



PARENT HANDBOOK 2025

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Renewed annually and or updated when additional information is added during the year
Old update - October 2024
New update: January 2025 v 2.1

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

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

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

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

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

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

To this end:

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

- By observing children and communicating with staff throughout the day to check for signs of illness and report it to Supervisor who in turn communicates with the parent. Children or staff who become ill while attending the daycare must return home as soon as possible. The Supervisor initiates the Centre's Illness Management Policy
- Educators follow the health and safety guidelines set out by Ministry of Education , Ontario Public Health and Peel Public Health
- Staff and children wash their hands throughout the day following hand washing policy.
- Educators sit with the children and encourage children to try new foods as well as promote healthy eating.
- Well organized materials easily available to children and cleaned and disinfected frequently.
- Educators follow child's interest and provide materials and activities that enhance all round development. Most materials used are easily washable and sanitized regularly.
- Throughout the day every Educator ensures that the environment is safe for children and families
- We promote nutrition by ensuring the meals follow Canada Food Guidelines <https://food-guide.canada.ca/en/>
- and Paint your plate, Ontario Dieticians in Public health

- <https://www.odph.ca/paint-your-plate-english>
- 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

- Providing a warm environment for children, families and all staff to feel comfortable to share ideas, communicate any concerns and be sensitive to the needs of others. We connect with parents strengthening the relationships by phone or email or in person. We give attention to those who need it by encouraging the child through communication and positive guidance. Children choose their own activities from their own area/space and we respond to their needs in a positive way. Children and families can express themselves and we listen. We provide positive feedback and work together to provide the best care for children.
- Team meetings and staff meetings occur either on a bi-weekly or monthly basis and we share information and discuss possibilities to provide children with deeper explorations. We invite others perspectives in planning (children, parents, teachers etc.) to work towards the child's goal. Develop an environment where children feel safe and comfortable to share their thoughts and ideas.
- Provide families with information on their children's daily routines, maintaining open communication to create an inclusive program between families and child care providers and done through email, virtual meetings, phone calls or in person meetings.

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

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

We foster the children's exploration, play and inquiry

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

We provide child-initiated and adult supported experience

- Provide children with age and developmentally appropriate activities that allow for language, cognitive, social-emotional, physical and creative development. A variety of activity bins for each child to explore and create. Group play to initiate conversations and observe creativity
- Observing them at play and accordingly plan and provide materials for children to engage and choose their play. We support them by building on children's questions, ideas and theories observed in play. Children make their own decisions in their choice of play. Provide children opportunities to lead their play independently
- Allow children opportunities to play independently and adult to support that experience and observe.

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

- 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 (co-learning)
- Promote appropriate modes of communication amongst children through role modeling and encouragement to use positive language/body language (i.e. speaking calmly about how we feel/what we can do when we feel the way we do)
- Observing children and planning and implementing based on their interests and support their learning and development – Use Every Learning for Every Child Today (ELECT) document for capturing the development for each child as well as the Nipissing Screening Tool. Also using an environmental assessment tool to exceed goals.
- Focus on children's interests, providing material allowing them to extend their learning on these interests.

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

- Individual or small group play and individual or small group activities provided that have creative materials for indoor and outdoor play
- Spreading children in different areas incorporating more individual play or small group activities respecting space
- Offering opportunities for small group and large group activities indoors and outdoors
- 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
- Offering quiet activities for individual play at quiet times and/or rest time

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

- Having a close professional partnership with families based on trust so we can meet the needs of their child.
- Daily communication (phone call and email) or in person during drop off and pick up by parent/guardian to discuss child's health or highlights of the child's day
- Planned opportunities to communicate with parents by scheduling one on one meetings

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

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

Support continuous professional learning

- Providing opportunities and support for staff to attend workshops and training on line or in person in the Child Care field and keep updated on the changes and knowledge in early childhood education and development. Webinars offered through Child Development Resource Connection Peel (CDRCP) or through College of Early Childhood Educators and other online professional workshops.

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

Child's observations are being documented on the Continuum of Development document (ELECT) as well as Nipissing District Developmental Screen to help them reach their milestones and development and have goals set for each child.

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

Engaging families by sharing their child's play with them by email. Posting activities on Facebook and Instagram.
Communicating on email or phone to parents

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

Ministry compliance and Blue Elephant Daycare compliance and sign offs:

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

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

Continuous Quality Enhancement

Raising the Bar in Peel (RTBP) is a continuous quality initiative designed to enhance quality care in child care and early years programs. Through authentic participation in RTBP, programs are committed to maintaining Provincial regulatory standards as well as local community standards.

In cooperation with Affiliated Services for Children and Youth (ASCY), copyright owners of RTB, Peel's Adaptation for Raising the Bar emerged and is based on enhancing relationships through:

1. Lifelong Learning
2. Reflective Practice
3. Mentorship
4. Leadership
5. Collaborative Inquiry

The initiative provides an intentional opportunity for programs to build their professional capacity, and to enhance their practices and relationships through a reflective, goal and action-oriented model.

For more information on Raising the Bar, google info@cdrep.com or call 905-890-9432

Blue Elephant Daycare has been a member of Raising the Bar in Peel since 2008.

Canada Wide Early Learning Child Care Program (CWELCC) – October 2022

<https://www.ontario.ca/page/canada-ontario-early-years-and-child-care-agreement>

<https://www.peelregion.ca/children/lower-child-care-fees.asp>

The Government of Canada has identified child care as a national priority to enhance early learning and childhood development, support workforce participation and contribute to economic recovery.

Through its 2021 Budget, the federal government committed to investing in a national child care system with all provinces and territories, as well as Indigenous organizations. As part of the agreement, Ontario received \$13.2 billion over six years beginning in 2021-22.

Funding under the CWELCC will be used to build and leverage the success of Ontario's existing early learning and child care system by increasing quality, accessibility, affordability and inclusivity in early learning and child care, towards achieving the objective of:

- a) Providing 25% fee reduction retroactive to April 1, 2022, building to a 50% reduction in average parent costs (based on 2020 levels) for licensed early learning and child care by the end of calendar year 2022 and reaching an average fee of \$10 a day by 2025-26 for licensed child care spaces;
- b) Creating 86,000 new high-quality, affordable licensed child care spaces (relative to 2019 levels), predominantly through not for profit child care;
- c) Addressing barriers to provide inclusive child care; and
- d) Valuing the early childhood workforce and providing them with training and development opportunities

Blue Elephant Daycare is excited to be approved by the Region of Peel as we participate in the CWELCC program. Parents/guardians will see reduction in fees as shown in the fee reduction in this booklet for 2025.

The Canada-wide Early Learning and Child Care (CWELCC) system will:

- give families access to more affordable and high-quality child care options
- help lower child care fees for parents of children under the age of six
- increase child care spaces
- support the child care workforce

Notice of disenrollment – Updated January 2025

If Blue Elephant Daycare intends to disenroll from the Canada-Wide Early Learning and Child Care System, Blue Elephant Daycare shall ensure that notice of the disenrollment is provided to the following persons at least 30 days before the disenrollment date:

- A parent of every eligible child enrolled at Blue Elephant Daycare
- Every employee of Blue Elephant Daycare

If Blue Elephant Daycare is advised by the Region of Peel service manager that it will be disenrolled from the system, then Blue Elephant Daycare shall ensure that notice of the disenrollment is provided to the persons mentioned in subsection

1.(a) if the advice is given less than 30 days before the disenrollment date indicated by the Region of Peel service system manager, within three business days after the day Blue Elephant Daycare receives the advice; and

(b) otherwise, at least 30 days before the disenrollment date indicated by the Region of Peel service system manager.

(2) A parent who receives a notice of disenrollment shall not be penalized for withdrawing their child from Blue Elephant Daycare as long as the parent gives notice of the withdrawal to Blue Elephant Daycare

(a) within 30 days after receiving the notice of disenrollment; and

(b) at least 30 days before the date the parent would like to withdraw the child.

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

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

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

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

Role of Parent and or Guardian and involvement – Updated August 2022

Your role as a parent/guardian is vital to the success of the Child Care Centre. Parents are invited and encouraged to visit the Centre and make class observations at any given time. Communicate to the staff about your child's evening or the night before at drop off or by email or phone call ie sleep pattern, eating habits, any injuries that occurred at home etc. At pick up the Educator can share with you how your child's day was providing some highlights. Share your child's interest that occurred over the weekend. Discuss any concerns you may have with the teacher and/or supervisor via email or scheduled one on one phone call meeting. Provide feedback on activities and keep the line of communication open regarding your child so we can best meet your child's needs.

Pre-visits for parents registering their child in our program:

For new parents, we encourage pre-visits so child and parent can get to meet the Educators and get to build a relationship of trust with them and learn about our programs.

Tours/Visiting the Centre (updated June 2024):

We invite parents who have secured a placement to come in and visit Blue Elephant Daycare and the Supervisor will answer any questions the parent may have. These tours are available from Monday to Friday between 9:30 am – 11:00 am or 3 pm-4pm. *Please note tours take about 20-25 minutes.

During the in person tour, the Supervisor asks questions about your child's interests, learning style, engagement with children, adults, materials and support needs, etc. to have the best information to make the enrollment process smooth and decisions to support successful placements. If you child requires support, the Supervisor will discuss PIRS with you.

Its an open door policy where parents can come in and be part of the program and engage with their child if time permits. Pre visits are scheduled two weeks before the placement date.

NEW PLACEMENT PROCESS - Updated January 2024

The New Placement Process is designed to support families in getting child care that is right for them. It reflects the individual child and/or unique situation of every child/family. When the process is used in a proactive, timely and effective manner, it will help increase access, support children and families, and build on the strengths of Blue Elephant Daycare team.

Supporting new placements means child care program staff implement the steps within the New Placement Process before denying access to child care for any child at Blue Elephant Daycare.

The Supervisor of Blue Elephant Daycare will take the lead to implement the new placement process.

Process:

- Supervisor provides an open and welcoming enrolment process that is inclusive of all children and families and follows the program's approved Inclusion Policy Actions with Family Actions with Resource Consultant (RC) of Peel Inclusion Resource Services (PIRS)
- Supervisor has discussions with the child's parent/guardian(s)
 - a. Discuss child's strengths, needs and interests
 - b. Discuss any observations related to areas of concern/challenge
 - c. Explore factors that could impact a child's successful transition into the program such as medical, physical health, emotional and mental health, culture and language and cognitive factors
 - d. Discuss services currently being accessed by the child and family (e.g., speech and language services) to determine if or how strategies can be used to support their transition into the program

Supervisor has discussions with the Resource Consultant (RC):

- a. brainstorm ideas to support access (maintain confidentiality by not sharing personal family/child information)
 - b. Flag issues that may prevent placement
 - c. Discuss general strategies to support access
 - d. Discuss and assess the program, cohorts, environment, schedule, etc. to identify opportunities to make small program changes that could support access
- Supervisor provides information:
 - a. Discuss PIRS support and the role of RC to parent
 - b. Review the RC information (posted on the parent board) o Share PIRS video to the family
 - c. Direct families to the Region of Peel’s Support for children in licensed child care web page for more information or to complete a PIRS referral
 - d. Introduce PIRS supports. Invites the RC to participate in a meeting with the family to discuss PIRS and the role of the RC.

If, after implementing the New Placement Process, and Blue Elephant Daycare is unable to proceed with enrolment, the Supervisor of Blue Elephant Daycare will complete the actions below:

Actions by Supervisor with Family

- Provide clear communication to the family about why Blue Elephant Daycare is not able to enroll the child at this time.
- Offer to place the child on the Program’s wait list as appropriate
- Provide InfoPeel information to assist the family in exploring other child care options

Actions with Resource Consultant

- Discuss messages that can be shared with the family.

Action by Supervisor to document:

Blue Elephant Daycare (Supervisor) is to document the actions taken to support a child’s access to the program including, but not limited to, dates of meetings and discussions, meeting attendees, plans and strategies discussed, actions to be taken and by whom.

We look forward to building strong, positive and healthy relationships with you and your child where we keep the lines of communication open in regards to meeting the needs and interests of 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 Play Tomorrow’s Success! Today’s play in early childhood is the best foundation for success in school. Play develops many skills that are necessary for children to learn to read and write for success in math and science. Play develops behaviors that help children learn all school subjects. We observe children playing both indoors and outdoors in different types of play. We are able to access children’s growing abilities to direct their own play. As children begin to play interactively, we see growth in their abilities to follow the rules of a game, to take turns, to share materials, and to begin to cooperate, solve problems that emerge during play. Through play, children actively pose problems, explore solutions and develop understanding of real world concepts of form and function. By comparing information gained from each new experience to what they already know, they are actively constructing their knowledge of the way the world works.

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

experiences, they can integrate specific learning goals and objectives for the group and for individuals, dramatically enhance children's learning, and meet standards for preschool outcomes in all areas.

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

A Happy Adjustment

We welcome new parent/guardians and arrange tours. We support and encourage parents to bring in their child for some pre-visits outdoors or indoors before a child starts his/her placement at Blue Elephant Daycare.

Our Educators will be happy to send photos and videos of your child during the day once your child's placement begins with us. As a parent, you are welcome to call to talk to the Educator. Take a few moments to share information about your child in the beginning or end of the day to the person receiving your child as that will help us get to know your child or make adjustment easier ie: she likes to be rubbed in the back at nap time or he does not like the sound of a fire truck as it scares him etc. Feel free to call the daycare at any time to check about your child's day. Take the time at drop off to relay any pertinent information about your child that occurred especially relating to health or send us an email at info@blueelephantdaycare.com.

PROGRAMS OFFERED: Pre-Schoolers/Juniors (31 months to 5 years) Toddlers (18 months to 30 months)

We always give priority to full time placement but reserve the right to provide part-time service accordingly. Part Time Program (based on availability and discretion of management). Only 2 spots for a 3 day and 2 day program available in the Pre-School room There are no make-up days if the par -time day falls on a public holiday.

Pre-Schoolers/Juniors: 2 full days (Tues Thurs), 3 full days (Mon, Wed, Friday), 4 full days (based on availability)

There are no part-time placements available in the Toddler age group.

Toddler Program (18 months to 30 months) – There are 2 toddler program rooms each licensed for 10 children
Total Licensed capacity for Toddlers: 20 children. Ration of teacher to child: 1: 5

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. Your child will have moments in the day when he/she cries during the adjustment period. Our Educators do their very best in ensuring your child feels safe, secure and cared for in friendly environment. Our Educators will redirect the child, provide an activity of interest to the child to distract the child. We have a great group of teachers who are trained and sensitive to your child's needs. Staff are there to support your child in adjusting and during the separation process.

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

Toddler Program

Toddler hood is a precious stage where a child explores and discovers, is introduced to new people, places and experiences. Activities that are planned by staff are based on your child's interests to the age and ability of each child involving the senses and motor skills. As teachers we want to provide an environment where the children feel safe and have an enjoyable and stimulating experience. The children are exposed on a daily basis to a variety of activities that

enhance their learning. In our toddler program, we encourage speech, language and hearing as well as an awareness of things around them. By 18 months they communicate with ten words, follow simple directions i.e.; show me your nose, recognize names of objects i.e.: car, table. By 24 months we encourage them to interact and communicate and build social skills. They are able to use a two word combination i.e.: my hat. They can follow a two step command i.e.; put teddy in bed. They become more aware of shapes, colors and numbers in the environment. We promote self help skills encouraging them to feed themselves dress themselves, wash hands themselves. They start to become more confident and self esteem builds. They also learn to cooperate, share toys and take turns. Teachers work with the Toddlers in small groups.

