



PARENT HANDBOOK

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Thank you for choosing Blue Elephant Daycare as a child care facility for your child. Our goal is for you and your child to have all your child care needs met. Please read this handbook so you understand the various policies and procedures of our Child Care Centre. Mrs. Christine Dourado, Licensee or the supervisor, Amanda Maciel can answer any questions you may have.

Blue Elephant Daycare participates in Raising the Bar in Peel. The 2017 Adaptation of Raising the Bar in Peel engages child care and early years professionals in ongoing reflection and critical thinking to enhance quality in the programs. This 2017 Adaptation fosters relationship-building and is based upon the following foundations:

Lifelong Learning Inquiry Reflective Educators Mentorship Leadership Collaborative

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

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

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

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

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

To this end:

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

- By observing children throughout the day to check for signs of ill health and report it to Supervisor who in turn communicates with the parent.
- Educators follow the health and safety guidelines set out by the Ministry of Education and Public Health and Peel Children Services.
- Staff and children wash their hands throughout the day.
- Educators sit and eat with the children and encourage children to try new foods.
- Well organized materials easily available to children
- Educators follow child's interest and provide materials and activities that enhance all round development.
- Throughout the day every Educator ensures that the environment is safe for children and family.
- We promote nutrition by ensuring the meals follow Canada Food Guidelines and being mindful and inclusive of children's individual meal requirements (i.e. allergies, food restrictions, etc.)

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

- Providing a warm environment for children, families and all staff to feel comfortable to share ideas, communicate any concerns and be sensitive to the needs of others. We connect with children and parents strengthening the relationships.

We give attention to those who need it providing comfort and attention when needed. Children choose their own activities and we respond to their needs in a positive way. Children and families can express themselves and we listen. We provide positive feedback and work together to provide the best care for children.

- Team meetings and staff meetings occur weekly and monthly and we share information and discuss possibilities to provide children with deeper explorations. We invite others perspectives in planning (children, parents, teachers etc.) to work towards the child's goal. Develop an environment where children feel safe and comfortable to share their thoughts and ideas.
- Welcome parents and children at drop off and saying goodbye to them at the end of the day.
- Names of all staff and their photographs are posted on the wall.
- Provide families with information on their children's daily routines, maintaining open communication to create an inclusive program between families and child care providers.

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

- Positive interactions between children, parents and staff
- Welcoming families at the beginning of the day and saying goodbyes at the end of the day
- For new parents, arranging tours and pre-visits so that parent and child get to meet the staff and spend some time in the program room prior to start date of child's placement
- Observing children, providing support when needed, guide them in their interactions and play.
- Promoting problem solving where staff observe and watch.
- We provide children with opportunities to self-regulate by allowing them to choose their own play areas, serve foods when possible, dress and undress themselves. At rest time, they choose to sleep or have a quiet rest. Once they can self-regulate their bodies, they can choose to go when they need to the washroom.
- Educators are sensitive to child's needs and acknowledge their emotions – eg: It looks like, It seems like....
- They are being encouraged to self-regulate their emotions by communicating with the peers and letting their peers know how they feel and resolve conflicts in a respectful way.

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

- Provide opportunities for children to express themselves ie: painting, play dough, music , art and drawing
- Preparing an environment to foster their learning and development that reflect the interest of the children.
- Having them choose where they would like to play, observing them in play and extending the learning with open ended questions, building on the children's questions, ideas and theories observed in play.
- Provide a variety of open-ended and loose part materials in the classroom which have multiple uses and stimulate different kinds of play; encourage children to brainstorm and explore ways in which the material can be used

We provide child-initiated and adult supported experience

- Provide a variety of open-ended and loose part materials in the classroom which have multiple uses and stimulate different kinds of play; encourage children to brainstorm and explore ways in which the material can be used
- Provide children with age and developmentally appropriate activities that allow for language, cognitive, social-emotional, physical and creative development.
- Observing them at play and accordingly plan and provide materials for children to engage and choose their play. We support them by building on children's questions, ideas and theories observed in play. Children make their own decisions in their choice of play. Provide children opportunities to lead their play
- Allow children opportunities to take turns being lead in games during indoor and outdoor play

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

- Program planning posted in rooms that are based on children's interest.
- There are times when the children take the lead in planning activities and Educator observes and builds on child's interest and expand and support child's learning
- Promote appropriate modes of communication amongst children through role modeling and encouragement to use positive language/body language (i.e. getting on children's level, maintaining eye contact, speaking calmly about how we feel/what we can do when we feel the way we do)

- Observing children and planning and implementing based on their interests and support their learning development – Use Every Learning for Every Child Today (ELECT) document for capturing the development for each child as well as the Nipissing Screening Tool.
- Focus on children’s interests, providing material allowing them to extend their learning on these interests.
- Children and Educators laugh, smile, play and learn together

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

- Well stocked shelves of creative materials for children
- Rotation of materials and activities to coincide with the child’s interest. Organize physical environment so children have access to various areas and materials to explore and extend on.
- Provide children opportunities to share their own experiences, ideas and understandings with their peers and Educators and understanding and responding to child’s individual needs.
- Incorporate music to enhance active play
- Offer natural materials for children to explore from outdoors to indoors such as twigs, leaves, pine cones.
- Offering quiet activities during rest time and quiet areas for reading during the day
- Providing small and large group experiences where Educators listen and learn from children as much as children listen and learn from Educators

