleaning and safety concerns. Proper nutrition provides children with a solid foundation, allowing them to explore the world around them. It improves concentration, promotes growth, builds strength, provides energy and establishes healthy eating practices. Early Learning Children will be provided with lunch and two snacks from a diverse menu, introducing new food items that they may not be familiar with. This provides an opportunity to comfortably try new foods. Educators are encouraged to eat with the children, thereby modeling proper nutrition and a positive eating environment. Healthy snacks are encouraged, and healthy eating is discussed/modeled within our school age programs.

Developmentally Appropriate Expectations

Educators will guide children with developmentally appropriate expectations. Care and education that is developmentally appropriate responds to the age, developmental level and uniqueness of each child. The goal is to help children develop self-regulation through role-modelling, assisting and coaching and to build their skills by providing increasingly challenging opportunities appropriate to their age.

Educators will use positive guidance techniques that are adapted to the actions and ages of the children (described later in this Handbook). The focus will be on individual appropriateness which refers to the uniqueness of each child growing at his or her own pattern and timing, as well as individual personality, learning style, culture and family background experiences.

At ELA, our goal is always to work together with parents to ensure that each of our children succeed in our program. However, if a child displays disruptive, destructive, physically or verbally abusive behaviour, particularly towards other children, Educators, or anyone else, the following steps will be followed:

Educators will address the behaviour in a manner appropriate to the child's

development, ability, needs, and disposition.

If the behaviour continues, Educators will consult with colleagues, the Supervisor, parents and then supporting agencies regarding strategies to implement to support the child.

If the behaviour continues after the above steps have been taken, a parent or emergency contact may be asked to pick up the child.

If the behaviour continues and our Educators have worked closely with the above persons 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 care arrangements.

Community Involvement

ELA will welcome and incorporate all community partners to support our children, their families and Educators. Through community partners, our children will discover the many wonderful local people, performers and businesses and areas surrounding their child care centre. ELA programs visit public places, businesses and individuals in our neighbourhood. These opportunities to explore develop the children's sense of belonging and that they have a place in their community.

Positive & Responsive Interactions Amongst Children, Parents, and Educators

Learning does not happen in isolation, but as a result of experiences and interactions with others.

Our belief at ELA is that our families are the experts on their children. It is integral to a successful program for every child, if there is a collaborative and cooperative relationship between our Educators and attending families. ELA's core values are; **communication, respect, inclusion, accountability, integrity, adaptability** and **resilience**. We view families as partners whose influence is invaluable to us as we strive to meet the needs of children in our care.

Children are encouraged to invite their families into the program to share their experiences. Parents are invited to share ideas and resources as well as discussions about their child and are viewed as partners in the process. We will welcome parents upon arrival, discuss their child's day and add their ideas to the programming. Parents are also welcomed and encouraged to visit their child anytime during the day.

Calm, respectful relationships are an expectation at all times. Collaboration and cooperation are intentional in our program. Children, Educators and parents join together to provide opportunities to help develop the children's natural curiosity, initiative and independence.

Educator Professional Development

ELA values professional development and views it as an ongoing process that assists Educators in sharing, networking and remaining current in the field of Early Childhood Education. Educators will attend workshops, training, conferences, webinars and seminars offered in house, by the County of Wellington, the WCDSB and other community partners.

Educators will be encouraged to share their professional learnings during staff meetings and site meetings and use each other as resources in order to build on the children's experiences.

ELA Program Statement Implementation Policy

All individuals involved in caring for children at Eramosa Learning Academy are made aware of the expectations set out by ELA, by reading and signing off on the centre's policies and procedures including the program statement and its implementation. The licensee will ensure all Educators/staff/students/volunteers have reviewed, signed, and understand the program statement, policies and procedures and gain verbal confirmation from individuals as well as written acknowledgement.

The ELA Policy and Procedures Manual which includes all pertinent ELA and Ministry specific policies, including the Program Statement, will be reviewed with all Educators/staff/volunteers/students prior to commencing work.

The Program Statement and all policies for ELA will be reviewed annually or as outlined in our Monitoring Compliance and Contraventions Policy.

Educators, staff, students, and volunteers are expected to implement the strategies outlined in the Program Statement and follow procedures according to this statement.

The Program Statement will be discussed at team or staff meetings annually or more frequently as our management team sees fit.

The Program Statement will also be discussed at the time of employee performance appraisals and staff members are encouraged to reflect upon their performance based on their implementation of the program statement.

Employees who do not follow the program statement will be subject to the disciplinary action process as outlined in our Monitoring Compliance and Contraventions Policy.

Educators, staff, students, and volunteers are aware of the prohibited practices, and will not engage in:

- Corporal punishment of a child.
- Physical restraint of a child, such as confining the child to a highchair, carseat, stroller, or other device for the purpose of discipline or in lieu of supervision.
- Locking the exits of the child care centre for the purpose of confining the child or confining the child in an area of the room without adult supervision unless such confinement occurs during an emergency lockdown 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, frighten, or undermine the child's self-respect, dignity, or self-worth.
- Deprive the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding.
- Inflicting bodily harm on a child including making a child eat or drink against their will.

The program statement for Eramosa Learning Academy is a living document that may change throughout time to reflect new policies and procedures, and whenever there is a need for modification.

PROGRAM INFORMATION

Early Learning Programs

St. Patrick Early Learning Centre (SPELC)

SPELC Is an Early Learning Centre that was established in 2024. SPELC offers licensed child care programming for children 3 months to 5 years of age.

Location

→ 395 Victoria Rd. Guelph, Ontario. N1E 5J9

Operating Hours

- **7:00am to 6:00pm**, Monday to Friday, twelve months per year
- SPELC does not operate on [Ontario's public holidays](#) or Civic Holiday
- SPELC is closed on Easter Monday for Organization-Wide Staff Professional Development
- SPELC will close at 12:00pm on December 24th and December 31st

School Age Programs

Before & After School Programs

Eramosa Learning Academy provides licensed before and after school programming for school-aged children from kindergarten up to grade 6.

Locations

- Sacred Heart Catholic Elementary School, Guelph - 125 Huron Street
- St. Ignatius of Loyola Catholic Elementary School - 251 Colonial Drive
- St. Francis of Assisi Catholic Elementary School - 287 Imperial Road South
- St. John Catholic Elementary School, Guelph - 63 Victoria Road North
- St. Patrick Catholic Elementary School - 391 Victoria Road North
- St. Paul Catholic Elementary School - 182 Clairfields Drive East

Operating Hours

- Before School Programs: **7:00am-8:45am***
- After School Programs: **3:15pm-6:00pm***
- Before & After School Programs operate Monday to Friday on all [Wellington Catholic District School Board](#) operational school days from September through June.

*Specific times vary in accordance with school dismissal times at individual sites.

Single-Day Programs - Full Day

ELA offers high quality full day licensed school age programming for children of Junior Kindergarten age up to Grade 6 on select identified Wellington Catholic District School Board elementary school PD Days, and other days as announced by ELA throughout the year.

Locations

- St. John, 63 Victoria Road North, Guelph
- St. Paul, 182 Clairfields Drive East, Guelph

Operating Hours

- Regular Program Hours: **7:00am to 5:30pm**
- Programs do not operate on Ontario’s public holidays
- Programs do not operate on Easter Monday or Civic Holiday

School Break Programs - Full Day, Full Week

ELA offers high quality licensed school age programming for children of Junior Kindergarten age up to Grade 6 in a full day setting during the regularly observed school breaks (Winter Holiday Break, March Break and Summer Break), and other school closures as announced by ELA.

Location

- Harcourt United Church, 87 Dean Avenue, Guelph, ON N1G 1L3

Operating Hours

- Regular Hours: **8:00am to 4:00pm** Monday to Friday
- Extended Care (Optional Enrolment): **7:00am to 8:00am** and/or **4:00pm to 5:30pm** Monday to Friday
- Programs do not operate on Ontario’s public holidays
- Programs do not operate on Easter Monday or Civic Holiday

FINANCIAL INFORMATION

Fees & Fee Policies

All child care fees must be paid in advance. Failure to pay fees will result in the termination of care.

Canada-Wide Early Learning and Child Care (CWELCC) Agreement

Eramosa Learning Academy is enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) agreement.

For more information, please consult the following websites:

- [Canada-Ontario early years and child care agreement | ontario.ca](https://www.ontario.ca/child-care)
- [Canada-Wide Early Learning and Child Care \(CWELCC\) | Children's Early Years | Social Services](https://www.childrens.gov.on.ca/eng/earlyyears/earlyyears.html)

Fee Subsidy

Fee subsidy for all of our programs is available to families that qualify. You may contact the [County of Wellington Subsidy Office](#) to determine whether or not you qualify for subsidy.

Call (519) 837-3620 to book an appointment with the Subsidy Office.

The office is located at: 129 Wyndham St. N, Guelph, ON N1H 4E9

Absence & Sickness

Fees become billable based on enrollment - not physical attendance. Accordingly parents are responsible for all daily fees during child absences from the program.

Base Fees

A base fee is defined as any fee or part of a fee that is charged in respect of a child for child care, including anything a licensee is required to provide under the CCEYA, or anything the child care operator requires the parent to purchase from the operator that does not include a non-base fee. For example, a base fee could include the daily rate the parent is required to pay for care, but would not include fees for optional services such as field trip costs or transportation fees (non-base fees).

