



ERAMOSA LEARNING ACADEMY
Parent Handbook
February 2023

Eramosa Learning Academy
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History

Welcome to Eramosa Learning Academy, thank you for choosing our program for your child. This handbook is designed to assist parents/guardians in understanding the policies and procedures of the centre. Please feel free to contact the Supervisor at any time should you have questions or concerns – 519-829-5124

Eramosa Learning Academy (ELA) is a brand new child care facility located in the heritage building of St. John's Anglican church in the village of Rockwood. It was created based on the need for child care in the growing community of Rockwood and surrounding areas.

ELA offers care for toddlers (18 months – 2.5 years) and preschoolers (2.5 years – 4 years).

Checklist for your child's first day:

- All enrolment documents signed prior to first day of care
- Registration form complete prior to first day of care
- Copy of Immunizations prior to first day of care
- At least two reliable and available emergency contacts (other than a parent) are provided
- Extra clothes labeled in a Ziploc bag
- Indoor shoes to stay on site
- A leak free cup to stay on site
- Rest time blanket, stuffed animal or other comfort to stay on site
- Family pictures
- Any emergency medications (Epipen/Asthma medication)
- Appropriate outdoor wear for the season

Our Programs

Program hours

Open and close – 7:00am – 6:00pm

Program times: 8:30am – 5:00pm. During these hours, our programs are fully staffed, based on the ratios shown below.

Reduced ratios (arrival and departure hours): 7:00am-8:30am and 5:00pm-6:00pm. During these hours, the programs are staffed with a reduced ratio as shown below:

Program	Age	Staff:child ratio during programming	Staff:child ratio at arrival and departure
Toddlers	18 mths – 2.5 yrs	1:5	1:8
Preschool	2.5 yrs. – 4 yrs.	1:8	1:12

Staff

Our team of Registered Early Childhood Educators and Assistant Educators are committed to providing an optimal early learning and care environment for all children. Staff attend staff meetings, participate in ongoing professional activities, submit Vulnerable Sector Criminal Reference Checks and are trained in Standard First Aid & CPR for infants, children and adults.

Mission

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

Philosophy

We, at Eramosa Learning Academy hope that we will be amongst some of the most important people in your child's life and as such, we will strive to:

- Create a safe, positive and nurturing environment where our children can learn and develop intellectually, socially, emotionally and physically, recognising that each child is an individual and unique.
- Guide each child through these interrelated areas with a caring approach, ensuring that they are confident in their own abilities.

Inclusion Policy

ELA strives to provide a positive, accessible and supportive environment for all children and their families regardless of ability. Children of all abilities are accepted into our programs. ELA staff will consult with Parents/Guardians to ensure a "goodness of fit" between the family and the program and in order to gain an understanding of the child's and family's needs, wants and expectations of the program. We want to identify those children who need additional supports and ensure that those supports are in place upon enrollment. ELA staff are skilled in providing environments that allow for group and individual activities and allow children to develop relationships with each other, where all materials and activities are accessible to all children and where all children can feel that they belong.

Access and Equity Policy

ELA is committed to the principles of equity. We ensure that children and families have equitable access to racially sensitive and culturally appropriate services. We believe that ethno-racial and linguistic diversity enriches and strengthens our community socially, culturally and economically and that racism creates barriers for children, families and communities. ELA is committed to developing environments and programs that promote and respect the beliefs, values and practices of all.

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

Program Statement

Eramosa Learning Academy (ELA) is committed to providing a high quality program that provides a safe, reliable and nurturing experience for every child.

ELA will focus on providing a respectful environment that fully supports the Four Foundations of Learning as identified in "How Does Learning Happen" Ontario's Pedagogy for the Early Years. Our programs are consistent with Ministry of Education policies, pedagogy and curriculum and the legislative and regulatory requirements for licensed child care centres as set out under Child Care and Early Years Act, 2014 (CCEYA) and Ontario Regulation 137/15. In line with the Minister of Education's Policy Statement on Programming and Pedagogy. (June 8th 2015), our program statement is a living document and will be reviewed and revised annually to reflect the best possible practice.

The Child Care and Early Years Act (2014) includes a number of goals for every licensed Child Care program in Ontario and ensures that each program outlines their approaches on how they will meet those goals. Our values, goals and approaches are divided into sections in order to ensure that they are clear and easy to understand.