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

- Having a close professional partnership with families so we can meet the needs of their child.
- Welcoming parents into the class so they can watch the program at any time of the day, exceptions for a new child settling in where parent staying too long may not help with adjustment.
- Daily communication (phone call, emails, at drop off and pick up) to discuss any highlights of the child’s day
- Pre-Visits for new parents and child to get to know the staff prior to a child starting
- Educators seek opportunities to talk to parents without ignoring the needs of the children
- Informal and planned opportunities to communicate with parents
- Engaging parents for food drive, fundraisers, coming in for special events at the daycare

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

- PIRS (Peel Inclusion Resources Services) and involving our contact for support
- Distributing pamphlets on workshops or materials of interest to parents such as : to Eat Right Ontario menu planning, Region of Peel and Child Development Resource Connection Peel parenting workshops information,
- Partnerships with community colleges like Sheridan, Guelph Humber to provide placement opportunities of students enrolled in the Early Childhood Education field and giving opportunities to our employees to be mentor to these students.
- Memberships with Raising the Bar in Peel, a Quality Initiatives program where staff network with other programs and share information and ideas
- Getting support from our Early Years Specialist in the Region of Peel
- Getting advice and support from our Program Advisor in the Ministry of Education.

Support continuous professional learning by:

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

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

Child’s observations are being documented by Educators on the Development Continuum (ELECT) as well as Nipissing District Developmental Screen to help them revisit their thoughts and ideas expressed in order to extend their understanding. This can be done through recall. Educators then review documents in order to support the child’s expression in all forms. Educators reflect

on the activities presented and how it went and how to extend the learning further or what could they have done to get a better response.

Educators engage families by sharing their child's play with them by email, monthly photos displayed with the learning domain and skill noted. Communicating before and end of the day with families about their child's day.

Resources: How Does Learning Happen (HDLH) Think, Feel, Act *Child Care and Early Years Act (CCEYA)*

By-law 21: *Code of Ethics and Standards of Practice* and the Professional Misconduct Regulation under *the Early Childhood Educators Act*,

Ministry compliance and Blue Elephant Daycare compliance and sign offs:

Blue Elephant Daycare staff, volunteers and resource teachers, students in placements are expected to review and sign off on the program statement and implementation policy on an annual basis.

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

Staff, volunteers, student placements, supply staff and Enhanced Program Support Workers will be regularly monitored and observed by the Supervisor, Director or designate. These observations will be documented and recorded in individual books for each person. Feedback provided to the person regarding their interactions with children and programing in their early learning setting. The staff monitoring observation logs will be kept on file for 3 years.

If staff, volunteers, student placements, supply staff and or Enhanced Program Support Workers are not in compliance with the Program Statement, depending on the nature of the non-compliance, a plan may be implemented to aid the staff to come into compliance or the situation may result in following our internal process for staff non-compliance to policy.

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

Role of Parent and or Guardian

Your role as a parent/guardian is vital to the success of the Child Care Centre. Communicate to the staff about your child's evening, night at drop off. Share your child's interest that occurred over the weekend with staff. Spend time in the program with you child when you have the time. Discuss any concerns you may have with the teacher and/or supervisor.

Throughout the year, we plan events where we would invite you to attend and participate i.e.: June Sing a Long, Winter concert, and fund raising events. We also recommend that before your child starts with us, please drop in for pre-visits with your child to get to know the teachers and the child's friends. This will help make transition a bit smoother for your child and yourself. We look forward to building health relationships with you and your child.

Intentional Play Based Curriculum

We support the "Intentional and Purposeful Play Based Learning" that has been endorsed by the Ontario Government– Today's PlayTomorrow's Success! Today's play in early childhood is the best foundation for success in school. Play develops many skills that are necessary for children to learn to read and write for success in math and science. Play develops behaviors that help children learn all school subjects. We observe children playing both indoors and outdoors in different types of play. We are able to access children's growing abilities to direct their own play. As children begin to play interactively, we see growth in their abilities to follow the rules of a game, to take turns, to share materials, and to begin to cooperate, solve problems that emerge during play.

Through play, children actively pose problems, explore solutions and develop understanding of real world concepts of form and function. By comparing information gained from each new experience to what they already know, they are actively constructing their knowledge of the way the world works.

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

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

Every month the teacher post pictures of children at play and connecting it to the ELECT document (Every Learning for Every Child Today- A framework for Ontario early childhood settings). Activities are posted on Blue Elephant Face book page (no faces of children as per our Photo and Video policy)

Programs Offered:

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

Toddler Program (18 months to 30 months) – Licensed for 20 children. Ration of teacher to child: 1: 5 **20% mixed age grouping**

Transition into our child care setting

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

For the adjustment to be easier, please come in with your child for some pre-visits by stopping by with your child as many times before he/she is registered so that they get familiar with the environment and faces of staff. You could be visiting with your child during different times of the day during your pre-visits. Explain to the child where they are going, what activities they will engage in etc. and that you will be back to pick them at end of day. By returning early for the first few sessions, your child will understand that you will return.

Toddler Program

Toddler hood is a precious stage where a child explores and discovers, is introduced to new people, places and experiences. Activities that are planned by staff are based on your child's interests to the age and ability of each child involving the senses and motor skills. As teachers we want to provide an environment where the children feel safe and have an enjoyable and stimulating experience. The children are exposed on a daily basis to a variety of activities that enhance their learning. In our toddler program, we encourage speech, language and hearing as well as an awareness of things around them. By 18 months they communicate with ten words, follow simple directions i.e.; show me your nose, recognize names of objects i.e.: car, table. By 24 months we encourage them to interact and communicate and build social skills. They are able to use a two word combination i.e.: my hat. They can follow a two step command i.e.; put teddy in bed. They become more aware of shapes, colors and numbers in the environment. We promote self help skills encouraging them to feed themselves dress themselves, wash hands themselves. They start to become more confident and self esteem builds. They also learn to cooperate, share toys and take turns. Teachers work with the Toddlers in small groups as well as in large groups.

