

Jacob Hespeler Child Care Centre

Parent Handbook



JHCCC is excited to share that we are participating in the Canada Wide Early Learning and Child Care System. Parent Fees will be reduced in accordance with the CWELCC guidelines.

Welcome

The Jacob Hespeler Child Care Centre Organization (JHCCC), would like to take this opportunity to welcome your family to our child care centre.

Our organization has been providing high quality licensed child care since 1986. Over the years, we have continued to expand and grow as we respond to the community's needs by developing numerous centres throughout the Region of Waterloo. We currently operate all our licensed child care centres in public elementary schools.

We are a charitable, non-profit organization, governed by a Board of Directors selected from the community. We are committed to our goal to operate high quality, inclusive child care programs for all children.

Commitment to Quality

In order to ensure we deliver the highest quality child care programs, our organization actively participates in an ongoing assessment cycle. As part of our commitment to quality, our staff are encouraged and supported in ongoing professional growth and development. The Ministry of Education licenses the child care centres annually, based on the regulations set out in current legislation.

This handbook is intended to provide information about our child care centre and programs. If you have any further questions, please speak to the centre supervisor or other staff members. We pride ourselves on our commitment to join you in supporting your child. The closer our ties with your family the better we will be equipped to assist your child in their growth and development. Please let us know how we can keep you informed on any information regarding your child, or the work here at the centre. We hope you enjoy your experience with the Jacob Hespeler Child Care Centre, for many years to come.



Our Philosophy on Education

Stand aside for a while and leave room for learning, observe carefully what children do, and then, if you have understood well, perhaps teaching will be different from before.

~ Loris Malaguzzi

Jacob Hespeler Child Care Centre follows a play-based curriculum. We believe Piaget's theory that young children learn the most not by being told, but by constructing knowledge for themselves through interaction with the physical world, and with other children. The way they accomplish this is through play.

Play is about making choices. Even young children are capable of concentrated effort over long periods of time if what they are doing is their own idea and we have been successful in providing open ended and thought-provoking materials. From the age of three to five, children become more experienced at play. Dramatic play of children ages four and five, is increasingly sophisticated, and represents both real and imagined experiences. Children at this age and stage are becoming masters of play, oral language and the imaginary. Through play, children learn to plan. They learn empathy for others, language for problem solving, and divergent thinking that is essential for negotiating with peers.

As educators, we observe and document play, taking curriculum cues from the children's interests. We use this information as a guide for daily experiences. Representation in play and art helps children gain mastery over their world. This thoughtful approach fosters an appreciation of the child's work and that of others.

Children thrive in the caring, respectful environments created in our centres, where even the most reluctant risk-taker is challenged to try something unfamiliar. They understand that educators, and peers will value their attempt.



Observe and listen to children because when they ask "why?" they are not simply asking for the answer from you. They are requesting the courage to find a collection of possible answers.

~ Carlina Rinaldi

Philosophy & Program Statement

Our program at Jacob Hespeler Child Care Centre is a reflection of our philosophy and belief that children best learn and grow by being actively involved in their environment both indoors and out. It is important to us to provide the best possible environment to assist the child to develop to their fullest potential, in their own way.

We hold an image of children as competent, rich in potential and capable of constructing knowledge. We draw on this powerful image as a cornerstone supporting and nurturing the innate wonder, curiosity, and creativity of children. Our approach of embedding this belief in all interactions is lived through our daily experiences including indoor/outdoor play, rest and quiet time. O. Reg 137/15, s.46 (3)(g)

Our goal is to use a proactive approach to provide enhanced services to all the children in our programs. Through this approach we are able to promote the health, safety and overall well-being of all children, specific to individual needs. High quality developmentally appropriate child care is also inclusive care. When children's needs are being met according to their developmental levels, children do not stand out as having "special needs" they all have needs. O. Reg 137/15, s.46 (3) (a)

We believe through our interpretation of the Reggio Emilia approach to Early Childhood Education; intentional teaching practices will achieve our goal of encouraging children to become engaged in child-initiated play and adult supported experiences. This approach fosters independence, resourcefulness, curiosity, creativity, responsibility, self-regulation and most importantly, a sense of self-worth. Similarly, our approach of providing opportunities for healthy innovative risk taking further stimulates independence and autonomy of both mind and body. O. Reg 137/15, s.46 (3) (d,e)

The goals of offering a respectful approach and authentic relationship-based program are designed to nurture children's healthy development and support their growing sense of self. This approach encourages children to self-regulate by becoming keenly aware of their bodies needs for nutritious foods, physical activities and rest in addition to their social and emotional needs. We support children to best articulate their needs to others and to encourage them to understand the needs of those around them by building authentic relationships. O. Reg 137/15, s.46 (3) (a,c)