ELA Educators will promote the growth and development of each child in a safe, positive and rich learning environment. We view each child as a unique, competent and capable individual and our goal is to help them reach their fullest potential through building play experiences based on their interests.

The Environment:

Our Educators will use daily observations to assist them in setting up the environment based on the children's interests, skills and learning styles. The environment is looked upon as another teacher and the children will be able to engage with it with interest. Each child is viewed a curious and active participant in their learning and the educator is a co-learner, provocateur and role model.

Using Documentation in the classroom:

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

Methods of communication:

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

Developing Self-Regulation:

The environments in our classrooms will change based on our Educators listening and responding to the needs of the children in each one. Reflecting this, our daily schedules

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

Health, Safety and Nutrition Requirements:

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

Developmentally Appropriate Expectations:

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

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

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

- staff will stop the behaviour in a calm but firm manner providing comfort if appropriate
- staff will redirect the child, accompanying them if needed to another activity and/or assisting them to calm
- when the child is calm, the staff will talk to them about the behaviour
- staff will assist the child in finding acceptable behaviour when faced with situations that challenge them

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

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

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

Involvement in the community:

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

Positive and responsive interactions amongst children, parents and staff:

Early learning does not happen in isolation, but is a result of experiences with others. Calm, respectful relationships are encouraged at all times and collaboration and co-operation are intentional in our program. Children, educators and parents join together to provide opportunities to help develop the children's natural curiosity, initiative and independence. Parents are invited to share ideas and resources as well as discussions about their child and are viewed as partners in the process. We will welcome parents upon arrival, discuss their child's day and add their ideas to the programming, Parents are also welcomed and encouraged to visit their child anytime during the day.

Professional Development:

ELA values professional development and views it as an ongoing process that assists Educators in sharing, networking and remaining current in the field of Early Childhood Education. Educators will attend workshops, training, conferences, webinars and seminars offered in house, by the County of Wellington, the WCDSB and other community partners. Educators will be encouraged to share their professional learnings during staff meetings and site meetings and use each other as resources in order to build on the children's experiences.

Waiting List

Eramosa Learning Academy (ELA) maintains waiting lists for our programs and if space is available, priority is given to sibling(s) of our current children on a first come, first served basis.

In order to receive priority, current parents must notify ELA of any siblings who will be reaching toddler age (18 months) as per Ministry of Education child care ratios and age groups guidelines. If ELA is not notified in advance, siblings will be placed on the general waiting list based on their initial inquiry date.

Any other available spaces will be offered to those families on our waiting lists depending on their initial inquiry date, the age of the child and their schedule requirements.

Families can only join the waiting list 1 year ahead of when they require care and inquiries must be through email.

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

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

Families can email at any time to request their position on the waiting list but are required to contact ELA by email every six months to determine their position and to provide any updates to their information. In both instances, families will receive an email providing their current position on the waiting list.

If families do not contact ELA every six months, they will be removed from the waiting list. ELA does not charge any fee or deposit to place children on our waiting lists.

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

Eramosa Learning Academy is enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) agreement. For more information, please use the following links:

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

<https://www.wellington.ca/en/social-services/cey-cwelccfamilies.aspx>

Hours of operation and fees

Eramosa Learning Academy is open from 7:00am-6:00pm, Monday to Friday

Base fees:

Age group	Full Time
Toddler (15months- 2.5 yrs.)	\$25.09
Preschool (2 yrs.- 4yrs)	\$23.47

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

Non refundable registration fee - \$25.00

Refundable deposit - \$200

Non Base Fees:

Non-Base Fees include those which are discretionary for optional programming or fees that only apply in certain circumstances.

At the current time, the following non-base fees may apply:

Late Fines

ELA closes at 6pm.

There is a cell phone on site and the closing time is determined by the ELA cell phone.

Please ensure you have picked up your child and have left the building by 6pm.

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

NSF charge - \$20 per transaction

Registration

Families can call ELA to enquire about spaces and be placed on the waiting list. Spaces will be offered using the ELA Waiting list Policy. Once a family has been offered a space and accepted, a tour/orientation will be setup. This allows families to ask any questions they may

have and at this time a start date will be established. For children with severe allergies, medical issues or special needs action plans, meetings and/or appropriate documentation will be developed prior to the child's first day.