Non-Base Fees

A non-base fee is defined as any fees charged for optional items or optional services. Examples of expenses that are considered non-base fees include fees for transportation services or costs of field trips, or any fees charged pursuant to an agreement between the parent and the child care operator in respect of circumstances where the parent fails to meet the terms of the agreement (e.g. fees for picking up a child late, fees to obtain items that the parent agreed to provide for their child but failed to provide), as defined in the CCEYA.

Other Fees

→ Refundable Security Deposit* (non-base fee)

- ◆ For **Early Learning** and **Before & After School** programs.
- ◆ **\$200.00** payable via pre-authorized debit EFT bank withdrawal.
- ◆ Returned in full with 30-days notice of family's withdrawal given and clear account balance.

*We do not collect this deposit from families receiving child care subsidy.
If a family pays this deposit and subsequently qualifies for child care subsidy, this deposit will be returned via refund or credit per parent preference.

→ Non-refundable Registration Fee (base fee)

- ◆ Applicable to **Before & After School** Programs ONLY.
- ◆ **\$25.00** due upon acceptance of an offer of enrollment.
- ◆ Payable via e-transfer to: **accounting@eramosala.com**.

Declined Pre-authorized Debit Transactions

→ Non-Sufficient Funds (NSF) Fees (non-base fee)

- ◆ **\$20.00 charge** per transaction.

→ Cancellation of Pre-authorized Debit by Payor (non-base fee)

- ◆ **\$35.00 charge** per transaction.

Late Pickup Fee Policy

Early Learning Programs end at **6:00pm**.

Before & After School Programs end at **6:00pm**.

Single Day (PD Day) Programs end at **5:30pm**.

School Break Programs end at **5:30pm*** (4:00pm without PM extended care).

Late Pickup Fees (non-base fee) come into effect after the time a program ends:

- **\$5.00** flat charge if picked up within the first 5 minutes, **\$1.00 charge per minute** thereafter.
- Late fees will be calculated based on the time displayed on the ELA cell phone.
- Parents will be required to sign a late fee form at the time of pickup.
- Late fee charges will be issued via invoice or statement and are payable by e-transfer to **accounting@eramosala.com** or EFT pre-authorized debit withdrawal.

***School Break Programs** - Late fees come into effect after 5:30pm.

If your child is not picked up by 4:00pm and was not enrolled in PM extended care at the time of registration for the school break program, you will be billed for PM extended care.

Child Care Program Rates

Early Learning Programs	Daily Base Fees
Infant (9mos -18mos)	\$22.00
Toddler (18mos - 2.5yrs)	\$22.00
Preschool (26mos - 4yrs)	\$22.00

Before & After School Programs - Full-Time (5 days per week)	Daily Base Fees Age 5 and under	Daily Base Fees Age 6 and up
Before and After School	\$12.29	\$29.50
Before School Only	\$11.30	\$12.00
After School Only	\$12.00	\$18.90
Before & After School Programs - Part-Time (less than 5 days per week)	Daily Base Fees Age 5 and under	Daily Base Fees Age 6 and up
Before and After School	\$12.99	\$33.00
Before School Only	\$12.00	\$13.85
After School Only	\$12.00	\$23.50

Single Day Programs	Daily Base Fees Age 5 and under	Daily Base Fees Age 6 and up
Full Day Program	\$22.00	\$54.00

School Break Programs	Daily Base Fees* Age 5 and under <i>*billed per week</i>	Daily Base Fees* Age 6 and up <i>*billed per week</i>
Full Day Program	\$20.37	\$57.00
Extended Morning Hours (7:00am- 8:00am)	Free (if requested at time of registration)	\$5.00
Extended Afternoon Hours (4:00pm – 5:30pm)	Free (if requested at time of registration)	\$7.50

PROGRAM WAITLIST INFORMATION

Waiting List Policy and Procedures

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.

Wellington-Guelph Child Care Application and Waitlist (WGCCAW)

Introduced in April 2024; the Wellington-Guelph Child Care Application and Waitlist WGCCAW is a centralized child care waitlist that services licensed child care programs and authorized recreational programs in the Wellington and Guelph area. The WGCCAW is designed using the OneHSN Childcare Connect platform, to make it easier for families to find and apply for licensed child care.

For additional Information regarding the WGCCAW and the OneHSN platform please visit [Wellington & Guelph Social Services](#).

POLICY

- ELA will strive to provide updated information about the waiting list to all families inquiring about child care within our organization.
- ELA will strive to educate parents on the importance of placing children on the waitlist.
- ELA will strive to provide Parents with resources regarding the OneHSN platform and tech support contact information.
- 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.

PROCEDURES

Receiving a Request to Place a Child on the Waiting List

When the Enrolment Manager or Designate receives parental requests to place children on a waiting list, they will be directed to the Wellington-Guelph Child Care Application and Waitlist (WGCCAW) via OneHSN.

Placing a child on the Waiting List

1. Parents are responsible for creating an account on the WGCCAW.
2. Parents may place their child on the waitlist once the child has been born.
 - ❖ Applications placed before this time will be removed from the waitlist.
3. Parents may place children on the waiting list up to 1 year prior to requiring care.
 - ❖ Applications placed before this time will be removed from the waitlist.
4. Parents will have access to creating detailed application profiles for each child requiring care.
5. Parents are required to maintain their child's application profiles and keep all information up to date every 6 months.
6. Wait list applications that have not been updated after 6 months will be deactivated for removal.

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 ELA staff

Once these children have been placed, other children on the waiting list will be prioritized based on

- program room availability.
- age required for ease of transitioning into next age group space.
- children requiring full time care

- children of the same age requiring consistent part time (full day) care (if space is available to share between 2 families, example: M/W/TH with T/F attendance in Early Learning and AM only/PM only School Age attendance)
- chronology in which the child was placed on the waiting list.

Offering an Available Space

Parents of children on the waiting list will be notified via email that a space has become available in their requested program.

Parents will be provided a timeframe in which a response is required before the next child on the waiting list will be offered the space.

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.

If an offer has been made on 2 occasions and has been declined or there is no response from the parent; this will be documented on the child's application profile on WGCCAW and the application will be deactivated for removal or moved to the bottom of the waitlist if it is desired to remain on the waitlist.

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

Families can email at any time to request their approximate position on the waiting list, however there are many factors that contribute to waiting list position (i.e. age of child, age of child required to fill available space, internal waitlist siblings).

The Enrolment Manager or Designate will respond to parent inquiries and provide the child's current position as interpreted on the list, however it is extremely difficult to confirm with certainty when space will become available.

Maintaining Privacy and Confidentiality

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.

Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

PROGRAM ENROLMENT AND DISCHARGE

Registration and Required Documentation

Once a family has been offered a space within our programs and accepted, ELA will require the following documentation:

- a completed registration form (to be filled out in detail and submitted by a parent).
- proof of your child's up to date immunizations, if applicable*, and/or:
 - a notarized Statement of Conscience or Religious Belief form
 - a Statement of Medical Exemption form completed by a regulated health professional

*Up to date immunization records and/or one of the two immunization exemption forms are required if your child is not currently, or has never been, enrolled in a public or private school in Ontario, OR if you are enrolling your child in our Early Learning Programs.

Individualized Support Plan (ISP) **(Please see Behaviour Management Policy)**

To facilitate success within our programs and to ensure supportive strategies are in place prior to attendance, we strongly encourage that children with special needs have an Individualized Support Plan (ISP) completed in detail prior to the child's first day of program.

A "Child with Special Needs" is defined as:

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.

Children who may currently utilize an Individual Education Plan (IEP) for additional support at school will benefit from an Individualized Support Plan (ISP).

Furthermore, a plan that requires one-on-one support (e.g. a child who is at risk of fleeing the program without supervision), **will** require [Enhanced Educator Support](#) (ESS) Funding, and attendance may be conditional upon receiving funding for safety of the child.

Individualized Medical Treatment Plan (ITP)

An individualized plan must be developed in consultation with a parent of a child with medical needs prior to the child attending the centre.

A “Child with Medical Needs” is defined as:

a child who has one or more chronic or acute medical conditions such that the child requires additional supports, accommodation, or assistance

Children who require a treatment plan for a chronic medical condition or life threatening illness will require an Individual Medical Treatment Plan (ITP) to be completed in detail.

Please see ITP information in the Health section of this handbook.

Withdrawal Policy

Before & After School Programs and Early Learning Programs

When a family intends to unenroll a child from the aforementioned programs, Eramosa Learning Academy requires thirty-days (30) written notice from a family prior to their child’s intended last day of enrollment.

During this time parents are required to pay all fees incurred up until the end of the thirty-day (30) notice period. It is the parent’s choice to continue to use the space until the end date. At the end of the notice period the child care deposit fee will be refunded, if held, and pending no outstanding fees remain on the account.

Failing to provide at least thirty-days notice will mean forfeiture of the child care deposit fee. Any outstanding balances past two months will be pursued in Small Claims Court.

Termination of Services (By Operator)

ELA Educators will make every effort to meet the individual needs of each child enrolled within our programs and work in partnership with parents and related caregiving authorities to ensure all appropriate supports have been explored and strategies have been implemented. Parents will be kept

informed of all efforts and areas of concern through formal and informal discussions with Educators and supervisors. Incidents of unsafe behaviour will be documented. If it is determined that Eramosa Learning Academy is not able to accommodate a child's needs, ELA will discuss alternative care options with the child's family.

