



Junior Hub Child Care & Learning Centre

FAMILY HANDBOOK

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Welcome to Junior Hub Child Care & Learning Centre (JHCCLC)

On behalf of the staff and Board of Directors thank you for choosing Junior Hub Child Care & Learning Centre.

Junior Hub Child Care & Learning Centre is formed to provide a safe, friendly, stimulating environment to promote children's physical, social, emotional and cognitive development.

We believe that a child's early years set the foundation for life-long learning in all developmental areas. We also believe that every child is unique with his/her own learning style and pace. JHCCLC is committed to providing the hybrid highly qualified, play-based programs and Montessori program that meet the ever growing and changing needs of a child's development. At JHCCLC, All families and children are welcome! We provide equal opportunities to maximise the full potential of every child.

JHCCLC operates in compliance with the Ministry of Education, following the guidelines of the Child Care and Early Years Act (CCEYA) (2014) and the York Region Public Health Unit. This Parent Handbook has been compiled to provide you with JHCCLC policies and procedures that govern our program. We are so honoured that you have chosen to place your child in the care of our dedicated Registered Early Childhood Educators (RECE) and experienced Early Childhood Assistant (ECA). We look forward to having an affirming and respectful relationship with families. It is imperative that all parents fully understand the Centre's policies and procedures as they are the agreed upon terms of admission.

Our Curriculum and Program

Mission and Philosophy

We believe that every child is unique and possesses his/her own temperament and learning style. We believe play is integral to children's learning and essential to quality of life in childhood. Exploration and play are a child's primary way of understanding the world. Children are agents of their own learning, actively building knowledge, skills, dispositions, and feelings. We are committed to fostering each child's self-esteem, well-being and growing need for independence. All aspects of their development and learning are interrelated and interdependent.

Program Statement

At JHCCLC, our young learners are supported in the development of positive and effective communication. Early on, children experience meaningful opportunities and individual support related to expression and self-regulation. Rich in potential and ability, children develop understanding and competence in emotional expression, emotional intelligence and self-awareness. Expression is supported through observation, documentation, listening, and reciprocal communication. Child-initiated communication creates a pathway to self-regulation and problem solving.

We believe that children are competent, capable of complex thinking, curious and rich in potential. There is no perfect, but suitable curriculum for every child. We blend "emergent curriculum" with "Montessori learning methodologies", in which children benefit from both the play-based, emergent and spontaneous learning modality and the systematic self-directed, hands-on learning approach. The spontaneous learning process prepares them for acquiring more complex skills of reading, writing and mathematical reasoning. The uninterrupted work periods, concrete and collaborative learning enhances independence, focus, and cooperation skills.

** Note: Hard copy/ digital copy of the policy will be attached as appendix B

Curriculum

Using the common framework in *How Does Learning Happen? Ontario's Pedagogy for the Early Years* (2014), our Centre supports the children to achieve their goals in the following four developmental areas:

Belonging	Our programs expect early childhood programs to cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them. (P24, HDLH)
Well-Being	Our programs address the importance of physical and mental health and wellness. It incorporates capacities such as selfcare, sense of self, and self-regulation skills. (P32, HDLH)
Engagement	Our programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry. (P35, HDLH)
Expression	Our programs foster communication and expression in a friendly, caring, safe and loving environment. (P41, HDLH)

Our program uses observation and documentation to plan play-based learning experiences that encourage active exploration, inquiry, independence, choices, problem solving, wonder and theory building. Purposeful planned activities, inquiries and provocation will stem from



interests of the children. Regular communications between families and educators are emphasised in our program. We believe that parents play an irreplaceable role in their children’s development. It is important for our educators to share their knowledge, experience, resources and learnings with families via various media like phone calls, emails, documentations, etc.

We recognize the importance of loose parts and integrate them into our programs. Loose parts are materials that can be moved, carried, combined, redesigned, lined up, and taken apart and put back together in multiple ways. They are materials with no specific set of directions and can be used alone or combined with other materials. Loose parts allow children opportunities to discover and master their environment.

