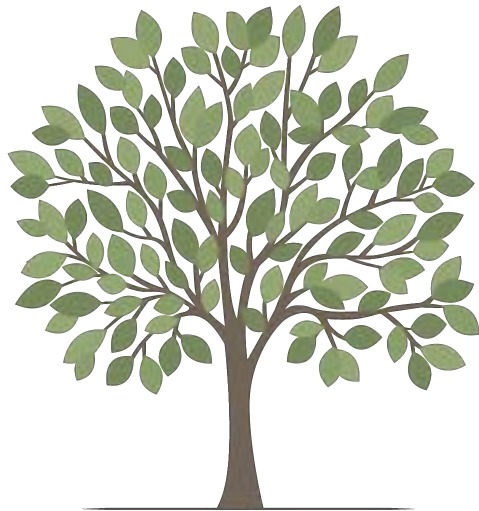


Parent/Guardian Handbook



ST. JACOBS DAYCARE

A HOME AWAY FROM HOME

Toddler - Preschool Programs
12 Young Street, Box 554
St. Jacobs, On N0B 2N0
519-664-1110



PHILOSOPHY

At St. Jacobs Daycare, we believe that children are “competent, capable, curious, and rich in potential.’ As collaborators in their learning, we offer a positive, supportive environment that focuses on developing a child’s sense of belonging, promotes engagement with peers, family and community, fulfils each child’s potential through play, exploration and inquiry, and fosters expression in all forms. Moments of discovery can take place through child-directed and adult-supported experiences, as well through conversations, individual interaction and progression through our daily routines and transitions. Our educators are dedicated professionals who possess a wealth of experience, unique gifts, and a high level of enthusiasm for their work. They carefully observe, document, analyse and share the play experiences of individual children and groups of children. Thoughtful consideration is given to the needs, interests, and inquiries that children are making during play. Through careful analysis, intentional, material-rich play environments are created. St. Jacobs Daycare is dedicated to the inclusion of all children, and is a proud participant in the larger community.

PROGRAM STATEMENT

St. Jacobs Daycare is a non-profit, charitable early learning centre, licensed by the Ontario Ministry of Education. Our Registered Early Childhood Educators engage in partnership with children, their families, and the community at large to provide a responsive, inquiry-based emergent curriculum in a home-like environment. As progressive educators and willing collaborators, we have embraced the guiding document “How Does Learning Happen?” and we are committed to actively embodying the four central values outlined in the guide throughout our philosophy, pedagogy, environment, and interactions. When children are connected to others and contribute meaningfully to their works, they gain a sense of belonging. At St. Jacobs Daycare, we create environments and guide interactions to support the safety and inclusion of all children. Through our conversations with individual children and groups, we promote respect, empathy, and perspective-taking. We collaborate with families and children to build positive relationships. St. Jacobs Daycare actively seeks, and responds to involvement from community partners to form relationships which promote belonging and growth within the community. We develop practices that support inclusion. The perspectives and gifts of educators, children and families are integrated into our program. We strive to accomplish these goals in the following ways:

- Our policies, practices, and environment support the inclusion of all children and families, and reflect the diversity of the world around us.
- We build positive relationships with parents by setting aside time at arrival and departure for meaningful verbal communication.
- We share our observations and reflections of children’s experiences through multiple means: verbal communication, written documentation, newsletters, learning stories, individual portfolios, displays of artworks, photos and documentation panels.
- We are continuously available to meet with families to provide ongoing feedback, as well as to participate in goal setting and planning for the needs of individual children.
- We maintain awareness and involvement with the local community through outings, excursions, and participate in local events within St. Jacobs.



- St. Jacobs Daycare has formed ongoing relationships with community partners for mutual benefit. We seek assistance from local agencies in ongoing support for individual children.
- We welcome ECE students during their practicum at local Community Colleges, as well as local high school students on co-op placements.
- Our educators practise, model, and promote positive communication with families and children at all times.
- We strive to create warm and caring relationships with each individual child. We practise authentic respectful communication with every interaction, which helps children feel loved, safe, and secure. We provide time for individual conversations throughout the day: during play periods, meals, transitions, and upon arrival and departure of each child.
- We offer indoor and outdoor play experiences which help connect children to the natural world. Objects from nature that can be explored and manipulated can be found indoors and well as in our outdoor play spaces.
- Our program rooms instil a sense of belonging for each child. Children's experiences, creations, ideas, and photos, including family photos, are displayed in multiple locations within the rooms.

St. Jacobs Daycare actively promotes the health, safety and well-being of children at all times. In a successful learning environment, children are physically active, confident, resilient and autonomous. Health and safety extends beyond meeting children's needs and encompasses their emotional, intellectual and mental well-being. Children need to feel safe in many ways. To help children work toward self-regulation and self-care we offer intentionally planned, safe spaces. Their diverse physical, emotional and cognitive needs, capabilities and interests are accommodated in both our indoor and outdoor learning environments.