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

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

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

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

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

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

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

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

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

Items to bring with you to leave at the daycare:

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

Transition into the Pre-school/Junior Room

When your child has completed thirty months and is on thirty one months, he/she will move to the Pre-School Room. In most cases a spot is available, but there could be the possibility that if a spot is not available immediately, your child could be in the Toddler room for a few weeks after 30 months before a space becomes available in Pre-School room. The teacher in the Toddler Room will ensure that your child will receive individual programming that is age appropriate if they continue to remain in the same room. Your child will have pre- visits to the Pre-School room before he/she moves to that program room and get to know the Educators as well as other children. The toddler Educator will communicate with the Pre-School Educator about your child who is moving up and will give them enough information about your child.

Preschool Program: (30 months to 5 years) – Licensed for 24 children Ratio: 1 teacher to 8 children

As your child settles in the room, he/she will be free to express emotion, imagination, confidence and personality begins to shine. Staff carefully observe each child's development and provide activities based on their interest to expand their skills in different learning areas. A lot of social development occurs and children are given opportunities to problem solve in a respectful way using their words. We provide an environment that expands the child's all round development. At this age, children learn by doing and observing.

By offering a variety of learning experiences your child will gain knowledge of basic shapes, colors, numbers and expand their knowledge about things around them. The children are exposed on a daily basis to a variety of activities based on their interests that enhance their learning. A lot of attention is paid to hand eye co-ordination, strengthening of pincer grip and small muscles.

A variety of activities are provided based on their interests and that are age appropriate that strengthens muscle development. We instill in the children the grass roots of learning and encourage them to achieve independence in dressing themselves, tying their shoe lace, feeding themselves and self help in hygiene. We encourage the children to feel good about themselves and develop a positive self image. The children are free to express themselves in a positive way. They develop their cognitive skills.

We can accept upto five children under 31 months in the Preschool room. Your child may move to the Preschool room ahead of 31 months if there is a space in that room.

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, helping skills by tidying up after themselves, interacting positively and respectfully, cooperating, showing empathy, taking another person's point of view, interacting with adults,

Emotional:

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

Communication, language and literacy skills:

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

Cognition:

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

Physical:

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

Items to bring with you to leave at the daycare:

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

ALTERNATE LICENSE:

Pre-school Program: 30 months to 5 years Licensed for 10 children : 1 teacher to 8 children ratio

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.

Hours of operation: (*change in operational hours effective January 2, 2025*)

Effective January 2, 2025, Blue Elephant Daycare is open from **7:30 a.m. to 5:30 p.m.** Monday, Tuesday, Wednesday, Thursday and Friday. Closure days are noted on this booklet below.

Blue Elephant Daycare Closure days in 2025 and one day early closure

Full fees in effect for all closure days.

As part of Canada Wide Early Learning Child Care (CWELCC) program guidelines 2023 and 2024 that will continue in 2025, programs may not exceed two consecutive weeks of closure and not more than four weeks of closure within a calendar year where families are charged full fees of the CWELCC program. Where fees are collected from families for service closure days, the staff are paid for those days. We have added closure dates for the year and public

holidays (Federal and Provincial public holidays) where fees need to be paid for all these closure days. Staff get paid for all closure days.

Blue Elephant Daycare Closure for 2025 and early closure

(8 Blue Elephant Daycare closure days for 2025, 10 public holidays (Federal/Provincial) and one early closure day where parents will pay for those closure days and staff will be paid)

New Year's Day (in lieu) , Wednesday, January 1, 2025

Friday, February 14, 2025 (Professional learning day for employees)

Family Day February 17, 2025 (Monday)

Monday, March 10, 2025 – Professional learning day for employees.

Good Friday, April 18, 2025

Easter Monday – April 21, 2025 (Policy and Procedures review with employees)

Victoria Day, May 19, 2025 (Monday)

Monday, June 30th 2025 (Review of four foundations on *How does learning happen*)

Canada Day, July 1, 2025 ((Tuesday)

Simcoe Day or Civic Holiday August 4, 2025 (Monday)

Friday, August 29th, 2025 (Planning/preparation time for employees)

Labour Day, Monday September 1, 2025

Thanksgiving, Monday October 13, 2025

Monday, December 22, (Planning, preparation, set up, clean up for employees)

Tuesday December 23, 2025

Wednesday, December 24, 2025

Christmas Day, Thursday, December 25, 2025

Boxing day, Friday, December 26, 2025

December 31st, 2025 Wednesday, **Blue Elephant Daycare will be closed at 3 p.m.** Early pick up on this day.

Reduced Ratios:

For centres that run a program for six hours or more: in a day reduce ratios can be used in the morning 90-minutes after the program opens (7:30am – 9:00 am) and then in the afternoon 60-minutes before the centre closed (4:30 pm – 5:30 pm).

Reduced ratios in the Toddler room in 1:8 and Preschool room 1:12

Reduced ratios are also used during sleep/quiet time. No exceeding two (2) hours. Once you have one more child over the ratio another teacher needs to be available for that room. Best practice is having the second teacher in the room for 9 children but doesn't always have to. The teacher may step out of the room to get daily jobs done or is on call if the teacher needs her.

20% mixed age grouping:

In our license we have a 20% mixed age grouping for the Toddlers and Pre-Schoolers. This means that in a room of 10 children in a Toddler room, 2 children can be under 18 months. In a room of 24 Preschool children we can have up to 5 children less than 30 months in our 20% mixed age group

There is never reduced ratios during outdoor play.

Outdoor play:

Children go outside to the playground upto one hour in the morning and up to one hour in the afternoon. The toddlers have their own playground and Pre-schoolers have their own playground. They go out in small groups and transition back in small groups.

When do children not go outdoors and why?

Due to extreme weather conditions, all outdoor play is suspended. Severe weather conditions include the following:

- Extreme heat/humidity alert
- Extreme cold – temperatures of -15° C or colder or a windchill of -20° C or colder
- Poor air quality – air quality advisory has been issued
- Thunderstorm warning
- Tornado warning
- Winter and ice storms (heavy snow fall, hail, ice pellets, etc.)

Supervisors or other staff regularly check weather reports (including information about wind chill factors, winter storm warnings and heat/humidex warnings) to determine whether it is appropriate to play outdoors on any given day. Children can play outdoors in different types of weather if they are dressed appropriately The Government of Canada provides a website with weather information. As described in How Does Learning Happen? Ontario's Pedagogy for the Early Years, research suggests allowing children to actively explore and investigate what they are naturally curious about, to test their limits, take manageable risks appropriate for their age and skills. During active play, the environment is also the "third teacher" (see more about this in the manual where it talks about a centre's program statement). Staff at the centre should think about how to set up the outdoor space and activities being done outdoors so they provide a lot of opportunities for children for physical activity as well as opportunities for children to investigate, problem-solve and use their creativity.

If children cannot go outside because of bad weather, staff should find opportunities for children to safely engage in active play indoors, where possible – ie: having a dance party in the program room.

Inclement weather conditions (please review section Season weather/bad weather later in this parent handbook

Enrollment: Enrollment is for the full calendar year.

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

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

Daycare opening and closing times – Updated September 2024

Please be advised that the door to the daycare opens at **7:30 a.m. and closes at 5:30 p.m.** The opening teacher has to check all rooms before opening the door at 7:30 a.m. and the closing teacher closes the door at 5:30 p.m. Please respect the opening and closing hours of the daycare as well as the time of teachers when they begin and end their shift.

Please make sure you are dropping off your child a few minutes after 7:30 a.m. and picking up your child at **least ten minutes** before 5:30 p.m. Give yourself time to get your child dressed for pick up or time to hear from the Educator on how your child's day was so that by 5:30 p.m. the closing teacher can close up. It is their personal time thereafter.

Late fee

Late fee payment to the closing teacher will be in effect **after 5:30 p.m.**

We do understand there are unforeseen times (emergency/unpredicted traffic due to accident/weather conditions) where a parent may be late for pick up. Please call the Centre at 905 891 1279 to let the Educator know about the late pick up so that she is aware and can accordingly manage her own personal schedule. There is a late pick up fee that goes to the Educator of \$1.00 per minute which is stated in the parent handbook.

Thank you for your cooperation in respecting the opening and closing time of Blue Elephant Daycare and the personal time of our opening and closing staff.

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 specific entrance/exits of their child's classroom and into the cubby area of your child's class. Parent undresses child (depending on weather) and changes child's shoes to indoor shoes. 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. If there are any items to drop off at the cubby (diapers etc), please do so and let Educator know. The teacher in the room marks the child in on the attendance form and the time in when parent hands the child to his/her Educator/Teacher. The Educator will do a wellness check of the child and if there are any noticeable signs will address with the parent on drop off.

Departure:

Most parents have a usual time for picking up your child. Pick up is through the entrance/exit door of each program room. Parent comes into the program room and takes child to cubby. Parent switches child's shoes to outdoor shoes. Depending on weather, parent gets child dressed to go home and take whatever belongings required that go home. At pick up if there are any highlights of the day, the Educator addresses it with the parent. When an Educator hands the child to the parent/guardian, she will mark out the child on the attendance. It is the responsibility of the parent to take care and supervise their child once the Educator hands over the child to the parent. Please hold your child's hand while walking towards the parking lot to where cars are parked.

Entrance/Exit doors: There are 3 entrance exits where you can drop and pick your child depending on the program room your child is in. Please always close the doors and gates behind you on entering and exiting the premises. Safety is important and all doors and gates need to be secured at all times.

Drop off for child in Toddler Room 2 Downstairs:

The entrance and exit door to the Toddler Room 2 is the **main entrance** door (white door with the doorbell). **Use the keypad entry – Supervisor will give new parent the key pad entry code**

Please come in and take your child(ren) to the cubby area to take off their jacket, outdoor shoes and put on indoor shoes. Once ready, take your child to your child’s program room or if drop off is between 7:30 to 8:30 am, you will take your child to the Preschool room upstairs. The Educator will mark your child in the attendance. Please share any information on your child's well-being with the Educator at this time.

Drop off for child in Toddler Room 1 upstairs –

The entrance and exit door is the current Toddler room 1 door. **Use the keypad entry - Supervisor will give new parent the key pad entry code**

Please come in and take your child(ren) to the cubby area to take off their jacket, outdoor shoes and put on indoor shoes. Once ready, take your child to his/her program room or if drop off is between 7:30 to 8:30 a.m, you will take your child to the Preschool Room (besides the Toddler Room 1 cubby). The Educator will mark your child in the attendance. Please share any information on your child's well-being with the Educator at drop off.

After 8:30 am, drop offs are For example, Toddler 1 drop off of child will be through the front door of Toddler Room 1. Toddler 2 drop off of child will be through main front entrance door to Toddler Room 2 (downstairs).

Drop off for child in Pre-School Room :

The entrance and exit door – Porch. **Use the keypad entry code- Supervisor will give new parent the code.** Please come in and take your child(ren) to the cubby area to take off their jacket, outdoor shoes and put on indoor shoes. Once ready, take your child to his/her program room besides the cubby and the Educator will mark your child in the attendance. Please share any information on your child's well -being with the Educator at drop off.

PICK UP IS SAME AS DROP OFF

Use keypad entry to come inside your child’s entrance/exit door and change your child’s indoor shoes to outdoor shoes and take whatever items that has to be sent home for end of the day.

Considerations for Toddlers pick up :

If pick up of your toddler child between **4:00 pm to 5 pm**, it will be in Toddler room 1 upstairs, main door beside the parking lot.

5:00 to 5:30 pm pick up of Toddlers will be in the Pre-School Room – entrance/exit is the porch door

Usual drop off and pick up for Pre-school children coming in from porch door to cubby.

Release Information: - Updated December 2022

If a parent cannot pick up his child, then someone on the release information may do so with a phone call or note/email from the parent informing the daycare of the change in pick up assuming that the person picking up in on our release information list as authorized by the parent/guardian. 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 or in person, it is documented by the person receiving the phone call or verbal information in the daily communication record log. You can also email any change in release contact to info@blueelephantdaycare.com.

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.

If a parent would like their child picked up by their emergency contact at a certain time of the day and the child can leave the program, this has be documented by a parent through email or note and provided to us and will be kept on file. Our Educators will be informed on the parent’s wishes and will respect it and follow through with it.

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 take 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 and steps to take if a child does not get picked up as expected:

The daycare is open until 5:30 p.m. Please arrive at the daycare to pick up your child at least ten minutes before 5:30 p.m. 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 5:30 p.m., we will call you and if we cannot get a hold of you, will call the emergency contacts provided by you. If by 6:30 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.

Safe Arrival and Dismissal Policy and Procedures

Date Policy and Procedures Established: December, 2022 Policy Updated: November, 2023, May 2024

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

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

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

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

Policy

General

- Blue Elephant Daycare will ensure that any child receiving child care at the child care centre is only released to the child’s parent/guardian or an adult that the parent/guardian has provided written authorization the child care centre may release the child to.
- Blue Elephant Daycare will only dismiss children into the care of their parent/guardian or another authorized individual (adult). The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Additional Policy Statements

If a parent cannot pick up his/her child, then an authorized adult on the release information on the child’s file may do so with a phone call or note/email from the parent informing the daycare of the change in pick up. We will not release the child to anyone who is not on the list on our release or without permission from a parent. The person the child is being released to must be an adult. If verbal permission is given by the parent/guardian over the phone or in person, it is documented in the daily written record by the person receiving the phone call or the verbal information from the parent/guardian.

It is the responsibility of each staff member to mark children in and out of the program/room or from playground during arrival and dismissal. Every Educator needs to know the number of children and the names of the children in attendance in their care at all times.

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/guardian is unable to safely transport the child or walk 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.

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - o greet the parent/guardian and child.
 - o ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on [the child's release information that the parent has authorized on the child's file and is documented in the daily written record or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
 - o document the change in pick-up procedure in the daily written record.
 - o sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected (Updated May 2024)

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - o inform the supervisor or designate and they must commence contacting the child's parent/guardian no later than 11 am). Designated staff shall [contact one parent/guardian first or if cannot reach one parent/guardian, then contact the other parent/guardian by phone call. If no response, leave a message and follow up with email. Designated staff must make contact with an adult to confirm absence of child etc.
 - o Should the Supervisor or designated staff not be able to reach any of the above to confirm the child's absence from care, then contact the adults who are on the emergency or pick up list on child's file where the parent has authorized that person to pick up and that person can get a hold of the parent/guardian and ensure contact is made with the adult to get a response on child's absence .
 - o Supervisor/designate documents all the times of trying to contact the parent/guardian and every attempt made by phone or email.
 - o In the situation where Blue Elephant Daycare staff is not able to reach any of the above contacts, then the staff will call the Police (non-emergency)

Non-Emergency line: 905-453-3311.

The police will contact the parents/guardians to do a wellness check on their child.

Disclaimer: Blue Elephant Daycare Incorporated, its directors, officers and employees will not be held responsible or liable for not hearing back from a parent/guardian by email or phone when every attempt has been made to contact the parent/guardian and following all the steps when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

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

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or adult that the parent/guardian has provided written authorization that the child care may release

the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),

- confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.
2. 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/guardian is unable to safely transport the child or walk 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.