Program Schedules

<p style="text-align: center;">Toddler</p> <p style="text-align: center;">18 months to 2.5 years 1 staff:5 children</p>	<p style="text-align: center;">Preschool</p> <p style="text-align: center;">2.5year-4 years 1 staff : 8 children</p>	<p style="text-align: center;">Kindergarten(JK-Sk)</p> <p style="text-align: center;">5 years-6 years 1 staff : 13 children Full-time</p>
<p>Our toddler program provides children opportunities for safe, supervised play, while encouraging their exploration and desire to test the boundaries of their abilities. Educators offer children a variety of creative, sensory, language, music and motor experiences. As social skills develop, educators support toddlers with their emerging capacity for interactive and cooperative play in a warm, positive environment.</p>	<p>Educators offer a variety of activities and experiences based on the emerging skills and interests of children. Art, games, loose parts play, sensory play and cooking all foster emerging language, literacy, numeracy and science skills such as observing, inferring and predicting. Dramatic play, music, movement and gross motor experiences also build language and social skills, and physical competency. Through careful planning of environments, children learn to explore, differentiate, make choices, and understand more complex concepts. Viewing children as competent and capable, we encourage the development of independence, resilience and self-help skills. Also Montessori materials are introduced.</p>	<p>Montessori Curriculum (September - June)</p> <p>Montessori educators set up the environment with Montessori materials to promote the sensorial concepts such as dimension, colour, shape and texture, and academic concepts of mathematics, literacy, science, geography and history.</p> <p>Summer Camp (July and August)</p> <p>Franch, Chinese, Music, STEM enriched programs</p>

Waitlist

It is never too early to add your child to our waitlist.

A waitlist is maintained at Junior Hub Child Care & Learning Centre, for families who either require immediate care but there are currently no applicable spaces available, or for future care needs.

The child’s name is placed in the appropriate age group (based on licensed aged group) waitlist according to the date the request is made and when care is required.

The waitlist will be managed in the following way:

- Families at the top of the waitlist, in the age appropriate group, will be contacted using the phone number and/or email they provide when a space becomes available.
- Families will have three (3) business days to reply indicating if they wish to place their child at JHCCLC or if they choose to decline a space.
- In the event that the family declines the space their name is either removed from the list or the date for needing care is changed.
- The next family on the list will be contacted.

Priority is given to a child on the waitlist if they have a sibling currently enrolled in the Centre and employees of JHCCLC. Parents will be reminded to add the name of siblings in a timely manner.

Families that request updates regarding their current place on the waitlist will be notified of how many families in the same age group, for the same time frame, are ahead of them. If a family wishes to see the waitlist to confirm their child’s position, the supervisor or the designated staff will only show the family when they have blocked out the names and contact information of other families in order to maintain privacy.

NO FEE or DEPOSIT will be charged for being placed on the waitlist.

*Placement on the waitlist is not a guarantee of space in the Centres, a space cannot be confirmed unless the site supervisor has provided confirmation of space and a deposit has been received to secure the space

** Note: Hard copy/ digital copy of the policy will be attached as appendix C

Educator Credential and Screening

At , the supervisor and all our Early Childhood Educators are professionals registered with the College of Early Childhood Educators. All employees are trained in Standard First Aid, AED and CPR-C, Accessibility for Ontarians with Disabilities (AODA), and Health & Safety Awareness. Designated educators are trained in Workplace Hazardous Materials Information System (WHMIS) and hold Food Handling Certification.

The supervisor, all educators, volunteers and students require a Police Vulnerable Sector Check (PVSC) prior to interacting with children and every five (5) years thereafter. In addition, Annual Offense Declarations are signed during the period specified in the declaration. Individuals (with other agencies) who attend our programs e.g. early interventionists, therapists, will provide vulnerable sector screening verification prior to interacting with the children. All

educators, volunteers and students must provide proof of medical requirements according to the local health authority, i.e. two step TB tests, DPT and MMR.

At Junior Hub Child Care & Learning Centre, we believe that children deserve to be surrounded by knowledgeable and qualified educators. All the educators are provided with the opportunities to further their learning, understanding and expanding on their career aspirations. We promote and support each educator's continuous professional learning (CPL) by attending workshops, seminars or courses.

Enrollment and Fee Schedules

Admissions and Registration

As per the Supervisor has confirmed a space for your child, the enrolment forms need to be completed, in their entirety, and returned to the Supervisor prior to your child's first day. Other forms that must accompany the enrolment forms where applicable include: an up to date copy of your child's immunizations record, which is forwarded to the York Region Public Health Unit. Under *the Child Care and Early Years Act, 2014*, for parents who choose not to immunize exemptions are to be documented as follows on a Ministry approved form:

- For medical exemptions, a legally qualified medical practitioner must complete the "Statement of Medical Exemption Form".
- For religious or philosophical exemptions, a "Statement of Conscience or Religious Belief's Form" must be completed by a "Commissioner for taking avadavat" (i.e. It must be notarised)

Settling in Period

A successful settling in period for a child can ease the child and parents' anxiety into a new child care environment that involves many routines and transitions throughout the day. Another important factor is that your child will need to adjust to many new friends and adults in his/her life.