- Daily schedules are posted for each group of children. The schedules incorporate periods of indoor and outdoor play, active and quiet play, nutrition periods and rest. All times posted on the schedule are approximate, and can be adjusted as needed. As a result, our schedule is both flexible and predictable, and able to accommodate both individual and group needs.
- We offer daily opportunities, indoors and outdoors, for active physical play and exploration. Children are regularly encouraged to take reasonable risks and increase their confidence. These activities will foster engagement, and instill a sense of wonder and curiosity.
- Within our indoor and outdoor environment, we have incorporated spaces that promote quiet play and reflection through inviting settings, home-like furnishings, soft toys and pillows and spaces where children can spend time alone as they choose.
- We provide healthy meals and snacks in a relaxed eating environment.
- Our educators implement positive guidance strategies that promote peaceful resolutions in areas of disagreement. They strive to reflect and interpret children's feelings and emotional states through active listening, to help children both express and meet their needs.



- Children are encouraged to understand and express their individual physical needs, such as for rest, quiet and active play, food intake and toileting.
- We encourage the development of children's self-help and self-care skills, and see daily routines and transitions as opportunities to naturally build those skills.
- We hope to immerse children in the ongoing process of self-regulation, by promoting effective communication strategies and establishing an atmosphere of safety and trust, as well as actively engaging children in perspective-taking.
- We continually maintain an awareness of the children in our care, by monitoring their location, their actions and their health. We are consistently mindful of numbers and ratios within each room. All pertinent information is exchanged between staff members during transition periods and throughout the day.
- We maintain and promote positive health practices through such means as effective hand washing, safe food handling, and disinfection of surfaces, toys and equipment.

St. Jacobs Daycare sees children as “competent, capable, curious, and rich in potential.” Children who actively engage with materials, spaces, objects and their peers, in an environment which promotes exploration, play and inquiry will become lifelong learners. Our goal is to create a positive learning environment by providing responsive, relevant curriculum throughout the day. Children explore with their minds, their bodies and their senses. They can maintain their sense of wonder in an environment which is material rich, interesting, and challenging. Educators support children's natural curiosity by asking thought provoking questions and engaging in conversations which encourage children to investigate, explore, and test theories. Our curriculum planning provides opportunities for many varied and diverse child-initiated experiences. As well, educators will offer thoughtful, observation-based adult-supported experiences during regular play periods. Through all types of exploration, play and inquiry; children will engage and experiment with materials, and participate in experiences that support the development and growth of each individual child.

- We observe and document children's interest, interactions and enjoyment. Our process of observation, reflection and curriculum design incorporates observations of individual children and their needs as well as group interests and dynamics.
- After reflecting on the observations, educators design intentional, experience-rich environments which encourage engagement in productive child-initiated play experiences as well as adult-supported activities.
- As educators, we see ourselves as co-investigators and co-planners. The children's ideas, theories and inquiries are incorporated into curriculum experiences that will challenge their capabilities and encourage further investigation. Our goal is to help them discover and understand key concepts while engaging in play.
- We make our observations and reflections visible in many ways. As well as being the foundation of curriculum planning, we regularly post photo collages and stories, record and share conversations and create documentation panels. Experiences and discoveries are also incorporated into individual portfolios, and learning stories. We observe and document group play and experiences as well as individual significant moments of discovery and growth.



- Opportunities exist for interactions, conversations and experiences throughout all aspects of the daily curriculum. Children can experience moments of curiosity and discovery during active and quiet play periods, as well as during transitions, during rest periods, while engaging in personal care routines, and at meal times.
- Our flexible daily schedule allows for long periods of sustained play for children. Limited interruptions will help maintain a sense of calm throughout the centre.
- We encourage and invite participation from parents and the community at large. Community diversity will enrich and broaden the experiences of children in our care.

St. Jacobs Daycare believes that children express themselves in many ways, both verbally and nonverbally. Every child is a capable communicator, and we strive to foster expression in all forms. As children develop, they acquire, comprehend and utilize language for many purposes. We create space and opportunities for children to express themselves and be heard. We promote active listening. We see creative expression as a valuable means of communicating feelings, experiences, and ideas. Our learning environments promote literacy through engagement, stories, conversations and print rich experiences. We value authentic, meaningful and reciprocal communication between children and adults, and among peers. Our goal is to promote creative expression and meaningful communication throughout our curriculum.

- As educators, we are aware of the “many languages” of children. We facilitate successful communication between children so that they can adopt positive strategies for sharing ideas and problem solving.
- Our focus moves beyond spoken words. Educators strive to interpret and clarify non-verbal cues, body language and gestures, which are part of the “many languages” of children, and assist children in acquiring effective communication skills.
- We support children in building healthy relationships with their peers through positive interactions. We promote empathy and assist children in acquiring effective communication skills.
- Language and literacy materials are woven into all daily routines, experiences and spaces. We recognize the importance of stories and books for acquiring language and developing early literacy skills. While books are always available and shared, we also encourage conversation, songs, and storytelling. We create our own books and stories to share. We value the stories that children tell each other as enriching and meaningful, and we recognize that stories often lead to moments of discovery and self-reflection
- Ample time, space and materials are provided to encourage creative expression. We support expression in all forms-through drawing, painting, movement, sculpture and visual representation.
- Time spent with creative materials fosters imaginative thinking and representative play. A wide variety of art materials are available at all times.
- St. Jacobs Daycare recognizes the importance of music and movement as a means to both foster expression and promote literacy and numeracy. Children will have many child-led and adult-supported opportunities to learn music, create rhythms,



listen to many types of music, participate in rhythmic movement, sing, and engage with rhymes and fingerplays.