Gradual Admission

It is recommended that a child become acquainted with the child care setting in a gradual way. Over the course of the child's first week at ELA, each day the child can stay a little longer. This process helps to make the transition to ELA a more positive experience for both the parent and child. We encourage the parent/guardian to spend some time in the program prior to the first day. Staff will discuss suitable times for the program/staff, parent/guardian and child. Children are encouraged to bring in a family photo to post on our family board for children to refer to throughout the day. They may also want to bring a favourite toy or stuffed animal as comfort items. We encourage parents/guardians to reassure their child and act secure and confident even if feeling apprehensive. This will help reassure the child when parents leave them at the centre. We ask you to say goodbye, even if you expect sadness and/or tears. Staff will assist in settling your child. Every child is different; in collaboration with the staff a routine will be established that may work best for each child e.g. waving goodbye, a special high five etc. In the event we are unable to comfort a child after parents leave, we will contact the parents to discuss further strategies. This may include preparing for shorter visits.

Withdrawals

We require one month's written notice if you plan to remove your child from ELA permanently. Should you fail to provide the required notice, you will forfeit your deposit and be required to pay all fees for the notice period. All outstanding fees must be paid in full. Any outstanding balances will be pursued by Small Claims Court.

To ensure children's success it is important to ensure their placement at ELA is appropriate. If it is determined ELA is not able to accommodate your child's needs, we will work in partnership with you to ensure all appropriate supports have been explored and develop a transition plan for alternate child care if necessary.

Arrival/Departure

Children depend on regular routines for their own sense of security; therefore, it is recommended that families establish set drop-off and pickup times. Please advise staff if your child will be picked up earlier or later than usual. When you arrive, assist your child to remove outdoor clothing and footwear and put on indoor shoes. Also, notify staff that your child has arrived and take the opportunity to share events and/or relevant information of your child's day. It is imperative that parents ensure that the staff in the room are aware that the child has arrived or is leaving for the day. When you pick up your child ensure that a staff member is aware that they are leaving so attendance is marked accordingly. Children will only be released to the individuals indicated on the registration form unless otherwise notified. Please see the Addendum at the end of this handbook for our updated Safe Arrival and Dismissal Policy which came into effect on January 1st 2024.

Driving Under the Influence

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

Parent Custody and Access

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

Parking

Persons dropping off/picking up are permitted to park in the parking lot off Main street, close to the church hall.

Absences

Please notify the centre if your child is away due to illness, etc. Fees will not be refunded due to absences for any reason.

Late pick up

If you will be late to pick up your child, please notify ELA as soon as possible. In these circumstances, please be prepared to provide ELA with information about alternative arrangements you have made. If no arrangements have been made, ELA will attempt to reach the emergency contacts you have provided. If they cannot be reached, ELA, as a last resort, will contact Children and Family Services. All persons picking up are required to arrive to pick up no later than 5:55pm to allow time to leave the centre by our closing time of 6:00pm. Any pick up after 6:00pm is considered late and will be charged a flat fee of \$5 for the first five minutes and then \$1 per minute thereafter. All persons picking up will be required to sign a Late Pick-up form and pay the late fee upon arrival. Frequent late pickups will require a meeting with the Supervisor and may result in the termination of child care services.

Holiday Closures:

Full fees are required for Statutory Holidays

Eramosa Learning Academy will be closed for all of the following Statutory holidays:

Christmas Day, Boxing Day, New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Day, Labour Day and Thanksgiving.

Christmas Eve Day; Closed at noon.

New Year's Eve Day; Closed at 4:00pm.

Inclement weather

On certain occasions, ELA may be closed due to harsh weather conditions or emergency situations such as a power failure/flood. For your convenience, we attempt to make decisions as early as possible in the morning and parents will be contacted immediately. If ELA has to close in the middle of the day due to the above conditions, parents are responsible to arrange pick up of their child as soon as possible.

*Please Note: Child care fees are payable for all planned and additional closure days up to and including the last week of care.

Anaphylaxis

Reducing risk in an internal environment

ERAMOSA LEARNING ACADEMY will endeavour to ensure that its environment is free of any causative agents that may trigger an anaphylactic reaction.