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

Social: social interest, perspective taking, parallel play,

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

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

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

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

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

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

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

Items to bring with you to leave at the daycare:

- three complete change of clothes (socks, pants, shirt, undershirt – based on season)
- diaper cream (if used) with your child's name marked and labeled
- Pack of diapers (child used 5 to 6 diapers per day)
- Blanket (no pillows please). This gets sent home every Friday for wash and needs to come back on Monday
- Suitable outdoor winter clothing such as boots, hat, mittens, scarf, snow pants, jacket or snow suit
- Suitable outdoor summer wear such as comfortable closed footwear, hat, light jacket for rainy days or sweater and sunscreen with your child's name labeled on it. Sometimes in the summer we engage in water activities so a towel and swim wear can be left in the cubby during the summer months.
- Any special items that your child is attached to
- Sippy cup for water with child's name labelled on it.
- Bottle (for milk if child still using one) with your child's name labeled on it.
- 5 Bibs (this gets washed at the daycare)
- Soothers or pacifiers if the child uses (5)
- Photograph of your child and a photograph of your family

Transition into the Pre-school/Junior Room

When your child has completed thirty months, he/she will move to the Junior Room. In most cases a spot is available, but there could be the possibility that if a spot is not available immediately, your child could be in the Toddler room for a few weeks and sometimes for a few months. The teacher in the Toddler Room will ensure that your child will receive individual programming that is age appropriate if they continue to remain in the same room. When your child has a start date for the junior room, a month prior to this happening, the supervisor will advise you of the transition and accordingly prepare the child for this change. Your child will have the opportunity to visit their new room frequently at different programming times. A transition form will be completed by the toddler teacher and given to the junior room teacher. Teachers work with the juniors in small groups. They do come together in large groups too.

Preschool Program: (30 months to 6 years) – Licensed for 24 children Ratio: 1 teacher to 8 children 20% mixed age grouping

Three teachers work with this age group. As your child settles in the room, he/she will be free to express emotion, imagination, confidence and personality begins to shine. Staff carefully observe each child's development and provide activities based on their interest to expand their skills in different learning areas. A lot of social development occurs and children are given opportunities to problem solve in a respectful way using their words. We provide an environment that expands the child's all round development. At this age, children learn by doing and observing. By offering a variety of learning experiences your child will gain knowledge of basic shapes, colors, numbers and expand their knowledge about things around them. The children are exposed on a daily basis to a variety of activities based on their interests that enhance their learning. This is accomplished through circles, musical games, role playing and sharing times. A lot of attention is paid to hand eye co-ordination, strengthening

of pincer grip and small muscles. A variety of activities are provided based on their interests and that are age appropriate that strengthens muscle development like cutting, lacing, beading, gluing etc. We instill in the children the grass roots of learning and encourage them to achieve independence in dressing themselves, tying their shoe lace, feeding themselves and self help in hygiene. We encourage the children to feel good about themselves and develop a positive self image. The children are free to express themselves through painting, play dough, art work and free choice craft. They develop their cognitive skills through puzzles, sorting and classifying activities.

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

Social: Making friends, conflict resolution and social problem-solving skills, peer group entry skills, helping skills, interacting positively and respectfully, cooperating, showing empathy, taking another person’s point of view, interacting with adults,

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

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

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

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

Items to bring with you to leave at the daycare:

- three complete change of clothes (socks, pants, shirt, undershirt – based on season)
- diaper cream (if used) with your child’s name marked and labeled
- Pack of diapers (child used 5 to 6 diapers per day)
- Blanket (no pillows please). This gets sent home every Friday for wash and needs to come back on Monday
- Suitable outdoor winter clothing such as boots, hat, mittens, scarf, snow pants, jacket or snow suit
- Suitable outdoor summer wear such as comfortable closed footwear, hat, light jacket for rainy days or sweater and sunscreen with your child’s name labeled on it. Sometimes in the summer we engage in water activities so a towel and swim wear can be left in the cubby during the summer months.
- Any special items that you child is attached to
- Sippy cup for water with child’s name labelled on it.
- Bottle (for milk if child still using one) with your child’s name labeled on it.
- 5 Bibs (this gets washed at the daycare)
- Soothers or pacifiers if the child uses (5)
- Photograph of your child and a photograph of your family

ALTERNATE LICENSE: Pre-school Program: 30 months to 5 years Licensed for 8 children : 1 teacher to 8 children

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

Arrival, departure and release of children from the program

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

Arrival: On arrival, parents are responsible for taking their child to the cubby and helping him remove his outdoor clothes and shoes and accompany their child to his class. If there is any information a teacher or parent needs to talk about regarding the child, this time is a good opportunity to do it.

Departure: Most parents have a usual time for picking up your child. Based on the number of children in the program, toddlers join the Junior Room children as numbers go down at the end of the day. Teachers will inform parents about any special happenings in their child's day. The teacher in class marks a child out when he leaves with the parent and communicates to the parent about the child's day. Teachers will inform you about any special happenings in your child's day. Each child has an observation chart for the day that a parent can review at pick up time. It is available in the room.

Release Information: If a parent cannot pick up his child, then someone on the release information may do so with a phone call or note from the parent informing the daycare of the change in pick up assuming that the person picking up is on our release information list. We will not release the child to anyone who is not on the list on our release or without permission from a parent. If verbal permission is given by the parent over the phone, it is documented by the person receiving the phone call and the parent has to write down the name of person who can be added to the list of release the next day.