- The educators at St. Jacobs Daycare are committed to a process of continuous professional learning. Through self-assessments of their own skills and needs, and also by preparing a professional portfolio, the educators engage in a process of self-reflection with regards to their own development and learning needs. Each staff member is encouraged to attend ongoing professional development training annually, as well as enriching their practice through webinars, in-service workshops and conferences.
- St. Jacobs Daycare engages in community partnerships for networking, advocacy and professional development.
- Along with continuous observation and reflection regarding children's growth and development, St. Jacobs Daycare is committed to measuring the impact of our learning strategies with regards to children, their families and the community at large. We have established a formal process for gathering and analyzing feedback from parents regarding our program, and we continuously see, receive, and evaluate informal feedback, in order to monitor and improve the quality and effectiveness of our program. As a result, this program statement is a living document, which may be enhanced or altered according to the dynamic needs of our community, our families, and our educators.
- Using "How Does Learning Happen?" as our guide, St. Jacobs Daycare strives to bring the best possible child care and early learning to the St. Jacobs community and beyond. We are committed to upholding the College of ECE's Code of Ethics and Standards of Practices as a foundation for quality education. As Registered Early Childhood Educators, we are committed to continuous learning, and strive to maintain a professional practice that is current, relevant and responsive to children's needs., built on our solid education and knowledge of child development. Our toddler and preschool programs provide children the opportunity to be supported in a safe, caring home-like environment that is child-focused, collaborative and inquiry-based. All educators review, discuss, and consult our guiding documents, as well as our program statement on a continual basis.

PROHIBITED PRACTICES

As a legislated by the Childare and Early Years Act (CCEYA), the following practices are not permitted:

- Corporal punishment of the child.
- 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 themselves or someone else, and is used only as a last resort and only until the risk of injury is not longer imminent.
- Locking the exits of the child care centre for the purpose of confining the child, or confining the child in an area or room without adult supervision unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures.



- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child would humiliate, shame or frighten the child or undermine their self-respect, dignity or self-worth.
- Depriving the child of basic needs including food, drink, shelter, sleep,, toilet use, clothing, bedding; or inflicting any bodily harm on children including making children eat or drink against their will.

BEHAVIOR GUIDANCE

The staff, students and volunteers at the centre provide a positive environment for children to learn and grow. They promote positive prosocial behaviour among children and between children and adults. The practices used encourage the development of self-regulation, independence, positive communication and decision-making, while maintaining awareness of safety for all children.

BOARD OF DIRECTORS

The Board of Directors plays an important role at St. Jacobs Daycare. The Board provides representation to ensure various points of view are considered when policies are established/changes, fees and the annual budget are prepared, and strategic planning for future needs of the centre is discussed. The Board is responsible for working with the Executive Director in the overall operation of the centre. Parents/guardians who are interested in learning more about this aspect of the centre, our policies and procedures, by-laws and constitution are available upon request from the Executive Director. We encourage all parents/guardians to participate whenever possible.

WAITLIST

Policy

The centre provides a clear overview of how we determine the waitlist, offers of admission into the program, and waitlist management, in accordance with the Child Care and Early Years Act, 2014. Parents/guardians are provided with their waitlist status when requested, in a manner that protects personal information. The centre waitlist policy is available for parents to review at any time in the Parent/Guardian Handbook and on our website. The centre does not require a fee in order to place a child on our waitlist.

PROCEDURE

Applying to the Centre

- Parents/guardians must apply to the waitlist by submitting an online application through OneList Waterloo Region (www.regionofwaterloo.onehsn.com).
- Through the online application, some details regarding the program are available for parents/guardians (including the type of care available; infant, toddler and preschool).

Once the application has been completed on OneList, an application date is automatically generated in the online system which will help to determine your child's status on the waitlist at the centre. Once the application is completed an email notification is generated to the



centre's Executive Director/Supervisor, advising them a new application has been completed.

The Executive Director/Supervisor will log in to view the application. The OneList automatically generated welcome email will be sent to parents/guardians confirming receipt of the application.

- Parents/guardians are able to login to their online application at any time to view their current application, update any information or withdraw their application. There is a not fee charged to parents/guardians to apply to the waitlist and they can apply to a number of child care centre programs online.

WAITLIST MANAGEMENT

- The Executive Director/Supervisor reviews waitlist information online through the OneList Administration site on an ongoing basis. Any conversations with parents/guardians on the waitlist are noted on the child's application for reference purposes.

When a parent/guardian inquires about the status of their application on the waitlist, the Executive Director/Supervisor will provide information about the program and spaces that are available, or may be coming available. Personal information about the waitlist application is never disclosed to maintain privacy and confidentiality for all families.