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

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up [by 5.20 p.m.], the program staff shall contact the parent/guardian by phone call and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must [contact the adult that the parent/guardian has provided written authorization on the child's file that the child care may release the child to. Where the adult picking up the child is an authorized adult and their contact information is available, the staff shall proceed with contacting the adult to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child, then the staff shall wait until program closes and make further attempt to contact both parents/guardians of the child and if still no answer, once again contact the authorized adult on the emergency list. If no response from none of the adults contacted by 6.30 p.m. then program staff will call the police and Peel Children's Aid Society

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by [5:30 p.m.], staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. The staff shall stay with the child and proceed to call the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian].
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact the authorized individuals that the parent has given consent to that is listed on the child's file, etc.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts or pick up contacts) by 6.30 p.m.], the staff shall proceed with contacting the Peel Children's Aid Society (CAS) 905 363 6131 and Peel Police. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone or without supervision by an authorized adult.

Additional Procedures

The closing staff can keep in touch with the Supervisor or Director if there is a late pick up of a child.

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care program staff in writing can pick-up their child from care.

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

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her

Traffic Safety and Parking:

Traffic safety is a concern to all families and us. Please park in designated parking spots. Do not double park and do not let your engine run while you are dropping off or waiting to pick up end of day.

At drop off between 7.30 a.m. and 9 a.m. and pick up between 4.30 p.m. and 5.30 p.m. is a busy time at the parking lot. Please be courteous and leave as soon as you have dropped off or picked up your child. For those parents waiting for a parking spot, please be patient during this rush time. We thank you for your understanding and apologize for the wait time or any inconvenience. Do appreciate your cooperation.

Insurance for assistive devices:

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

Professional Code of Ethics and Standards of Practice Policy:

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

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

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

We thank you for maintaining a professional boundary with Blue Elephant Daycare employees.

Base Fee Schedule: January 2025 to December 2025

The base fees for the specific month is based on the number of days the child is enrolled in that month x daily rate.
Blue Elephant Daycare has joined the Canada Wide Early Learning Child Care Program.
For 2025, the fees are all same for every age group

FULL TIME FEE – 5 DAYS PER WEEK

Age Group	(CWELCC) daily base fee for parents)
Toddlers (18 months to 30 months)	\$22
Pre-School (30 months to 5 years)	\$22

PART TIME FEE IN PRESCHOOL ROOM (31 months to 47 months)

Days per week	(CWELCC) daily base fee for parents)
4 days a week	\$22
3 days a week	\$22
2 days a week	\$22

NON-BASE FEE

1. NSF cheques: A service charge of \$30 will apply to any “NSF” cheques return
2. Late fee if a parent picks up late. The late fee goes to the employee who is closing the Centre for that day.
3. Late fee penalty of \$10.00 if parent has not paid fees in the first 3 days of the month.

Last month Deposit:

Upon registering your child when a placement is secured, you will need to provide fees for the days/month your child starts. A last month deposit is also required which is four weeks fees or 21.75 days which is the average billable days. Please note the daily fee (at the end of this document under base fees). This is required immediately to secure a spot for your child when a child has registered. Last month deposit is applied to the last month of your child’s child care service at Blue Elephant Daycare based on the written notice period in writing of 20 business days for withdrawal of your child. Last month deposit can be sent by e-transfer to info@blueelephantdaycare.com.

Pre-visits are arranged based on parent’s schedule and based on ratios. Parents have to stay on site during pre-visits.

Adjustments and refunds of last month deposit:

There will be adjustments in last month’s deposit and adjustments are done when one month written notice is given for withdrawal (20 business days). The adjustments can be returning the difference of last month deposit if a child is withdrawn in the beginning of the month and one month written notice is provided to Blue Elephant Daycare and the parent/guardian had already paid fees for that month.

Withdrawal policy for children currently attending the program: Updated and in effect January 2025

There are situations when a parent of a child who is already attending Blue Elephant Daycare has to withdraw his/her child. In normal circumstances, the parent is required to give written notice of **one month (20 business days)** prior to withdrawing their child from the Daycare.

If insufficient written one month notice is not provided, then the last month deposit will not be returned. It is used to cover the notice period. Please understand that it is not easy to fill the placement in a month and that is why the last month deposit is used to cover that placement of your child withdrawn.

Enrollment and securing a placement with a last month deposit and delaying a start date for two weeks only (September, 2023)

Once a parent/guardian has secured a placement by providing a last month deposit for the placement date, then the placement is secured. However, if circumstances change and the parent/guardian would like to delay the placement date, a written notice to delay the start date should be provided a month in advance. Then the placement will only be held for an additional two weeks. For example if a child was to start on October 1 as per the confirmed date and then the parent/guardian decides to delay the placement date, the parent needs to notify in writing by September 1, the delay in starting. Blue Elephant Daycare will hold that placement date for the child for two weeks. The child will have to start on October 15 and no payment will be required from the parent. Blue Elephant Daycare will not be able to hold a placement beyond two weeks. If the parent chooses to extend the placement date further than two weeks, the parent/guardian will have to pay the fees for those days that the placement is being held for that child. So if the parent/guardian would like to have the child start on Nov 1 instead of October 1, the parent will have to pay two weeks fees of October and two week grace period is given.

Withdrawal policy for new parents who have enrolled their child and yet to start: Updated and in effect January 2025)

If you have enrolled your child and paid the last month deposit earlier in the year for a placement later in the year and your child has not yet started at Blue Elephant Daycare and you wish to withdraw your child from the program, then the parent/guardian has to give **3 months written withdrawal notice**. This is because Blue Elephant Daycare is holding the placement for your child and has committed to the placement date for your child. Others who are on the wait list might have found a placement elsewhere and it would be difficult to find a child to fill the placement in a short time.

If three months written notice is not provided, then the last month deposit is not returned to the parent and will be withheld.

Termination policy: Updated April 2023

We work with the Region of Peel (Peel Inclusion Resource Service) to provide The Continued Placement Process which is intended to support existing placements of every child and will reflect the individual child and/or unique situation. When the process is implemented in a timely and effective manner, it is a successful way to increase inclusion, support children and families and build on the strengths of the Blue Elephant Daycare team.

Supporting existing at-risk placements when concerns arise means child care program staff implement the steps within the Continued Placement Process prior to terminating the care of any child.

Blue Elephant Daycare provides an inclusive program and will follow a process and implement it in a timely and effective manner for a successful way to increase inclusion and support children and families. Blue Elephant Daycare will work with community services and parents in order to meet the needs of the child in the program.

There are situations where Blue Elephant reserves the right to terminate services to families as below yet not limited to are

- policies and procedures are not adhered and parent/guardian does not comply (e.g.: Conduct that is injurious to the well-being of others
- fees/tuition are not paid on time.
- Behavior that is a potential safety hazard for children and staff
- Verbal abuse, harassment or threats to staff and children
- safety concern where a child may not keep him/herself safe or other children safe and this jeopardizes the safety of all our staff, children and the child in our care
- Not respecting the property of Blue Elephant Daycare where damage is done

Based on the circumstances listed above and not limited to, termination will be immediate with no notice period as the health, well-being and safety of our staff and children is paramount. Last month deposit will be returned with no notice provided.

At the discretion of the director and supervisor, for reasons that have been previously discussed with the parent where Blue Elephant Daycare cannot meet the needs of your child or your own child care needs while working with PIRS (Peel Inclusion Resource Services) Resource Consultant (RC). Staff have made every effort to meet the individual needs of each child enrolled in the program but there may be situations where we are not able to meet the individual needs of a child. Parents/Guardians will be kept informed and capacity building steps undertaken and documented. The inability of our program staff to meet the specific needs to an individual child interfere with the needs of other children and/or puts them at risk. Then Blue Elephant Daycare will provide you, the parent with one month notice and termination of your child's placement will take place. Blue Elephant Daycare will ensure it provides and shares options regarding other child care and community resources to support the child and family.

Fee Subsidy and last month deposit:

We accept families who are on fee assistance as we have a Service Agreement with the Region of Peel on fee Assistance. Here is the link

<https://peelregion.ca/children-parenting/child-care-subsidy>

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 (20 business days) or based on parent contribution of fee for that month, adjustments are made. If insufficient notice is provided on withdrawal, Blue Elephant Daycare will contact the case worker on the fee subsidy (Region of Peel) of your child to inform them about the insufficient notice. Based on the decision of the Region of Peel and on the policy of Blue Elephant Daycare on withdrawal notice, it will be decided as to who pays the fees to cover insufficient notice period.

Starting Date and month

The start date and month of your child may vary based on the ratios and age group. This could be due a variety of reasons. We have the right to give you minimum three months notice regarding your child's confirmed start date and month

Tuition Fees

Monthly invoices are sent to parents/guardians by email based on the number of days in that month x the fee rate per day. The invoice is sent at the end of a month for the fees to be paid on the first of invoiced month. We accept e-transfers or cheques for monthly fees. If paying by cheque, please make cheque to **Blue Elephant Daycare Incorporated** or e-transfer to info@blueelephantdaycare.com. E-transfers are preferable. All parents/guardians are paying fees by e-transfer.

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 public holidays i.e.: Federal or Provincial, Blue Elephant Daycare closure days or if a child is on vacation or sick. We do not cut back on any overheads and our employees are paid for public holidays and Blue Elephant Daycare closure days. **Enrollment is for the full calendar year.**

Late payment of fees and penalty:

Those parents who submit late fees after the first three working days of the month will be charged a penalty of \$10.00.

NSF (non-sufficient fund) cheques:

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 certified cheque only.

Income tax receipts: Income tax receipts will be provided in February for the year where taxes have to be filed.

PROGRAMS OFFERED: Pre-Schoolers/Juniors (31 months to 5 years) Toddlers (18 months to 30 months)

We always give priority to full time placement but reserve the right to provide part-time service accordingly. Part Time Program (based on availability and discretion of management). Only 2 spots for a 3 day and 2 day program available in the Pre-School room. There are no make-up days if the part time day falls on a public holiday.

Pre-Schoolers/Juniors: 2 full days (Tues Thurs), 3 full days (Mon, Wed, Friday), 4 full days (based on availability)

There are no part-time placements available in the Toddler age group.

Policy on Pick up of Personal Belongings/medication/medical devices at withdrawal/termination (January 2023)

Once a parent withdraws a child or child is terminated, all personal belongings of the child including medical device and medication should be picked up by the parent/guardian on the last day of the child at Blue Elephant Daycare. If this does not happen, a reminder courtesy call and/or an email reminder is sent to the parent/guardian by the Supervisor or designate to pick up all items within two weeks of withdrawal or termination. Please inform the Supervisor/designate via phone or email date and time of pick up of items so that the Educators can have it all ready.

If all personal items are not picked up within two weeks of withdrawal or termination, then the personal belongings will be discarded/donated. All medication/medical device that are not picked up will be dropped off to the nearest local Pharmacy for proper disposal.

Sunscreen, lotion, lip balm, bug spray, hand sanitizer, diaper cream policy – Policy created May 2024

At Blue Elephant Daycare, the health and safety of our children are of utmost importance. To ensure compliance with the *Child Care Early Years Act* and regulations, we have established the following policy regarding the use of sunscreen and diaper cream:

1. **Product Requirements:**
 - o **NPN (Natural Product Number):** Sunscreen and diaper cream must have a Natural Product Number (NPN), indicating they contain natural, non-medicated ingredients.
 - o **No DIN (Drug Identification Number):** Products must not have a Drug Identification Number (DIN), as this indicates the presence of a drug ingredient which requires a doctor's note for use.
 - o **Original Packaging:** Both sunscreen and diaper cream must be in their original packaging.
 - o **Egg and Peanut/Tree Nut Free:** Products must be certified egg and peanut/ tree nut free.
 - o **Valid Expiry Date:** The sunscreen and diaper cream must have a clearly visible and valid expiry date.
2. **Usage Guidelines:**
 - o Only sunscreen and diaper cream meeting the above criteria will be permitted for use on children at the daycare.
 - o Parents are responsible for providing these products and ensuring they meet the daycare's requirements.
 - o Staff will check each product upon arrival to ensure compliance with our policy.
3. **Exceptions:**
 - o Exceptions to this policy may be made in consultation with daycare management and with appropriate documentation from a healthcare provider if necessary.
4. **Compliance and Enforcement:**
 - o Non-compliant products will not be permitted for use on children at Blue Elephant Daycare.
 - o Regular audits and checks will be conducted to ensure ongoing adherence to this policy.

This policy is designed to maintain a safe and healthy environment for all children attending Blue Elephant Daycare. We appreciate your cooperation in adhering to these guidelines.

Blue Elephant Daycare Waiting List Policy and Procedures

Date Policy and Procedures Established: December 2016 Date Policy and Procedures Updated: **September 2023**

Purpose

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

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

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

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

Policy

General

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

Procedures

Receiving a Request to Place a Child on the Waiting List

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

Placing a child on the Waiting List

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

Determining Placement Priority when a Space Becomes Available

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

Offering an Available Space

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

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

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

Maintaining Privacy and Confidentiality

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

STAFF ROLE IN RESPONDING TO A NEW PARENT ON ENROLLMENT: (updated September, 2023)

When a prospective parent calls the Centre to get information, staff will provide the email address of Blue Elephant Daycare to the parent so that the parent can send the email about the placement. If a parent calls to enquire about the placement on the wait list that they are on, staff will direct parent to send an email to Blue Elephant Daycare and the supervisor/designate will respond. Staff should not give out information to a parent on where they are on the wait list and who is before them. The supervisor or designate who takes care of the wait list will get back to a parent on this request. Educators are to maintain confidentially and respect the privacy of all prospective parents.

SUPERVISOR ROLE IN RESPONDING TO A PARENT ON ENROLLMENT: Updated September 2024

The supervisor receives information via email and responds to the parent. She will schedule a tour for the parent only when a placement becomes available and at a time that is convenient for the parent. The parent would have already sent information on email of child's name, date of birth, parent contact, email address and approximate start date. Every parent's information is documented on a wait list record to maintain confidentiality and privacy. No personal information is shared or visible to another parent. There is a toddler and pre-school wait list done monthly. A follow up call and email may be done by the supervisor after the tour where the parent is given 3 days to respond of his/her interest in the placement. If we do not hear back from the parent, we will move on the next person on the wait list. If there are two parents interested in one placement, the supervisor will reach out to both parents giving priority to the first parent on our wait list. We will leave a message and email for the first parent to call as soon as possible and 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 and send an email.

The parents who transfers the last month deposit and registration fee or provided a cheque dated for the present date (current) will secure the placement as this shows that the parent is committed to the placement. We work one on one with some parents who would like a payment plan to pay off the full last month deposit when a child starts. This deposit is used for the last month the child is with us. Supervisor maintains the confidentiality and privacy of every parent and responds to the parents within 24 to 48 hours.