If ELA has admitted a child with anaphylactic reaction allergy, the following measures will be implemented before the child attends the program:

1. Review of all snacks and the environment provided at ELA, to ensure that there are no causative agents.
2. Ensure that all parents/guardians are aware that ELA is a nut-free zone, therefore they should not provide snacks or items that may contain nuts and/or nut byproducts or any other causative agents for their children.
3. All staff at shall be informed immediately and trained on each Individual Treatment Plan (ITP).
4. The parent(s) will provide specific training pertaining to the Individual Treatment Plan (ITP) to the Supervisor who will then train staff on site. Part of this training will include the procedures to follow and when and how to administer the epipen. The epipen will be stored in accordance with the instructions for each child's ITP and must be with the child at all times but inaccessible to all children.
5. An Anaphylactic Allergy sign and an Individual Treatment Plan (ITP) will be posted in a prominent location. Staff must review the ITP on a yearly basis and sign off that this has been reviewed. Any new staff must review and sign the ITP before beginning work on site.
6. Staff are to check allergy lists during snack and meal times. Allergy lists are posted in all classrooms, in classroom binders and in the kitchen.

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

Reducing risk in an external environment

If ERAMOSA LEARNING ACADEMY has admitted a child with a life threatening allergy e.g. bee sting, tree nuts or any other outdoor substance, staff are required to carry an epipen that has been provided by the family whenever the child is outdoors.

1. All staff will be informed of the child's allergies.
2. During the daily playground check, the staff will look for causative agents and record anything observed in the playground log book.
3. If any causative agent is found, staff will remove it or notify the Supervisor to remove it ensuring that all traces of the causative agent are gone.

4. The child with the allergy will be monitored closely, or if the area is deemed too dangerous all the children will be taken indoors.

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

On recommendation from WDGPH, animals will not be allowed into ELA.

Anaphylaxis

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

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

Symptoms

Symptoms vary with individuals, but the most common are listed below:

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

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

Staff shall ensure that:

1. The epipen is with the child at all times.
2. 911 is called immediately.
3. Any visitor to the program is informed of our nut-free policy and any other causative agents that may result in Anaphylaxis.
4. All incidents will be recorded in the log book and the parent(s)/guardian informed.

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

Every child who requires an epipen will have their information posted (Individual Treatment Plan – ITP including a photograph of the child) in their classroom, in their classroom binder and in the kitchen. This ensures that staff have immediate access to the procedures to follow, what signs and symptoms to look for, contact numbers for parents, when and how to

administer the epipen and the procedures to follow after.

The Anaphylactic Policy, any individual plans for children with anaphylaxis and any emergency procedures for those children will be reviewed by all employees before they begin employment, by all volunteers and practicum students before they begin in the classroom; by staff, students and volunteers annually and at any other time substantive changes are made to the policy, plans or procedures.

Outside food

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

Food substitutions

If your child has food allergies, sensitivities or restrictions, please speak to the Supervisor about a Food Agreement and/or providing food substitutions. All food and drink sent from home must be clearly labeled with the child's name and adhere to our nut free/other allergens policy.

Nutrition

Our programs are catered by Wholesome Foods and offer a variety of nutritious foods for lunch and snacks. Foods selected promote good health and give each child the opportunity to enjoy new foods as good eating habits are established. Menus incorporate the healthy eating guidelines of Canada's Food Guide and are approved by Wellington Dufferin Public Health Unit. A four-week menu plan is posted for your information. ELA is a peanut safe environment. This policy is in place to help ensure that children/staff in our centre are safe at all times. Anaphylaxis is a serious allergic reaction and can be life threatening.

Administering Medication

Eramosa Learning Academy staff can be authorized to administer Physician prescribed medication to children. A medication form must be filled in and signed by the parent or guardian before medication can be administered.

We do not administer non-prescription medication.

All medication must be in an original container and be labeled by the dispensing Pharmacy, showing the child's full name, name of drug or medication, date of purchase, dosage and instructions for administration and storage. Specific instructions must be given as to when the medication needs to be administered.

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

Staff should read the instructions carefully to ensure accuracy and wash their hands before administering any medication. Ensure that the "five rights" are followed: Right medication, Right child, Right dose, Right time and Right route.

If the medication is spilled, it should be reported to the supervisor and the parent/guardian immediately.

Medication should be kept in a locked container and be inaccessible to children at all times. If the medication needs to be refrigerated, it will be kept in the refrigerator located in the kitchen and will be accessible to staff.

In the case of medication that is stored in a fanny/storage pack on a classroom binder (EpiPen, Asthma inhalers), the fanny/storage pack must be inaccessible to children at all times. Staff are responsible for ensuring that medication is inaccessible to children and accompanies the group when they are outside or on field trips.

All medication must be hand-delivered to staff to be stored in the above manner.