Visiting the Centre prior to your child's first day is recommended for all the families. Book an appointment with the supervisor and enjoy the additional opportunity to familiarise with our environment, facilities and educators. It is also a good chance for our educators to know about your child's family routines, specific needs and your concerns.

Every child's adjusting time varies. It is important to encourage your child to follow our daily routine and interact with other children but we do not force or rush. It takes time, patience and consistency for a child to get used to the program. For some children, we may recommend starting from shorter days and gradually extending their care time. Our experienced staff and the supervisor will work closely with the parents to make the transition as comfortable as possible.

Fee Schedules

HCCLC provides both full time and part time care. Program fees vary depending on the program your child is enrolled in. Please refer to the Appendix A

Payment

- Once a space has been accepted by a family, a one-time family registration fee of \$150.00 is issued.

Our monthly fees are pre-rated and can be paid by cheques, cash or INTERACT E-transfer. Post-dated cheques are required for twelve months. Payable to “ Junior Hub Child Care & Learning Centre”

Families with a single child are required to make payment in full by the 1st of the month. Families with two or more children are able to make payment in two equal instalments paid on the 1st and 15th of the month. A deposit of miscellaneous fee \$200 per family is required. It will apply to any outstanding balance, late pick-up fee or NSF.

All payments returned A fee schedule is attached to this handbook as an appendix.

Fees are subject to change at any time with a minimum of one month’s notice to families. There is no reduction in fees for vacation, holiday closures or illness. from the bank (i.e. NSF) will be subject to a processing fee of \$40.

- Fee payments can be paid through one of the following options:
 - 1) Cheque - payable to **Junior Hub Child Care & Learning Centre**
 - 2) Cash Payment – in person at the Office
 - 3) INTERACT E- Transfer via: **info@juniorhub.ca**

We DO NOT accept the credit card. Any service fee that occurs through the credit card, will be added on the monthly fee.

Canada-Wide Early Learning Child Care System (CWELCC)

Children enrolled in the JHCCLC

- is under the age of six
- turns six years old and is enrolled in a licensed preschool, kindergarten or family age group or a licensed home child care premises, until June 30,

are eligible for CWELCC funding.

Tax Receipt

Tax receipts will be available for pick up after February 1st of each year for the previous taxation year. Receipts can be obtained from the supervisor. If you relocate, please provide a forwarding address to the Supervisor. Any questions or concerns regarding your receipt should be directed to the Supervisor.

Holidays and Closures

Hours of Operation are open Monday through Friday from 7:30 a.m. to 6:00 p.m. year-round, excluding the following Statutory Holidays listed below:

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

** Note: JHCCLC also closes at 3:00 p.m. on Christmas Eve and New Year's Eve. In the event that these holidays fall on a weekend, families will be informed of the closure. Please note all families are responsible for full fees on the above Statutory Holidays.

Our goal is to provide service under all circumstances. However, unexpected closures due to conditions beyond our control may result in an inability to provide services within our regular hours of operation. JHCCLC makes every effort to provide the regular level of care in these situations. In the case of a prolonged closure, the Board of Directors will determine any changes to hours of operation. Families will be advised of changes through the email or call as soon as possible.

Withdrawal Policy

Parents are required to submit a minimum of thirty (30) days written notice for termination of care. Those providing less notice will be required to pay for care based on the daily rate for the full thirty 30 days' term of notice.

Dismissal Policy

All parents/guardians are expected to be familiar with and adhere to the Centre's policies and procedures at all times. If a family fails to comply with JHCCLC's policies and procedures, the following procedure will apply:

- 1) A written warning from the Supervisor

- 2) A written warning from the Board of Directors
- 3) Failure to comply after written warnings will result in the dismissal of your child.

The time frame for notice will be based on the nature of the circumstance. Each situation will be addressed through a process with the best interest of all children, families and the Centre in mind. Reasons for dismissal from Junior Hub Child Care & Learning Centre:

- Failure to comply with family policies and practices outlined in this handbook
- Failure to treat staff, children and/or families with respect
- A child’s behaviour is a threat to the safety of self, other children, educators, or property
- A parent is abusive (physical, verbal or emotional)
- Consistent non-payment of fees
- Consistent disregard of operation hours.