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

Glossary

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

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

ADDRESSING PARENT ISSUES AND CONCERNS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Procedures

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

Escalation of Issues or Concerns:

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

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

<p>Contacts: Blue Elephant Daycare Licensee: Christine Dourado, 905 891 1279</p> <p>Blue Elephant Daycare Supervisor: Nashrah Tahir 905 891 1279</p> <p>College of Early Childhood Educators: 416 961 8558 Toll Free: 1 888 961 8558</p> <p>Ministry of Education, Licensed Child Care Help Desk: 1-877510 5333 or childcare_ontario@ontario.ca</p> <p>Peel Public Health: 905 799 7700</p>
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Serious Occurrence policy and procedures

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

Purpose

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

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

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

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

Policy

Identifying a Serious Occurrence

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

- the death of a child who received child care at a child care centre,
- abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a child care centre,
- a life-threatening injury to or a life-threatening illness of a child who receives child care at a child care centre,
- an incident where a child who is receiving child care at a child care centre goes missing or is temporarily unsupervised, or
- an unplanned disruption of the normal operations of a child care centre that poses a risk to the health, safety or well-being of children receiving child care at the child care centre ie: fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown, other emergency relocation or temporary closure
- Closure order by local Public Health Unit

Reporting a Serious Occurrence

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

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

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

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

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

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

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

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

Posting a Serious Occurrence Summary (Notification Form)

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

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

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

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

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

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

Annual Analysis of Serious Occurrences

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

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

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

Concerns about the Suspected Abuse or Neglect of a Child

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

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

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

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

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

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

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

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

Procedures to respond to a serious occurrence

Steps to follow for all serious occurrences

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

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

Steps to Follow According to Specific Serious Occurrence Categories

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

Serious Occurrence Category	Steps for Staff, Students and Volunteers to Follow:	Steps for the Licensee/Supervisor/Designate to Follow:
	<p>obligations under the <i>Child and Family Services Act</i> (CFSA).</p> <p>Document the conversation with CAS and follow their recommendations.</p> <p>Notify the supervisor/designate of the incident and the report made to CAS, where appropriate.</p> <p>Refrain from discussing the allegation with others.</p> <p>Maintain confidentiality at all times.</p>	<p>1. Immediately:</p> <p>Notify the person who reported concerns about their duty to report obligations under the <i>Child and Family Services Act</i> (CFSA).</p> <p>Report the concerns to the local Children’s Aid Society (CAS) as per the duty to report obligations under the CFSA, unless it is confirmed that a report has already been made to CAS.</p> <p>Document the concerns.</p> <p>Contact and notify a parent of the child, where appropriate.</p> <p>Based on the nature of the allegation and/or the direction of CAS and/or internal policies, determine next steps such as disciplinary measures and additional actions, such as an internal investigation to protect children in care.</p> <p>Determine whether the individual alleged to have abused/neglected a child is registered with a professional regulatory body (e.g. College of Early Childhood Educators, Ontario College of Teachers, etc.). If so:</p> <p>Report the allegation of abuse to the appropriate regulatory body;</p> <p>Report to the College of Early Childhood Educators when the employment of a registered early childhood educator (RECE) is suspended or terminated or if the RECE resigns.</p> <p>Refrain from discussing the allegation with others.</p> <p>Maintain confidentiality at all times.</p> <p>2. Once all external investigations are complete (e.g. by police and/or CAS), if applicable:</p> <p>Update the serious occurrence report in CCLS,</p>

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

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

Glossary

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

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

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

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

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

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

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

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

Blue Elephant Daycare Positive Interactions and behavior guidance policy

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

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

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

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

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

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

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

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

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

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

Supportive and nurturing practices - Updated February 2024

There are many ways that each of us - management, staff, students and volunteers can help all children to have positive interactions and experiences each time they are in the child care program, including by:

- making sure children's physical needs are being met
 - sometimes children have a hard time coping or get frustrated when they are tired, hungry, uncomfortable or over-stimulated
- being consistent and predictable
 - staff do things in mostly the same way in daily routines (these are the activities that all children do everyday like eating, getting dressed, lining up to go outside, etc.) so the children know what to expect and what is expected of them
 - staff follow-through on what they say they were going to do
 - staff say what they mean and mean what they say so children can trust that what they expect is going to happen is what actually happens
 - setting up rooms that are organized and calm with minimal clutter and making sure that the environment will not overstimulate children
 - if music is kept on during indoor activities, the volume should be kept below speaking level so it does not overwhelm children (unless it's a dedicated music activity). Minimizing extra noise is important because children need to hear the language being spoken around them to learn language. Also, when children can't hear one another, this can cause misunderstandings and frustration
 - using language that children can understand and making sure to do a lot of labelling and commenting on what children are doing and what is going on. Labelling and commenting don't put pressure on children like what can sometimes happen when children are being asked a lot of questions
 - instead of saying "what are you doing, Keely?", staff can say "you're putting your toys away" and "you're cleaning up".
 - using language that is simple and clear when explaining the rules and boundaries about a game or activity and prioritizing the rules to keep the number of rules low; children cannot remember things as well as adults
 - modelling how to share things and take turns; for example: o staff can set up a puzzle so that two children have to take turns putting the pieces into the puzzle o staff can say things like "it's Isobel's turn...now it's Evelyn's turn...now it's my turn"
 - avoiding saying "no" when there's a good alternative and no one is in immediate danger; for example:
 - o instead of saying "no climbing" staff can say "feet stay down"
 - o instead of saying "no more crackers" staff can say "snack is all done"

giving children choices whenever possible. Providing a choice when it's safe and appropriate to do so gives children a sense that they have some control (autonomy) over themselves and the world around them.

Staff can say things like:

- o "Michelle, do you want water or milk?" (for very young children saying "water or milk" while holding the two things up works well)
- o "do you want me to help you or do you want to do it by yourself?"
- o "we have apples and bananas - which one do you want?"
- telling the children when a change or transition is about to happen; for example, staff can say:
 - o "after we finish our snack, we're going to have circle time"
 - o "five more minutes and then playtime is finished"

- not making sarcastic remarks
 - young children do not understand sarcasm so they take what adults say at face-value
- helping children to recognize, talk about and manage their feelings and helping children to learn to control their behaviours (self-regulate)
- staff modelling self-regulation for children by controlling their own behaviours, labelling their feelings, not raising their voice, staying calm and speaking and acting kindly with one another; children pick up a lot by copying what adults are doing and saying
- noticing and praising the positive things children do and not paying much attention to the negative things
- accepting that accidents are part of typical development; for instance,
 - a toddler spilling a cup of water is expected and normal. All staff need to remember that sometimes the way that things are done at the Centre differs from the way things are done at a child's own home, which can be frustrating or confusing for children. It is important to recognize as well that how parents manage their children's feeding, crying, sleep and behaviour varies and this variation may be due to a variety of factors, including cultural norms.

Measures for Dealing with Contraventions - Updated February 2024

If someone in the centre does something that contravenes Blue Elephant Daycare's program statement or commits a prohibited practice or does not adhere to a policy, then such contraventions are very serious and they have consequences. There are various ways that Blue Elephant Daycare will choose to deal with a contravention of the program statement and/or if someone committed a prohibited practice or not adhered to a policy where there are serious implications or jeopardizes the health and well-being and safety of a child -

Consideration will first be given to identify the reason for the contravention:

- Does the individual fully understand the requirements?
 - Was orientation provided for new staff, volunteer or student enough for them to fully understand the requirements?
- In developing the measures, the licensee/Supervisor will consider the severity of an incident and whether it was a repeated behaviour. In cases where staff are not immediately dismissed from their employment with the Blue Elephant Daycare and it depends on the seriousness of the situation, other measures are taken to make sure the individual doesn't commit a contravention again.
- For example, the licensee/Supervisor may require the person to:
- be mentored by a peer
 - do a direct review of the policies and procedures with the centre's supervisor
 - complete additional training

With respect to a person committing a prohibited practice, the policy should set out a series of progressively stronger measures which take into account and are proportionate to things like the severity of the contravention and whether the person has done contraventions previously.

Depending on the situation, Blue Elephant Daycare may choose to exercise its discretion to utilize forms of discipline such as verbal warnings or written warnings upto and including termination. There are other ways that Blue Elephant Daycare may work with the individual on a Performance Improvement Plan. Please refer to staff policy manual on smart goals and progressive discipline policy.

Managing Illnesses and Ill Health Policy:

Date Policy and Procedures Estb: April 2007 Date Policy and Procedures Updated: March 2022

The goal at Blue Elephant Daycare is to keep children healthy. Despite best efforts, illnesses do occur in the child care centre or at home. The first line of defense in managing illnesses involves working with parents and Peel Public Health. If an illness is serious or there's an outbreak, proper management will involve following policies and procedures for exclusion, reporting and communicating illnesses and outbreaks, enhanced hand washing and thorough cleaning and disinfecting.

The supervisor will use signs or email to communicate to parents and staff about the health status. Communication is an integral part of successfully managing illness at Blue Elephant Daycare. Peel Public Health has developed signage that will be posted and/or communicated by the Supervisor to both staff and parents and/or visitors informing about the current health status of the Centre.

Preventing illnesses

Blue Elephant Daycare has established good controls to help reduce the number of infections. A good infection control program is one that everyone follows all the time, all the way. All our employees are well-trained. Monthly meetings are planned where health and safety is always an agenda item. Staff and children work together to ensure that a consistent approach becomes normal routine. On a daily basis staff observe and document for signs of illness noted in a child and share concerns and information with Supervisor who in turn informs parents. Peel Public Health is notified by the Supervisor if there are many children experiencing the same signs of illness.

How does an Illness Spread?

Illness occurs and spreads when three factors are present: germs, host and method of spread.

Germs: Germs are types of microorganisms that produce an illness. Germs are carried in bodily fluids, including stool, saliva, blood and mucus. Germs that cause gastrointestinal illness (e.g. diarrhea) are found in feces, while germs that cause respiratory illness (e.g. cold or influenza) are found in saliva and mucus.

Host: The host can be a child, staff or any person/animal in the centre or home. They can spread infectious germs without showing signs and symptoms of illness. A previous infection may offer future protection (natural immunity) to the host.

Method of spread: Germs can spread from one child to another in several ways:

- Direct contact when a contagious child touches another child.
- Indirect contact when a contagious child touches an object such as a toy or surface (e.g., a table or chair.) The germs spread to that object or surface and can survive for several hours to several weeks. The germ can transfer to anyone who touches that object or surface.
- Droplet transmission when a contagious child coughs or sneezes. The germs in droplets of mucus or saliva can travel through the air to another child or surface.
- Consumption of contaminated food and unsafe water.
- Bites or scratches from infected insects or animals.

Hand washing is the single most effective way to reduce the spread of illness in child

How Do I Know When There Is An Illness?

All employees at Blue Elephant Daycare play an important role in identifying early signs and symptoms of illness in children and staff. Every staff in a program room observe every child for signs or symptoms of illness at the start of every day and throughout the day. If a child is not his/her usual self, the staff reports it to the Supervisor who then has a conversation with the parent by phone/email.

Parents can help

All staff and parents, working in partnership, can help prevent illness and outbreaks at Blue Elephant Daycare. At drop off the staff receiving the child should communicate with parents to obtain information on the child's health and well-being. The parent should provide an update to the Educator of any changes to the child's overall well-being that occurred overnight.

Understanding different symptoms of being ill

It is important for those who interact with children in the child care program to know when a child has symptoms due to a chronic (in other words, long-standing and potentially permanent) condition versus symptoms due to a new, temporary condition. For instance, if a child is coughing, it may be due to an existing chronic condition such as asthma or it may be a symptom of an illness such as a cold. Licensees should discuss the importance of monitoring symptoms with parents when they are enrolling their child in the child care centre. If Blue Elephant Daycare chooses to collect any health information from a parent about their child, we will follow all applicable legislation regarding personal health information and privacy.

Sudden changes in behaviour

In addition to looking for and documenting signs/symptoms of ill health such as fever, rash or symptoms related to digestion, throughout the day, child care centre staff should be aware of and look for any sudden or gradual changes in a child's behaviour, sleeping or eating patterns, or signs that a child has lost some previously acquired skill(s) (e.g., stopped being able feed themselves, stopped using language, etc.). Child care centre staff should talk to the parents of a child who has had a sudden and dramatic change in behaviour, since this can be a sign of a change in the child's health status.

Parents are encouraged to share information about their child's restless night, lack of appetite or other atypical behaviour when they drop off their child at the centre for the day. This information is recorded in the daily written record and children who have demonstrated atypical behaviour should be monitored more closely for potential signs of sickness.

Staff should pay extra attention to the following signs/symptoms in children:

- higher than normal body temperature, flushing, becoming "clammy" and/or slowing down of movement/activity
- a sudden appearance that may be related to a cold such as coughing and/or discharge coming from the nose
- vomiting or diarrhea
- red eyes or ears and/or discharge coming out of eyes or ears
- skin rashes or infections that have suddenly appeared
- unusual irritability, fussiness and restlessness

Staff should also pay extra attention to younger children whose language skills are not fully developed and to children with special needs as these children may have a harder time explaining to an adult that they are not feeling well.

Staff Responsibilities on Illness Tracking Form

Intent: Stop the spread of germs

Our concern, in all cases of illness, is the welfare of the ill child and the health of all the other children in our care. We have communicated to parents and continue to do so by email or in the parent handbook that if their child is ill, or shows signs of coming in for an infection, the parent must keep the child at home. Likewise it also implies to all employees. Stay home if you are sick or if you feel that you are not well and coming down with something then stay home.

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

Centre when their child is sick at home. The parent/guardian should describe the symptoms the child is experiencing. The parent/guardian must keep the child away from the centre when the child is sick.

In the event that a child is at the Daycare and has a low grade fever (about 37.8 degrees C or 100 degrees Fahrenheit or higher and/or shows signs of fatigue, is lethargic has no appetite and/or shows signs that they are unable to participate in the activities with other children, the supervisor will call the parent to come pick up the child who is not feeling well. Child will be excluded from the other children in the sick room with a staff member supervising your child. The sick child is separated and excluded from the other children and taken to the outbreak room and supervised by a staff member. The child is given a cot and some quiet activities and monitored by the staff person. The staff person must wear a mask when with a sick child and try to keep their distance (2 metres) as much as possible.

Seven signs and symptoms of illness to look for:

1. Unusual behaviour
2. Runny nose, cough or difficulty breathing
3. Vomiting
4. Diarrhea
5. Change in skin colour
6. Rash
7. Fever

Staff Responsibilities on Illness Tracking Form (attached)

Five steps for illness tracking

1. Keep one Illness Tracking Form for every classroom.
2. Use the form to record any symptoms of illness and any absences due to illness.
3. Write the date and child's name, and check off the applicable symptoms on the form. Indicate if the child is absent or has been sent home.
4. If the child is absent or sent home, record the date when the child returns to the centre.
5. Record the child's name only once for each occurrence of illness. Make sure all required dates, symptoms, other observations and notes are completed.

If the child is not well enough to participate comfortably in all activities, the child should not be at Blue Elephant Daycare and must be excluded.

Why should our child care centre use the Illness Tracking Form?

The Illness Tracking Form offers two important benefits: It helps employees/staff easily capture and maintain information, as well as keep an eye on trends. Child care staff at Blue Elephant Daycare record all symptoms of illness on one form, making it easy to track illnesses. Staff keep the monthly records organized in a labelled file folder or binder for convenient access. Track trends and respond to changes At the end of each day, week and month, child care staff will be able to determine the number of sick children and their symptoms. These numbers can be compared to previous months and years.

Child care staff will be able to determine if an outbreak is starting and take steps to prevent the spread of illness.

Staff must consider:

- Is there an unusual increase in the number of children with the same symptoms? •
- Is there an unusual symptoms such as bloody diarrhea? If you answer YES to either question, please inform Supervisor who in turn calls Peel Public Health and discusses the concerns and questions.
- If a staff suspect that a child has one of the communicable diseases listed on Peel Public Health List of Reportable Diseases), inform the Supervisor immediately who will report to Peel Public Health.

What Should an RECE and or Early Childhood Assistant Do If Children Are Sick?

Blue Elephant Daycare employees has certain responsibilities when it comes to sick children. According to the Child Care and Early Years Act, child care centres are required to:

- Separate sick children from well children.
- Note symptoms of illness in the child's record. Complete Illness tracking form
- Contact a parent or guardian to take the sick child home.

Peel Public Health requires that all child care centers have and follow written policies and procedures on:

- Excluding, re-admitting and cohorting sick children and child care staff.
- Reporting communicable diseases and suspected outbreaks to Peel Public Health. (PPH)

Supervisor to report a communicable disease or an unusual increase in symptoms to PPH at 905-799-7700.