ELA reserves the right to terminate child care services effective immediately for any of, but not limited to, the following reasons:

- Account in arrears after attempts to correct the balance have been unsuccessful.
- Conduct that is injurious to the physical, emotional or intellectual well being of others in the centre.
- Lack of compliance with the parental responsibilities outlined in the policies of the centre.
- Behavior that creates a potential safety hazard to children and Educators (i.e. verbal abuse, physical harm, harassment of any type, intimidation or uttering threats)
- Inability of the program and Educators to satisfactorily meet the child's individual needs, or individual needs of a specific child that interfere with needs of other children or place other children's and/or Educators' safety at risk.

CHILD ATTENDANCE

Arrival & Departure

Children depend on regular routines for their own sense of security; therefore, it is recommended that families establish set drop off and pickup times. Consistency also assists ELA in scheduling sufficient Educators to maintain appropriate supervision during start and end of day times

When parents arrive at the child care program, parents are responsible for assisting and/or supervising children in removing outdoor clothing and changing footwear. Parents who are bringing more than one child to the program must maintain direct supervision of their children at all times.

At no time may a child be left unattended by an adult in a hallway or stairwell, or will a child be permitted to enter program or leave program without a lawful parent (or a person authorized by a lawful parent) present.

Upon arrival at the centre, parents must verbally notify an ELA Educator that their child has arrived. Parents are encouraged to provide relevant health or important information relating to their child's morning/prior evening that may affect their ability to fully participate in the program; i.e. how they slept, if there are any changes to health (bumps, scratches). Drop off is also when any changes to the pickup routine may be communicated to Educators.

At departure, parents are encouraged to touch base with ELA Educators to receive feedback Educators may have regarding their child(ren) from throughout the day. The Educator will then accurately sign out the child on the attendance.

Pickup time presents an ideal opportunity for parents to relay information regarding changes to their child's attendance that affect the following morning, as Educators can document any important information for the following day in the Daily Written Log.

It is imperative that parents ensure the on-duty, supervising ELA Educator is verbally and visually aware that their child(ren) has arrived and/or is departing.

Safe Arrival Policy

This policy will provide Educators, co-op 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.

ELA will ensure that any child attending the program is only released to the child's parent or an individual that the parent has provided written authorization for the child to be released to.

ELA will only dismiss children into the care of their parent 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, Educators must follow the safe arrival and dismissal procedures set out below. Educators must not release children until they have physically seen the parent/authorized release person who is picking up.

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

Parents must ensure they have ID available when picking up their child. Parents must inform anyone picking up their child that they will be asked for ID at any time, and to bring ID to the program for ease of identification at pickup.

PROCEDURES

Accepting a child into the program:

When accepting a child into the program at the time of drop-off, Educators in the room must:

1. Greet the parent and child
2. Ask the parent 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 picking up).

3. Where the parent has indicated that someone other than the child's parent will be picking up, the Educator must confirm that the person is listed on the child's Registration Form.
4. Where the individual is not listed, ask the parent to provide authorization for pick up in writing (e.g. a note or email).
5. Document the change in pick-up procedure in the daily written record.
6. Sign the child in on the classroom attendance sheet.

Not Arriving to the program as expected:

Where a child does not arrive at the program as expected and the parent has not communicated a change in drop-off (e.g. left a voice message or advised an Educator of a change), the Educator(s) in program must:

1. Inform all Educators and the Supervisor and then call/text the parent 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.
2. If there is no response within 10 minutes – call the next person on the child's contact list (on their VIF).
3. If the Educator cannot contact an adult to confirm the child's absence within 20 minutes of the child's usual arrival time – the Educator must contact the Staff Immediate Assistance Line to alert the management team.
4. The management team will continue to try to contact the parent.
5. If Management does not receive a response or make contact with an authorized adult/parent after 5 minutes; Management will call the police for a wellness check..

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

- What method of contact they used, how long they tried to contact the parent and what the outcome was.
- Once a child's absence has been confirmed by an authorized adult/parent, the Educator 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:

The Educator directly supervising the child at the time of pick up shall only release the child to their parent or individual that the parent has identified as an authorized pickup.

A. Where the Educator does not know the individual picking up the child (i.e. parent or authorized individual);

1. The Educator will ask the individual for Photo Identification and will confirm the individual is authorized to pick up the child.
2. Another Educator that is present can verbally confirm the individual's identity.

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

1. The Educator will call the parent to confirm if the child is permitted to be released to the individual
2. Educators will not release the child until they have reached the parent and received written permission and ID has been verified.

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

1. Where a parent has previously communicated with an Educator 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 Educator or the Supervisor shall contact the parent by phone call or text message and advise that the child is still at the program and has not been picked up.
2. Where the Educator or Supervisor is unable to reach the parent, a message will be left.
3. Where the individual picking up the child is an authorized contact and their contact information is available, the Educator or Supervisor shall proceed with contacting the individual to confirm pick-up as per the parent's instructions or leave a voice message to contact the program.
4. Where a staff has not heard back from the parent or authorized individual who was to pick up the child, the staff shall contact the persons listed on the child's Vital Information Form.

- D. Where a child has not been picked up and the program is closed
1. Where a parent or authorized individual who was supposed to pick up a child from the program has not arrived by 5:30pm (Early Learning) or 6:00pm (School Age Programs), staff shall ensure the child is given a snack and activity, while they await pick-up.
 2. Staff will call the parent to advise that the child is still in the program and inquire about their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent first and then proceed to contact the authorized individuals responsible for pick up if unable to reach the parent.
 3. If the staff is unable to reach the parent 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 Registration Form and also the Staff Immediate Assistance Line.
 4. Where the staff is unable to reach a parent or any other authorized individual listed on the child's Registration Form (e.g. the emergency contacts) within 15 minutes of the program closing,, the staff shall proceed with contacting Children's Services at,

<p style="text-align: center;">Family and Children's Services of Guelph and Wellington County (F&CS) 519-824-2410 or 1-800-265-8300</p>
--
 5. Staff shall follow F&CS direction with respect to next steps.
 6. All information will be documented in the Daily Written Log.

Dismissing a child from care

Staff will only release children from the program to the parent or authorized individual identified on the child's Vital Information form.

Parental Custody and Access

ELA will only follow instructions that are outlined on legal Court Documents regarding custody and parental access. Parents are responsible for ensuring that ELA has all required legal Court Documents prior to the child attending the program and provide any updated information immediately. Staff are unable to deviate from explicit Legal Court Document direction.

Late Pick Up

- All persons picking up are required to arrive no later than 5 minutes prior to the program closing to allow time to leave the centre by our identified closing times.
- Any pick up after the identified closing time is considered late and will be billed in accordance with the Late Fee Policy.
- Frequent late pickups will require a meeting with the Supervisor and may result in the termination of child care services.

Travel Safety Expectations

Driving Under the Influence

If a parent arrives to pick up their child and an Educator suspects that the parent may be under the influence of alcohol or drugs (observing physical appearance, behaviour and/or odour from clothes/breath), the Educator will request that the parent call the other parent/emergency contact. If there is any resistance to this request then ELA will call the police to ensure the safety of all involved.

Child Car Seats

Parents and authorized pickup individuals are expected to have appropriate child safety seats in their vehicle.

Inclement Weather Policy

- Due to harsh weather conditions or emergency situations. ELA will close programs for the safety of families, children and staff.

- Decisions regarding closures due to inclement weather will be made as early as possible, prior to program operation in the morning.
- Announcements of closures in the morning due to inclement weather will be made on social media via our Facebook Page, and via Radio Station FM106.1
- Announcements of early closures will be posted on social media, and phone calls will be made to parents to arrange pickup.
- If the Wellington Catholic School Board has closed their schools in Guelph due to inclement weather, ELA School Age Programs and Early Learning Centres will be closed.
- If ELA has to close their programs in the middle of the day due to the dangerously deteriorating weather and road conditions, parents will be notified and are responsible to arrange pick up of their child as soon as possible.
- ***Please Note:** Child care fees are still due for unplanned full day closures.

CHILD HEALTH AND NUTRITION

Individual Medical Treatment Plan (ITP)

If ELA has admitted a child with a chronic medical condition or life threatening illness such as (but not limited to);

- Epilepsy,
- Diabetes
- Febrile Seizures
- Cerebral Palsy
- Severe life threatening Asthma (requiring an emergency inhaler etc)
- Stoma
- Brain Shunt
- Feeding Tube
- Sickle Cell Anemia

the following measure will be implemented before the child attends the program:

- An Individualized Treatment Plan (ITP) and emergency procedures will be developed for each child with a chronic medical condition or life threatening illness 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.

*ITP's are **not** created for children who are prescribed;*

- an inhaler to alleviate symptoms of a cough due to a cold.
- have a short term illness requiring medication (i.e. antibiotic prescribed for an ear infection or strep throat, medicated cream for occasional skin irritation.
- over the counter medications (unless for indicated by a Physician in a note for Febrile seizures)

In these above instances a Medication Administration Authorization Form is only required for the duration of treatment.

Medication Administration Policy

Eramosa Learning Academy staff can be authorized to administer Physician prescribed or recommended over the counter medication to children.

However,

- ELA Staff are **not** authorized to accept or administer prescription medication without a clearly labeled prescription(i.e. penicillin, ritalin) with specific instructions regarding child information, medical use, dosage and administration.
- ELA staff are **not** authorized to accept over the counter medication that is not in the original container with the original label and directions.
- ELA staff are **not** authorized to administer prescription or over the counter medication without an accompanying detailed Medication Authorization Form.
- Staff are **not** authorized to administer fever reducing medication in line with our Child Illness Policy.
- The Medication Administration Form **must** be reviewed and signed by the parent and designated Educator on site prior to administering medication to the child.