Authentic Relationships as our Foundation ~ Jacob Hespeler Child Care Centres believe that every interaction and exchange with a child and their family must be anchored in authenticity and respect. Nurturing these influential relationships enables educators to authentically meet the needs of all children as they navigate the day. Providing positive and inviting learning environments reflects the understanding that every interaction has the power to forge a strong positive relationship. Our approach to building authentic relationships encourages educators to be reflective and ponder the following:

"Am I present?" "Am I bringing myself fully to this interaction with this person who stands before me?" And "Is this interaction with this child or this family going to promote their sense of belonging?" "Will they feel heard, respected and valued?" O. Reg 137/15, s.46 (3) (b,c,f)

Respect ~ As a community of learners at Jacob Hespeler Child Care Centre, we have made it our goal and commitment to put *Respect* at the heart of everything we do, building strong, positive and authentic relationships among educators, children and their families. Through this approach we consider when speaking to the children, families, educators or community members the following:

Am I speaking respectfully to this child/educator/parent/community member? Am I honouring and supporting his or her competencies by my actions? O. Reg 137/15, s.46 (3) (b,h)

Our image of the child as competent, capable, curious, rich in potential and capable of complex thinking, must not be mere words, but rather the actions that we live out daily with children. Utilizing this lens supports educators in applying the Reggio Emilia approach positively when engaging and communicating with children and families.

Provocations and the Pedagogical Documentation Cycle ~ In all our programs one of our goals is to use our daily observations and pedagogical documentation to drive our curriculum. Our goal of fostering engagement, exploration and inquiry is met by setting up rich complex learning environments; we observe children closely and document their thinking. We then collaborate with colleagues and families to determine what invitations or provocations we can provide to help scaffold the children’s thinking. Understanding the impact of our approach on the children and their families informs future curriculum and environment choices. O. Reg 137/15, s.46 (3) (b,c,d,e,f,h)

Provocations are used as an approach to curriculum building by fostering children’s inquiry through safe exploration and active play. They can be new materials in the environment, a challenge that is posed to the children or a well thought out question. We approach our experiences as researchers, perceiving curiosity as leading to findings that are often challenging, exciting and full of surprises. We develop our theories about what a child’s working theories may be and encourage communication by providing endless avenues of expression. The provocations we choose help us to dig deeper and gain better understandings about children and where to go next in our planning. They help us test our theories and in turn help the children to advance their theories or identify inconsistencies in their thinking. We ask ourselves as co-learners: “What do the children know?” “What do they want to know?” and “How can we support and provoke that learning with authentic experiences?” O. Reg 137/15, s.46 (3)(b,c,d,e,f)

Community Partnerships ~ We endeavor to develop strong partnerships with the communities that we are involved with. Be it through training students from high school, university, and community college programs, as well as candidates from other government-sponsored programs. We also welcome volunteers from the community. In addition, community support agencies provide us with resource information and classroom support to better meet the needs of children, families, and educators. We positively approach these partnerships by cultivating a supportive working relationship as well as engaging in collaborative conversation and problem solving. Utilizing this respectful approach enhances authentic relationship building and supports our goal of collaborative learning. O. Reg 137/15, s.46 (3)(b,i)

Professional Development ~ As a foundation to our high-quality programs we are dedicated to upholding the College of Early Childhood Educator’s Code of Ethics and Standards of Practice. As professionals we are committed to life-long learning that builds on our solid education of child development and care. This goal is outlined in our Offers of Employment to our educators. We believe in continuously gaining new understanding of best practices as research emerges and advances are made in related fields of study. As part of our commitment to quality, our staff are encouraged and supported in ongoing professional growth and development. We support this commitment by offering relevant professional development at our monthly staff meetings and advertising any community learning opportunities that are made available. O. Reg 137/15, s.46 (3)(i)(j)

Measuring Impact ~ In order to ensure we deliver the highest quality child care programs and to assess the impact of the strategies set out in this program statement, as well as ensure the approaches laid out in the

program statement are being implemented, our organization actively participates in an ongoing assessment cycle which includes but is not limited to: Annual environmental reviews, Annual staff surveys, Annual parent surveys, Parent Teacher conferences, Staff performance reviews with goal setting, staff meetings and team meetings that focus on many aspects of professional development and support. Action Goals are developed from the data that is generated through the assessment cycle. O. Reg 137/15, s.46 (3) (k)

Our guiding documents ~ “How Does Learning Happen? Ontario’s Pedagogy for the Early Years (2014) and “Intentional Joyfulness Through Reflective Practice” guide our practice. Our approach of embedding the review of these documents on a continual basis with all staff at staff meetings, team meetings, applying to our documentation and in evaluations ensures that these documents are at the fore front of our thinking and made visible in our practices and environments. O. Reg 137/15, s.46 (3) (j,k)

All our infant, toddler, preschool, kindergarten, and school age programs rest on forming authentic relationships, providing children the opportunity to be supported in a safe social environment that respects their unique stage of growth and development.