Immunization

Please provide immunization information to ELA prior to the first day of attendance, and then updates as required.

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

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

Children Attending Licensed Child Care

Exemption forms are to be submitted to Public Health along with a completed Immunization Information for Licensed Child Care Settings Form at the time of enrolment. A copy of both forms is to be kept on file at ELA for review by a Ministry of Education Program Advisor.

ELA Staff

ELA staff seeking exemption from immunization are to submit a Ministry of Education exemption form to the Supervisor which will be kept on file in the office for review by a Ministry of Education Program Advisor. Exemption forms from ELA staff are not collected by Public Health and do not need to be forwarded to Public Health.

Illness

Although some illness is inevitable in group care, efforts are made to minimize this by practicing good hygiene, disinfecting toys regularly and making daily health checks. All children in attendance must be able to participate in all areas of the program, including outdoor play. ELA follows exclusion guidelines for communicable infections/diseases as set out by the Wellington Dufferin Guelph Public Health Unit.

Children with the following symptoms will be sent home and may need to be examined by a health care provider prior to returning to the centre:

Unusual behaviour: If child can no longer partake in normal activities due to illness. If child acts out of character in the sense of unusual tiredness, irritability, inconsolable crying, paleness, disorientation, lack of appetite.

Respiratory symptoms: If child appears to have difficulty breathing, is breathing unusually quick or has a severe cough. If, after coughing, the child makes a shrill croupy/howling sound or if continuous coughing prevents child from lying comfortably.

Vomiting: If child vomits twice or more during a 24 hour period. It is required that a child be symptom free for 48 hours prior to returning to centre.

Diarrhea: If child has two or more unusually loose stools during a 24 hour period. It is required that a child be symptom free for 48 hours prior to returning to centre.

Fever: If temperature reads 100.4 Fahrenheit/38 Celsius or above, this temperature is high and considered a concern especially if accompanied by other symptoms of illness.

Eye/nose drainage: If child's eyes or nose are discharging thick mucus or pus.

Itching: If child is steadily itching/scratching body or scalp.

Rashes: If child has sores with crusty, yellow or green discharge which are unable to be enclosed/covered by clothing or bandages.

• A child with a rash but no fever or abnormal behaviour can continue to attend the centre but may need to visit a health care professional.

Unusual colour: If child's eyes or skin are yellow (jaundice). If a child's urine is dark coloured. If child's stool is grey or white

If displaying any of the above symptoms, a child will be required to be symptom free for 24 hours (unless indicated otherwise) before returning to ELA.

Sleep/Rest time

Children in our Toddler program are provided with a cot for rest time. All sheets and blankets are laundered weekly. In our Preschool Program, children will be provided with cots for rest/quiet time. Children are not required to sleep; however, they have an opportunity to rest and re-generate their bodies and have individual quiet time. Staff will help children feel comfortable and relaxed at rest time. The environment is softly lit, quiet and calming music is played in the background. If your child has a soother, blanket or stuffed toy that would provide some comfort during rest time, we encourage you to bring the item from home. Children are monitored throughout sleep/rest time to ensure their comfort and safety,

Police Vulnerable Sector Checklist

All Educators are required to have a current Police Vulnerable Sector Check. This check must be within the past six months prior to first day of work. Educators must have a new search done every five years. Educators must sign an Offense Declaration every year stating they have not committed an offence. Other Professionals who are employed by or contracted with outside organizations must have completed background screening prior to interacting with children in our program.

Parental Concerns and Issues

Date Policy and Procedures Established: 2022-12-12

Date Policy and Procedures Updated: N/A

Purpose

The purpose 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.

Definitions

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).

Designate: A senior staff member appointed by the Licensee.

Supervisor: Senior staff who oversee all administrative tasks on site.

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

Student: a child who attends Eramosa Learning Academy (ELA)

Placement student: an individual from a post-secondary educational institute.

Policy

Parents/guardians are encouraged to take an active role in our programs and regularly discuss what their child(ren) are experiencing with us. As outlined in our program statement, we support positive and responsive interactions among the students, parents/guardians 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 ELA and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/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 one (1) 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, students, staff, placement students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or Family & Children's Services).

Conduct

Our programs maintain high standards for positive interaction, communication and role-modeling for our students. Harassment and discrimination will therefore not be tolerated from any party.