We will check identity of the person i.e.: driver's license that has a photograph of the person on it. We will not release your child to anyone who is not on the list on our release or without a written permission from you. For the safety purpose of every child in our care, we reserve the right to not release a child to a parent or guardian if we feel the parent is unable to safely transport the child home e.g.: intoxication, substance abuse, signs of ill health or under strong medication. We will call the other parent or guardian to make alternate arrangements for pickup of the child.

For the safety purpose of every child in our care, we reserve the right to not release a child to a parent or guardian if we feel the parent is unable to safely transport the child home e.g.: intoxication, substance abuse, signs of ill health or under strong medication. We will call the other parent or guardian to make alternate arrangements for pickup of the child.

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

Traffic Safety and Parking: Traffic safety is a concern to all families and us. Please park in designated parking spots. Do not double park and do not let your engine run while coming in to pick up your child.

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

Wait list policy

Intent: This provision is intended to prohibit licensees from charging parents a fee or deposit for the placement of their child on a waiting list for an unsecured spot in the child care centre. This written waiting list policy explains the order in which children are offered admission from the waitlist and describes how the waiting list will be available in a manner that maintains privacy of the child listed on it, but informs parents or guardians of the position of a child on the list.

When you call the Centre to get information, we schedule a visit to Blue Elephant Daycare that is convenient for you. You are given a tour of the facility and the supervisor or director will talk to you about our programs. We will answer any questions you may have. We will have you fill out some information on our wait list book. We have a toddler and a Pre-School wait list. Every parent's information is on one page to maintain confidentiality and privacy. No personal information is shared or visible to another parent. A follow up call may be done by the supervisor or by you thereafter as to the interest for the placement for your child. If there are two parents interested in one placement, we will reach out to both parents giving priority to the first parent on our wait list. We will leave a message and or email for the first parent to call as soon as possible or respond on email if interested in the placement. If we have not heard back from the first parent in 3 days, we will then call the next parent on the wait list. The parents who brings in the last month deposit and registration fee will secure the placement as this shows that the parent is

committed to the placement and we hold the last month deposit as our commitment to hold that placement for your child till the start date. We work one on one with some parents who would like a payment plan to pay off the full last month deposit. This deposit is used for the last month the child is with us.

Tuition Fees and Income Tax Receipts: Upon registering your child, a deposit of first and last month's fee will be required. This deposit will be used for the child's last month in the program. If there is any difference in last month's deposit, it will be adjusted for the last month. Post dated cheques need to be provided for the rest of the months. Your child's fees must be paid the first day of the month. *Please make cheques payable to Blue Elephant Daycare.* Those parents who submit late fees will be charged a penalty of \$10.00. A service charge of \$30.00 will apply for any "NSF" cheques returned. If two "NSF" cheques are returned, you will be required to pay by cash or certified cheque only. Income tax receipts will be provided after the end of the calendar year. Irrespective if your child is sick or goes on vacation, the fee payment continues as no overheads are cut back. Fee payment is for 52 weeks of the year (this includes statutory holidays i.e.: Federal or Provincial holiday i.e.: Daycare is closed for 10 statutory holidays).

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

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

If fee prices have changed during the time, there will be adjustments to reflect new fee prices in last month's deposit. It will be at the Director's discretion regarding adjustments and last month deposit returns based on insufficient notice. In lieu of this, one month notice will be charged. If the child is being temporarily withdrawn, a space can not be reserved for the child unless fees are being paid continuously.

Termination policy: Blue Elephant reserves the right to terminate services to families if policies and procedures are not adhered to or if fees are not paid on time. Based on the circumstances termination can be immediate. At the discretion of the director for reasons that have been previously discussed with the parent where we cannot meet the needs of your child or your own child care needs, Blue Elephant Daycare will provide you with one month notice and termination of your child's placement will take place.

Harassment Policy: Blue Elephant Daycare is committed to providing a work environment free of harassment. An employee has the right to be treated with respect and dignity and it is our responsibility to treat everyone in a professional and business-like manner. Blue Elephant Daycare strictly prohibits harassment of any kind including harassment on the basis of race, color, ancestry, place of origin, ethnic background, citizenship, creed, sex, disability, sexual orientation, age, marital status or family status or any other basis protected by law.

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

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

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

SERIOUS OCCURANCE POLICY

Intent: Help support the safety and well-being of all children in the daycare. Also to provide greater transparency for parents about serious occurrence that occur in the daycare. This policy is developed to instruct staff regarding the identification of a serious occurrence, the response procedure to a serious occurrence and the expected steps in reporting a serious occurrence. The intent is also to take immediate actions to respond to incidents and any long term actions the operator has taken to minimize the recurrence of the incident. The new *Child Care and Early Years Act, 2014 (CCEYA)* and its regulations include provisions to

ensure that there is a plan to deal with any serious incidents that may affect the health, safety and well-being of children and that these serious incidents are reported to the Ministry of Education, tracked and followed up on.

Definition:

- (a) the death of a child who received child care at a home child care premises or child care centre, whether it occurs on or off the premises,
- (b) abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a home child care premises or child care centre,
- (c) a life-threatening injury to or a life-threatening illness of a child who receives child care at a home child care premises or child care centre,
- (d) an incident where a child who is receiving child care at a home child care premises or child care centre goes missing or is temporarily unsupervised, or
- (e) an unplanned disruption of the normal operations of a home child care premises or child care centre that poses a risk to the health, safety or well-being of children receiving child care at the home child care premises or child care centre eg. Fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown, other emergency relocation or temporary closure

How does the licensee (operator) and/or designate or supervisor report a serious occurrence?