Wait List Policy and Registration

Jacob Hespeler Child Care Centre will use the Region of Waterloo’s Child Care and Waitlist Application registry (www.onelistwaterlooregion.ca) to establish each centre’s waitlist.

When a family chooses a JHCCC location on the waitlist system, they will receive an automated response letting them know that their waitlist application has been received.

The supervisor or designate will contact the family as space in the centre/program becomes available.

Should a family contact the centre the supervisor/designate will respond to their enquiries. This could be done through email or telephone conversation.

JHCCC will endeavour to maintain confidentiality at all times.

-The waitlist system is password protected for each site.

-No identifying information will be given to applicants as to who else may be on the waitlist. For example, if a family were to ask, we would only identify that there are five families ahead of them.

JHCCC will prioritize families on the waitlist. First priority is to JHCCC employees and board members. Second priority is to families who already have children registered in our infant, toddler, preschool programs and those who meet specific criteria in our kindergarten and school age programs. All other families will be prioritized using registration date on onelist and when they require space. The waitlist policy may be amended at any given time, and the wait list policy approved by JHCCC Board of Directors bound in our Policies and Procedures will be considered the policy regardless as to what is published in the Parent Handbook or our website should there be any discrepancies. We will endeavor to update all posted policies as expeditiously as possible.

Registration Forms

We are licensed by the Ministry of Education and abide by all the regulations of the Child Care and Early Years Act, 2014 and our local Public Health department. Forms must be complete and returned to the Child Care Supervisor prior to your child's first day. It is imperative that forms are completed fully, including:

- Full address with postal code and contact numbers
- Health & immunization information
- Emergency contact information including names, numbers & addresses

When illness or an emergency occurs, we want to ensure that we can reach you and to get your child the support they need.

For more information on our Emergency Policies and Procedures please speak to the Supervisor at your child care centre.

Before and After School Kindergarten and School Age Registration

Our programs for children entering Junior and Senior Kindergarten as well as children in grade school can begin to be registered on-line through the [Waterloo Region One List portal](#): select [Waterloo Region Licensed Child Care](#) and then by finding the Jacob Hespeler Child Care Centre location of your choice. Please go to www.jhchildcare.com for more information about our locations. JHCCC operates these programs on behalf of the [Waterloo Region District School Board](#).

Family Orientation Policy

In order to provide an inclusive and supportive child care program, JHCCC strives to establish open communication with families, beginning with initial contact, invitation for play visits and orientation.

Hours of Operation

All of our centres are currently open Monday – Friday from 7:30am-5:30pm. All centres are closed for statutory holidays, as well as Easter Monday, August Civic holiday, and a maintenance shut down. In addition, all centres are closed for a period of time between Christmas and New Year's Day. For further details regarding days and hours of operation, please speak with your individual child care centre or you can also visit our website at <http://jhchildcare.com/locations.php>

Fee Payment & Financial Obligations, Including Notice to Withdraw

Fees are paid in advance on the 1st business day of each month through Pre-Authorized Payment. The first month fee is non-refundable. Additional fees will be charged for any applicable late fees, and for any kindergarten and school age child registered for PD days, and school closure days that we operate. There will be a service charge for all NSF fees. Please speak to your centre's Supervisor or refer to your child's specific fee contract for full information of your financial obligations including the 30-day written notice required to withdraw or make changes to your contract.

Subsidy

The Region of Waterloo, Child Care Division, provides a fee subsidy program for eligible families. For more information please contact the Region of Waterloo, or click the following link:

<http://www.regionofwaterloo.ca/en/servicesforyou/childcaresubsidy.asp>

Income Tax Receipts

Tax receipts will be issued at the beginning of each year, for the prior year, and should be kept for income tax purposes, as no other receipts will be issued.

Late Fees

Late fees will be charged if families fail to pick up their child on time. Our current late fee is \$1 per minute after closing. Please speak to your centre's Supervisor for further details.

Vacation / Absenteeism Due to Illness

As we incur expenses whether or not your child is present, we are unable to provide refunds for absenteeism due to illness, family holidays, inclement weather, or school closures beyond our control.

Centre / School Closures

If the Centre / School is to be closed because of severe weather or other circumstances beyond our control, the local radio station will make the announcement that the Waterloo Region District School Board (WRDSB) schools are closed. If severe weather conditions develop while your child is attending the Centre, our staff will contact you by telephone to arrange for your child to be picked up. If the WRDSB closes their properties, our child care centres must close. Please check the school board website www.wrdsb.ca for updated information.