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

Duty to Report – Concerns about the Suspected Abuse or Neglect of a student

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 Family and Childrens Services of Guelph and Wellington County (FCSGW) directly – 519-824-2410 or 1-800-265-8300, website – www.fcsgw.org

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

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaid/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/designate in responding to issue/concern:
<p>Program, Room Related</p> <p>E.g: schedule, indoor/outdoor program activities, etc.</p>	<p>Raise the issue or concern to</p> <p>5. <i>the classroom staff directly or</i></p> <p>6. <i>the supervisor or licensee/designate.</i></p>	<p>7. <i>Address the issue/concern at the time it is raised or</i></p> <p>8. <i>contact the parent/guardian within one business day to arrange for a meeting</i></p> <p>Document the issues/concerns in detail. Documentation should include:</p> <p>9. the date and time the issue/concern was received;</p> <p>10. the name of the person who received the issue/concern;</p> <p>11. the name of the person reporting the issue/concern;</p> <p>12. the details of the issue/concern; and</p> <p>13. any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</p>
<p>General, Centre or Operations Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists</p>	<p>Raise the issue or concern to</p> <p>- <i>the licensee/designate.</i></p>	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within one (1)business day 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, Supervisor, and/or Licensee/designate Related</p>	<p>Raise the issue or concern to</p> <p>14. <i>the individual directly or</i></p> <p>15. <i>the supervisor or licensee/designate.</i></p> <p>All issues or concerns about the conduct of staff, 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>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within one (1)business day 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>Placement Student or Volunteer Related</p>	<p>Raise the issue or concern to</p> <p>16. <i>the staff responsible for supervising the volunteer or placement student or</i></p>	<p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee/designate in responding to issue/concern:
	<p>17. the supervisor and/or licensee/designate.</p> <p>18. All issues or concerns about the conduct of placement students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</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/designate.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch (see contact information below).

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

Contacts:

Noma Vales (Licensee) – 519-716-6622
 Nanette O’Sullivan (Operations Manager) 519-240-0864

ELA Supervisor: 519-856-0404

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

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

Accident and Injuries

All ELA staff are trained and certified in Level C First Aid and CPR. First Aid kits and manuals are available in each program and are brought outdoors during outside time. Minor injuries will be shared with families at pickup. In the event of a more severe accident, parent/guardians will be contacted. If the parent/ guardian cannot be reached, the emergency contact person listed on the registration form will be contacted. The staff will perform first aid and seek medical attention if necessary. A child needing emergency medical care will be taken to the hospital via ambulance or taxi. A staff member will

accompany the child. An accident report form is completed for accidents or injuries. This form describes the nature and details of the accidents or injuries. Families will be asked to sign the form as acknowledgement of having been informed about the incident and a copy will be provided upon request.

Serious Occurrences

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

Emergency Management Procedures

The purpose of this policy is to provide clear direction for staff and licensees to deal with emergency situations. This procedure sets 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. The supervisor or designate will notify parents of the emergency, evacuation and the location to pick up their children by telephone. As soon as possible, an updated message will be put on voicemail to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message. A copy of the Emergency Management Procedures Policy is available on site. If, for any reason, ELA needs to evacuate the building, the designated Evacuation Site will be Rockwood Centennial Public School, 157 Pasmore Street S. Rockwood. N0B 2K0

Placement students and volunteers

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

Positive guidance techniques

A variety of guidance techniques are used when dealing with children's behaviours. Guidance is not only used to stop inappropriate behaviour but more importantly, it is helping children learn appropriate behaviours. The goals of guidance are to protect children from harming themselves, others or the environment, to help children gain control and self-discipline, to help children develop the skills to solve their own problems, to help children develop independence and high self-esteem, and to help children develop the skills to interact positively with others.

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

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

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

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

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

Prohibited Practices

The following practices are not permitted in the program:

- corporal punishment of a child;
- physical restraint of a child, such as confining the child to a highchair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing the child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer about to happen;
- locking the exits of the child care centre for the purpose of confining a child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the centre's emergency management policies and procedures;
- use of harsh or degrading measures or threats or use of offensive language directed at or used in the presences of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity of self-worth;
- depriving a child of basic needs including food, shelter, sleep, toilet use, clothing or bedding;
or
- inflicting any bodily harm on children including making children eat or drink against their will

Outdoor Play

The Child Care and Early Years Act states that children who attend child care centres for full days need to have two hours of outdoor play, weather permitting. In the winter when the weather reaches a temperature of 10 degrees below 0, with a wind chill factor of 25km, children may possibly remain indoors. In the summer if the weather is above 28 degrees and has a humidex rating of 30 the children may possibly remain indoors. Only at the discretion of

the supervisor it may be decided, during other weather conditions, that the children will remain indoors. There may be times when the children will be taken off premises for neighbourhood/community walks, if this is scheduled, parents will be informed beforehand and there will always be two staff accompanying the group.