In order to accept medication into any ELA program;

1. All prescription medication must be in the original pharmacy container and be labeled with the original prescription by the dispensing pharmacy, clearly outlining;
 - the child's full name
 - name of drug or medication
 - date of purchase
 - dosage and instructions for administration and storage
 - duration of treatment
 - expiry date
2. Parents must provide an accompanying completed Medication Administration Authorization Form. Specific instructions must be given as to when the medication needs to be administered as per the prescription label (i.e. 4 times per day, indicate what time the child will receive the dose required at child care) Instructions written on the Medication Administration Authorization Form should not deviate from the directions identified on the prescription label. If instructions deviate, the parent must either acquire an updated prescription or complete a

new Medication Administration Authorization Form so that the instructions match. Parents must fill out this form in advance, or a form will be provided to the parent at arrival. The form must be reviewed by the designated Educator for completion and signed off by both the parent and the Educator.

3. If the prescription states that the medication be given “as needed” (i.e. inhaler) – the parent must identify the specific symptoms that staff must observe in order to administer the medication to their child, e.g. “2 puffs to be administered as needed when child is coughing excessively causing laboured breathing, and every 4 hours thereafter as required.”

Drug and Medication Safe Storage

- All Non-Emergency Medication (i.e. antibiotics) **must** be kept in a locked container within the program and be inaccessible to children at all times.
- If the medication requires refrigeration, it will be kept in a refrigerator located on site and will be accessible to the designated Educator.
- Emergency/Lifesaving Medication (i.e. Epipen, Seizure Medication, Asthma inhalers) will be stored in a fanny pack and worn by the designated Educator while the child is in attendance.
- When the child is not in attendance, the medication will be stored in a locked medication box out of the reach of children at all times.

Anaphylactic Policy and Procedures

Sabrina’s Law:

An act to protect anaphylactic pupils, Sabrina’s Law came into effect on January 1st 2006 and is the first legislation of its kind anywhere in the world. This law ensures all school boards have policies and procedures in place to address anaphylaxis in schools which includes providing instruction to staff and guidance on the administration of medications.

Individual Medical Treatment Plans (ITP)

If ELA has admitted a child with life threatening anaphylactic reaction allergy, the following measure will be implemented before the child attends the

program:

- An Individualized Treatment Plan (ITP) and emergency procedures will be developed for each child with a life-threatening allergy 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 wishes to be included in the consultation.

Each Plan for a Child with a Life-Threatening Allergy will include:

- A. A description of the child's life-threatening allergy
- B. Monitoring and avoidance strategies
- C. Signs and symptoms of an anaphylactic reaction
- D. Actions to be taken by the Educators/staff at the child care centre if the signs and symptoms of an anaphylactic reaction are observed
- E. A parent's written authorization to permit an Educator or designate to administer the emergency allergy medication to their child in the event the signs and symptoms of an anaphylactic reaction are observed
- F. Emergency contact information (parent/alternate emergency contact/emergency services)

Reducing risk in an internal environment:

ELA will endeavor to ensure that its environment is free of any causative agents that may trigger an anaphylactic reaction.

1. Review of all snacks and the environment provided at ELA, to ensure that there are no causative agents.
2. Ensure that all parents are aware that ELA is a nut-free zone, therefore they should not provide snacks or items that may contain nuts and/or nut byproducts or any other causative agents for their children.
3. All staff shall be informed immediately and trained on each Individual Treatment Plan (ITP).
4. The parent(s) will provide specific training pertaining to the Individual Treatment Plan (ITP) to the Supervisor who will then train staff on site. Part of this training will include the procedures to follow and when and how to administer the epipen.
5. The epipen will be stored in accordance with the instructions for each child's ITP and must be with the child at all times but inaccessible to all children.
6. An Anaphylactic Allergy sign and an Individual Treatment Plan (ITP) will

- be posted in a prominent location.
7. All individualized plans and emergency procedures will be reviewed with a parent of the child annually or any time a revision is needed to ensure the information is current and up to date.
 8. Staff must review the ITP on a yearly basis and sign off that this has been reviewed. Any new staff must review and sign the ITP before beginning work on site and annually thereafter.
 9. Staff are to check allergy lists during snack and meal times.
 10. Allergy lists are posted in all classrooms close to the designated eating area, in classroom binders and in the kitchen.

Staff monitor and engage with children while they are eating to ensure that the environment is safe for all.

Reducing risk in an external environment;

If ELA has admitted a child with a life threatening allergy Educators are required to carry an epipen that has been provided by the family whenever the child is outdoors.

1. All staff, co-op students and volunteers will be informed of the child's allergies.
2. During the daily playground check, the staff will look for causative agents and record anything observed in the playground log book.
3. If any causative agent is found, staff will remove it or notify the Supervisor to remove it ensuring that all traces of the causative agent are gone.
4. The child with the allergy will be monitored closely, or if the area is deemed too dangerous all the children will be taken indoors.

If a child is admitted to ELA with any other life-threatening allergy to substances other than nuts, ELA will follow the same procedure (1 to 5) in context of that allergy.

Anaphylaxis Information & Identification

Anaphylaxis is a rapid, severe allergic reaction which can be fatal, resulting in circulatory collapse or shock. The allergy may be related to food, insect stings, medications or chemicals. It is brought on when the allergen enters the bloodstream, causing the release of chemicals throughout the body that try

to protect it from the foreign substance.

Anaphylaxis can affect various organ systems, including the skin, the upper and lower respiratory tracts, the cardiovascular system, the eyes, the uterus and the bladder. The initial symptoms may appear within a few seconds, or up to two hours after exposure.

Common Anaphylactic Symptoms

Symptoms vary in onset and severity with each individual, but the most common onset symptoms are listed below:

1. Itching and lumpy rash (hives)
2. Flushing, swelling of the lips, throat, tongue, hands and feet
3. Wheezing, shortness of breath, coughing and hoarseness
4. Headache
5. Nausea, vomiting and abdominal cramps
6. Anxiety and loss of consciousness

DEATH CAN OCCUR WITHIN A FEW MINUTES IF NOT IDENTIFIED IMMEDIATELY OR MISTAKEN FOR HYPERVENTILATION, ANXIETY ATTACK OR LOW BLOOD SUGAR.

In the event of an anaphylactic reaction, Staff shall ensure that:

1. The ITP is consulted and all procedures are followed, including calling 911.
2. The epipen remains with the child at all times.
3. All incidents will be recorded in the log book and the parent(s)/guardian informed.
4. The staff will document the incident and notify the Licensing Manager/ Designate immediately
5. A Serious Occurrence (s.o.) will be filed within 24 hours of the incident by the Licensing Manager/Designate if s.o. indicators are met.

Anaphylaxis Communication Plan

- Any visitor to the program is informed of our nut-free policy and any other causative agents that may result in Anaphylaxis.
- Every new Staff, child and volunteer will read and sign off on each child's Individual Treatment Plan (ITP) in the classroom binder.
- Every child who requires an Epipen (or Life Saving/Emergency Inhaler)

will have a copy of their Individual ITP posted in the classroom in an accessible and visible designated area to refer to quickly in the event of an emergency.

- The original ITP will be placed with the corresponding Child Vital Information form in the classroom binder.
- A copy of every ITP will be posted in the kitchen.
- ITPs will be reviewed and updated annually, and when new information or direction is provided by the parent.

Staff Review and Training

The Anaphylactic Policy, all ITPs for children with Anaphylaxis and all supporting emergency procedures will be reviewed by,,

1. All employees before they begin employment;
2. All volunteers and co-op students before they begin working with the child in the classroom;
3. All staff, co-op students and volunteers annually and at any other time substantive changes are made to the policy, plans or procedures.

In addition;

- ❖ All staff shall receive an annual review on how to safely assist a person experiencing an anaphylactic reaction.
- ❖ Eramosa Learning Academy shall emphasize methods of preventing an anaphylactic reaction during the review.
- ❖ The review will be provided by the Licensee, the Supervisor and/or the Parent.

Strategies to Reduce Further Risk

Outside food (Early Learning)

It is our policy to provide a safe environment for all children in our care. For this reason, no outside food is permitted within our Toddler and Preschool Classrooms unless it is due to food allergies, sensitivities or restrictions.

Infant Room Exception:

- Our Infant classroom will accept outside food if the infant is not yet

consuming what is provided on our menu.

- All parent supplied foods to the infant program must be received in original packaging or in clearly labeled containers with the contents, child's name and date received.
- All parent supplied pre-made bottles must be labeled with the child's name, contents and date received.
- All infant food and prepared bottles provided by the parent will remain in the Infant Room fridge (perishables) and in designated labeled bins for each child stored in the cupboard (non-perishables).
- All food provided will be checked for allergens and expiry prior to acceptance into the classroom.

NUTRITION

Food Substitutions (Early Learning)

If a child has food allergies, sensitivities or restrictions, Parents are asked to speak to the Early Learning Supervisor and review our menu prior to providing substitutions. ELA will do our best to work with allergies and provide accommodations where possible. All food and drink sent from home must be clearly labeled with the child's name, date and contents; and must adhere to our nut free/other allergens policy. Unlabelled food will not be accepted at any time.