Financial Policies

The Board of Directors sets financial policies; please speak with your centre's Supervisor or refer to the current fee contract for full details on these policies.

Serious Occurrences

Licensees, designates, and supervisors are required to report any serious occurrence to the Ministry of Education within 24 business hours of becoming aware of the incident.

Your Child's Day

Arrival / Departure / Release of Children from the Program

The necessary staff / child ratio set out by The Child Care and Early Years Act, 2014 must be maintained at all times.

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child. Parents are requested to notify the staff of their child's arrival.
 - Verbal communication will take place with questions and/or observations related to the child.
 - Where the parent/guardian has indicated that someone other than the child's parent/guardian will be picking up, the staff must confirm that the person is listed on the registration form or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
 - document the change in pick-up procedure in the daily written record.
 - sign the child in on the classroom attendance record. Staff will record the time each child arrives and departs and will record all other comments/observations in the daily written record.

Where a child has not arrived in care as expected

1. Parents are asked to phone the Centre if their child will be absent. 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, sent an email, or advised the closing staff at pick-up), the staff in the classroom must:
 - inform the supervisor/designate and they must commence contacting the child's parent/guardian no later than 11:00 am. The supervisor/designate shall phone all parents/guardians as listed on the registration form. All personal, home and work numbers will be tried, and messages left on answering machines if no one answers

the call. Additionally, if a phone call does not reach one of these people, emails will be sent to the parent/guardians.

2. Once the steps have been initiated to validate the child's absence, program staff shall document the child's absence on the attendance record (noting an "A" for absence) 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 individual that the parent/guardian has provided verbal or 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),

- they must confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual or
- 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.

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., the staff shall proceed with calling the parent/guardian to advise that the child is still in care and inquire about their expected arrival time. If the expected arrival time is going to be longer than ten minutes the staff and parent will decide who will contact an alternative person from the registration form or of the parent's choosing. The child may be offered an activity to participate in and a snack (i.e. a piece of fruit) while they are waiting to be picked up.

In the case where the person picking up the child is an authorized individual, the staff shall attempt to contact the authorized individual and if they are unable to reach that individual, they will then proceed to contact the parents/guardian.

2. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall attempt to contact any other people listed on the registration form under the "emergency contact" section. They will also notify the centre supervisor/designate of the situation.
3. 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) by 6 p.m., the staff shall proceed with contacting the local Children's Aid Society (CAS).

Kitchener/Waterloo PHONE: (519) 576-0540 Cambridge PHONE: 519-623-6970

Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Where a parent/guardian has provided written authorization for their child to be released from care without supervision, one staff in the program must be responsible for dismissing the child from care. Prior to dismissing the child from care, the staff shall review the written instructions for release provided by the parent/guardian and release the child at the time set out in the instructions. The staff shall document the time of departure from care on the attendance record.

Child's Absence from the Program

Parent(s)/Guardian(s) of all children, including school age and kindergarten children, must phone or email the Child Care Centre if their child will be absent. Occasionally messages sent to the main school may not be passed on the child care centre .

Availability of Parents in an Emergency

It is very important to keep current contact and health information on file at all times, so we can reach the appropriate person, in case of an emergency.

In the Event of an Emergency

Emergency Policies and Procedures are outlined at each individual centre/location. In the event of an emergency families will be notified by phone and additionally by email when possible.

Meals / Snacks / Nutrition

The child care centre will provide meals and snacks following a posted four-week menu rotation which have been developed in conjunction with our on-site chefs, the Canada Food Guide and supported through Public Health consultation. If food for a child needs to be brought from home for consumption at the centre, it must be vetted and cleared through the centre supervisor. Food must be in a sealed container, labelled with the child's name and free from all anaphylactic or prohibited foods. To reduce the risk of exposure to anaphylactic causative agents families who are needing to provide supplemental food for their own child will be given a list of food items that must be avoided.

Should a family forget to bring their child's food, the centre supervisor or designate will contact the parent and will follow the parent's instructions.

Options may include:

- the parent bringing food to the centre
- the parent picking the child up from the centre in order to feed the child
- the supervisor or designate discussing with the parent what foods are on the menu for that day and the parent choosing which items their child may have. Ingredient lists on food packages must be consulted.

Anaphylaxis Policy

Policy: Jacob Hespeler Child Care as required by Statutes of Ontario 2005, Chapter 7 (Sabrina's Law), will ensure the implementation of the following four strategies to manage the risk of exposure to anaphylaxis causative agents and the procedure to follow should an anaphylactic incident occur.