Family Partnership Policies and Procedures

Family Involvement

JHCCLC believes that parents are their child’s first and best teacher. We recognize that the partnership with families is a key ingredient to the quality and success of our Centre. We are committed to respecting the values, differences, needs and interests of individual families. We encourage and welcome parents’ knowledge, experience, ideas and feedback. An integral strength of JHCCLC is our willingness and ability to meet the needs of the children, parents and educators in a mutually beneficial partnership. It is important that educators and families communicate frequently about family practices at home to avoid confusion for the children. Verbal or written systems are appreciated in regard to the happenings that may be affecting your child, changes in a child’s physical or emotional state should be reported regularly to teachers.



The educators of JHCCLC engage parents in a way that meets their needs and builds on strengths while respecting the challenges that families are facing. Special events that involve parents’ participation will be offered throughout the year.

The JHCCLC Family Handbook is provided to both prospective families and those that have enrolled. The Family Handbook will be circulated to families following any instrumental change and they will be required to confirm receipt of the updated version(s).

Parents are encouraged to express their questions, concerns or feedback through emails and phone calls. We appreciate honest communication and consider it a valuable part of our cooperation.

Arrivals and Departures

Upon arrival at JHCCLC, children must be escorted by a parent or guardian into their classroom to an educator. Parents/guardians notify the educators directly, so that they are aware of your child's arrival. Never drop your child at the front door, because our educators must know exactly who is in their care at all times. Parents/guardians are asked to share any information regarding their child's health, alternative pick up arrangements etc. Educators will share any information they need to pass on to the family. Educators will mark the attendance sheet to indicate that the child is now in their care and the time that the child arrives.

At the end of the day parents/guardians must connect directly with an educator prior to departing with their child. Educators will mark the attendance sheet to indicate that the child is no longer in their care. It is essential for the safety of the child that he/she will be released only to those on the authorised list completed on the child's registration papers, unless a written note is received specifying otherwise. A valid photo identification is required of the individuals other than the parents/guardians. Parents/guardians need to ensure the person designated to pick up their child has an appropriate car seat ready. Parents/guardians must inform us of any changes in the provided enrolment information, including the contact information, address, emergency contacts, pick-up list.

Absenteeism

If your child will not be attending daycare for any reason, please inform the Centre as soon as possible. The number of children will affect staffing, regular schedules and activities, meals and outings. In addition, please notify the staff if your child will be absent due to health reasons, as some diseases need to be reported to the York Region Public Health Unit. In that case, an information form will be posted, and upgraded cleaning procedures will be applied in the Centre. No refund or credit will be given for the missing scheduled days.

Authorized Emergency Pick-up Persons

On the enrollment paper, parents/guardians provide a list of persons authorised to pick up their child(ren). Should an authorised pick-up person arrive for the child, the child should not be released until the educator has verified the individual's identification by checking their government issued photo ID (e.g. driver's licence, health card with a photo).

Alternate Pick-up Persons

Parents may contact JHCCLC through an email or a phone call to request a new person to be authorised to pick up their child(ren). Upon arriving to pick up the child, the person will be requested to prove his/her identification by showing a government issued photo ID (e.g.

driver's licence, health card with a photo). The child will not be released to anyone who is not listed as an authorised pick-up person, or without the authorisation from the parents/guardians, or fails to prove his/her identification.

Multi- Household Families and Custody Policy

In the event that the family's situation requires additional attention regarding access to the child(ren) due to custodial arrangements, parents/guardians are required to share this information with the Supervisor upon admission. The special circumstances will be discussed with the educators who will follow the directions as provided.

Late pick-up Procedure

The centre must be notified for any late pick-up after the closing time due to unforeseen circumstances. Parents/guardians must make alternate arrangements for their child to be picked up if they can not make it. Educators MUST be notified if a person other than parents/guardians is picking up the child. A late fee of \$2.00 per minute is charged to parents/guardians who fail to pick their child(ren) by our closing time (6:00 p.m.). Time will be calculated using the designated clock at the Centre. Parents/guardians must sign on the late pick up invoice as they are leaving the Centre. The fee will be deducted from the deposit for miscellaneous. ** The late-pick fee is not tax deductible and will not be included in the year-end tax receipt.

The following is an outline of what would happen if the educators have not heard from parents by 6:00 p.m.:

- The educators will contact you using the contact numbers listed/available to us.
- The supervisor will be notified.
- The educators will then contact the authorised persons on the registration forms.