Nutrition Menu (Early Learning)

Our Early Learning programs are currently catered by Wholesome Foods and offer a variety of nutritious options for lunch and snacks. Foods selected promote good health and give each child the opportunity to enjoy new foods as good eating habits are established. Menus incorporate the healthy eating guidelines of Canada's Food Guide and are approved by Wellington Dufferin Public Health Unit. A four-week menu plan is posted for parent reference..

ELA programs are peanut safe environments. This policy is in place to help ensure that children/staff in our centre are safe at all times. Anaphylaxis is a serious allergic reaction and is life threatening.

Nutrition (School Age)

- Children attending our school age programs are expected to bring their own lunch and snacks.

- All lunches and snacks must be healthy and nutritional as deemed by the Canada Food Guide.
- Lunch bags/water bottles must be labeled with a child's name, if they arrive to program unlabelled, staff will label lunch bags/water bottles with the child's name in accordance with the CCEYA (2014) using a permanent marker..
- Parents are advised to follow the Canada Food Guide when planning their child's snacks and lunches.
- ELA can provide copies of the Canada Food Guide to parents who request it.
- All lunches must have an ice pack if there are foods provided that require refrigeration (i.e. meat, eggs, cheese, milk, etc) as ELA School Age Programs do not have access to a refrigerator.
- Parents are asked not to provide lunches that require heating.
- Warm foods must be stored in a thermos.
- Staff will monitor snacks and lunches to ensure that they are healthy and nutritious, and are peanut free.

Examples of a child's lunch that meets the Canada Food Guide

- **Snacks:** fresh fruit or sliced veggies, yogurt, wholewheat crackers, cheese, rice cakes, unsalted bread sticks, hummus, granola
- **Lunch:** cold meat and cheese, pasta or soup in a thermos, pizza, whole wheat bagel with cream cheese

Due to life-threatening allergies in our programs, ELA does not permit any food or products from Tim Hortons and McDonalds restaurants in our school age programs. All families are required to sign agreement to the above when completing the online registration process before their child can be admitted into our program.

Immunization Policy

Early Learning

Parents must provide immunization information to ELA prior to the first day of attendance. Parents must provide proof of updated immunizations as required by Public Health.

School Age Program

Immunization records are monitored between the enrolled School and Public Health Unit for children who attend a school in Ontario. Therefore ELA does retain these records within School Age programs. Parents must confirm which school their child is enrolled in when registering within our School Age Programs.

Children attending licensed child care and licensed child care workers seeking exemptions from these immunization requirements for religious or conscientious reasons, or for medical reasons, must submit one of the Ministry of Education exemption forms found on the Ministry website.

- a. Statement of Conscience or Religious Belief– which must be notarized.
- b. Statement of Medical Exemption – which must be signed by a healthcare provider and include their license or registration number.

Wellington Dufferin Guelph Public Health (WDGPH) specifies nine diseases:

1. Diphtheria,
2. Tetanus,
3. Polio,
4. Measles,
5. Mumps,
6. Rubella (German measles),
7. Meningitis,
8. Pertussis (whooping cough)
9. Varicella (chicken pox).

In the event of any of these diseases appearing in our programs, those children and/or Educators who have **not** been immunized will not be allowed to attend ELA and may not return until the program is disease free.

Fees are expected to be paid during this time.

Illness Policy

Prevention is an integral part of this policy.

Although some illness is inevitable in group care, efforts are made to minimize sickness by practicing good hygiene, disinfecting toys regularly and monitoring children's health through daily health checks.

All children in attendance must be able to participate in all aspects of the program, including outdoor play, as mandated by the Child Care and Early Years Act, 2014.

ELA follows exclusion guidelines for communicable infections/diseases as set out by the Wellington Dufferin Guelph Public Health Unit.

Symptoms that indicate a child is ill and should not attend program:

- A fever over 38C° (100.4F)
- Cold symptoms with runny nose and eyes, coughing or sore throat
- Redness and discharge from eyes or ears
- Undiagnosed skin rash or visible skin infection
- Stomach-ache/Nausea
- 2 episodes of diarrhea OR vomiting within a 24 hour period
- 1 episode of diarrhea AND 1 episode of vomiting in a 24 hour period
- Severe, itchy body or scalp
- Known active contagious illness, e.g, Strep Throat, Pink Eye, Mumps, and Measles, COVID, Influenza, RSV

Parents **must keep ill children at home to prevent the spread of illness** at the Centre. Parents are to ensure they have emergency back up plans to accommodate their own child care should these symptoms arise. There are other times when a child is not showing signs of a definite illness, but yet are unable to cope with participating in the day.

Unusual behaviour: If a child can no longer partake in normal activities due

to illness. If a child acts out of character in the sense of unusual tiredness, irritability, inconsolable crying, paleness, disorientation, or lack of appetite.

Fever Procedures

- Parents will be asked to pick up their child if they develop a temperature of over 38 °C (100.4 °F)
- Children must be fever free without the aid of medication for 24 hours before returning to child care program

Gastro Procedures

- Parents will be asked to pick up their child if they have two diarrhea episodes in a 24 hour period.
- Parents will be asked to pick up their child if they have two vomiting episodes in a 24 hour period.
- Parents will be asked to pick up their child if they have one vomiting episode AND one diarrhea episode in a 24 hour period.
- Children must be 48 hours symptom free from their last episode without the aid of medication, before returning to the child care centre

Rashes: If a child develops a rash with unknown origin, has sores with crusty, yellow or green discharge, or develops hives with no known cause; the child must be assessed by a doctor for identification prior to returning to child care.

Eye redness and discharge: If a child develops red eyes with (or without) crusty, yellow or green discharge; the child must be assessed by a health practitioner prior to returning to child care. If a child is prescribed antibiotics for pink eye, the child can return 24 hours after starting their medication.

Strep Throat: If a child is diagnosed with Strep Throat and is prescribed antibiotics, the child can return 24 hours after starting their medication, as long as the child is fever free as outlined in our fever policy.

Head Lice: In the case of Head Lice being found at ELA, parents will be called to pick up their child. All eggs and live lice must be removed before the child will be allowed to return to ELA. Other parents will be notified that the program has been exposed to head lice.

Sanitary Practices

All staff and children are required to wash hands before handling any food or drinks, after using the washroom and when coming indoors. All cots are changed, disinfected and sheets laundered on a weekly basis or more often as needed. ELA takes pride in ensuring our environment is clean and safe for our children, this includes but is not limited to the sanitation of toys, cots, dishes and facilities on a daily and weekly basis, and daily disinfection of high contact surfaces.

Accidents and Injuries

All ELA Educators are trained and certified in Standard First Aid and CPR “C”. First Aid kits are available in each program classroom and are brought outdoors during outside play. Minor injuries (scrapes) will be shared with families at pickup if an Educator became aware of any incidents.

In the event of a more severe accident (e.g. Injury to the head, broken bone) ELA Educators/staff will perform first aid, call 911, then parents will be contacted. If the parent cannot be reached, the emergency contact persons listed on the registration form will be contacted.

Accident Reports

- An accident report form is completed for all accidents or injuries. This form describes the nature and details of the injury and how it occurred.
- Families will be asked to sign the form as acknowledgement of having been informed about the incident and a copy will be offered to the parent via email or paper copy.

Toilet Training Policy & Expectations (Early Learning)

We recognize that potty-training is an exciting milestone that many parents are eager to accomplish! It is important to remember that every child is different; what may have worked for one child, may not work for the next; one child may have expressed interest and mastered the skill at a young age, and the next may be hesitant into their third year. It is a complete myth that children are required to be potty trained by age 2. In many cases children are not developmentally ready to take on the task successfully! Many children express fear, hesitation and experience physical limitations. It is important not

to rush this milestone prematurely! It is our duty to support each child in building up their confidence and curiosity as they become aware of the control over their own bodies and their sense of autonomy!

When children are expressing interest in potty training, they are showing signs of readiness by:

- Remaining dry for long periods of time
- Verbalizing awareness and asking to be changed when wet and soiled
- Verbalizing that they have an urge to use the washroom (this will likely happen after they have already wet or soiled at first, as they start making the connection of the urge to go with the feeling of actually going- this takes practice!)
- Waking up dry from a nap
- Going over to a quiet corner of the room when having a BM
- Interested and willing to sit on the potty when encouraged to try

When your child is hitting all of these markers consistently at home, please talk to your classroom educator. Potty training is successful when parents and educators work together.

To best support your child and our Educators in the potty-training process at our child care centre:

- The child must be showing the above signs of readiness.
- The child must be kept in a diaper or pull ups until consistently staying dry for 3 days while in the child care program.
- Please keep in mind that the activities at child care may distract your child from responding to the urge to use the potty more so than at home.
- The child will be reminded and encouraged to use the potty at frequent intervals.
- Educators will never put a child on the potty unless the child is interested and willing.
- Please send your child to child care with loose fitting clothing that your child can manage independently. Avoid tight clothing, pants with snaps or buttons, overalls, and tight leggings. We're aiming for success!

- Parents are required to supply the diapers or pull ups and (once the child has transitioned successfully to underwear) ample changes of clothing (including socks) daily.
- Staff cannot wash out soiled clothing per regulations set by the Public Health Unit. All soiled clothing will be placed in a sealed bag to launder at home.