Strategies

The individual plan for a child with anaphylaxis and the emergency procedures in respect of the child shall be reviewed as follows:

- A. By all employees before they begin their employment and at least annually afterwards.
- B. By volunteers and students who will be providing care or guidance at the child care before they begin providing that care or guidance and at least annually afterwards.

Intent: Anaphylaxis is a serious allergic reaction and can be life threatening. The allergy may be related to food, insect stings, medicine, latex, exercise, etc. The anaphylaxis policy is intended to help support the needs of a child with a severe allergy and provide information on anaphylaxis and awareness to parents, staff, students and visitors of the child care centre.

Definition: "anaphylaxis" means a severe systemic allergic reaction, which can be fatal; resulting in circulatory collapse or shock, and "anaphylactic" has a corresponding meaning.

1. Strategy to reduce the risk of exposure to anaphylactic causative agents

Continue to provide a safe environment for the anaphylactic student, particularly during snack and lunch breaks and during class trips and special activities.

Staff responsible for purchasing and preparing food at the child care centre will have safe food handling training including review of food labels to identify allergens.

As soon as a child with a known allergen enrolls in the child care, the allergy list will be updated to reflect this information and all staff will review the child's individual anaphylaxis emergency plan and sign off, ensuring they are familiar with allergies of each individual child.

2. Communication plan

As part of the orientation procedure for staff, parents, students, and volunteers we will provide general information on life threatening allergies, including anaphylactic allergies.

Where the child has an anaphylactic allergy, the parent will provide training to the supervisor or designate on the procedures to be followed in the event of their child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and how to administer medication.

Each time a new child with an anaphylactic allergy enrolls in the program we will send a letter home to all parents informing them what restrictions, if any, will be placed on food entering the centre, to endeavor to be an allergen-safe child care centre.

As new families register, we will ensure they receive this information.

See Form: Anaphylactic Foods Prohibited at Centre

As children are enrolled with known allergies, we will advise the chef/food preparer, of the foods/causative agents not to be used in food prepared for the child care centre, and appropriate food substitutes that can be provided by the centre or parent.

We will post a list of known allergies of enrolled children in the food preparation and eating area(s).

These lists will also be available and accessible in any other area that the children may be present.

Allergy lists will be updated as required; for example, to add a new child's information or to remove or update a child's information.

Meals and Snacks

The child care centres will provide meals and snacks following a posted four-week menu rotation which have been developed in conjunction with our on-site chefs, the Canada Food Guide and supported through Public Health consultation.

If food for a child needs to be brought from home for consumption at the centre it must be vetted and cleared through the centre supervisor.

Food must be in a sealed container, labelled with the child's name and free from all anaphylactic or prohibited foods.

To reduce the risk of exposure to anaphylactic causative agents, families who are needing to provide supplemental food for their own child will be given a list of food items that must be avoided.

Should a family forget to bring their child's food, the centre supervisor or designate will contact the parent and will follow the parent's instructions.

Options may include:

- the parent bringing food to the centre

- the parent picking the child up from the centre in order to feed the child

- the supervisor or designate discussing with the parent what foods are on the menu for that day and the parent choosing which items their child may have. Ingredient lists on food packages must be consulted.

3. Development of a child's individual plan and emergency procedure

We will maintain a file, for each child with an anaphylactic allergy, of current treatment and other information, including a description of the child's allergy, copy of any prescriptions and instructions from the child's physician or nurse, and a current emergency contact information list.

We will interview each child with an anaphylactic allergy and their parent to gain insight into the specific information and the history of the allergy.

If the parent has made the decision that the child will be carrying their own emergency medication, and are eligible to attend school, parents will supply a fanny pack.

Child care staff will record the emergency medication on the attendance forms.

All signs and symptoms of an anaphylactic allergy will be listed on the child's Anaphylaxis Emergency Plan form including a current photo of the child and posted in a prominent place for staff to review on a regular basis,

keeping in mind the privacy of the individual child. This form will describe avoidance strategies and ways to monitor child.

Parent/guardian will be asked to sign a consent that allows the staff to administer the allergy medication in the event their child has an anaphylactic reaction.

In the event a child has an anaphylactic reaction, staff will follow instructions on the individual child's Anaphylaxis Emergency Plan

Obligation to keep child care centre informed

It is the obligation of the child's parent or guardian to ensure that the information in the child's file is kept up to date with the medication that the child is taking.

4. Training and ongoing training

Where the child has an anaphylactic allergy the parent or a physician will provide training to the supervisor or designate, who in return will instruct all staff, students, and volunteers on the procedures to be followed in the event of the child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and how to administer medication.