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

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

Resources: Communicable and reportable diseases: <https://www.peelregion.ca/health/pdfs/reportable-diseases.pdf>
<https://www.peelregion.ca/health/infectioncontrol/guides.htm>
<https://www.caringforkids.cps.ca/handouts/illnesses-index>

The list below is just a few communicable diseases with exclusion period.

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

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

If the family doctor feels that the preceding 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

Date Policy and Procedures Established: April 2007 Date Policy and Procedures: July 2020, **March 2022**

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

Isolation

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

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

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

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

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

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

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

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

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

Fever AND a combination of other symptoms (e.g.: nausea, vomiting)

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

Seven steps for exclusion

1. Separate sick children from well children. Sick children are to be placed in designated exclusion area (sick room or outbreak room) with a supervising staff.

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

Follow current Public Health Guidelines health and safety guidelines from Ministry of Health, Public Health Ontario for exclusion.

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

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

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

Sick child care staff (Sick employee)

Sick child care staff should not be at work. In fact, exclusion guidelines for sick child care staff are the same as those for sick children. Blue Elephant Daycare has provided staff with the policy for sick employees in the staff policy manual and includes when they are expected to stay at home. As well, staff absences and exclusions are recorded by the Supervisor in order to track illnesses of staff.

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

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

What daily actions does Blue Elephant Daycare take to monitor illness?

Upon arrival, each child has a daily health check accessed by the Educator who greets the child and parent. Teacher looks for signs of ill health and/or visible marks, bruises etc. This is recorded in the attendance and log if any unusual signs are noticed. If the parent is there, it is addressed. If the parent has left, the Educator informs the Supervisor who in turn calls the parent to inform on the child's ill health observed. Or else during the day if the unusual signs and symptoms develop and are observed by the Educator, the Supervisor is informed right away. The Supervisor contacts the parent to inform about the ill health of the child. The child is excluded from the other children and taken to the outbreak room with a supervising staff. The Supervisor follows up with the parent next day on child's health and symptoms by email and/or phone.

Parents are advised to keep the child at home until well enough to participate in all aspect of the program. Minimum requirement is that the child is symptom free for 24 hours and well enough to participate in all activities. A symptom of ill health report (monthly grid) is completed for signs of ill health as well as recorded on the daily log in the classroom. An Illness Tracking form is completed for the child.

OUTBREAK POLICY- Updated March 2022

Intent - Avoid the spread of communicable diseases in the centre

What is an Outbreak?

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

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

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

Supervisor to report to Peel Public Health when child absenteeism levels due to illness are 30% above baseline OR when there is an unusual number of gastrointestinal illness cases (e.g.: diarrhea, vomiting) in the Centre as per normal practice.

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

Gastrointestinal (GI) and/or respiratory outbreaks

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

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

Important for Supervisor/staff to note:

When there is an unusual number of staff and/or children with symptoms of GI illness, such as diarrhea and/or vomiting in the Centre, the Supervisor must not wait for the number of illness to reach 30% above baseline to report to PPH (Peel Public Health)

If high absenteeism level reported to PPH may be due to GI illness, the public health case manager will notify a public health inspector to conduct an assessment.

Call PPH at 905 799-7700 and ask to speak to a public health inspector.

For more information refer to Prevent and Managing Illnesses in Child Care Centres guidance document At <https://peelregion.ca/health/infectioncontrol/pdf/ENV-0227.pdf>

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

If an outbreak is suspected, supervisor to take immediate action by follow these guidelines:

Eleven steps to managing outbreaks

1. Call Peel Public Health at 905-799-7700 and ask to speak to a public health inspector who will help provide advice and steps necessary to control the outbreak.
2. Fax or email the Illness Tracking Form to your public health inspector at 905-565-9602.
3. Give frequent hand washing reminders to all children and child care staff.
4. In an outbreak of gastroenteritis, save all leftover food (if available) for analysis, as it may be a source of illness. Keep food in the refrigerator. The public health inspector can arrange to have the food tested.

5. Separate sick children and staff at the child care centre from well children and staff. Ensure that only designated child care staff have contact with the sick children and that the same staff do not assist with the well children.
6. Instruct parents or guardians to take sick children home and to a physician if necessary. Remind everyone, including parents, of the exclusion policy in the child care centre.
7. Enhance cleaning and disinfecting of toys and environmental surfaces.
 - Clean and disinfect thoroughly and more often, and ensure toddler areas get special attention.
 - Ensure cleaning staff are notified that extra cleaning is necessary.
 - Use a disinfectant effective against common outbreak pathogens (Norovirus, rotavirus, etc.).
 - Check the Disinfection Chart for Child Care Centres for concentration of bleach and water disinfectant.
8. Stop all group water play for the duration of the outbreak.
9. Post the Red Outbreak Sign or a similar notification at the front entrance of the child care centre to inform parents and visitors and/or email parents the sign. Prepare and provide fact sheets or letters to parents.
10. If requested by Peel Public Health, distribute stool kits to collect stool samples during a gastrointestinal outbreak. Peel Public Health will provide the stool kits, along with a letter to parents instructing them on how to use the kits. Contact Peel Public Health at 905-799-7700 when stool kits are ready to be picked up.
11. Consult daily with public health inspector regarding new cases, change in symptoms, lab results, pick-up/drop-off of specimen kits, the need for on-site meetings, etc.

What Roles Will Peel Public Health Take?

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

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

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

Role of staff:

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

Role of supervisor –

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

Declaring an outbreak over

Only a public health inspector can officially declare that an outbreak is over and instruct the Supervisor to remove the Red Outbreak sign and post the Green Healthy sign at the front entrance of your child care centre and/or inform parents by email.

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. Without the immunization form, your child will not be able to attend Blue Elephant Daycare.

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. Without the completed forms, your child will not be able to attend Blue Elephant Daycare. Children who are exempted from immunization requirements may be excluded from attending our child care centre in an outbreak or an immediate risk of an outbreak of a vaccine preventable diseases (e.g.: measles, pertussis, etc) for their own protection until the Medical Officer of Health deems the outbreak is over. Children who are exempted from immunizations have their names noted on the allergy list. Parents complete a form that states they are aware of this. The licensee and or supervisor is required to post a sign informing all parents if there is an outbreak or if the child care centre is at risk of an outbreak. The regular fees will continue to apply during the outbreak.

Prescribed Medication:

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

Parental Authorization to Administer Medication:

- Whenever possible, parents will be encouraged to administer drugs or medications to their children at home if this can be done without affecting the child's treatment schedule.

- Prescription and over-the-counter medications for acute, symptomatic treatment will only be administered to a child where a parent of the child has given written authorization to do so by completing the child care centre's Authorization for Medication Administration (the form is attached) . The Authorization for Medication Administration form must be accompanied by a doctor's note for over-the-counter medications.
- The authorization must include a schedule that sets out the times the drug or medication is to be given and the amounts to be administered.
- Where a drug or medication is to be administered to a child on an "as needed" basis (i.e. there is no specific schedule or time of the day for administration), the drug or medication must be accompanied with a doctor's note outlining signs and symptoms for administering the drug or medication and the appropriate dosage. A parent's written instruction must clearly explain what "as needed" means for example: the parent's written instruction can say that when a child begins wheezing, the child must take two puffs from their asthma medication.
- If a parent's written instructions say "take as needed" this is not enough – the parent has to include information about the signs and symptoms that indicate that it's time for the child to take their medicine. Parent's written instructions are also needed for asthma medication or emergency allergy medication that children carry and can give themselves. Parents may also wish to provide specific written instructions for products that are non-prescribed medication: For example, a parent may wish diaper cream to only be applied after certain diaper changes instead of at every diaper change. This information should be provided in writing so that any staff working with that child is aware of the instructions.
- In addition, the Authorization for Medication Administration Form must clearly indicate the situations under which the medication is to be given as outlined in the doctor's note, including observable symptoms.
Examples may include:
 - 'when the child has a fever of 39.5 degrees Celsius';
 - 'when the child has a persistent cough and/or difficulty breathing'; and
 - 'when red hives appear on the skin', etc.
- Prescription/over-the-counter skin products (with a DIN) that need to be administered for acute or symptomatic treatment will only be administered to a child where a parent of the child has given written authorization to do so by completing the child care centre's Authorization for Medication Administration.
- Authorization for Medical Administration Forms will be reviewed with parents annually to ensure the dosage continues to be accurate (e.g. based on the child's age or weight or based on changes as per the doctor's note).
- As long as sunscreen, lotion, lip balm, bug spray, hand sanitizer and diaper cream are non-prescription and/or are not for acute (symptomatic) treatment, and due to their longer-term daily usage, these products:
 - must have a blanket authorization from a parent on the enrolment form;
 - can be administered without an Authorization for Medication Administration form; and
 - do not require record-keeping m

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

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

Infection Prevention and Control Practices: To reduce the spread of all diseases in our facility, certain measures such as hand washing, cough/sneeze etiquette, keeping the environment clean, enhanced cleaning and sanitizing of all toys, materials, high touch areas once a day at a minimum or more if required, low touch areas once a day and advising parents to keep their child at home when ill are being practiced.

Parent are informed by email and by phone call if a child shows signs of illness. The child is excluded and taken to the outbreak/sick room with an Educator. The supervisor informs the parent to come pick up the child. The Educator documents the signs of ill health on a form and it is tracked. Daily monitoring and observation of all children on their well-being.

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 or any infections disease 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, (influenza like illness) 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 like 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 <https://www.peelregion.ca/health/infectioncontrol/guides>.

Living and Managing with COVID-19 - Updated Oct 2022

<https://www.ontario.ca/page/public-health-measures-and-advice>

<https://www.peelregion.ca/coronavirus/prevention>

While Ontario, like other jurisdictions, has taken measures to be able to live with and manage COVID-19 for the long-term, we still need to do our part to protect ourselves and others, especially during respiratory illness season. This includes practicing good hand hygiene, wearing a mask if required or if you feel it is right for you, staying home when you are sick, and staying up to date on your vaccinations.

Stay home: If your child is sick, have your child stay home to prevent transmission to others, except to seek testing or medical care if required.

Your child should stay home until **all** of the following apply:

- symptoms have been improving for at least 24 hours (or 48 hours if you had nausea, vomiting and/or diarrhea)
- do not have a fever
- do not develop any additional symptoms

When your child's symptoms are improving and is no longer isolating at home, doing the following can provide extra protection against the spread of COVID-19 and other respiratory viruses circulating in the community.

For **10 days** after symptoms started:

- wear a [well-fitted mask](#) in all public settings (based on age of child)
- avoid non-essential activities where there is a need to take off the mask (for example, dining out)
- avoid non-essential visits to anyone who is immunocompromised or may be at higher risk of illness (for example, seniors)
- avoid non-essential visits to highest risk settings in the community such as hospitals and long-term care homes

If you have questions related to COVID 19 testing and isolation guidelines, please call the Provincial Testing and Isolation Information line at 1-888-777-0730.

COVID-19 vaccines: Peel Public Health recommends that all eligible children receive the COVID-19 vaccine. Vaccinating children will not only help to protect them from severe COVID-19 outcomes, but will also protect those around them, including vulnerable populations and people who cannot receive the COVID-19 vaccine.

Get details about [COVID-19 vaccines for children](#) including information on safety, where to get the vaccine, eligibility, providing consent, and how to prepare for their appointment.

Screening: Parents and guardians should screen their children before they bring them to child care each day using the [Ontario COVID-19 school and child care screening tool](#).

Parents and guardians can help their children stay safe in child care by keeping them home if they are sick. Children can return to child care when they do not have a fever and symptoms have been improving for at least 24 hours (or 48 hours for nausea, vomiting, or diarrhea).

If they have severe symptoms like chest pain or difficulty breathing, go to the nearest emergency department. Learn more about when to get medical help and [find a COVID, Cold and Flu Clinic](#) near you.

Hand hygiene and other protective measures: Remind your child about the importance of hand hygiene as a protective measure as Educators will do the same. Talk to your child about frequent hand washing and the safe use of hand sanitizers. Educators will also do the same.

Learn more about [protecting yourself and others](#) from COVID-19.

Questions: If you have questions about your specific situation, call Peel Public Health at 905-799-7700 (in Caledon, call 905-584-2216). Our call centre is open Monday to Friday from 8:30 a.m. to 4:30 p.m.

Children with symptoms in the child care setting

If children develop [COVID-19 symptoms](#) while in child care, the following steps will be taken:

- They will be separated from their class or cohort.
- Parents or guardians will be notified to pick the child up as soon as possible.
- If available, a rapid antigen test kit may be given to the child to take home.

Reporting and management

- Parents or guardians are not required to report a child's COVID-19 test results to Blue Elephant Daycare.
- Blue Elephant Daycare is not required to notify other families that there are individuals with COVID-19 symptoms in the child care setting. However, Blue Elephant Daycare may choose to share this information with families based on any person who is immunocompromised.

Notification of high number of absences in child care centres

If Blue Elephant Daycare experiencing higher than expected levels of illness in the centre, which may be due to COVID-19 and/or other viral illnesses (e.g., flu, norovirus), we will contact Peel Public Health and inform them and get advice on next steps ie: a notification letter may be sent to families and staff.

Minimizing the risk:

COVID-19 can spread from an infected person to others through respiratory particles, or by direct contact. COVID-19 is spread most often and easily at short range, and with extended close contact.

No one thing on its own is 100% effective at preventing the spread of COVID-19 but layering public health measures provides the best protection.

Layers of protection include:

- Staying up to date with your vaccinations.
- Staying home when sick.
- Washing your hands frequently.
- Practicing proper respiratory etiquette by covering coughs and sneezes.
- Using a high-quality mask when necessary.
- Maintaining good ventilation in indoor spaces (e.g., opening windows if possible, air purifiers).

Who to contact and contact information at Peel Public Health – All child care health and safety inquiries, **including COVID-related inquiries**, will go to Peel Public Health call centre. If there is a COVID-related inquiry regarding to Blue Elephant Daycare child care program, please contact Peel Public Health at **905-799-7700** or environmental@peelregion.ca and a Public Health Inspector will assist you.

Remaining Health and Safety Measures in Child Care – Hand Hygiene, Respiratory Etiquette, Cleaning and Disinfecting in accordance with local public health direction, should and will continue.

Blue Elephant Daycare Sleep Supervision Policy and Procedures

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

Purpose

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

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

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

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

Policy

General

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

Placement of Children for Sleep

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

Consultation with Parents

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

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

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

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

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

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

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

Direct Visual Checks

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

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

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

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

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

Procedures

Age Group	Frequency of Direct Visual Checks*
Toddler	Every half hour. 12.15, 12:45, 1.15 and 1:45 p .m.

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

Procedures for Completing Direct Visual Checks

Staff must:

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

laboured breathing;

changes in skin temperature;

changes in lip and/or skin colour;

whimpering or crying; and

lack of response to touch or voice.

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

Where the child wakes up, staff must:

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

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

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

Procedures for Completing Direct Visual Checks

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

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

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

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

Staff must:

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

Additional Sleep Supervision Procedures

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

Seasonal weather/ inclement bad weather or extreme situations for Closure or Lock down – Updated August 2022

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

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

On such days of closure, parents continue to pay the fees for that day as staff are being paid for those closure days and all the overheads continue to be paid. Thank you for your cooperation and understanding.