As child care spaces become available at the centre, the Executive Director/Supervisor will follow up with the parents/guardians to offer child care spaces in priority order. The centre prioritizes by order of the oldest application date, considering the age of the child and the child care space that is available. Priority is given to toddlers and preschoolers of families with siblings currently attending the centre or who have attended in the previous two years, as well as to the centre staff and Board Members.

Once a parent/guardian has been contacted via phone or email regarding an available space, they are asked to provide confirmation within 72 hours that they want to register. If a response is not received from a parent/guardian within the specified time frame, the Executive Director/Supervisor may remove the application on the OneList Administration site (this moves the 'active' application to 'inactive').

Families that respond after the 72 hours have expired, and confirm that they want to register, would have their application moved back to 'active' on the OneList Administration site, with their original application date reinstated, and are placed in priority for the next available space, if the original space offered has been filled.

In the event that a parent/guardian confirms that care is no longer required or requests to be removed from the waitlist, the Executive Director/Supervisor can remove the application, noting the conversation with the parent/guardian in the comment section. The Executive Director/Supervisor will follow up with applications that are older than one year to inquire if



care is still required. If no response is received, a second follow-up advises the parent/guardian that their application to the wait list has been removed.

Once enrolment forms are received and a start date is in place for the child, they are placed and removed from the active waitlist online within the OneList Administration site by the Executive Director/Supervisor.

ENROLMENT

St. Jacobs Daycare accommodates children aged 18 months to 6 years. Child-educator ratios vary based on the child's age and their placement at the centre. The toddler ratio (generally aged 18-30 months) is 1:5, and there are two groups of five toddlers in the centre. Preschool ratios (generally aged 30 months to five years) and 1:8. There are two groups of preschool children in the centre, with a maximum of two Educators in each room. Full-time and part-time enrollment is available. Priority will be given to full-time care when at capacity. Part-time children may be asked to switch days or withdraw in order to accommodate full time registrants.

REGISTRATION PROCEDURE

A tour of the centre will familiarize parents/guardians and children with the centre. The Executive Director/Supervisor will be happy to answer any questions you may have about the program. A completed registration package is required prior to your child's start date.

PROGRAM ORIENTATION

Orientation to the program includes optional scheduled visits for the parent and child prior to the official start date. In order to save your child's space, a \$250 non-refundable deposit is required at the time of enrollment confirmation. This deposit will be deducted from your last month of tuition.

FEE PAYMENTS

Policy

The current Fee Schedule is available at the centre as well as on our website.

St. Jacobs Daycare is enrolled in the Canada-Wide Early Learning and Child Care System. In 2022, Ontario signed the Canada-Wide Early Learning and Child Care Agreement (CWELCC) with the Government of Canada. Significant new federal investments through this agreement will support fee reductions, increase the number of licensed childcare spaces, address barriers to providing inclusive child care, and support the early childhood workforce.

Fee payments are based on the program room. Children will move on to the next age group based on availability and age.

Tuition is due via e-transfer on the first day of the month for the upcoming month care. A \$25 late fee (non-base fee) will apply to payments received after this date. All tuition fees are non-refundable.

CHILD CARE SUBSIDY

St. Jacobs Daycare has a purchase of service agreement with the Region of Waterloo. If you wish to apply for child care subsidy, please apply online through OneList Waterloo Region. Any tuition not covered by subsidy is the responsibility of parents/guardians. As per the above policy, tuition is due on the first day of the month for the next month's care.

Tuition Fees - Effective January 2025

Base Fees	
Age Group	Daily Rate
Toddler	\$22
Preschool	\$22

Non-Base Fees	Rate	Billing Frequency
Deposit	\$250	Due upon enrollment to hold a space. Deposit is applied to the last month of tuition. The fee is non-refundable if care does not commence.
Key Fob Deposit	\$10/fob	Due upon commencing care and as replaced. Fee is given back upon the return of fob to the centre.
Late Pick-Up Fee	\$2/minute	Applied to pick up times after 5:30 pm.
Late Tuition Payment Fee	\$25	Applied to tuition paid more than 5 days after the invoice due date.
Fundraising Fee (optional)	\$75	Requested annually in the fall. A charitable receipt will be issued for this donation.

Payment Policies:

- Fees are due on the first of each month and are paid through e-transfer.
- Fees are calculated based on registered days of care. Monthly fees will fluctuate month to month based on your child's registered days of care.
- Fees are charged on all registered days regardless of absenteeism, vacation, inclement weather, centres closures and/or all statutory holidays (New Years Day, Family Day, Good Friday, Victoria Day, Canada Day, August Civic Holiday, Labour Day, Thanksgiving Day, Christmas Day and Boxing Day) .



- A minimum of one month written notice is required to withdraw from the centre.

Notes:

- St. Jacobs Daycare has been enrolled in the CWELCC (Canada Wide Early Learning Child Care) since September 2022. At that time, our parent fees were frozen with a reference rate of \$59.25/day for toddlers and \$52.50/day for preschoolers.
- CWELCC parent fee portions as of January, 2025 are capped at \$22/day for toddlers and preschoolers enrolled in part time and full time programs in Ontario.
- Ontario will see lower fees for families as the Government originally committed to deliver an average of \$10 a day child care by September 2025.
- Children who are younger than 6 years of age are eligible for the CWELCC reduction.