This training will be reviewed annually or more often as needed by all staff, students, and volunteers.

Each time a new child with an anaphylactic allergy enrolls in the program we will send a letter home to all parents informing them what restrictions, if any, will be placed on food entering the centre, to ensure an allergen-safe child care centre. As new families register, we will ensure they receive this information.

Staff will stress the importance of not sharing snacks, eating utensils or containers. They will encourage and or organize celebrations and activities that are not focused on food. Staff will keep aware of hidden allergens in play dough, beanbags, pet foods, birdseed, etc.

Children's Belongings

Please dress your child in comfortable and washable play clothes appropriate for physical activity, the weather and the season. Children will be exploring a variety of mediums, including paint, sand, water and mud. A second set of clothing should be kept in your child's school bag in case of spills or accidents. In centres that offer a sleep program, children may wish to bring a comforting sleep toy or blanket.

Please label all of your child's belongings.

Health & Illness

Prior to admission to the Centre, parents are required to complete an Immunization Information Form including a record of all immunizations. Children suffering from a contagious disease may not attend the Centre, in accordance with Public Health Guidelines. At the discretion of the supervisor, any child may be sent home if they appear to be ill or is risking the health of others. We suggest that if a child is not well enough to play outdoors, they should remain at home.

If your child is ill during their day at school, you will be contacted to come and pick them up. In case of an emergency, a parent or designate will be contacted immediately.

Administration of Medication

In situations where a physician or other healthcare practitioner deems it necessary that medication be administered to a child during their time at the Centre, the parents must fill out an Administration of Medication form, which includes the following:

- Written authorization including dosage and times any drug is to be given.
- Medication in the original container, clearly labeled with the child's name, name of the drug, dosage, date of purchase, instructions for storage and administration of the drug.

It is understood that the child care staff will endeavour to do their best to adhere to the medication administration schedule, as outlined by the parent's written direction on the Administration of Medication form.

Note: Please check with program supervisor or designate regarding storage of medication.

Field Trips & Special Visitors

From time to time, we like to go on walks out in the community or to invite special visitors from the community to come into our centres to help enrich our curriculum and expand on ideas and concepts. Occasionally, a fee may be passed on to parents to fund admission costs or visitor fees. For school age and kindergarten children field trips, special permission slips will be provided outlining mode of transportation and destination details.

Guiding Children's Behaviour

Discipline is an important part of the child's learning process and will be handled as such. Children are not allowed to hurt themselves, another child, the environment, or the belongings / property of others. Rules and expectations are clearly stated, reasonable and at a developmental level that each child can understand, internalize and respond to.

Kindergarten and school-age children in our programs fall under the rules laid out in the Safe School's Act and incidents of a serious nature are reported to the school principal.

Prohibited Practices

These are the practices we will protect your child from with respect to a child receiving child care at one of our child care centres or youth development programs:

- (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 purpose 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 of the exits of the child care centre 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 JHCC's emergency management policies and procedures;
- (d) the 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.

Child Care Staff

We feel an important part of any child care program are the responsive child care staff who are dedicated to life long learning. Our educators are selected for their warmth and enjoyment of children, as well as their knowledge of child development. Our staff are suitably qualified professionals for the jobs they are performing. We follow the child / staff ratios outlined in the current legislation. If your child's teacher is off for the day, Jacob Hespeler Child Care Centre provides qualified supply staff.

Supervision of Volunteers and Students

Volunteers and students will be supervised and monitored by employees of Jacob Hespeler Child Care Centre at all times. Direct unsupervised access is not permitted for persons who are not employees, nor will they be counted in staffing ratios. Persons under 18 years of age will not directly supervise children. Students, volunteers and staff from outside agencies are not included in our staff/child ratios.

Art Studio

Children have an innate sense of wonder and from the earliest ages have questions, theories and assumptions as they make sense of their world. Through exploration of a wide variety of art medium, children are encouraged and supported as they represent their theories and ideas in a concrete way. Talking with your child about the process involved in the creation of their artwork builds vocabulary and strengthens self-esteem. Please remember to pick up your child's work. Come in to see the work being done in our classrooms.



Community Involvement

From time to time throughout the year we are involved in training students through high school, university and community college programs, as well as candidates from other government sponsored programs. We have a working relationship with community support agencies that provide us with resource information and classroom support such as: <http://www.kwhab.ca/services/earlylearning/> and <http://www.kidsability.ca/>

Parent Involvement

Board of Directors

The Jacob Hespeler Child Care Volunteer Board of Directors meets throughout the year and develops the direction of this non-profit charitable child care organization. Parents interested in sitting on our Board of Directors are invited to submit a letter of interest outlining any skills or knowledge that they would like to share while on our board of directors to the child care supervisor. The JHCCC Board of Directors will review all letters submitted for consideration.