Sun Safety Policy & Outdoor Play

It is important for children to engage in outdoor exploration and programming for the development of their physical, social, cognitive and emotional well being. It is just as important for all children and educators to engage in outdoor play in a sun-safe manner. Eramosa Learning Academy will use best practices in providing a safe outdoor experience for children within our programs. This policy will be implemented year round, with the Warm Weather and UV policies having particular emphasis during the months of April to October.

Hats and protective clothing/attire

When outside in weather where the UV Index is 3 or higher, parents/caregivers are encouraged to send their children with appropriate sun safe clothing, hats that cover the ears, face and neck, and sunglasses.

Sun safe clothing and attire includes:

- A wide-brimmed hat (2-3 inches all around) or a legionnaire style hat to protect the face, neck and ears. Baseball hats are not recommended because they do not protect the neck or ears.
- Children without a sun-safe hat will be required to play in an area protected from the sun (e.g. under shade or indoors) or will be provided with a spare hat.
- Tightly woven, loose clothing that covers as much of the skin as possible.
- Parents/caregivers will be encouraged to provide shatter resistant UVA/UVB wraparound sunglasses for their child to provide added protection from direct and reflected UVR.
- Use of sunglasses will be encouraged all year round, including in the winter.

Sun Protection Responsibilities Outlined:**Sunscreen Parent Responsibilities:**

- Parents are required to provide permission for staff to apply sunscreen to their child, this is indicated on the blanket form regarding creams and lotions during registration.
- Parents are required to provide a sunscreen that is water resistant, with broad spectrum protection, and an SPF of 30 or higher. Sun screen must be clearly labeled with their child's name, and the expiration date checked for expiry.
- Parents are asked to send their child to a program with sunscreen already applied on days where the UV Index is planned to be 3 or higher (generally April to September). Staff will ask to confirm sunscreen application at drop off.

Sunscreen Educator Responsibilities:

- ELC Staff will apply (and reapply as needed) sunscreen to any exposed area of skin, 15 minutes prior to venturing outside.
- School Age Staff will supervise school aged children in the application of sunscreen, and assist where needed to ensure appropriate coverage.
- All Staff will notify parents when they are required to replace sunscreen at the program prior to running out.

Warm Weather Policy for ALL Programs

UV Index Guidelines

UV Index	Description	Sun Protection Actions
0 - 2	Low	<ul style="list-style-type: none"> Minimal sun protection required for normal activity. Wear sunglasses on bright days. If outside for more than one hour, cover up and use sunscreen. Reflection off snow can nearly double the UV radiation, so wear sunglasses and apply sunscreen on your face.
3 - 5	Moderate	<ul style="list-style-type: none"> Take precaution by covering up, and wearing a hat, sunglasses and sunscreen, especially if you will be outside for 20 minutes or more. Look for shade near midday when the sun is strongest.
6 - 7	High	<ul style="list-style-type: none"> Take full precaution by seeking shade, covering up exposed skin, wearing a hat, sunglasses and applying sunscreen. Try to plan activities before 11 a.m. and after 3 p.m.

When the UV index is rated 8 or higher (*classed as very high in Ontario*);

- All children will remain indoors for programming time to avoid the risk of skin damage from sunburn.
- UV index may be checked again after 3:30pm; if the UV has decreased, outdoor time is permitted following Sun Protection Policies.

Humidex Temperature (ALL ELA PROGRAMS)

Age Group	Temperature	Direction
Infant	0°C to 29°C with Humidex	Outdoor Programming to run as normal. Ensure all children are adequately dressed for outdoor programming following the Sun Protection Policy.
Toddler Preschool Kindergarten Primary/Junior	30°C to 34°C with Humidex	Reduced time of 30 minutes for outdoor programming. Ensure all children are adequately dressed for outdoor programming following the Sun Protection Policy.
	35°C with Humidex or higher	ALL outdoor programming will be canceled due to the risk of sun damage and heat illness. Indoor Gross motor planning will be implemented.

Cold Weather Policy

School Age Programs

Age Group	Temperature	Direction
Kindergarten Primary/Junior	0 to -15 with Wind Chill	Outdoor Programming to run as normal. Ensure all children are adequately dressed for outdoor programming.
	-16 to -18 with Wind Chill	Reduced time of 20 minutes for outdoor school age programming. Ensure all children are adequately dressed for outdoor programming.
	-19 with Wind Chill and lower	School age outdoor programming will be canceled due to the risk of skin exposure and damage. Indoor Gross motor planning will be implemented.

Early Learning Programs

Children under the age of 5 have a higher sensitivity to cold and are susceptible to skin damage quickly.

Age Group	Temperature	Direction
Infant	0°C to -10°C with Wind Chill	Outdoor ELC Programming to run as normal. Ensure all children are adequately dressed for outdoor programming.
Toddler Preschool	-10°C to -13°C with Wind Chill	Reduced time of 20 minutes for outdoor ELC programming. Ensure all children are adequately dressed for outdoor programming.
	-14°C with Wind Chill and lower	ELC outdoor programming will be canceled due to the risk of skin exposure and damage. Indoor Gross motor planning will be implemented.

Appropriate Outdoor Attire

During each season, it is important that children are dressed appropriately for the weather. Scarves are not permitted due to choking hazards, therefore the neck and face may be covered with a neck warmer. Snow pants, splash pants, rain boots, winter and light jackets, mitts and toques must be provided on a seasonal basis to ensure children's outdoor play experience is positive, comfortable and engaging.

Personal Belongings

All children's clothing, both for indoor and outdoor play, must be labeled with the child's name. Occasionally children may require a complete change of clothing (e.g. toileting accident or wet spill). We ask that parents provide two or three full changes of (labeled) clothing for each child. Children are not permitted to bring toys from home (unless specified by the program or required as a comfort item).

ELA will do their best to keep children's items and possessions safe; however, ELA is not responsible for lost or damaged items.

Children are encouraged to actively explore and experiment, while engaging with the materials and world around them (rainy day exploration, sensory experimentation). Play is messy! Parents are asked to dress children in appropriate clothing that will allow their child to engage in all aspects of play, without the worry of becoming messy themselves.

REST PERIODS

Sleep Supervision Policy (Early Learning)

Children's sleep and rest play an integral part in a child's well-being and development. At ELA we believe that all children deserve the right to rest uninterrupted. If a child falls asleep during the rest period provided, ELA staff will not wake them prior to the end of the designated sleeping period outlined in by the CCEYA, 2014.

- Children under 12 months of age will be provided time to sleep based on their individual schedules, and will be assigned to a crib.
- Following the recommendations set out in Health Canada's document entitled "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada" children under 12 months of age will be placed on their backs for sleep, unless the child's physician says in a written note this is not appropriate for the child.
- Children between 12-18 months of age, who receive child care for six hours or more, will be assigned to a crib within our infant sleep room. A child may transition to a cot when preparing for a graduation into the toddler classroom in the 17th month if it is identified that the experience will assist the child in a successful transition into new sleep routines.
- Only light, breathable blankets will be used for infants, or sleep sacks provided by the parents.
- Children 18 months or older but younger than 30 months, who receive child care for six hours or more, will be provided time to sleep for a period of no more than two hours each day, and will be assigned to a cot.
- Children 30 months or older but younger than six years old, who receive child care for six hours or more, will be assigned a cot to rest.

Settling into Sleep Strategies

- Staff may sit with toddler and preschool children who require assistance to settle into rest, and rub or pat their back soothingly.

- Staff may rock infants to sleep, or place them in the crib and assist with soothing and settling into sleep by placing a gentle hand on their tummy, patting their back lightly or gently rubbing their forehead.
- Bottles will never be provided in the crib or on the cot with a child.
- We do identify that infants who are in their first few weeks of attendance may require more soothing and reassurance when settling into sleep to feel safe and secure.
- If a child has a comfort item (soother, blanket, stuffie or lovie) parents are encouraged to provide the item to assist in settling their child (all fabric items will be laundered weekly at the child care centre).

Quiet Activities During Rest Time

Children are able to sleep, rest or engage in quiet activities based on the child's needs within the first hour of the sleep period. Children who are not expressing the need for sleep, will be provided with quiet activities in an identified quiet area with soft lighting.

Book Centre;

- books
- puzzles
- fine motor toys

Table Top;

- playdough
- sensory or sand play
- open ended craft materials

BEHAVIOUR MANAGEMENT

Child Behaviour Management Policy & Procedure

At ELA our goal is to always work together with parents to ensure that each child succeeds in our programs.

If a child displays aggressive, disruptive, destructive, physically or verbally abusive or violent behaviour towards other children,, the following steps will be followed:

1. The Educator will ensure the strategies in the Child's ISP are implemented to assist the child in positive peer interactions.
2. The Educator will intervene and stop the behaviour in a calm but firm manner
3. The Educator will redirect the child, accompanying them if needed to another activity and/or assisting them to calm
4. When the child is calm, the Educator will talk to them about the behaviour
5. The Educator will assist the child in employing strategies with acceptable behaviour when faced with situations that challenge their regulation
6. *(School Age)* The child (assisted by the Educator if needed) will complete a School Age Self Reporting Incident Form to reflect on their behaviour and further discuss the incident and program expectations with their parents. *If this is refused, a Child Behaviour Incident Report will be filled out by the Educator.*
7. *(Early Learning)* A Child Behaviour Incident Report will be filled out by the Educator and a tracking log may be utilized to assist in identifying triggers.
8. The behaviour will be recorded in the program behaviour log book for documentation.
9. A parent will be required to sign the incident report understanding that an incident took place that requires immediate attention
10. A copy of the incident report will be emailed to the parent for their record. The original will remain in the child's file.