FUNDRAISING FEES

In lieu of fundraising activities, an annual \$75 fundraising (non-base fee) is requested. This fee is optional. If you wish to opt out of this fee please speak with the Executive Director/Supervisor.

WITHDRAWAL

At least one month's written notice is required for withdrawal from the program. In lieu of one month's notice, full fees will be charged. At St. Jacobs Daycare's sole discretion, failure to comply with any of our policies, including any payment provisions, may result in termination of space, and/or any other available legal remedies.

BEHAVIOR RELATED TERMINATION

A decision to terminate a child's enrolment at centre due to behaviour concerns is not taken lightly, and will not be made until all other avenues have been exhausted. The issue at hand will be clearly outlined to parents/guardians during the termination procedure. The issues will be documented and articulated to parents/guardians for further discussion. If issues persist, two weeks notice of termination will be given in writing. This termination policy is meant to protect the children and staff of the centre from physical and mental stress.

HEALTH AND SAFETY

Child Illness

The centre follows the Region of Waterloo Public Health guidelines regarding children's illnesses. When children are ill, they need appropriate care to help prevent the spread of infection to other children and staff in the centre. Staff will continuously observe your child's health throughout the day to ensure that your child is able to participate in daily activities. Children should be kept at home when the illness:

- Prevents them from taking part in daily activities
- Requires more care than staff can provide without affecting the health and safety of other children



- Is infectious (high fever, vomiting, diarrhea, severe respiratory infection, undiagnosed skin rash, or red/discharging eyes)

If a child becomes ill while in attendance, parents/guardians will be contacted and asked to make arrangements to pick up their child. Please note that the Health Department has specific guidelines with respect to exclusion periods for some illnesses. You may be asked to keep your child home for a minimum of 24 or 48 hours, in some cases.

Please notify the centre when your child is absent due to illness. For record-keeping purposes, we need specific information about the type of illness your child is experiencing.

IMMUNIZATION REQUIREMENTS

The centre requires that before a child who is not in attendance at a public or private school, within the meaning of the Education Act, who is admitted to the centre, and from time to time thereafter, the child is immunized as directed by the local medical officer of health. The above does not apply where a parent/guardian of a child object to the immunization on the ground that the immunization conflicts with the sincerely held convictions of the parent/guardian religion or conscience, or a legally qualified medical practitioner gives medical reasons to the licensee as to why the child should not be immunized. The Statement of Conscience or Religious Belief form for religious/conscience objections must be completed by a “commissioner for taking affidavits” (ie-notarized). “The Statement of Medical Exemption” form for medical exemptions to immunizations must be completed by a doctor or nurse practitioner. Children who have immunization exemptions are unable to attend during outbreaks.

ADMINISTRATION OF MEDICATIONS AND DRUGS

When possible, parents/guardians are encouraged to administer drugs or medication to their child at home, if it can be done without affecting the treatment schedule. The Executive Director/Supervisor oversees all drugs and medication and designates a RECE drug and medication administrator for each program room. We will only administer prescription or non-prescription drugs and medications which are brought in their original container with written instructions on the label. A labelled bag will be used for all drugs and medications and will contain the following information: name of child, dosage, date of purchase, and instructions for storage and administration. All drugs and medications will be kept in a locked box and refrigerated as necessary. When non-prescribed medication is to be given, a parent/guardian will be called by the educator at the time the medication is to be given to confirm parental permission to administer the medication.

NUTRITION

Food is catered by the Stone Crock restaurant. A nutritious lunch, morning and afternoon snacks are provided. Our menus have been designed in conjunction with a holistic nutritionist as well as following the recommendations set out in Health Canada’s documents. Parents/guardians may choose to supply food and/or drink for their child for a variety of reasons. Parents/guardians must complete a “Special Diet Requirements” form when food replacements from home are required. All food and drink brought from home must be in a container labelled with the child’s name. To ensure the safety of all children and staff, parents/guardians will be informed of any anaphylactic allergies when they supply food or



drink from home. Educators will review the contents and ingredients of all food brought from home to ensure compliance with our anaphylactic policy. If a parent/guardian brings food that conflicts with an individual anaphylactic plan, the parents/guardians will be informed and alternative food from the centre will be provided, which will reflect the child's dietary requirements. Educators will safely dispose of any food that may cause an anaphylactic reaction in a child or staff member at the centre.

If you wish to bring a treat for your child's program room to celebrate a special occasion, please check with your child's educator in advance. All treats must be store bought in order to comply with food safety regulations. We also ask that all treats are peanut safe. We cannot allow homemade treats to be served at the centre.