“Excessive Lateness” – When a child has not been picked up from the child care centre half an hour or more past the closing time, with no prior phone call to advise staff of the circumstances involved, and with none of the identified “Persons Approved for Pick-up” reachable or available, there will be no other option left for JHCCLC but to contact the Children’s Aid Society and City of York Region Police. A notice will be placed at the entrance of the childcare Centre, with written instruction on how to contact the Children’s Aid Society for further direction.

The Authorised pick-up list/emergency contacts are a registration requirement. Recommended people for authorised pick-up may be a relative, a family friend or a neighbour.

Cases of extreme weather conditions or unusual emergencies will be dealt with by the supervisor on an individual basis.

Health and Wellness

Health Policy

Parents/guardians are obliged to notify the Centre as soon as possible if their child will not be attending due to an illness or has been exposed to any contagious or communicable disease. In order to ensure the overall health and safety of all the children and staff, they will be contacted if their child becomes ill, and will be asked to keep their child from the Centre if he/she displays the following:

- An elevated temperature of 38.0°C (100.4°F)
- Vomiting
- Diarrhoea
- Eyes or ears discharge
- Visible rashes
- Any communicable disease including: Impetigo, Coxsackie Virus, Fifth Disease, German Measles, Hepatitis A or B, Meningitis, Measles, Mumps, Whooping Cough, Scabies, Scarlet Fever, Strep Throat, or Tuberculosis
- Bronchitis or pneumonia.

It is important that children are well enough to participate in all the activities of the Centre. In compliance with Ministry regulations, we are unable to provide care for sick children at the Centre.

Educators must greet each child and complete a visual wellness check as they arrive at the program, to ensure that they are well enough to participate. Parents/guardians who arrive at a Centre with a child, who is visibly unwell, will be politely advised to keep the child at home and seek medical care.

Any health observations are referenced on the attendance record and noted in the classroom logbook. Any child who has visible signs/symptoms of illness such as, but not limited to, fever, vomiting or diarrhoea *cannot* attend the program. If a child is observed to be ill, parents will be contacted and expected to pick-up immediately. The health and welfare of the children is our primary concern.

Health Outbreak in the Centre:

When the Health Unit declares the centre is in outbreak, the staff are

- to remove all sensory activities from the room and wash toys within the room daily
- to increase hand washing and sanitary practices
- To launder all bedding and soft materials on the day that the outbreak is declared in addition to the weekly laundry schedule.

York Region Public Health outlines illness/diseases which require exclusion from the Centre. The posting of this information is in the hall near the kitchen. We will follow all recommendations required by Public Health.

Inclusion



Our Mission Statement indicates that we provide a high quality early learning program where ALL children learn through play and inquiry. At JHCCLC we believe that every:

- Child is an individual – unique and special
- Child has the right to be treated equitably and with dignity and respect
- Child benefits from quality early learning
- Child needs opportunities to grow, develop and learn to their fullest potential
- Child needs to engage in friendship building and social inclusion
- Family has a right to engage in employment, training, and support while knowing their child is being cared for at a quality child care Centre.

Head Lice Policy

In the event that a child is suspected of having head lice (e.g. itchy scalp), a discreet head check will be conducted by an educator in a safe and supportive climate for the child. If a child has lice, the parent/guardian will be contacted and asked to pick up their child from the Centre. The parent/guardian would be required to treat the child’s hair/head with medicated lice shampoo and remove all lice and/or nits with a nit comb. It is the responsibility of the parent/guardian to ensure all lice are removed before sending their child back to the Centre.

When the child returns to the Centre after the treatment, another head check will be conducted in a supportive climate, before the parent/guardian leaves the centre. Should we find any nits or signs of lice, we would suggest the second treatment for head lice and request confirmation of the treatment in seven days. Parents/guardians will be asked to complete the additional at-home treatments to prevent another outbreak. This may seem a bit extreme to some families, however it is the best way to prevent further spreading and to aggressively eliminate the head lice outbreak.

Daily Outdoor Play



How Does Learning Happen? Ontario’s Pedagogy for the Early Years, (2014) states that children thrive in outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences. JHCCLC agrees that outdoor play is an important part of a child’s day. It should centre on inquiry, exploration and making sense of their environment to enhance children’s development. The program should promote creative and constructive play that involves the same level of positive educator/ child interaction that occurs inside. All

children in our Centre will experience daily outdoor time, if weather permits. A minimum of two

hours daily is required for licensing, however we strive to spend as much time as possible outdoors, if weather permits.