Licensees, designates, or supervisors are required to notify their program advisor of any serious occurrences through the Child Care Licensing System (CCLS). If the individual cannot access the CCLS, they must notify their program advisor via telephone or email within 24 hours of becoming aware of the incident and complete a Serious Occurrence report in the CCLS as soon as the system becomes available. Summary report of any action taken as a result. This summary report is posted for at least 10 business days in a conspicuous place at the daycare e.g.: Entrance of the daycare or parent board.

Serious Occurrence Notification Form

Licensee is required to complete and post a summary of each serious occurrence where it is visible and accessible to parents and guardians within 24 hours of becoming aware of the occurrence. Summary must be posted for a minimum of 10 business days, including any allegation of abuse or neglect.

Summary must not include any identifying information and is to be updated every time new information is obtained. Serious occurrence notification forms are kept for at least three years.

Annual analysis Report:

Licensee must conduct an annual analysis of all serious occurrences that occurred in the previous year at each child care centre operated by the licensee and at each premises where the licensee oversees the provision of home child care; and .keep records of the actions taken in response to the analysis. O. Reg. 126/16, s. 25 (3). Ministry of Education licensing staff will review the annual reports during licensing inspections.

How long are licensees required to keep records for serious occurrences?

Licensed child care centres and home child care agencies must ensure that their record keeping is up-to-date and that all records related to children, including those related to serious occurrences such as notification forms and annual analysis report are kept in a secure location for a minimum of three years from the date the records were made. However, records created under the *Day Nurseries Act* must be kept for two years from the date the record was made.

Do I (any person) have to report a situation where a child discloses abuse that occurred outside of child care?

Licensees and staff members should be aware of and understand the reporting obligations imposed by section 72 of the *Child and Family Services Act*, which requires that a person with reasonable grounds to suspect that a child is or may be in need of protection must report that to a Children’s Aid Society.

For more information on the Child and Family Services Act and the duty to report, see

[Reporting Child Abuse and Neglect: It’s Your Duty.](#)

Licensees should only report a serious occurrence if the allegation of abuse or neglect has been made against an employee of the child care centre or a provider at a home child care premises, or any other person while the child is present at a child care centre or home child care premises.

Blue Elephant Daycare Inc., its directors, officers and employees will not be held responsible for any claims, damages or other liabilities for injuries caused by an accident to a child which are not a result of negligence of Blue Elephant Daycare Inc., its agents, directors, officers and its employees, or are not entirely beyond the control of Blue Elephant Daycare Inc., its agents, directors, officers and employees.

Health and Sickness Policy

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

- a sore throat
- swollen neck glands
- fever
- an earache
- vomiting or diarrhea
- flushed face
- unexpected rash or skin eruption

In the event that your child has a low grade fever (about 37.5 C or 99.5 F) and/or shows signs of fatigue, is lethargic and/or shows signs that they are unable to participate in the activities with other children, the supervisor will call you to give you a heads up that your child is not feeling well. We will monitor your child in the next hour and if your child continues to feel unwell and the fever increases to a high grade (38 C or 100 F) and your child is still unable to participate in the activities, we will call you so that you can pick up your child immediately. If we cannot get in touch with you, we will call the emergency alternate on our file. You should be there in an hour as it is not feasible to have a staff member stay with your unwell child as she would be required to stay in program to maintain ratios. We will do our best to keep your child comfortable in a quiet area until you arrive.

If your child has two diarrheas and is not his usual self i.e.: fatigued, disinterest in play and activities, no appetite, we will call to inform you. After the third bowel movement, you will be asked to pick up your child immediately. There is no make-up time when a child does not attend the daycare due to sickness or vacation nor a refund or reduction in fees for absent or sick days.

Communicable diseases

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

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

Measles	7 days from appearance of a rash
Rubella (German Measles)	7 days from appearance of a rash
Chicken Pox	At least 7 days or until all scabs have disappeared
Mumps	Until swelling disappears
Scarlet fever	7 days or until no sore throat or discharge from nose or ears
Strep throat	48 hours from the first dose of medication
Whooping Cough	3 weeks from onset
Pink eye	24 hours from the first dose of medication

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

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

Exclusion/Readmission policy of a child who is showing signs of ill health: In keeping with guidelines from Public Health on exclusion and readmission of children who are sick, this policy has been tightened to minimize the distress for everyone at the centre and to avoid a serious outbreak.

Exclusion: A child should be excluded from the daycare if they have a condition which may be communicable to others (e.g. rash, sore throat or any suspected communicable disease) and/or their level of participation in the program is poor and child is feeling lethargic, fatigued etc.

Readmission:

In keeping with the guidelines and policies of Peel Health, the child shall return when:

- exclusion requirements of reportable communicable diseases are met;
- when the condition of minor communicable disease has been cleared
- or doctor gives permission to return stating that the condition is no longer communicable to others (doc's note required)

Although the child's physician has the responsibility for diagnosing communicable diseases, staff play an important role in identifying early signs of communicable disease. Through daily observation and interaction with children, a staff may notice changes in a child's behavior or appearance or food eating habits. The supervisor will call the parent to give them a heads up on their child's symptoms. During this time, we will do our best to exclude the child from the room until pick up of the child. Teachers must remain in ratio at all times in the program so therefore either the supervisor or director if available will stay with the child until a parent arrives to pick up their child within the hour or so of the initial phone call by the supervisor. We can work together to break the chain of infection by being diligent in our policy on exclusion and re-admission.

Immunization records

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

Immunization exemption

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

Medication:

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

Please provide the medication with necessary forms to the Supervisor. Only the supervisor or her designate will administer medication to the child. Administration of medication will be done after from the program rooms.