Family Involvement

We welcome family members to participate in every part of our program. Parents are encouraged to spend time with their child, reviewing the documentation that is present throughout the centre. These tangible artifacts are an excellent way educators and children make their learning visible. Families are also encouraged to participate in special events held throughout the school year.



Committee /

Parent involvement is an important way to give feedback and promote positive change and growth. From time to time as tasks and projects arise, parents will have the opportunity to join committees and task groups to move projects towards completion.

Parent / Educator Interviews

Our staff are always willing to discuss your child's day. Open communication goes hand in hand with emergent curriculum, and we welcome parent's participation. Parent-Educator interviews are offered annually or as requested.

Family Celebrations

Holidays and special days mark the passage of time and events of significance for individuals and groups. At JHCCC we are very interested in finding out what holidays and special celebrations are important to you and your family.

By learning more about different cultures we are able to show children how holidays and special days are related to social, cultural and religious customs as well as seasonal changes and anniversaries.

Library / Parent Resources

A library of resources is available for your information on common parenting topics.

Process for Expressing Concerns

Jacob Hespeler Child Care Centre will endeavour to provide a transparent process for parents/guardians, the child care centre, and staff to follow when parents/guardians have an issue or concern. All attempts will be made to respond to conflicts, concerns and issues within 24 hours of being notified.

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their children are experiencing within our program. As supported by our program statement, we believe in Authentic Relationships. We believe that every interaction and exchange we have with a child and their family must be anchored in authenticity and respect. We believe that every interaction has the power to forge a strong positive relationship. As a community of learners have made a commitment to put *Respect* at the heart of everything we do. Respect for the child, respect for the family, and respect for the educator, builds strong positive authentic relationships.

All issues and concerns raised by parents/guardians are taken seriously 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.

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

Below are the steps for parents to follow when bringing a concern forward to the child care centre and the steps that the child care centre staff will follow when responding to an issue or concern brought forward by a parent.

Parent:

1. Please bring any issue/concern to the attention of your child's educator as soon as it arises, allowing your child's educator to take the appropriate steps to resolving your issue/concern. Families may be asked to submit their issue/concern in writing, to be given to the centre supervisor, Executive Director or the JHCCC Board of Directors.
2. Depending on the issue/concern brought forward one or more of the following options may be deployed:
 - (i) Immediate preliminary response (within 24 business hours) from an educator or center supervisor addressing the issue/concern.

If the preliminary response does not sufficiently resolve the parent's issue/concern, next steps may include:

- I. Meeting arranged with program educators and parents to discuss issue/concern.
- II. Meeting arranged with program educators, centre supervisor and parents to discuss issue/concern.
- III. Meeting arranged with program educators, centre supervisor, Executive Director and parents to discuss issue/concern.
- IV. Issue/concern taken to the JHCCC Board of Directors for resolution.
- V. Serious Occurrence generated with the Ministry of Education.

JHCCC Employee:

1. Upon learning of an issue/concern a JHCCC employee will:
 - (i) Respond in a respectful manner to an issue/concern brought forward by a parent immediately if possible or within 24 business hours.
 - (ii) Notify the supervisor/designate of the issue/concern and whether it was resolved or needs to be addressed further.
 - (iii) If required written documentation outlining the issue/concern along with the resolution may be requested and kept in the in child's file.

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, or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or executive director.

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/childrensaidthereportingabuse/index.aspx>

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 Ministry of Education's Child Care Quality Assurance and Licensing Branch. This ministry deals with 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

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.

Procedures for Issues/Concerns:

Nature of concern:

Program Room Related (ex. schedule, sleep arrangements, toilet training, feeding, programming)

Steps for the Parent/Guardian to Report Issue/Concern:

Report the concern verbally or in writing to the classroom staff directly, or the supervisor or the executive director.

Nature of concern:

General, Centre or Operations Related (ex. child care fees, hours of operation, waiting lists, menus)

Steps for the Parent/Guardian to Report Issue/Concern:

Raise the issue or concern verbally or in writing to the centre supervisor or the executive director.

Steps for Staff and/or Licensee in responding to the Program Related or General Centre or Operations Related issues/concerns:

Address the issue/concern at the time it is raised, or arrange for a meeting with the guardian within 24 business hours. If required, document the issues/concerns in detail (including; date and time concern received, name of the person who received the concern, name of the person reporting the concern, details of the concern and any steps taken to resolve the concern and/or information given to the guardian regarding next steps or referral.

Nature of concern:

Staff-Duty Parent-Supervisor and/or Licensee Related

Steps for the Parent/Guardian to Report Issue/Concern:

Raise the issue/concern verbally or in writing to the individual directly or the supervisor or the executive director. All issues or concerns about the conduct of staff, duty parents, 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.