Consequently;

A. If the behaviour continues after the above steps have been taken and all ISP strategies have been exhausted, a parent will be called to collect the child immediately from the program.

B. If the behaviour continues after the above steps have been taken, a parent will be called to collect the child immediately from the program and they will be issued a one day suspension from the program.

C. If the behaviour continues and our Educators have worked closely with the child and parents over a period of time employing agreed upon strategies to which none of the solutions employed are effective; the family will be asked to find alternative child care arrangements for the safety of children within our Programs.

Behaviours that result in immediate removal from program and one day suspension due to the safety and risk to others in program;

- 1. Running from program/Leaving the program without permission or refusing to remain with the group when on a community walk/trip.***
- 2. Physical violence or verbal assault towards children or educators.***

Positive Guidance Techniques

A variety of guidance techniques are used when dealing with children's behaviours. Guidance is not only used to redirect inappropriate behaviour, but more importantly, it is helping children learn appropriate behaviours.

The goals of guidance are to protect children from harming themselves, others or the environment, to help children navigate big emotions through regulation strategies, to help children develop the problem-solving skills,, to facilitate a feeling of independence and high self-esteem, and to help children develop the skills to interact positively with others while building relationships.

Redirection is a technique that is used to stop an inappropriate behaviour by providing a positive alternative. For example, if a child is throwing blocks the staff would redirect the child to build with the blocks or give the child something to throw e.g. bean bags into a basket.

Natural Consequences allow children to experience the results of their own actions. A child will learn that their hands will become cold when they choose not to wear mittens. Allow the child to make the choice to put mittens on when they are cold.

Logical Consequences are reasonable, related to the behaviour and arranged in advance. The consequence needs to be fair and enforceable. Always follow through with the consequence or children will learn you do not mean what you say.

Active Listening involves giving the child your full attention, helping the child to describe the situation, identify and express their own feelings and acknowledge those feelings Acknowledging the child's feelings often reduces power struggles.

Problem Solving techniques work by involving children in the problem solving process. With young children it is the role of staff to help by giving suggestions and guiding the process. Staff will help children identify the problem, encourage children to contribute ideas for solving the problem, assist the children in carrying out their solution and reinforce the process when the problem is solved.

All guidance strategies will be used appropriate to the developmental age of the child.

Prohibited Practices

The following practices are prohibited in any ELA Program.

- ❖ corporal punishment of a child;
- ❖ physical restraint of a child, such as confining the child to a highchair, 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 the 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 about to happen;*
- ❖ locking the exits of the child care centre for the purpose of confining a 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 centre's emergency management policies and procedures;*
- ❖ use of harsh or degrading measures or threats or use of offensive language directed at or used in the presences of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity of self-worth;
- ❖ depriving a child of basic needs including food, shelter, sleep, toilet use, clothing or bedding; or
- ❖ inflicting any intentional bodily harm on children, including making children eat or drink against their will

STAFF SCREENING & QUALIFICATIONS

Registered Early Childhood Educator Expectations

All individuals who are working in the capacity of Early Childhood Educators are required by law to be Registered and in good standing with the College of Early Childhood Educators.

College of Early Childhood Educators & The Early Childhood Educators Act, 2007;

“The College regulates the profession of early childhood education by establishing and enforcing:

- Registration requirements;
- Ethical and professional standards for RECEs;
- Requirements for continuous professional learning; and
- Complaints and discipline process for professional misconduct, incompetence and incapacity.”

“The practice of early childhood education in Ontario is regulated by the College of Early Childhood Educators (the College) in accordance with the *Early Childhood Educators Act, 2007* and the regulations and by-laws made under that Act.” The Act includes:

- A definition of what constitutes the practice of the profession
- A requirement for persons to be members in order to practice the profession;
- Title protection authorizing only members of the College to use the titles “early childhood educator” or “registered early childhood educator” or an abbreviation;
- Roles and responsibilities of the Registrar; Registration Appeals, Complaints, Discipline, Fitness to Practice Committees; and Transitional provisions.”

Police Vulnerable Sector Checks

All Educators are required to have a current clear Police Vulnerable Sector Check (PVSC) at time of hire prior to engaging with children unsupervised in child care programs..

- The PVSC must be searched within the prior six months to the date of hire.
- All ELA employees/educators must renew their PVSC every five years.
- Educators must sign an Offense Declaration (OD) every year within 15 days of the PVSC or previous OD stating they have not committed an offense.

Other Professionals who are employed by or contracted by outside organizations such as CMHA, CEYD, and so on, must have completed background screening prior to interacting with children in our programs, that is verified by

- A statement letter completed by the 3rd party,
 - A completed third party Offense Declaration
- prior to engaging with children while attending our programs.

Placement Students and Volunteers

ELA welcomes placement students (Highschool, College and University) and volunteers into our programs to gain practical experience and to further 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 unsupervised while working with children.

PARENT ENGAGEMENT AND COMMUNICATION

Family Involvement and Volunteer Opportunities

Family involvement is strongly encouraged, and parents are welcome to spend time in the programs during the day. Family members are welcome to come in and share special talents and/or interests with the children such as baking, carpentry, music, etc. Parents can also share information about their child's development through verbal or written feedback. Parent participation is essential to children's success.

Communication With Parents

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

A Newsletter is provided to parents seasonally, outlining special events and important information.

Parent Issues and Concerns Policy and Procedures

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

All issues and concerns raised by parents are taken seriously by ELA 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 or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents as soon as reasonably possible. 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.

***Duty to Report; Concerns about Suspected Abuse or Neglect of a Child
(Additional information in the Serious Occurrence Policy Below)***

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 expresses concerns that a child is being abused or neglected, the parent will be advised to contact the Family and Children's Services of Guelph and Wellington County (FCSGW) directly – 519-824-2410 or 1-800-265-8300, website – www.fcsgw.org A Serious Occurrence will be opened as outlined in our Serious Occurrence Policy.

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

For more information, visit [Child welfare and child protection services | ontario.ca](http://Childwelfareandchildprotection.services.ontario.ca)

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents, children, Educators, staff, placement 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 Family & Children's Services).

Conduct

Our programs maintain high standards for positive interactions and respectful communication. We have a strict Zero Tolerance Policy in regard to inappropriate behaviour or comments that may negatively impact our staff, families and children.

Eramosa Learning Academy expects all employees, parents and other people who interact within the facility to conduct themselves in a respectful manner. By joining the ELA community, whether as a staff, family member, child, or volunteer, all members agree to communicate respectfully with one another to ensure a welcoming, collaborative and inclusive environment where everyone feels valued and safe.

If at any point a parent or staff member feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation immediately to the Management Team.

Parent Concern Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee/designate in responding to issue/concern:
<p>Program, Room Related</p> <p>E.g: schedule, indoor/outdoor program activities, etc.</p>	<p>Raise the issue or concern to</p> <ol style="list-style-type: none"> 1. <i>the classroom staff directly</i> or 2. <i>the supervisor or licensee/designate.</i> 	<ol style="list-style-type: none"> 3. <i>Address the issue/concern at the time it is raised</i> or 4. <i>contact the parent as soon as reasonably possible to arrange for a meeting</i> <p>Document the issues/concerns in detail. Documentation should include:</p>
<p>General, Centre or Operations Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists</p>	<p>Raise the issue or concern to</p> <p>- <i>the licensee/designate.</i></p>	<ol style="list-style-type: none"> 5. the date and time the issue/concern was received; 6. the name of the person who received the issue/concern; 7. the name of the person reporting the issue/concern;
<p>Staff, Supervisor, and/or Licensee/designate Related</p>	<p>Raise the issue or concern to</p> <ol style="list-style-type: none"> 10. <i>the individual directly or</i> 11. <i>the supervisor or licensee/designate.</i> <p>All issues or concerns about the conduct of staff, etc. that puts a</p>	<ol style="list-style-type: none"> 8. the details of the issue/concern; and 9. any steps taken to resolve the issue/concern and/or information given to the parent regarding

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee/designate in responding to issue/concern:
	<p>child's health, safety and well-being at risk should be reported to the supervisor as soon as parents become aware of the situation.</p>	<p>next steps or referral.</p> <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
Placement child or Volunteer Related	<p>Raise the issue or concern to</p> <p>12. <i>the staff responsible for supervising the volunteer or placement child or</i></p> <p>13. <i>the supervisor and/or licensee/designate.</i></p> <p>14. All issues or concerns about the conduct of placement 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 become aware of the situation.</p>	<p>Ensure the investigation of the issue/concern is initiated by the appropriate party within one (1) business day or as soon as reasonably possible thereafter.</p> <p>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>

Escalation of Issues or Concerns

Where parents 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/designate.

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 (see contact information below).

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:

Noma Vales (Licensee) – 519-716-6622

Karen Anthony (General Manager) 519-829-5165

St Patrick Early Learning Supervisor: 519-829-5091

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 x3654 or email childcare_ontario@ontario.ca

County of Wellington Early Years Division - 519-837-3620 x 3095 or 1-800-265-7294 x3095 or email: childcareinquiries@wellington.ca

Freedom of Information and Protection of Privacy Act

Personal information collected during the registration of children as well as child care records made up within the centre are collected under the legal authority of the Child Care and Early Years Act with the strict purpose of admission and bookkeeping processes.