Pandemic Policy: Infectious Control Guidelines (HINI)

The pandemic (HINI) 2009 influenza virus (pHINI) has rapidly spread across the world. In Ontario, the majority of confirmed cases of the pandemic strain have been reported in healthy young adults and most cases have been mild. People between 5 and 24 years of age comprise a larger proportion of cases compared to other age groups. Younger children are most at risk of acquiring infection, presumably due to difficult in maintaining routine practice in hand hygiene and appropriate coughing/sneezing etiquette.

It is essential, as part of the development of a comprehensive, scaled and integrated series of public health measures, to have strategies in place to prevent the spread of disease. However, it is important to note that these strategies are not necessarily new

but rather a reinforcement of the existing infection prevention and control practices to prevent or reduce the spread of influenza and procedures for dealing with children, staff and volunteers.

Influenza-like Illness

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

Infection Prevention and Control Practices

To reduce the spread of pHINI in our facility, certain measures such as hand washing, cough/sneeze etiquette, keeping the environment clean and advising parents to keep their child at home when ill are being practiced. This can prevent and/or reduce the spread of influenza

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

- after using the washroom
- after sneezing or coughing
- after coming inside from the outdoors
- before eating a meal or snack
- after wiping a child's nose (or a child wiping her/his nose)

(In the absence of soap and water, a hand sanitizer can be used for staff only)

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

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

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

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

Sleep policy

- Every child is assigned their own individual cot with their name on it. Parent brings in a blanket and the daycare provides a cot sheet. Every Friday the blanket goes home for wash and returned back on Monday. Once a week the cots are disinfected and new cot sheets put on.
- A child's sleeping arrangement will be respected when parents provide a note on sleep arrangements. If any change in sleep arrangements ie: transition between programs and rooms or upon request from parent, the parent will be consulted and informed. This can be done on enrollment or any time during placement.
- If a child does not sleep during rest time, then the child is provided with some quiet activities on bed or at the table with a teacher (i.e.: puzzles, books, paper on clip board with crayons etc.)
- Observation charts are posted daily for each child to capture child's sleep pattern or rest time activities. Staff to inform parent of any changes to sleep pattern by recording on observation chart as well as by verbally informing parent at pick up.
- Staff are present at all time in sleep room and periodically perform direct visual checks of sleeping children by physically walking around the room checking for indicators for distress and unusual behaviors. Every 30 minutes, a staff walks around the beds to ensure they are doing a visual check. The staff complete the visual chart to capture times when visuals are done and sign off on it.
- Ratio during sleep time 12:30pm – 2:30pm (Juniors 1:12 and Toddlers 1:8)
- Sufficient lighting during sleep time to ensure that visual checks can be conducted
- Beds are spaced out. No blankets should cover a child's head.

Seasonal weather and bad weather: If there are severe weather conditions such as storms, low temperatures of -20 degrees C, wind chill or smog advisories and heat alerts, children stay indoors. During inclement weather conditions, Blue Elephant Daycare will remain open but working with skeleton staff. Safety is our number one priority and we will leave it up to parents to make that decision to bring their child in during such bad weather conditions.

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

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

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

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

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

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

EMERGENCY MANAGEMENT POLICY AND PROCEDURES

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

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

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

For situations that require evacuation of the child care centre, the meeting place to gather immediately will be located at: Pre-School Playground by shed

If it is deemed 'unsafe to return' to the child care centre, the evacuation site to proceed to is located at:

**25 Mineola Road West
Mississauga, On L5G 2C1
905 278 0053
Brian and Jane Lindsay**

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed.

If any emergency situations happen that are not described in this document, Supervisor will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.

If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed.

All emergency situations will be documented in detail by the Supervisor or designate in the daily written record.

Additional Policy Statements: Once a month a fire drills will be conducted. A written record of all fire drills are kept for 2 years.

Tests of fire extinguishers and tests of fire protection equipment records will be kept on file for at least two years. Annual fire safety inspection done by a reputable fire inspection company.

All employees have up to date First Aid and CPR training level C

Every program room has an emergency bag prepared to be taken with the Educators in case of an emergency along with attendance, medication bag (for children with special medical needs)

Supervisor or designate ensures that a phone is taken out to call for emergency.

There is an immediate emergency response policy and procedure for the following:

1. Threat (Lockdown & Hold and Secure procedure)
2. Bomb Threat Procedure
3. Disaster Requiring Evacuation Procedure
4. Fire and Evacuation Process
5. External Environmental Threat Procedure
6. Natural Disaster (Tornado/Tornado Warning)
7. Medical Emergency

ANAPHYLACTIC POLICY

Anaphylaxis is a serious allergic reaction and can be life threatening. “Anaphylaxis” means a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock and anaphylactic has a corresponding meaning. The allergy may be related to food, insect stings, medicine, latex, exercise etc. The anaphylaxis policy is intended to help support the needs of a child with a severe allergy and provide information to staff and parents.

The anaphylactic policy, the individual plan for the child with anaphylaxis and the emergency procedures in respect of the child is reviewed as follows:

1. By all employees before they begin their employment
2. By volunteers and students who will be providing temporary care for or supervision of children at Blue Elephant Daycare before they begin providing that care or supervision
3. The anaphylaxis policy is reviewed annually after the first review and at any other time when substantive changes are made to the policy, plan or procedure.