Nature of concern:

Student-Volunteer Related

Steps for the Parent/Guardian to Report Issue/Concern:

Raise the issue/concern verbally or in writing to: the staff responsible for supervising the volunteer or student or the supervisor and/or licensee or the executive director

All issues or concerns about the conduct of student 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.

Steps for Staff and/or Licensees in responding to the Staff-Duty Parent-Supervisor-Licensee-Student or Volunteer issues/concerns related:

Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigations of the issue/concern is initiated by the appropriate party within 24 business hours or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.



Fee Schedule CWELCC Rates

Infant Program

Full Day Infant \$34.02 Base Fee

Toddler Program

Full Day Toddler \$26.46 Base Fee

Preschool Program

Full Day Preschool \$23.15 Base Fee

Kindergarten Program

Before School \$11.50 Base Fee

After School \$12.00 Base Fee

Before & After School \$12.76 Base Fee

School Age Program

(Grade 1-6) * age 6-12 yrs

Before School \$12.00 Base Fee

After School \$16.50 Base Fee

Before & After School \$28.50 Base Fee

Rates for PD days and School Holidays

Kindergarten Full Day \$42.00 Base Fee or * \$19.85 Base Fee

School Age Full Day \$43.00 Base Fee

Overall Age Eligibility:

***Any child, until the last day of the month in which the child turns 6 years old; and up until June 30 in a calendar year, any child who turns six years old between January 1 and June 30 in that calendar year.**

Non-Base Fees

Late Fee: \$1.00 per minute

NSF Fee: \$29.00 per transaction

For information on Subsidy please call the Region of Waterloo at 519-575-4400 or online through the OneList by visiting <https://regionofwaterloo.onehsn.com/>

Payment will be accepted through **Preauthorized Debit** only and 30 days notice will be given for fee increases for programs not eligible for CWELCC reductions when applicable.



Licensed Locations for Children Infant through 12 years of age.

JACOB HESPELER CHILD CARE CENTRE

Head Office Location: 250 William Street, Elmira ON N3B 0B9

Executive Director: Colleen Lehnen Email: jhcc@bellnet.ca Phone: (519) 669-0799

Deputy Executive Director: Roslyn Hilgartner Email: jhdeputy@bellnet.ca Phone: (519) 669-1841

Quality Retention and Recruitment Coordinator: Lou Duggan Email: jhccquality@gmail.com

Child Care Centres

1. Westvale Child Care Centre (Located at Westvale Public School) **Established in 1991**

Email: westvale@rogers.com Phone: (519) 746-8104

265 Westvale Drive, Waterloo, ON N2T 2B2

Supervisor: Lynn Anne Drew

2. Saginaw Child Care Centre (Located at Saginaw Public School) **Established in 1998**

Email: saginawchildcare@rogers.com Phone: (519) 740-8066

740 Saginaw Parkway, Cambridge, ON N1T 1V6

Supervisor: Debbie Ainlay

3. Lackner Woods Child Care Centre (Located at Lackner Woods Public School) **Established in 2001**

Email: lacknerwoodschildcare@rogers.com Phone: (519) 895-8718

151 Zeller Drive, Kitchener, ON N2A 4H4

Supervisor: Meaghan Barber

4. Millen Woods Child Care Centre (Located at Millen Woods Public School) **Established in 2011**

Email: millenwoodsc@bellnet.ca Phone: (519) 888-9000

640 New Hampshire Street, Waterloo ON N2K 0A5

Supervisor: Trivani Narain

5. Janet Metcalfe Child Care Centre (Located at Janet Metcalfe Public School) **Established in 2018**

Email: janetmetcalfechildcare@gmail.com Phone: (519) 741-5930

335 Seabrook Drive, Kitchener ON N2R 0G3

Supervisor: Michelle Dutra

6. Riverside Child Care Centre (Located at Riverside Public School) **Established in 2021**

Email: jhriversidechildcare@gmail.com Phone: (519) 669-5262

250 William Street, Elmira ON N3B 0B9

Supervisor: Stephanie Reyes

Reflective Moment

Play is every child's right

Play is spontaneous, and instinctive

**Play allows the child to develop at a pace
which is comfortable for him or her**

**Play involves the child's total being, social,
emotional, physical and intellectual**

**Play allows the child to interpret
his world and his place in it**

Play reinforces his or her formal learning

**Play allows for the integration of
the child's skills and learning**

**Play can be its own reward
or a means to an end**

**Play is enhanced more by the adult's
assistance in creating
opportunities, than by direct intervention**

Author Unknown