Appropriate attire for outdoor play

During each season, it is important that your child is dressed appropriately for the weather. Scarves are not permitted due to choking hazards, therefore please ensure your child's neck and face are covered with something other than a scarf. Snow pants, splash pants, rain boots, winter and light jackets, mitts, toques and a summer hat should be provided on a seasonal basis to ensure your child is getting the best experience. If Sunscreen and/or insect repellent is required, it must be provided by the parent.

Playground safety

Programming will include outdoor activities. Weather permitting, the children will be taken outside on a regular basis for an hour in the morning and an hour in the afternoon. Staff will follow the Transition Supervision Plans for their classroom when moving their groups out onto the playground. The staff will position themselves so they can supervise all of the children. Children must not be left unsupervised at any time. Staff must ensure that ratios are met at all times. Ratios are not to be reduced at any time whilst children are on the playground e.g. if a child needs to use the bathroom, staff will contact the supervisor or a staff member will accompany the child, taking a group of children if needed, in order to comply with ratio.

Field Trips

Local field trips are planned for the children to enhance their learning experiences. Parents/guardians are welcome to volunteer. Families will be notified ahead of any activities and asked to sign a consent form to allow their child to attend.

Items from home

All of your child's clothing, both for indoor and outdoor play, should be labeled with your child's name. Occasionally your child may require a complete change of clothing (e.g. toileting accident or wet spill), so please ensure that you provide two full changes of clothing for your child. Please note that ELA is not responsible for any lost clothing and/or personal property. Children are not permitted to bring toys from home unless specified by the program. We will attempt to keep children's items and possessions safe; however, ELA is not responsible for lost or damaged items.

Despite our best efforts, it is not always possible to keep clothing clean while children explore and learn through activities and mealtimes.

Sanitary Practices

All staff and children are required to wash hands before handling any food or drinks, after using the washroom and when coming indoors. All cots are changed, disinfected and sheets

laundered on a weekly basis or as needed. ELA takes pride in ensuring our environment is clean and safe for our children, this includes but is not limited to the sanitation of toys, cots, dishes and facility.

Smoking

Smoking or vaping is not permitted in any ELA classroom or on/near the surrounding property and playground as directed in the Smoke-Free Ontario Act.

No smoking/vaping signs are posted in the centre.

Workplace Respect

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

Failure to abide by this expectation may result in the withdrawal of care.

Cell Phone use

ELA encourages face to face interactions, so please turn off cell phones to connect with your child and those around you when in the centre.

Family Involvement and Volunteer Opportunities

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

Freedom of Information and Protection of Privacy Act

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

Contact Information

Eramosa Learning Academy Head office: Unit 2-315 Woolwich Street, Guelph, On. N1H 3W4
519-829-5124

eramosala.com

contact@eramosala.com

Related resources:

Wellington County Children's Early Years Division

<https://www.wellington.ca/en/social-services/childrens-early-years-division.aspx>

Ministry of Education

<http://www.edu.gov.on.ca/childcare/>

How Does Learning Happen?: Ontario's Pedagogy for the Early Years

<https://files.ontario.ca/edu-how-does-learning-happen-en-2021-03-23.pdf>

Child Care and Early Years Act

<https://www.ontario.ca/laws/statute/14c11>

Wellington-Dufferin-Guelph Public Health Unit

<https://www.wdgpUBLICHEALTH.ca/>



Safe Arrival and Dismissal Policy and Procedures

ELA – Early Learning Rockwood

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

Policy and Procedures updated on: N/A

Purpose

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

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

Policy

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

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

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

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

Procedures

Accepting a child into the program

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

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

Arrival to the program as expected:

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

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

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

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

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

Releasing a child from the program

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

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

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

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

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

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

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from the program has not arrived by 6:15pm, staff shall ensure the child is given a snack and activity, while they await pick-up.

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

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

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

Dismissing a child from care

Staff will only release children from the program to the parent/guardian or other authorized individual.