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

Strategy: As part of our strategy to reduce the risk of exposure to anaphylactic causative agents, we have strategies in place. Our statement is that we will ensure the safety of all children to reduce the health and safety risks especially for those with severe allergies. We strive to be nut-free. Gloves used for cleaning is latex-free. No harsh chemicals are used as cleaning agents. All food labels are reviewed for snack to identify allergens. Staff, students and volunteers need to bring in lunch and snacks that are nut-free. No nuts will be provided on the menus. Based on individual dietary needs, we also cater to every child i.e.: vegetarian meals and or gluten free or dairy free meals. Staff, students and volunteers use separate utensils and serving equipment when serving a child who has a special dietary need. This eliminates cross contamination. The food for the child with a special dietary need is labelled and separate from the rest of the children.

Indicator: Communication plan:

We have communicated this policy to parents through our parent handbook. When a parent registers their child, the form asks if their child has a medicate condition including any allergies, however severe they may be. A parent will be informed about our policy on anaphylaxis. All staff have reviewed this policy before employment and this is updated and reviewed with them annually.

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

Individual Action plan:

A child who has anaphylaxis or a severe allergy or medical condition has an individual action plan created that the parent completes (Individual Action Plan for Child with Special Medical Condition Form) on registration or during any time when enrolled in the Centre. The parent discusses this special condition with the Supervisor. The plan describes the child's allergy, symptoms and an action plan in case of an emergency. This plan stays on file as well as on the emergency card. The information is provided by parent from the child's physician. All medication relating to this allergy needs to be prescribed by a physician. All staff (including students and volunteers) are informed on special medical needs of the child before commencement of placement and/or employment. Parent should provide 3 photograph of the child so it is attached to the individual action plan.

It is the parent's responsibility to train the Supervisor with written instructions on procedure for administering medication for special condition example: how to use an epi-pen, how to use the puffer or how to give insulin. The parent could be invited to provide training to all staff at a Staff Meeting or the Supervisor can train all staff at a staff meeting. This plan is reviewed annually with staff and parent.

FOOD ALLERGIES AND SPECIAL DIET REQUIREMENTS

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

Allergy posting: We have an allergy list that includes the names of the children and their respective food allergies or restrictions.

An allergy list is posted in every cooking and serving area, in each play area or play room and in any other area in which children may be present i.e.: washrooms, cubby area, in the outdoor bag when going for outside play.

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

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

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

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

Staff, students and volunteers need to bring in lunch and snacks that are nut-free. No nuts will be provided on the menus. Based on individual dietary needs, Princess Pea catering caters to every child i.e.: vegetarian meals.

Parents who bring in meals (food or drinks) for their child that is gluten free meals or has a severe allergy will ensure that no foods contain any form of nuts. The meal is in separate lunch bag and labeled with the child's name on it. It is prepared, stored and served so as to retain maximum nutritive value and prevent contamination. All supplies brought in by the parent will have the child's name labelled on it. The cook will review all foods ensuring it is nut free. The cook will ensure the foods are served at the right temperature and record the temperature daily. The parent, cook and supervisor sign off on a form indicating that no foods will contain all allergens that are currently in the child care.

BLUE ELEPHANT DAYCARE POLICY ON NO FOODS OR DRINKS FROM OUTSIDE BLUE ELEPHANT DAYCARE POLICY ON NO FOODS OR DRINKS FROM OUTSIDE

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

Birthdays are a special day in a child's life. . We will not accept any foods brought by parents to celebrate their child's birthday. The intent of not accepting any foods from outside for birthday celebrations of children is to ensure the safety and wellbeing of all the children and staff with severe allergies, special dietary needs and to be inclusive in our nutrition program for all children. Blue Elephant Daycare is responsible for all food preparation and foods provided to the children are cooked on site following Health Canada's Food Guidelines. We will follow our menus to maintain the daily nutritional value of every meal.

Here are some suggestions on what your child could share with his/her friends at the daycare for birthday celebrations: stickers, coloring books, pencil crayons and creative items which have to be age appropriate and non-toxic. All items should be handed to the Supervisor only who will ensure items are safe and age appropriate.

Thanks for your understanding and your cooperation.

Nutrition and Menus

No outside foods or drinks will be accepted (unless your child has a special dietary need that we cannot accommodate) due to children having severe allergies and we strive to be nut-free. All meals are prepared on site. Menus are posted on the board by the entrance. If your child has any allergies or dietary needs, please ensure you address this with the supervisor and/or licensee who will ensure the caterer provided individual meals to cater to your child's needs.

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

All food and drinks will be stored at the right temperature to maintain and retain its nutritive value and prevent contamination. If you choose to send in a milk bottle for your toddler child, please ensure it is labeled. A snack menu and lunch menu is posted on the board in the kitchen area. **If your child has an allergy toward a specific food, please let us know immediately.** We will post a list of children that have food allergies and their respective allergies.

ENSURING FOOD SAFETY

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

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

INDIVIDUAL ACTION PLAN FOR CHILD WITH A MEDICAL CONDITION/NEED

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

“Individualized plan” means,

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

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

The plan shall include:

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

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

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

NO SMOKING POLICY : As per the Smoke-Free Ontario Act, 2005, there is a no smoking policy at the Daycare. No smoking signs have been posted at all entrances and exits. Employees and visitors are prohibited from smoking on the premises, near the entrances doors and around the playground).

Blue Elephant Daycare is committed to a smoke-free environment for its employees and children. We hope to help reduce the potential smoke-related health problems of our employees and children by promoting a completely smoke-free work environment. Smoking is not permitted in the interiors of any location in which Blue Elephant Daycare operates programs. No parent or visitor should be smoking in the entrance ways of the building or anywhere close to the playground or parking lot.

In accordance with the City’s Workplace Smoke-Free By-law, visitors to Blue Elephant Daycare including those visitors who are our clients, are not permitted to smoke in our workplaces. Staff are there to ensure this policy is enforced.