Absences: Please notify the daycare by phone or email and by 9 a.m. if your child is sick or will be absent for a certain length of time and the reason for the absence. It is your responsibility to inform us. As part of our Safe Arrival and Dismissal Policy, we do need to document every child's attendance or absence and reason for absence. As part of our Illness Tracking form (Public Health requirement) we also document and track ill health of children and symptoms. If your child is not attending due to an illness, please notify the supervisor as this information will help staff to identify symptoms in other children with whom your child has come in contact and help us complete an Illness Tracking form. Also informing us on the absence helps us in planning snacks and lunch for that day. We appreciate your cooperation and thank you for helping us to meet all license and public health compliance.

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. The Allergy lists travel wherever children are. All staff are informed of allergies of each child in the Centre.

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 gurgle their mouth after meals when at the daycare.

Injury/Accidents:

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

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

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

Blue Elephant Daycare Emergency Management Policy and Procedures

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

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

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

Definitions

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

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

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

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

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

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

Meeting Place: the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site, or returning to the child care centre if evacuation is not necessary.

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

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

EMERGENCY MANAGEMENT POLICY

There is a working telephone service or an alternative means that is accessible to staff at all times that can be used to obtain emergency assistance. Blue Elephant Daycare landline is **905 891 1279**. Each room has a landline phone in the program room. All staff including Supervisor have access to their cell phones in case of an emergency.

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 different areas

Toddler Room 1 must evacuate to their closest and safest exit, and are required to meet up at the Pre-School Playground (upstairs)

Toddler Room 2 or Alternate Preschool room must evacuate to their closest and safest exit, and are required to meet up at the Pre-School Playground (downstairs)

Junior Room (Preschool) must evacuate to their closest and safest exit, and are required to meet up at the Pre-School Playground

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.

Emergency tip: Don't panic, Remain calm. Always be aware of your surroundings.

PHASE 1: IMMEDIATE EMERGENCY RESPONSE

EMERGENCY SITUATION PROCEDURE LOCKDOWN

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

- 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible.

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

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

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

HOLD & SECURE PROCEDURE

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

- 1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.
- 2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.
- 3) Staff in the program room must immediately:
 - remain calm;
 - take children's attendance to confirm all children are accounted for;
 - close all window coverings and windows in the program room;
 - continue normal operations of the program; and
 - wait for further instructions.
- 4) Supervisor must immediately:
 - close and lock all entrances/exits of the child care centre;

- close all blinds and windows outside of the program rooms; and
- place a note on the external doors with instructions that no one may enter or exit the child care centre.
- Be in touch with emergency service personnel and communicate to all staff once the threat is no longer there.

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

BOMB THREAT PROCEDURE

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

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

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

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

DISASTER REQUIRING EVACUATION PROCEDURE

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

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

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

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

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

EMERGENCY RELATING TO A FIRE AND EVACUATION PROCESS

Toddler Room 1: Primary Exit – Main entrance to Toddler Room 1
(Upstairs) Secondary Exit – Junior Room (Preschool) Porch Door

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

Activate the building fire alarm via the nearest pull station

Exit the building via the nearest exit

Call the fire department from a safe location - 911

Never assume that this has been done

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

**Perform attendance and head count and inform the Director/Supervisor
Await for instructions from the Fire Department.**

Roles and responsibilities:

Staff # 1

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

Staff # 2

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

Toddler Room 2 or Alternate Preschool Room: Primary Exit- Front Entrance
(Downstairs) Secondary Exit: Back door leading to playground

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

Activate the building fire alarm via the nearest pull station

Exit the building via the nearest exit

Call the fire department from a safe location – 911

Never assume that this has been

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

Perform attendance and head count and inform the Director/Supervisor

Await for instructions from the Fire Department

Roles and responsibilities:

Staff # 1

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

Staff # 2

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

Junior Room (Preschool Room) : Primary Exit – Porch Door
Secondary Exit – Front Entrance

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

Activate the building fire alarm via the nearest pull station

Exit the building via the nearest exit

Call the fire department from a safe location

Never assume that this has been done

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

Perform attendance and head count and inform the Director/Supervisor

Await for instructions from the Fire Department

Staff # 1 and Staff # 2

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

Staff # 3

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

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

Supervisor

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

Kitchen Staff, Office staff assisting Toddler rooms (Toddler Room 1 upstairs and Toddler Room two downstairs)

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

DISASTER – EXTERNAL ENVIRONMENTAL THREAT

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

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

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

Staff must immediately:

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

Supervisor or designate must:

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

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

NATURAL DISASTER: TORNADO / TORNADO WARNING

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

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

Staff must immediately:

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

EMERGENCY PROCEDURE IN CASE OF A MEDICAL EMERGENCY

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

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

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

PHASE 2: NEXT STEPS DURING THE EMERGENCY

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

List of Emergency Contact Persons:

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

Child Care Centre Site Designate: Anthony + Christine Dourado

In their absence: Nashrah Tahir

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

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

1. The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre. In this case, it is the Supervisor or designate.
2. Designated staff (Supervisor, Cook, Licensee) who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre.
3. Staff must:

- take attendance to ensure all children are accounted for;
 - escort children back to their program room(s), where applicable;
 - take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and
 - re-open closed/sealed blinds, windows and doors.
4. Licensee and Supervisor will determine if operations will resume and communicate this decision to staff.
5. Communication with parents/ guardians:
- As soon as possible, Supervisor or designate must notify parents/guardians of the emergency situation and that the all-clear has been given.
 - Where disasters have occurred that did not require evacuation of the child care centre, Supervisor or designate must provide a notice of the incident to parents/guardians by email with 24 hours to 48 hours.
 - if normal operations do not resume the same day that an emergency situation has taken place, Supervisor or designate must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

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

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

Communication with parents/ guardians:

- a) Upon arrival at the emergency evacuation site, Supervisor or designate will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children.
- b) Where possible, Supervisor or designate will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

PHASE 3: RECOVERY (AFTER AN EMERGENCY HAS ENDED)

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

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

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

Procedures for Debriefing Staff, Children and Parents/ Guardians:

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

Special Instructions:

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

Additional Policy Statements:

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

GUIDELINES FOR BLUE ELEPHANT DAYCARE DURING A WATER INTERRUPTION:

Date of Policy guideline created: January 18, 2024

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

Notification: Once it has been identified by the Supervisor or designate at Blue Elephant Daycare who becomes aware of a water interruption, the Supervisor or designate will:

- Advise Region of Peel, Public Health at 905 799-7700
- Advise our Ministry Program Advisor Crysta Sromek – 437 233-6134
- Advise the Director – Mr and Mrs Dourado 647-244 4040

The Health Inspector will ask these questions that would require an answer –

- Was the water interruption expected or unexpected?
- What is the estimated time for repair? What is the duration/timing of shut off (during or after operating hours)
- Who is shutting down the water? Eg. Private contractor/property manager and Public works?
- What is the contingency plan? E.g.: alternate location, notify parents, using commercial bottled water,
- Are you dealing with any outbreaks?
- Why was the water shut off?
- Is the problem on the property line of Blue Elephant Daycare or is it on the public side

Here is what Blue Elephant Daycare will do when operating during a water interruption:

Drinking Water:

- Use commercial bottled water

Food Preparation:

- Use disposable items
- Make food in advance for expected shut offs
- Use commercial bottled water for food preparation
- Will consider catering in for unexpected shut offs

Hygiene

- Unexpected: will purchase commercially bottled water
- Expected: store water in large containers for hand washing and use stored water for flushing waste in toilet
- Where a sink with plumbing is not available, provisions will be made for an adequate hand washing station where a large container of warm water (e.g.: a coffee urn with a spigot), a soap dispenser, a roll of paper towels and a bucket to collect waste water.
- Waste water will be disposed off in the toilet.
- Employees will use disposable gloves to provide an additional barrier to contamination but gloves will not replace hand washing. Frequent and thorough hand washing will remain the first line of defense in preventing food-borne illness.
- Alcohol based hand rub (70% recommended) will be used if hands are not soiled.

Diapering:

- Disposable gloves will be used to change diapers and hand will be washed with portable or stored water as described above and followed up with alcohol-based sanitizer when complete.
- Children's hands will be washed with portable or stored water (as described above) and based on age group, only those children above two years old will be supervised with the use of an alcohol-based hand sanitizer after hands are dried from washing with water.
- Educators will disinfect the diapering area between children with the usual sanitizer (bleach/water bottle) following manufacturer's concentration and contact time
- If hands are not soiled, wash hands with portable commercial water or stored water following up an alcohol based hand sanitizer (recommended 70%)

Water to flush toilets:

- Flush the toilet by dumping a bucket of water into the toilet bowl all at one time. This will clear the toilet bowl.

Returning to normal operations after water interruption:

Supervisor or designate will advise our Public Health Inspector 905 799-7700 that normal operations have resumed.

When the water is back on, air in the pipes may make the water cloudy and the plumbing may vibrate and make noise. If this happens, you can remove the air by briefly turning on the tapes from the lowest to the highest faucet in the building (that is, starting in the basement/first floor, and finishing on the top floor). Flush the toilets as well.

- You should only have to run the water for 10 to 30 seconds but keep running it until the water is clear, cold to the touch and any vibration or noise has stopped.
- Public Works will test the chlorine residual water upstream and downstream from the event.
- Peel Health may test the chlorine residual water inside the daycare facility.

Blue Elephant Daycare Anaphylactic Policy and Procedure

Date of Policy estab: April 2007 Date policy updated: April , 2019 August 2024

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

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

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

- Before attending the child care centre, the supervisor/designate will meet with the parent of a child to obtain information about any medical conditions, including whether the child is at risk of having or has anaphylaxis.
- Before a child attends the child care centre or upon discovering that a child has an anaphylactic allergy, an individualized plan and emergency procedures will be developed for each child with anaphylaxis in consultation and collaboration with the child's parent, and any regulated health professional who is involved in the child's care that the parent believes should be included in the consultation (the form in Appendix A may be used for this purpose).
- All individualized plans and emergency procedures will include a description of symptoms of an anaphylactic reaction that are specific to the child and the procedures to be followed in the event of an allergic reaction or other medical emergency based on the severity of the child's symptoms.
- The individualized plan and emergency procedures for each child will include information for those who are in direct contact with the child on a regular basis about the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- All individualized plans and emergency procedures will be made readily accessible at all times to all staff, students and volunteers at the child care centre and will be kept on attendance clip board, one copy in medical bag that has child's medication and one posted in the program room but covered with a file to maintain confidentiality of personal information of child.
- All individualized plans and emergency procedures will be reviewed with a parent of the child annually or if there are any changes or updates made to the plan to ensure the information is current and up to date.
- Every child's epinephrine auto-injector must be carried everywhere the child goes.

Strategies to Reduce the Risk of Exposure to Anaphylactic Allergens

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

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

- Ask the caterer or cook to provide the known ingredients for all food provided. The ingredients will be reviewed before food is served to children to verify that causative agents are not served to children with anaphylactic allergies.
- In cases where a child has food allergies and the meals and snacks provided by the child care centre cannot meet the child's needs, ask the child's parent to supply snacks/meals for their child. All written instructions for diet provided by a parent will be implemented.
- Ensure that parents label food brought to the child care centre with the child's full name and the date the food arrived at the child care centre, and that parents advise of all ingredients.
- Where food is provided from home for children, ensure that appropriate supervision of children is maintained so that food is not shared or exchanged.
- Encourage parents who serve foods containing allergens at home to ensure their child has been rid of the allergens prior to attending the child care centre (e.g. by thoroughly washing hands, brushing teeth, etc.)
- Do not use sunscreen/craft/sensory materials and toys that have known allergens on the labels.
- Share information about anaphylaxis, strategies to reduce the risk of exposure to known allergens and treatment with all families enrolled in the child care centre.
- Make sure each child's individual plan and emergency procedure are kept-up-to-date and that all staff, students, and volunteers are trained on the plans.
- Refer to the allergy list and ensure that it is up to date and implemented.
- Update staff, students, and volunteers when changes to a child's allergies, signs and symptoms, and treatment occur and review all updates to individualized plans and emergency procedures.
- Update families when changes to allergies occur while maintaining the confidentiality of children.
- Update or revise and implement the strategies in this policy depending on the allergies of children enrolled at the child care centre.
- No food from outside policy that parents are aware of unless we cannot cater to an individual diet ie: gluten free

Communication Plan

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

- Parents will be encouraged not to bring foods that contain ingredients to which children may be allergic.
- Parents and families will be informed about anaphylactic allergies and all known allergens at the child care centre through [signs of door – peanut and nut free, no foods from outside policy in parent information book and parent handbook unless severe allergy that child care centre cannot accommodate. Working one on one with parents with children on special dietary needs.
- A list of all children's allergies including food and other causative agents will be posted in the cooking area and made available in any other area where children may be present. All allergy lists are with the attendance and travel with the

children everywhere and also posted in every program room and covered with a file to maintain the confidentiality of personal information of the child.

- Each child with an anaphylactic allergy will have an individualized plan and emergency procedures that detail signs and symptoms specific to the child describing how to identify that they are having an allergic reaction and what to do if they experience a reaction.
- Each child's individualized plan and emergency procedures will be made available and accessible wherever the child may be present while receiving child care.
- The caterer, cook, individuals who collect groceries on behalf of the child care centre and/or other food handling staff, where applicable, will be informed of all the allergies at the child care centre, including those of children, staff, students and volunteers. An updated list of allergies will be provided to the caterer or cook as soon as new allergies are identified. The supervisor or designate will communicate with the caterer/cook about which foods are not to be used in food prepared for the child care centre and will work together on food substitutions to be provided.
- The child care centre will communicate with the Ministry of Education by reporting serious occurrences where an anaphylactic reaction occurs in accordance with the established serious occurrence policy and procedures.
- This communication plan will be continually reviewed to ensure it is meeting the needs of the child care centre and that it is effectively achieving its intended result.

Drug and Medication Requirements

- Where drugs or medications will need to be administered to a child in response to an anaphylactic reaction, the drug and medication administration policy will be followed including the completion of a parental authorization form to administer drugs or medications.
- Emergency allergy medication (e.g. oral allergy medications, puffers and epinephrine auto-injectors) will be allowed to remain unlocked and carried by the Educators so that they can be administered quickly when needed.
- When the child is not in attendance and Blue Elephant Daycare is aware of this information, then the child's medication must be kept in a locked container. This locked container will be in the program room .

Training

- Licensee will ensure that the supervisor/designate and/or all staff, students and volunteers receive training from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication.
- Where only the supervisor/designate has been trained by a parent, the supervisor/designate will ensure training is provided to all other staff, students and volunteers at the child care centre.
- Training will be repeated annually, and any time there are changes to any child's individualized plan and emergency procedures.
- A written record of training for staff, students and volunteers on procedures to be followed for each child who has an anaphylactic allergy will be kept, including the names of individuals who have not yet been trained. This will ensure that training is tracked and follow-up is completed where an individual has missed or not received training. The form in Appendix B may be used for this purpose

Confidentiality

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

Additional Policy Statements

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

Returning medication for discharged children: Supervisor will call and leave a message for the guardian to pick up the medication as well as follow up with an email. Every attempt will be made to ensure that the medication is returned. If not response for a few days, the medication will be discarded or depending on what it is, will be dropped off to the closest pharmacy for proper disposal.

Procedures to be followed in the circumstances described below:

Circumstance	Roles and Responsibilities
A) A child exhibits an anaphylactic reaction to an allergen	<ol style="list-style-type: none"> 1. The person who becomes aware of the child’s anaphylactic reaction must immediately: <ol style="list-style-type: none"> i. implement the child’s individualized plan and emergency procedures; ii. contact emergency services and a parent/guardian of the child, or have another person do so where possible; and iii. ensure that where an epinephrine auto-injector has been used, it is properly discarded (i.e. given to emergency services, or in accordance with the drug and medication administration policy). 2. Once the child’s condition has stabilized or the child has been taken to hospital, staff must: <ol style="list-style-type: none"> i. follow the child care centre’s serious occurrence policies and procedures; ii. document the incident in the daily written record; and iii. document the child’s symptoms of ill health in the child’s records.