SLEEP/REST TIME

The centre understands that not all children require a nap. Young children benefit from periods of quiet and relaxation to balance their active play. The educators will meet the needs of each individual child while taking into account the parent/guardian requests regarding their child sleep arrangements. Some parents/guardians may need to fill out a "Special Sleep Instruction" form that will support their child's individual needs. Educators will regularly communicate with parents/guardians any significant changes in a child's sleeping patterns or behaviours during sleeping which will result in adjustment to the manner in which the child is supervised during sleep.

PROGRAM GENERAL INFORMATION

SAFE ARRIVAL AND DISMISSAL

St. Jacobs Daycare will ensure that any child receiving care at the centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the childcare centre may release the child to.

- St. Jacobs Daycare will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive at the centre for care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.
- For the purposes of this policy and procedure, arrival time is considered between 7:30am-10:00am and departure time is considered between 3:00pm-5:30pm.

Procedures

Accepting a Child Into Care At The Time Of Drop Off

- Staff must greet the parent/guardian and child.
- Staff must ask the parent/guardian how the child's evening/morning has been.
- Parents/guardians are required to inform the educators if there are any changes to their child's pick-up procedure.



- Staff will communicate with parents/guardians in regard to 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 emergency card in the authorized pickup section in the attendance binder or where the individual is not listed ask the parent/guardian to provide authorization for pick-up in writing eg. email.
- Staff must document the change in pick-up procedures in the daily messages.
- Staff must sign the child in on the program attendance record.

Where a Child Has Not Arrived In Care As Expected

Where a child does not arrive at the centre and the parent/guardian has not communicated a change in drop-off (i.e., left a voice message, sent an email, or advised the closing staff at pick-up), the staff in the program room must:

Inform the Executive Director/Supervisor of the absent child.

- If the Executive Director/Supervisor is not available the Designate Supervisor will call the parent/guardian to inquire about the child's absence and the safety of their child. All parent/guardian phone numbers (ie. cell, home and work) noted on the registration form will be called.

The Executive Director/Supervisor must contact the absent child's parent/guardian by email no later than 11:00am

- If the parent/guardian does not respond to the email within 15 minutes the Executive Director/Supervisor will call the parent/guardian to inquire about the child's absence and the safety of their child. All parent/guardian phone numbers (ie. cell, home and work) noted on the registration form will be called.
- If the parent/guardian does not answer the phone the Executive Director/Supervisor will leave a voicemail, asking about the child's absence and the safety of their child.
- If the parent/guardian does not call back by 1pm on the same day the Executive Director/Supervisor will call the alternate parent/guardian to inquire about the child's absence and the safety of their child.
- If the alternative parent guardian does not answer the phone the Executive Director/Supervisor will leave a voicemail, asking about the child's absence and the safety of their child. All alternative parent/guardian phone numbers (i.e.,- cell, home and work) noted on the registration form will be called.
- If the alternate parent/guardian does not call back within 15 minutes the Executive Director/Supervisor will call emergency contacts in the order listed on the registration form.
- If the emergency contacts do not answer the phone the Executive Director/Supervisor will leave a voicemail, asking about the child's absence and the safety of the child. All



emergency contact's phone numbers (i.e., cell, home and work) noted on the registration form will be called.

- If all of the above persons do not call back within 15 minutes of the last call the Executive Director/Supervisor will call the Waterloo Regional Police at 519-570-9777 to inform them of safety concerns of a child who did not arrive at the centre as expected.

Once the child's absence has been confirmed, the staff will document the child's absence on the Attendance Record and in the Daily Messages.

In the event that the child's attendance is not confirmed the staff will document the above steps taken in the Daily Messages.

Releasing a Child From Care

The staff who is supervising the child at the time of pick-up shall only release the child to

- Child's parent/guardian
- The individual that the parent/guardian has provided written authorization that the child care may release the child to.
- No child will be released to an unauthorized person.

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

- Confirm with another staff member the individual picking up is the child's parent/guardian/authorized individual.
- Where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's emergency card located in the program binder, under the section authorized pickups.

Where A Child Has Not Been Picked Up As Expected (before centre closes)

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 centre and the child has not been picked up by the indicated time;

- Staff will wait for 30 minutes and then inform the Executive Director/Supervisor of the child having not been picked up yet.
- The Executive Director/Supervisor/Staff will call a parent/guardian to speak with them or leave a message and advise them that the child is still in care and has not been picked up.
- Where the Executive Director/Supervisor/Staff is unable to reach the one parent/guardian, the Executive Director/Supervisor will call the alternate parent to speak with them or leave a message to inform them that their child is still

in care and has not been picked up at the earlier time as expected.

- Where the individual picking up the child is an authorized individual and their contact information is available, the Executive Director/Supervisor/Staff will proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
- Where the Executive Director/Supervisor/Staff has not heard back from the parents/guardians or authorized individual who was to pick up the child they will wait until the centre closes and then will refer to the procedure "Where a Child Has Not Been Picked Up and the Centre is Closed".

Where a Child Has Not Been Picked Up and The Centre is Closed

Where a parent/guardian or authorized individual who was planned to pick up a child from care and has not arrived by 5:30 pm, staff will ensure that the child is engaged in an activity and offer a snack if needed, while they await their pick-up.