PROHIBITED PRACTICES:

Blue Elephant Daycare does not permit the following practices:

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

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

.Lack of work ethics and unprofessionalism in the workplace:

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

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

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

POSITIVE INTERACTIONS

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

Discipline uses encouragement to teach correct behavior. Discipline helps children develop a value system. The child knows how to be honest and why being honest is a correct and wise thing to do. It teaches children self-control. Discipline is handled kindly and requests and requirements simply stated and explained. Natural and logical consequences are the preferred manner of discipline.

It is the policy of the daycare to ensure that a child's introduction to pre-school is as gentle, relaxed and positive as possible. Our constant emphasis is that discipline is handled in a positive e manner and the goal is for the child to develop positive self-discipline.

CHILD CARE SUPERVISION POLICY FOR VOLUNTEERS AND STUDENTS

Intent: To help support the safety and well-being of children in our licensed day care. This policy ensures that every child who is in attendance is supervised by an adult employee of the daycare and student or volunteer is not counted in staffing ratios.

Requirement: No child is supervised by a person under 18 years old.

Only Blue Elephant employees will have direct unsupervised access to children
Volunteers and students are not counted in the staffing ratios in the daycare.

CHILD ABUSE POLICY TO PARENTS, GUARDIANS, TEACHERS:

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

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

Blue Elephant Inc. is committed to meeting the legal requirements of the Child and Family Services Act. The safety of our students is a number one priority. We maintain strict confidentiality throughout the Daycare Centre.

Blue Elephant Daycare: Custody Policy

As a result of recent incidents that have arisen between parents in a variety of family circumstances at the daycare, we thought it timely to address the daycares policy with respect to custody and access of children and any disputes which may arise regarding those issues. We understand that as your child’s caregiver we often end up in the middle of disputes that arise between parents. As a result, and in order to protect the interests of the children and the providers alike, we feel it is important to explain the daycare’s policy and legal position on these issues.

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

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

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

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

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

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

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

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

A Happy Adjustment

To help your child get comfortable in their new environment, we suggest dropping in with your child a couple of times prior to the child's start date. The child get familiar with the caregivers, environment and makes is much easier to adjust once he/she starts full time. Take a few moments to share information about your child in the beginning or end of the day that will help us get to know your child or make adjustment easier ie: she likes to be rubbed in the back at nap time or he does not like the sound of a fire truck as it scares him etc. Feel free to call the daycare at any time to check about your child's day. We encourage you to take part in any planned activities throughout the year. Take the time at drop off to relay any pertinent information about your child that occurred especially relating to health. There are many areas where you can help. You can be a volunteer in any outdoor events/field trips, or get involved in any special events. You may have a particular talent or interest that you would like to share with the children. Please let us know how you would like to be involved.

Inclusion Policy

Legal obligations and government policy:

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

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

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

What is inclusion?

Inclusion is a set of practices and beliefs that involve educating all children regardless of disability, in their neighborhood daycare or preschool with appropriate supports and necessary services. All children have the right to be cared for in their daycare environments within their own community that can meet their needs, and help them grow and develop to their fullest potential.

Principles of Inclusion:

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

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

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

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

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

Supporting the inclusion policy where all children belong:

- Our philosophy and mandate supports this policy in its statement.
- Program plans reflect individual planning based on child's interest/developmental needs
- Support communication by using visual schedules, labeling the environment with pictures and printed words, providing behavioral cue cards, choice boards etc.
- Provide opportunities for imitation including duplicate toys, books and activities for more than one child.
- Support and encourage independence by offering choices and allowing the opportunity for independent exploration.
- Involve instead of isolating by teaching skills and encouraging skill development within the child's preschool grouping. e.g.: putting on shoes can be taught during the group dressing routine to provide opportunities to watch others
- Encourage problem solving between children so that children learn to share, respect and take turns.
- Appreciate similarities and celebrate differences among children.
- Build partnerships between families and their support system to reflect involvement, input and ongoing collaboration.
- Staff participate in training in order to understand and become skilled at using strategies and techniques. Staff work with Resource Consultant in Peel (PIRS) to get support and guidance.
- Staff conduct regular observations of children, know the program and children well and provide opportunities for learning based on child's interest and needs.
- Activities and routine are modified and adapted to include all children
- Parents are encouraged to participate in child care program
- Blue Elephant Daycare has a one month written notice withdrawal notice for parents to withdraw their child. However, based on the situation and circumstance, there are exceptions to this rule
- Parents are provided with a variety of resources i.e.: parent workshops, Eat Right Ontario, contact for Public Health nurse, CDRCP (Child Development Resource Connection Peel), information of fee subsidy etc. when parents do have questions and are looking for support and information.

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

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

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

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

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

Please bring in a blanket for your child at nap time. This blanket will be sent home every Friday for wash and brought back to the Daycare on Monday. In the summer, please send a hat and sunscreen block. In the winter please ensure your child wears a snowsuit, snow boots, hat, mittens and neck warmer.

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

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

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

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

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

Blue Elephant Daycare Photos and Video Policy:

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

Video Surveillance policy – Blue Elephant Daycare

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

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

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

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

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

Policy Statement:

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

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

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

Addressing Parent Issues and Concerns

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

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

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

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

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

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

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

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

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

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

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

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

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

Special Events:

There are numerous fun and exciting events that Blue Elephant Daycare organizes that involves the parents throughout the school year.

Halloween party (October) Winter Solstice Party and Concert (December) Valentine Party (February)

Spring Party (April) Summer Concert (June)

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

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