Glossary

Anaphylaxis: a severe systemic allergic reaction which can be fatal, resulting in circulatory collapse or shock. Symptoms can vary for different people, and can be different from one reaction to the next, including:

- Skin: hives, swelling, itching, warmth, redness, rash
- Breathing (respiratory): coughing, wheezing, shortness of breath, chest pain/tightness, throat tightness/swelling, hoarse voice, nasal congestion or hay fever-like symptoms (runny nose and watery eyes, sneezing), trouble swallowing
- Stomach (gastrointestinal): nausea, pain/cramps, vomiting, diarrhea
- Heart (cardiovascular): pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- Other: anxiety, feeling of “impending doom”, headache, uterine cramps, metallic taste in mouth

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

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

Eggs milk mustard Peanuts latex
 seafood including fish, shellfish, and crustaceans soy

sulphites which are food additives

tree nuts

Wheat

insect stings

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

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

Individualized Support Plans and Inclusive Programs Ontario Regulation 137/15 52. – February 2024

(1) Every licensee shall ensure that an up-to-date individualized support plan is in place for each child with special needs who receives child care at a child care centre it operates and that the plan includes,

(a) a description of how the child care centre will support the child to function and participate in a meaningful and purposeful manner while the child is in the care of the centre or provider;

(b) a description of any supports or aids, or adaptations or other modifications to the physical, social and learning environment that are necessary to achieve clause (a); and

(c) instructions relating to the child's use of the supports or aids referred to in clause (b) or, if necessary, the child's use of or interaction with the adapted or modified environment.

(2) The plan referred to in subsection (1) must be developed in consultation with a parent of the child, the child (if appropriate for the child's age) and any regulated health professional or other person who works with the child in a capacity that would allow the person to help inform the plan.

Intent Section 39.1 is in place so there is a clear plan to support children with special needs when they are at the centre, including maximizing their inclusion in all activities in the child care centre.

The regulation includes a definition of a child with special needs (see subsection 1(1)). A 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.

When developing an individualized support plan for a child with special needs, the licensee/Supervisor talks about the plan with:

- the parent of the child
- the child (if the child is old enough to understand what is being talked about and can express their own thoughts)
- any regulated health professional (such as an occupational therapist, speech-language pathologist, etc.)
- other people who provide supports to the child as part of their job and who can help to make sure the plan for the child is one that will work well. These professionals could be resource consultants, service coordinators, etc.

The Supervisor asks a parent during enrollment if their child has any support needs before the child starts attending Blue Elephant Daycare and discuss the benefits of having an individualized plan with the parents.

Individualized plans for children with special needs can only be made and implemented if a parent(s) agrees to this, preferably in writing.

Resource consultants who are not employees of Blue Elephant Daycare can only provide services/supports directly to the child in the centre or in respect of the child (so indirectly, like telling staff how to modify a toy for a child) if the parents agree to this, preferably in writing. Staff at Blue Elephant Daycare are not to call in or make referrals to any specialized or health services or supports for a child, unless the parents have agreed to this, preferably in writing.

All employees are required to maintain the confidentiality of a child's medical history including any diagnoses. Sensitive or confidential personal health information and detailed reports from doctors or other health professionals should only be included in the individualized plan for the child if the information is necessary to implement the child's individualized plan and the parents agree (consent) to this in writing.

Support persons hired by parents

Where a parent chooses to hire an individual to support their child while receiving child care at Blue Elephant Daycare, the child's individualized support plan must also include information pertaining to the support this individual will be providing to the child, including whether the parent has provided consent for the individual to be left alone with the child.

INDIVIDUAL ACTION PLAN FOR CHILD WITH A MEDICAL CONDITION/NEED

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

"Individualized plan" means,

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

Intent:

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

The plan shall include:

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

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

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

For children who are not old enough or don't have the skills to self-administer asthma or emergency allergy medication, staff must ensure it is always easy to grab but still out of children's reach. Emergency allergy and asthma medication should not be locked up with other medication. Staff must also ensure that emergency asthma and allergy medication is in the staff's possession when leaving the program room to go to the playground.

INDIVIDUAL ACTION PLAN FOR CHILD WITH A SPECIAL NEED

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

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

“Individualized plan” means,

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

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

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

Educators on a daily basis update the individual support plan and make observations and document those observations on the continuum of development document (ELECT) as well on the Nippissing Screening Tool. The Educators work closely with the Supervisor and the PIRS consultant to ensure that the goals of the child have been met

INDIVIDUALIZED PLAN FOR A CHILD WITH MEDICAL NEEDS – SAMPLE FORM

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

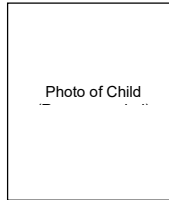
Child's Full Name: [Click here to enter text.](#)

Child's Date of Birth: [Click here to enter text.](#)
(dd/mm/yyyy)

Date Individualized Plan Completed: [Click here to enter text.](#)

Medical Condition(s):

- Diabetes Asthma
 Seizure Other: [Click here to enter text.](#)



Prevention and Supports

STEPS TO REDUCE THE RISK OF CAUSING OR WORSENING THE MEDICAL CONDITION(S): <i>[Include how to prevent an allergic reaction/other medical emergency; how not to aggravate the medical condition (e.g. Pureeing food to minimize choking)]</i>
LIST OF MEDICAL DEVICES AND HOW TO USE THEM (if applicable): <i>(e.g. feeding tube, stoma, glucose monitor, etc.; or not applicable (N/A))</i>
LOCATION OF MEDICATION AND/OR MEDICAL DEVICE(S) (if applicable): <i>(e.g. glucose monitor is stored on the second shelf in the program room storage closet; or not applicable (N/A))</i>
SUPPORTS AVAILABLE TO THE CHILD (if applicable): <i>(e.g. nurse or trained staff to assist with feeding and/or disposing and changing of stoma bag; or not applicable (N/A))</i>

Symptoms and Emergency Procedures

SIGNS AND SYMPTOMS OF AN ALLERGIC REACTION OR OTHER MEDICAL EMERGENCY: <i>[include observable physical reactions that indicate the child may need support or assistance (e.g. hives, shortness of breath, bleeding, foaming at the mouth)]</i>
PROCEDURE TO FOLLOW IF CHILD HAS AN ALLERGIC REACTION OR OTHER MEDICAL EMERGENCY: <i>[Include steps (e.g. Administer 2 puffs of corticosteroids; wait and observe the child's condition; contact emergency services/parent or guardian, parent/guardian/emergency contact information; etc.)]</i>
PROCEDURES TO FOLLOW DURING AN EVACUATION: <i>(e.g. ice packs for medication and items that require refrigeration; how to assist the child to evacuate)</i>
PROCEDURES TO FOLLOW DURING FIELD TRIPS: <i>(e.g. how to plan for off-site excursion; how to assist and care for the child during a field trip)</i>
Additional Information Related to the Medical Condition (if applicable):

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

Parent/Guardian Signature:

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

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

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

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

[Click here to enter text.](#)

INDIVIDUALIZED PLAN AND EMERGENCY PROCEDURES FOR A CHILD WITH AN ANAPHYLACTIC ALLERGY

Child's Name:

Child's Date of Birth (dd/mm/yyyy):

List of allergen(s)/causative agent(s):

-

Asthma: Yes (higher risk of severe reaction) No

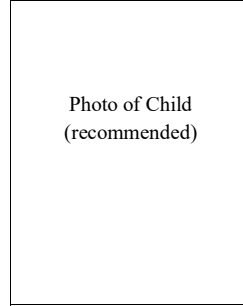
Location of medication storage:

Epinephrine auto-injector brand name:

Epinephrine auto-injector expiry date (dd/mm/yyyy):

Other emergency medications*:

Emergency Services Contact Number:



<p>CHILD'S SPECIFIC SIGNS AND SYMPTOMS OF A NON-LIFE THREATENING ANAPHYLACTIC REACTION: <i>(specific to the child, e.g. wheezing and itchy skin)</i> Click here to enter text.</p>	<p>CHILD'S SPECIFIC SIGNS AND SYMPTOMS OF A LIFE THREATENING ANAPHYLACTIC REACTION: <i>(specific to the child, e.g. inability to breathe, sweating)</i> Click here to enter text.</p>
<p>DESCRIPTION OF PROCEDURE TO FOLLOW IF CHILD HAS A NON-LIFE THREATENING ANAPHYLACTIC REACTION: Click here to enter text.</p>	<p>DESCRIPTION OF PROCEDURE TO FOLLOW IF CHILD HAS A LIFE-THREATENING ANAPHYLACTIC REACTION: Click here to enter text.</p>
<p>STEPS TO REDUCE RISK OF EXPOSURE TO CAUSATIVE AGENT/ALLERGEN: <i>(e.g. nut-free environment)</i> Click here to enter text.</p>	
<p>ADDITIONALNOTES(if applicable): <i>(e.g. use of other emergency allergy medication(s) to implement the emergency procedures)</i> Click here to enter text.</p>	

Special Instructions:

- *Written parental authorization for the administration of drugs and medications must be completed and implemented for medications other than epinephrine auto-injectors.
- Each child with an anaphylactic allergy requires their own individualized plan. If significant changes and updates are required to this individualized plan, a new individualized plan must be completed.
- Children's personal health information should be kept confidential.

Parental Statement

I _____ (parent/guardian) hereby give consent for my child
 _____ (child's name) to (check all that apply):
 carry their emergency allergy medication in the following location (e.g. blue fanny pack around
 Their waist): _____
 self-administer their own medication in the event of an anaphylactic reaction

AND/OR

I _____ (parent/guardian) hereby give consent to any person with training on this plan at Blue Elephant Daycare to
 administer my child's epinephrine auto-injector and/or asthma medication and to follow the procedures set out in my child's
 Individualized Anaphylaxis Plan and Emergency Procedures.

Parent/Guardian initials: _____

EMERGENCY CONTACT INFORMATION

Contact Name	Relationship to Child	Primary Phone Number	Additional Phone Number

HEALTHCARE PROFESSIONAL CONTACT INFORMATION: (optional)

Contact Name	Primary Contact Number

SIGNATURE OF HEALTHCARE PROFESSIONAL (optional)

X	Date:
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SIGNATURE OF PARENT/GUARDIAN(required)

Print name:	Relationship to Child:
X	Date:

Special Instructions:

- *Written parental authorization for the administration of drugs and medications must be completed and implemented for medications other than epinephrine auto-injectors.
- Each child with an anaphylactic allergy requires their own individualized plan. If significant changes and updates are required to this individualized plan, a new individualized plan must be completed.
- Children's personal health information should be kept confidential.

FOOD ALLERGIES AND SPECIAL DIET REQUIREMENTS

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

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

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

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

FOODS PROVIDED TO BLUE ELEPHANT DAYCARE BY A PARENT OF CHILD THAT IS GLUTEN FREE AND LACTOSE INTOLERANT AND OUR ANAPHYLACTIC POLICY

Anaphylaxis is a serious allergic reaction and can be life threatening. The allergy may be related to food, insect stings, medicine, latex, etc. The anaphylaxis policy is intended to help support the needs of a child or staff with a severe allergy and provide information to staff and parents.

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

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

Staff, placement students and volunteers need to bring in lunch and snacks that are nut-free. No nuts will be provided on the menus. Based on individual dietary needs, we also cater to every child's dietary needs: 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 that the parent brings in is in separate lunch bag and labeled with the child's name on it. It is prepared, stored and served at the temperature 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.

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.

Parent Signature: _____ Date: _____
Cook Signature: _____ Date: _____ -
Supervisor Signature: _____ Date: _____

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.

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.

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. All meals are prepared on site.

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.

We offer suggestions to parents/guardians on what their 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.

Updated January 2025

Parents/Guardian, please be advised that we have a strict no outside food policy in place to ensure the safety of all children especially those with severe allergies. This includes no baked goods, food treats (chocolates, candy) or any other food items even when intended as a gesture of appreciation for staff during special occasions like Child Care Worker Appreciation Day or holidays like Christmas. We kindly ask for your understanding and cooperation in respecting this policy.

You are welcome to provide gift cards eg: Dollarama, Tim Hortons, Grocery stores card etc. or self-care items.

YOUR CHLD SHOULD NOT BE HOLDING ANY FOODS IN THE HAND WHEN ARRIVING AT THE CENTRE.

Nutrition and Menus

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

A cook on site prepares nourishing meals based on Canada’s food guideline. We provide your child with two nutritious snacks and a lunch that will contain a variety and include the four food groups ie: milk products, meat and alternates, grain products and vegetables and fruit. Children will learn good eating habits and develop healthy attitudes towards food. Good nutrition promotes healthy growth. We provide 2 snacks and one meal. Drinking water is available at all

times. All meals, snacks and beverages meet the recommendations set out in Health Canada documents – “Eating Well with Canada’s Food Guide”, Eating Well with Canada’s Food Guide – First Nations, Inuit and Metis and amended from time to time.

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

ENSURING FOOD SAFETY

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

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

Cannabis Act and Smoke Free Ontario Act – updated February 2024

The Smoke-Free Ontario Act, 2017 helps protect the health of all Ontarians by prohibiting smoking and the use of electronic cigarettes (also known as vaping) in all enclosed workplaces and public places. Under the Act, smoking and vaping (either tobacco or cannabis) is prohibited at all times in a child care centre whether or not children are present.

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

The Ministry of Health is responsible for the administration of the Smoke-Free Ontario Act, 2017. The Smoke-Free Ontario Act, 2017 prohibits the following in child care centres:

- smoking or holding lighted tobacco
- smoking or holding lighted cannabis
- an electronic cigarette
- sell tobacco products or vapour products

Among other things, Blue Elephant Daycare makes all employees aware that smoking and the use of electronic cigarettes is prohibited.

Blue Elephant Daycare has posted prescribed signage indicating that smoking is prohibited (such as “No Smoking” signs) at all entrances. Employees, Blue Elephant Daycare parents and guardians and visitors are prohibited from smoking on the premises, near the entrances doors and around the playground).

There are no ashtrays or similar equipment at the child care centre

Updated January 2025: It is prohibited to cultivate, propagate and harvest cannabis in places where child-care services are being provided. Those caught in violation will be fined up to \$1,000 for a first conviction and upto \$5,000 for subsequent convictions.

Any individual who refuses to comply with the requirements of the SmokeFree Ontario Act, 2017 does not remain at the premises of Blue Elephant Daycare.

Enforcement of the Smoke-Free Ontario Act, 2017 is the responsibility of the local medical officer of health (in other words, the local public health unit); they are responsible for carrying out inspections and responding to complaints to enforce the Act.

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

Not adhering to this policy, verbal warning will be given first. Since enforcement is by the Local Public Health, the supervisor will call them to make a complaint against the person not adhering to this policy.

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

Date of policy established: January 8, 2019

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

Definitions:

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

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

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

MANAGEMENT EXPECTATIONS REGARDING THE RELEASE OF A CHILD:

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

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

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

SUSPICION OF IMPAIRMENT:

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

- If possible, the employee will first seek supervisor’s opinion or in the absence of the supervisor, another employee’s opinion to confirm the parent’s or guardian’s status. If the parent/guardian is considered “impaired” this decision is made based on the best judgement of two employees of Blue Elephant Daycare and if at the end of the day there is just the one employee (closing teacher), then it’s the best judgment of the closing teacher’s judgement.
- The employee (closing teacher) does have the duty to ask some questions ie: I smell alcohol or marijuana etc. When did you take it? How did you get to the daycare? How are you getting home?