One staff will stay with the child, while a second staff proceeds by calling the parent/guardian to advise that the child is still in care and inquire about their pick-up time.

- In the case where the person picking up the child is an authorized individual, the staff shall call the parent/guardian to advise that their child is still at the centre and inquire about their pick-up time. If the parent/guardian does not answer the phone, the staff will leave a message and will call the authorized individual and advise them that the child is still at the centre and inquire about their pick-up time.
- If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall call the authorized emergency contacts as indicated in the child's file.
- Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (ie-emergency contacts) by 6:00 pm, the staff will proceed with contacting Family and Children's Services of Waterloo Region (FACS) at 519-576-0540 and will follow the FACS's direction with respect to next steps.

Emergency Closure

1. In the event of an emergency closure and/or centre evacuation, parents will be called to pick up their child immediately.
2. Parents may give verbal permission for individuals 18 years of age or older to pick up their child.
 - written permission will be obtained as soon as possible or within 48 hours after the emergency whichever comes first.



Dismissing a Child From Care without Supervision Procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will a child be released from care to walk home alone.

Glossary

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

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

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

Regulatory Requirements: Ontario Regulation 137/15

Safe arrival and dismissal policy

50. Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,

(a) provides that a child may only be released from the child care centre or home child care premises,

(i) to individuals indicated by a child's parent, or

(ii) in accordance with written permission from a child's parent to release the child from the program at a specified time without supervision; and

(b) sets out the steps that must be taken if,

(i) a child does not arrive as expected at the centre or home child care premises, or

(ii) a child is not picked up as expected from the centre or home child care premises.

The centre opens at 7:30am and closes at 5:30pm. Upon arrival, parents need to assist their child with removing outdoor clothing and take them to the educator. Children need a certain amount of structure for securing. Therefore, please arrange to arrive and depart about the same time each day. It is important that you notify the Executive Director/Supervisor if your arrival and departure times will change significantly from the usual times. There are staff/child ratios to follow and staffing may need to be rearranged. If your child is not attending on that day. Please inform the Executive Director/Supervisor before 9:00 am. Because staff members are paid until 5:30pm, parents must pick their child up on time. We charge a \$2.00 per minute late fee (non-base fee) after closing time. A sign will be posed when the late fee is in effect.



RELEASE OF CHILDREN FROM THE PROGRAM

Your child will not be released to anyone who is not listed on the child release form, unless written parent permission is provided. We ask that you let us know if your child is being picked up by someone other than the usual person. Please accompany and assist your child to gather their belongings from their cubby. Please inform the Executive Director/Supervisor if there is a court order restricting an individual from seeing your child. It is essential that we have a copy of the court order on file. If this information changes, please inform the Executive Director/Supervisor.

INFORMATION CHANGES

Parents/guardians are required to provide up-to-date information concerning work phone number, home/cell phone number, addresses, hours of care required, allergies, immunizations and authorized pick-up persons. If any of this information changes, please inform the Executive Director/Supervisor.

HOLIDAYS

The daycare is closed: New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving Day, Christmas Day and Boxing Day. The centre is also closed for approximately one week at Christmas. Exact dates will be posted.

FIELD TRIPS AND OFF-SITE ACTIVITIES

We enjoy taking advantage of the many sites in St. Jacobs. We at times plan waking field trips for the children to enjoy. Some of our favourite stops are the bakery, post office, wilderness trails, parks and library. A consent form for excursions in town is provided in the registration package.

CHILDREN'S BELONGINGS

The centre is not responsible for the loss of personal items. Please ensure that all personal items, which are brought into the centre are labelled with your child's name. From time to time, some clothing or personal items may be misplaced. If you are not able to locate your child's belongings, please speak to an educator. We will do our best to assist you in locating your missing items.

Your child should be dressed in clothing that is appropriate for the weather and daycare activities. Please bring an extra set of clothing to be left at the daycare.

SPECIALIZED SERVICES

At times, we do utilize early intervention services within our community; for example KidsAbility and KW Habilitation, to help enhance the development of the children in our care. Prior to your child receiving these services, written permission will be required.

PARENT/GUARDIAN INVOLVEMENT

Parents/guardians are welcome to drop in and observe our program of learning and discovery at any time. We are always happy to have volunteers. Please note that in order to



volunteer in a child care setting, the Ministry of Education requires that a current police records check be completed and reviewed by the Executive Director/Supervisor. The reference check can be obtained through your local police office. Volunteers can receive a reduced fee for this service upon requesting a letter from the Executive Director/Supervisor stating the position is volunteer within our agency, prior to applying for the check.

STUDENT/VOLUNTEER POLICY

The centre welcomes students and volunteers into our program as part of training and community involvement. Direct unsupervised access (eg: when the adult is alone with the child) is not permitted for persons who are not employees of St. Jacobs Daycare. Students and volunteers are not counted in the staffing ratios and are supervised by an educator at all times.

PARKING

There is a parking lot located at the back of the centre. Please drive slowly and turn your ignition off when dropping off and picking up your child.