Serious Occurrence Policy and Procedures

The purpose of this policy and the procedures within is to provide clear instructions for staff, co-op 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 addressed by the child care centre and reported to the Ministry of Education for review.

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.

Identifying a Serious Occurrence

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

1. ***the death of a child*** who received child care at a child care centre,
2. ***abuse, neglect or an allegation of abuse or neglect of a child*** while receiving child care at a child care centre,
3. ***a life-threatening injury to or a life-threatening illness*** of a child who receives child care at a child care centre,
4. ***an incident where a child who is receiving child care at a child care centre goes missing or is temporarily unsupervised.***
5. ***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.

Reporting a Serious Occurrence

1. Staff will notify the Supervisor of a serious occurrence as soon as they become aware of the incident.
2. The Supervisor will inform the staff to document that a serious occurrence has been reported in the Daily Written Log.
3. The Supervisor will immediately document;
 - a. The Date of the serious occurrence
 - b. The Time the incident took place
 - c. The time the supervisor became aware of the incident
 - d. Detailed notes about what happened and who was affected
 - e. Detailed information about who was contacted (parent, children's aid, police)
4. The Supervisor will provide the documented information to the Licensing Manager or Designate.
5. The Licensing Manager will immediately inform the Program Advisor via email of the incident, and begin reporting the serious occurrence on CCLS.
 - a. 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.
 - b. Identifying information such as children or staff names will not be included in the serious occurrence reports.
 - c. If CCLS cannot be accessed (for example, 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.

- d. Where a Ministry of Education PA cannot be reached by telephone, a voicemail message will be left to notify the PA of the incident.
6. All updates to serious occurrences will be reported in CCLS by the Licensing Manager or Designate through update reports until the serious occurrence has been closed by the Ministry of Education.
7. Where the Ministry of Education requests updates to a serious occurrence in CCLS, these will be provided as soon as possible through update reports by the Licensing Manager or Designate.
8. **8. Serious occurrences reported to the Ministry of Education will be documented in the classroom daily written record.**

Posting a Serious Occurrence Summary (Notification Form)

- Within 24 hours of becoming aware of a serious occurrence, the Licensing Manager or Designate will complete a Serious Occurrence Notification Form generated by CCLS.
- 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 (for example, names and ages of children, staff, or program rooms) and will contain gender-neutral language (for example, they, a child and more).
- The summary will be posted at the child care centre in a place that is visible and accessible to parents immediately and will remain posted for a minimum of 10 business days after the Serious Occurrence is closed.
- Where a serious occurrence is updated or revised, the summary should also be updated to reflect this change, by the completion of an additional Serious Occurrence form, stapled to the front of the preceding form and posted.
- All serious occurrence summaries will be retained for 3 years from the date they are created or last updated (whichever date is most recent).

Concerns about the Suspected Abuse or Neglect of a Child (Duty to Report)

- 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 Family and Children's Services (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 Family and Children's Services directly. The Supervisor who becomes aware of these concerns is also required to report the concerns to the local CAS.

Professional Misconduct - Registered Early Childhood Educators

Registered Early Childhood Educators (RECEs) are subject to the College of Early Childhood Educators' Code of Ethics and Standards of Practice as well as all applicable statutes, regulations, by-laws and legally binding policies that are relevant to their professional practice. The Early Childhood Educators Act, 2007 and its Professional Misconduct Regulation set out that it is an act of professional misconduct to "[contravene] a law, if the contravention has caused or may cause a child who is under the member's professional supervision to be put at or remain at risk."

Employers Mandatory Reporting Obligations

The Early Childhood Educators Act, 2007 (ECEA) requires employers of early childhood educators to submit reports to the College of Early Childhood Educators (CECE) in certain circumstances. The ECEA sets out what kind of situations warrant such a report to be made to the College. In addition, the ECEA specifies the required timelines for such reporting and sets out information the College must provide to employers in response to any reports that are received.

EMERGENCY MANAGEMENT

Emergency Management (Fire & Evacuation)

Staff members are trained in emergency management procedures and carry out fire drills with the children as outlined in the Child Care and Early Years Act, 2014.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible. The supervisor or designate will notify parents of the emergency, evacuation and the location to pick up their children by telephone.

As soon as possible, an updated message will be put on voicemail to inform parents that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

A copy of the Emergency Management Procedures Policy is available on site.

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

All emergency evacuation sites must be called and notified of the need for shelter prior to arrival. All directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those identified in this manual.

If, for any reason, an ELA Program needs to evacuate the building, and it is deemed 'unsafe to return' to the child care centre or program, the **emergency evacuation site** for each program or site to proceed to is identified in this manual;

EMERGENCY EVACUATION SITES

ELA - St Patrick Early Learning Centre

Emergency Shelter: Brant Avenue Public School

Phone Number: (519) 829-5091

Location: 64 Brant Avenue, Guelph.

ELA - St John Before and After School Program

Emergency Shelter: Bulldog Interactive Fitness

Phone Number: (519) 836-3838

Location: 259 Grange Road, Guelph.

ELA - St. Patrick Before and After School Program

Emergency Shelter: Brant Avenue Public School

Phone Number: (519) 824-2671

Location: 64 Brant Avenue, Guelph.

ELA - St. Paul Before and After School Program

Emergency Shelter: Westminster Woods Public Library

Phone Number: (519) 829-4404

Location: 89 Farley Drive, Guelph.

ELA - Sacred Heart Before and After School Program

Emergency Shelter: Italian Canadian Club

Phone Number: (519) 822-1110

Location: 135 Ferguson Street, Guelph.

ELA - St. Ignatius Before and After School Program

Emergency Shelter: Sir Isaac Brock Public School

Phone Number: (519) 824-1442

Location: 111 Colonial Drive, Guelph.

ELA - St. Francis Before and After School Program

Emergency Shelter: Wellington Early Learning Centre

Phone Number: (519) 763-5540

Location: 271 Stephanie Drive, Guelph.

ELA - Harcourt Full Day School Age Program

Emergency Shelter: Montessori Learning Academy

Phone Number: (519) 341-6877

Location: 286 Water Street, Guelph.

CONTACT INFORMATION

ELA Management Team
Noma Vales (<i>Owner & Operator</i>) noma.v@eramosala.com
Karen Anthony (<i>General Manager</i>) karen.a@eramosala.com
Alenka Watson (<i>HR, Policies & Licensing Manager</i>) alenka.w@eramosala.com
Yvonne Vales (<i>Operations Manager</i>) yvonne.v@eramosala.com
Nanette O’Sullivan (<i>Enrolment Manager</i>) nanette.o@eramosala.com

ELA Main Office & Departments
Eramosa Learning Academy Head Office Unit 2-315 Woolwich Street, Guelph, On. N1H 3W4 519-829-5124 eramosala.com contact@eramosala.com
Registration Department register@eramosala.com
Finance Department accounting@eramosala.com
Recruitment & Careers careers@eramosala.com hr@eramosala.com

ELA Early Learning Centres
St. Patrick Early Learning Centre 391 Victoria Rd. N Guelph On. N1E 5J9 eramosala.com/stpatrick elsp.supervisor@eramosala.com

ELA Before and After School Programs

Sacred Heart School Age Program

125 Huron St, Guelph, ON N1E 5L5

Site Phone (contact for Registered Parents) 519-240-4258

St Francis School Age Program

287 Imperial Rd S, Guelph, ON N1K 1Z4

Site Phone (contact for Registered Parents) 519-240-3527

St Ignatius School Age Program

251 Colonial Dr, Guelph, ON N1L 0G4

Site Phone (contact for Registered Parents) 519-239-5868

St Paul School Age Program

182 Clairfields Dr E, Guelph, ON N1L 1N5

Site Phone (contact for Registered Parents) 519-239-5991

St John School Age Program

63 Victoria Rd N, Guelph, ON N1E 5G9

Site Phone (contact for Registered Parents) 226-755-0423

St Patrick School Age Program

391 Victoria Rd N, Guelph, ON N1E 5J9

Site Phone (contact for Registered Parents) 519-240-3782

eramosala.com/before-and-after-school

ELA Full Day School Age Break Programs

Harcourt Full Day School Age Program

87 Dean Ave, Guelph, ON N1G 1L3

Phone: 519-829-5146

Email: camps@eramosala.com

PARENT RESOURCES

<p>Child Care and Early Years Act https://www.ontario.ca/laws/statute/14c11</p>
<p>Early Childhood Educators Act https://www.ontario.ca/laws/statute/07e07</p>
<p>Ministry of Education Child Care Licensing Division http://www.edu.gov.on.ca/childcare/</p>
<p>Search for Licensed Child Care https://www.earlyyears.edu.gov.on.ca/LCCWWeb/childcare/search.xhtml</p>
<p>Wellington-Guelph Child Care Application and Waitlist https://onehsn.com/countyofwellington/ux_2_0</p>
<p>Wellington County Children’s Early Years Division https://www.wellington.ca/en/social-services/childrens-early-years-division.aspx</p>
<p>College of Early Childhood Educators Public Information https://www.college-ece.ca/public/</p>
<p>Wellington-Dufferin-Guelph Public Health Unit https://www.wdgpUBLICHEALTH.ca/</p>
<p>How Does Learning Happen?: Ontario’s Pedagogy for the Early Years https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf</p>
<p>Child Care Licensing Manual https://www.ontario.ca/page/child-care-centre-licensing-manual</p>
<p>CMHA Waterloo-Wellington https://cmhaww.ca/services/children-youth-families/</p>