- Next, the employee or supervisor will call the other parent/guardian once its decided that the child will not be released to the parent who is impaired. The other parent will have to come pick up the child or send someone else on the emergency pick up list. If there is no alternate to drive the child home safely, then it is our duty by law to call Children's Aid Society.
- Suspicions of a parent/guardian ability to function safely may be based on specific personal observations. If the parent/guardian exhibits unusual behavior that may include, but is not limited to, slurred speech, difficulty with balance, watery and/or red eyes, dilated pupils, and/or there is an odor of alcohol, recreational drugs or other substance abuse, the parent/guardian will not be permitted to take his/her child home.
- An impaired parent/guardian will not be allowed to drive and a taxi service will be called to take the parent/guardian home. The parent/guardian should be advised if they choose to refuse a taxi and make the decision to drive their own personal vehicle, Blue Elephant Daycare is obligated to call the Police to make them aware of the situation.
- A meeting will be scheduled for the following work day to review the incident and determine the policy with the parent/guardian if required to understand the reasons for not releasing the child to the parent at that time.

BLUE ELEPHANT DAYCARE ANTI-HARASSMENT AND ANTI-DISCRIMINATION POLICY

UPDATED: APRIL 2021, June 2024

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

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

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

Objective of this policy:

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

Whom the policy applies to:

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

The right to freedom from discrimination and harassment extends to all employees, including full-time, part-time, temporary, probationary, casual and contract staff, as well as volunteers, co-op students, interns and apprentices. It is also unacceptable for members of Blue Elephant Daycare to engage in harassment or discrimination when dealing with clients, or with others they have professional dealings with, such as suppliers or service providers. This policy applies at every level of the organization and to every aspect of the workplace environment and employment relationship, including recruitment, selection, promotion, transfers, training, salaries, benefits and termination. It also covers rates of pay, overtime, hours of work, holidays, shift work, discipline and performance evaluations.

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

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

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

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

Hate activities targeted at a particular group, like advocating genocide and public incitement or willful promotion of an hatred against identifiable group, could also be a violation of Canada's [Criminal Code](#).

Definitions:

Discrimination: means any form of unequal treatment based on a *Code* ground, whether imposing extra burdens or denying benefits. It may be intentional or unintentional. It may involve direct actions that are discriminatory on their face, or it may involve rules, practices or procedures that appear neutral, but disadvantage certain groups of people. Discrimination may take obvious forms, or it may happen in very subtle ways. Even if there are many factors affecting a decision or action, if discrimination is one factor, that is a violation of this policy.

Harassment:

The *Occupational Health and Safety Act* defines workplace harassment as “engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome.” It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome, based on a ground of discrimination identified by this policy. Harassment can occur based on any of the grounds of discrimination.

Bill 190 – Working for Worker’s Act Five – October 28, 2024 (Policy updated November, 2024)

- The definition of workplace harassment and workplace sexual harassment is expanded to include “virtual” harassment that occurs in a workplace through the use of information and communications technology.
- The definition of workplace now applies to employees who are working from home in or around a private residence.

- Information required to be posted under the OSHA can now be done in an electronic format as long as employees know where and how to access the information. (The information must be in a readily accessible format)
- Joint Health and Safety committees will now be able to meet virtually.

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

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

Harassment and discrimination can take the following forms including:

1. Discrimination-based Harassment

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

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

2. Sexual Harassment

Generally there are two types of sexual harassment:

- a) Repeated sexual advances or solicitations made by a person where such person knew or ought reasonably to have known that the advance was unwelcome; and/or
- b) A reprisal or threat of reprisal for the rejection of a sexual solicitation or advance made by a person who is in a position to grant or deny a benefit.
- c) written or graphic material of sexual advances or solicitations whether printed or electronic media sent that could be termed as virtual harassment)

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

- Gender-related comments about a person's physical characteristics or mannerisms
- Paternalism based on gender which a person feels undermines his or her self respect or position of responsibility
- Unwelcome physical contact
- Suggestive or offensive remarks or innuendoes about members of a specific gender
- Propositions of physical intimacy
- Gender-related verbal abuse, threats or taunting

- Leering or inappropriate staring
- Bragging about sexual prowess or questions or discussions about sexual activities
- Offensive jokes or comments of a sexual nature about an employee or client
- Rough and vulgar humour or language related to gender
- Display of sexually offensive pictures, graffiti or other materials including through electronic means
- Demands for dates or sexual favours.

Sexual Solicitation:

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

Poisoned environment:

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

Behaviours Constituting Harassment

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

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

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

Responsibilities of Managers and Supervisors:

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

- If witnessing harassment or elements of a corruptive or destructive work environment, take action.

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

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

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

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

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

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

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

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

What should I do if I am accused of harassment?

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

How are formal complaints resolved?

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

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

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

Corrective Action

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

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

Anti-racism policy

The policy is created to stop situations of individual racial incidents and to shift attitudes and traditional perceptions, notions and myths which underline most racist acts.

Definition: Racism is a system in which one group of people exercises abusive power over others on the basis of skin, color and racial heritage; a set of implicit or explicit beliefs, erroneous assumptions and actions based upon an ideology of inherent superiority of one racial or ethnic group over another. Racism is manifested within organizational and institutional structures and programs as well as within individual thought or behavior patterns.

A racial incident is prejudice or discrimination against people of different race and cultures manifested in the following ways: banter, racist jokes, name-calling, discourteous treatment, graffiti, insults or physical violence (based on Ontario Anti-Racism Secretariat definition).

Blue Elephant Daycare affirms that we respect and celebrate the diversity amongst our staff, children and families. Our mandate and philosophy itself states that we develop positive attitudes, respecting each other in a spirit of cooperation and appreciation of one another.

Policy: our policy is to create, maintain and support an organizational structure that is free from racism and ensure access to its facilities to all ethno racial communities

Provide the principles and mandatory requirements essential to eliminate racism at the individual level

Identify responsibilities and accountabilities to achieve anti-racism

Steps to resolve a racial incident

1. Informal complaint – the informal approach is recommended as an early and immediate way for individuals to address and resolve a situation. Individuals are encouraged to use whatever strategies are appropriate to resolve the problem. If you are the complainant, you should explain that the conduct is unwelcome and that you would like it to stop. Allow the respondent a fair opportunity to respond. If you are the respondent, you should hear the complaint in a respectful manner and cooperate in an effort to resolve the matter.
2. Formal complaint
Sometimes the informal approach may not result in a resolution. Then you have the option of filing a formal complaint. The formal complaint should include all the relevant issues: the name of the person who you are complaining about, allegations of the racial incident, date and time the incident occurred. The written complaint should be filed with the supervisor or director.

3. Investigation
If a complaint is filed, the supervisor or director will do a proper investigation. It is absolutely imperative that the accused be given all the details of the complaint and be provided with the opportunity to respond to each allegation.
4. You will be advised of the findings of the investigation and the supervisor/director will do a proper investigation. If one of the employees committed a racial act, the director or supervisor could:
 - give a verbal warning
 - give a written warning
 - suspend the employee
 - terminate the employee
5. January 2, 2025: If a racial slur is made in a licensed child care facility in Ontario, Supervisor/director can report the incident to the Ministry of Education by calling 1-877-510-5333 or emailing childcare_ontario@ontario.ca. You should provide as much information as possible, but avoid including names or other identifying information about children unless you are the parent.
You can also file a complaint with the College of Early Childhood Educators if the incident involved a registered early childhood educator. You can contact the Professional Regulation department by email at proreg@college-ecce.ca or by phone at 416-961-8558 or 1 888-961-8558.
The Ontario Human Rights Code protects people from racial harassment and discrimination in many places, including schools, workplaces, and other services.
6. All racial/bias incidents are considered to be serious incidents (serious occurrence reporting procedures should be followed).
7. Blue Elephant Daycare will not retaliate against an individual who reports a legitimate complaint under this policy nor will it allow any of its staff to do so. Retaliation is a serious violation of this policy and should be reported immediately. Any person found to have retaliated against another individual for reporting a racial act will be subject to the same disciplinary action provided for racial offenders.
8. You may be able to file a complaint externally with the Ontario Human Rights Commission.

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

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

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

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

This policy shall be applied in accordance with the:

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

Definition of workplace violence

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

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

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

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

Forms of Workplace Violence

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

Behaviors Constituting Workplace Violence

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

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

Responsibilities of Employees

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

Responsibilities of Director and Supervisor

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

Process for Making Violence-Related Complaints

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

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

POLICE: Reporting and investigation:

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

Steps in the investigation include:

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

Questions to ask:

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

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

Removal of a Person from the Workplace

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

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

Investigation Process

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

Corrective action:

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

Allegations of acts of violence are very serious, frivolous complaints found to have been made for improper purposes will result in disciplinary action being taken against the accuser.

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

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

Commented [BED1]:

Confidentiality

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

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

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

NAME OF POLICY: FRAGRANCE/SCENT FREE ENVIRONMENT POLICY Date in effect: January 2, 2019

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

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

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

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

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

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

PROHIBITED PRACTICES:

Blue Elephant Daycare does not permit the following practices:

- (a) corporal punishment of the child;
- (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- (c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the Blue Elephant Daycare's emergency management policies and procedures;
- (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) inflicting any bodily harm on children including making children eat or drink against their will.

No employee or volunteer of the Blue Elephant Daycare or student who is on an educational placement with the Centre shall engage in any of the prohibited practices set out in subsection (1) with respect to a child receiving child care.

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.

Please refer to measures for dealing with contraventions when it comes to prohibited practices. Disciplinary measures will be taken up to and including termination.

Blue Elephant Daycare Supervision of Students and Volunteers Policy

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

Purpose

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

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

Policy

General

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

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

Additional Policy Statements

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

Student and Volunteer Supervision Procedures: Roles and Responsibilities

The licensee/designate must:

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

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

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

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

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

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

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

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

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

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

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

Supervisor works collaboratively with supervising staff and students practicum supervising teacher

Supervisor acts as a role model for the supervising staff and the student offering suggestions, provides her input and feedback as needed

The supervising staff must:

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

Students and/or volunteers must:

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

CHILD ABUSE POLICY TO PARENTS, GUARDIANS, TEACHERS

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

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

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

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

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

Who is a child in need of protection?

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

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

13. The child is less than 12 years old and has on more than one occasion injured another person or caused loss or damage to another person's property with the encouragement of the person having charge of the child or because of the person's failure or inability to supervise the child adequately.

The law says:

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

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

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

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

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

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

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

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

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

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

Blue Elephant Daycare: Custody Policy

Date policy established: September 2016

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

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

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

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

Under Scenario #1,

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

In Scenario #2,

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

With respect to Scenario #3,

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

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

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

Blue Elephant Daycare does not get involved in legal matters relating to families.

INCLUSION POLICY

Date Policy and Procedures Estab: April 2008

Date Policy Reviewed and approved by Region of Peel – December 2022

Legal obligations and government policy:

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

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

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

What is inclusion?

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

Principles of Inclusion:

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

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

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

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

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

Supporting the inclusion policy where all children belong:

- Our philosophy and mandate supports this policy in its statement.
- Program plans reflect individual planning based on child’s interest/developmental needs
- Materials in the classroom support diversity eg: puzzles, books, pictures, people figurines, variety of paint colors and paper
- Support communication by using visual schedules, labeling the environment with pictures and printed words, providing behavioral cue cards, choice boards etc.
- Provide opportunities for imitation including duplicate toys, 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. eg: putting on shoes can be taught during the group dressing routine to provide opportunities to watch others
 - Encourage problem solving between children so that children learn to share, respect and take turns.
 - Appreciate similarities and celebrate differences among children.
 - Build partnerships between families and their support system to reflect involvement, input and ongoing collaboration.
 - Staff participate in training in order to understand and become skilled at using strategies and techniques. Staff work with Peel Inclusion Resource Services (PIRS) to get support and guidance. See Peel Inclusion Resource Service (PIRS) Memorandum of understanding Attached.
 - Staff conduct regular observations of children, know the program and children well and provide opportunities for learning based on child's interest and needs.
 - Activities and routine are modified and adapted to include all children
 - Parents are encouraged to participate in child care program
- Blue Elephant has a one month written withdrawal notice for parents when they withdraw their child. However, exceptions are made based on the situation and circumstances. Every effort is made to support new and existing placements (Reference to PIRS Continued Placement Process)
 - Parents are provided with a variety of resources ie: parenting workshops, Eat Right Ontario, Peel Health for nurse, CDRCP (Child Development Resource Connection Peel), information on fee subsidy when they have questions and are looking for support and information.

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

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

Accountability: Blue Elephant Daycare will have all employees 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 it getting spoilt or ruined.

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 winter) or light cotton sheet (in summer) for your child at nap time. This blanket/sheet will be sent home every Friday for parent to wash and bring back on the Monday. If a blanket get soiled during the week, then its sent home right away. Please send a light flannel blanket in the summer. In the summer, please send a hat and sunscreen block. In the winter please ensure your child wears a snowsuit, snow boots, hat, mittens and neck warmer.

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

Photograph and Video Consent: : From time to time we will take photographs and or videos of the child/children in the daycare during activities for play based photographs to be posted in the classroom or send the photos/video to parents of the child. The purpose is for having it in the classroom or posting it for children to see or sending to a parent. If any photos or videos that are taken out in the daycare and sent to you by email, please do not share these photos on any social media or social networks if there is another child in the background. This is in order to safeguard and respect the privacy of the parents and children.

Blue Elephant Daycare will post photos in the daycare only. If any pictures or videos are taken of children that are posted on Blue Elephant face book or Blue Elephant Instagram page, it will be with children's backs and no faces exposed. We mainly post activities of children.

Blue Elephant Daycare Photos and Video Policy: Parents/guardians will be allowed to take photos/videos of their own children only during scheduled special events. For example, the Winter Concert/Get Together, Summer Concert/Get together 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. Please respect the privacy of all families. If you take photos and/or videos of your child in a group setting, it should be for your own personal enjoyment. 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.

Blue Elephant Daycare Face book and Instagram – August 2022: Please follow Blue Elephant Daycare on Face book and on Instagram. Activities on children are posted on these social media site.

Video Surveillance policy – Blue Elephant Daycare

Established September 2017

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

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

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

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

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

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

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

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

Privacy - February 2024

Some of the information held by a licensee under the CCEYA may be subject to privacy legislation. There are different laws that address privacy which may be applicable to licensees (for example, the federal Personal Information Protection and Electronic Documents Act and the provincial Municipal Freedom of Information and Protection of Privacy Act).

- How much/what type of information will be collected and how/in what format?

Information collected will be the minimum needed to serve the purpose of the service provided.

- **Right to privacy:** The right of every child and family to privacy will be recognized and protected to the greatest extent possible.
 - **Parental access:** Parents will have access to their child's records and the Supervisor at the child care centre or Educators in the program room may have access to information in children's records including accountant relating to fees.
 - **Informed consent:** If the licensee wants to provide children's information (including photos) to a third party, such as a researcher, or post children's information on social media (for example, on the child care centre's Facebook page), the licensee will let the parents know about such plans, providing as much detail as possible about the plan so the parent has all the information they need to make a decision whether to agree to the release of the child's information. Any photos taken of a child/children are only used in the program room. No photos of a child/children with their faces are posted on any social media.

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

Thank you for your cooperation and support.