INCLIMATE WEATHER POLICY

The centre has a policy on unexpected centre closures. In adverse weather conditions an email will be sent to parents/guardians prior to 7am advising them that we are closed for the day. Should a closure be necessary mid-day, the Executive Director/Supervisor will contact parents/guardians by email and if needed by phone to notify them of the early closure and request pick up.

EMERGENCY MANAGEMENT

EMERGENCY RESPONSE PREPARATION

St. Jacobs Daycare has an Emergency Management Policy and Emergency Management Procedures in place. Educators are trained in emergency preparedness and response in relation to fire, tornado, lock-down procedures, or other life-threatening emergency situations. Throughout the year, children and educators will participate in fire, lock-down and tornado drills and discuss our procedures. Each educator carries out specific duties, and the children are made aware of how to respond to the emergency. Parents/guardians are notified by a written posting of lock down and hold and secure drills that have taken place. Educators will ensure that children are kept safe, are accounted for, and are supervised at all times during an emergency situation.

DESIGNATED SHELTER

In the event of a fire or other life-threatening emergency situation, when children and staff are required to evacuate, our designated shelter is the St. Jacobs Fire Hall, located at 3 Water Street in St. Jacobs. The telephone number to call is 519-669-1647 Woolwich Fire Department Head Office.



NOTIFICATION OF PARENTS IF AN EMERGENCY OCCURS

A current list of emergency contacts and parent/guardian telephone numbers are kept in the attendance binders with the educators at all times. Once safe at the designated shelter, the Executive Director/Supervisor will commence notification of parents/guardians.

SERIOUS OCCURRENCE NOTIFICATION POSTING

The centre will post a high-level “Serious Occurrence Notification Form” at the centre when a serious occurrence has occurred. The posting will give parents/guardians information about the incident and outline the follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable. Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean the centre is out of compliance with licensing requirements or that children are at risk in the centre.

ACCESSIBLE CUSTOMER SERVICE

In partnership with families, St. Jacobs Daycare provides a professionally-led, child-centred program which focuses on providing quality child care. The centre remains accountable to those who use our service as well as the Ministry of Education. The centre strives at all times to provide care for our families in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities equal opportunities to access our goods and services while allowing them to benefit from the same services, in the same place and in a similar way as other families. Every reasonable effort will be made to overcome barriers faced by children and/or adults.

Our accessibility policies and procedures are available for your review in a number of formats. Should you wish to access these documents, or if you require accommodation because of a disability or a medical need, please notify the Executive Director/Supervisor.

PARENT/GUARDIANS ISSUES AND CONCERNS

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 and/or concerns.

POLICY - GENERAL

Parents/guardians are encouraged to take an active role in the centre and regularly discuss what their child is experiencing with the Executive Director/Supervisor and educators. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our Executive Director/Supervisor educators 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 the centre and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible. Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved. An initial response to an issue or concern will be provided to parents/guardians within 2 business days. The person who raised the issue/concern will be kept informed throughout the resolution process. Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

CONFIDENTIALITY

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

CONDUCT

St. Jacobs Daycare maintains high standards for positive interaction, communication and role-modelling for children. Harassment and discrimination will therefore not be tolerated from any party.

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

CONCERNS ABOUT THE SUSPECTED ABUSE OR NEGLECT OF A CHILD

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly. Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the Child and Family Services Act. For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childremsaid/reportingabuse/index.aspx>

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 St. Jacobs Daycare's Board of Directors.

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



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

CONTACTS

- Denise Fretz- Executive Director 519-664-1110 Email: director@stjacobsdaycare.ca
- Ministry of Education Licensed Child Care Help Desk: 1-877-510-5333 Email: childcare_ontario@ontario.ca
- College of Early Childhood Educators: 1-888-961-8558 Email: info@college-ece.ca
- Family and Children’s Services of the Waterloo Region: 519-576-0540
- Region of Waterloo Public Health: 519-575-4400
- Ministry of Labour: 1-877-202-0008
- Waterloo Regional Police: 519-653-7700
- Waterloo Regional Fire Department: 519-884-2121

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for St. Jacobs Daycare in responding to issue/concern:
Program Room-Related E.g. schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the Executive Director/Supervisor or licensee.	- Address the issue/concern at the time it is raised Or - arrange for a meeting with the parent/guardian within 2 business days. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business
General, Centre- or Operations-Related E.g. child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the Executive Director/Supervisor or board of directors.	- the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business

<p>Staff-, Duty parent-, Executive Director/Supervisor-, and/or Licensee-Related</p>	<p>Raise the concern to - the individual directly Or - the Executive Director/Supervisor or board of directors</p> <p>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.</p>	<p>days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student/Volunteer-Related</p>	<p>Raise the issue or concern to - the staff responsible for supervising the volunteer or student Or - the supervisor and/or board of directors</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	

RESOURCE LINKS:

- How Does Learning Happen? www.edu.gov.on.ca/childcare/pedagogy.html
- Child Care Information for Families www.edu.gov.on.ca/childcare

I have read and understand the above policies.

Child Name _____

Parent/Guardian Signature _____ Date _____

A copy of this handbook is available in hard copy and on the centre's website www.stjacobsdaycare.ca