Asthma/Anaphylaxis/ Allergies/ Medical Health Policy

Both the children enrolled and the educators at JHCCLC are entitled to a safe and healthy environment. This aligns with Sabrina’s Law, 2005 and the amendments to the Child Care and Early Years Act, 2014 (CCEYA), which outlines communication strategies and explains Individual Child Plans (ICP). Parents will be informed of food allergies and food restrictions, so that they are made aware of foods that will not be served in the Centre. Updated information regarding food allergies and food restrictions will be communicated to parents in a timely manner in writing and through emails.

Within this policy, parents are responsible:

- to inform the Centre if their child has a life-threatening allergy and/ or medical needs and ensure relevant individualised plans are duly completed.
- to provide training to the staff, students and volunteers as required or a training video on how to administer life-saving medication or medical procedure, and update regularly to ensure the relevant educators and staff acquire the most accurate information.
- to ensure that they have completed the relevant forms entitled the *Anaphylactic Reaction Protocol; Individualised Plan for a Child with Medical Needs; and Medication/ Treatment Record for Emergencies or Special Circumstance*.
- to provide the Centre with the appropriate medication, i.e. Epi-Pen, puffer.

Children, with an anaphylactic allergy or other medical need, will not be admitted into our Centre until all necessary forms are completed, training has been provided and we have the appropriate medication.

Parents/guardians are asked to share all the allergies, sensitivities, restrictions and medical needs regarding their child, upon enrolment. This information will be posted in food preparation and service areas to ensure all educators are aware of the child’s situation.

For the children with anaphylactic allergy and the special dietary requirement, the Supervisor will work with parents/guardians on an alternative menu. The Supervisor will inform the catering representative to confirm the alternative menu. Children with special nutritional or feeding arrangements must be fed following the parent’s written instructions.

For the food from home, the parent/guardian has to agree with the following:

For children with anaphylactic allergy, the Supervisor and food catering provider will work on an alternative menu with the parent. Children with special nutritional needs must follow the parent’s written instructions.

1. With nut-free and allergen-free ingredients only. Parents/guardians provide the weekly menu and ingredients.
 2. Label the child's name on all the food containers.
 3. The receiving staff brings the food and keeps it in the kitchen refrigerator. Containers must be microwave friendly if the food needs to be warmed up. The designated staff will provide food at the food serving time.
 4. Staff members monitor during the food serving time to ensure no sharing of food in the room.
 5. The leftover food and containers will be returned to the kitchen. The parents will bring them home every day.
- JHCCLC works with families to assess the accommodation on a case-to-case approval basis.

Immunization Policy

JHCCLC adheres to the requirements of the Ontario Immunization Schedule and the Child Care & Early Years Act (2014) to ensure children are fully immunised prior to admission.

Your child's immunisation record is collected as part of the enrollment package and children will only be allowed to attend when all information is on file. Immunisation records will be shared with York Region Public Health (YRPH). Children's records are reviewed annually to ensure information is current. YRPH will contact parents/guardians if their child has an incomplete immunisation record.



If families wish to not immunise their child, we require a written exemption with a stated medical, conscientious or religious reason, which will be kept in the child's file. If an outbreak of a vaccine-preventable disease occurs, the children who are not immunised will be excluded from attending the program to reduce their risk of being infected.

Medication Policy

The medication policy for JHCCLC adheres to the regulations outlined in the Child Care and Early Years Act (2014).

Prescription Medication

- All prescription medication must be in their original container. A pharmacist's label must be attached to the container, showing the doctor's name, date, child's name, dosage and times to be given.
- Parents/guardians will be required to complete and sign a Medication Form which will provide permission for the educators to administer any prescription medication.
- Only current medication will be given.
- If your child requires an Epi-Pen it is the parent's/guardian's responsibility to ensure that the Epi-Pen is available and in-date through completion of medical forms and training video.

Non-Prescription Medications

- Non-prescription medication i.e. Tylenol, Benadryl, or cough medications must be labelled with your child's full name and current date.
- Parents will be required to complete and sign a Medication Form before educators are able to administer any non-prescription medication. Please note: the dosage the parent requests must not exceed the dosage recommended on the label.
- Only current medication will be given.

Medication must be given directly to the educators and **NOT** left in the child's knapsack or cubby. The child's prescription and non-prescription drug or medication must be accompanied by a Scheduled Medication/Treatment Record or Medication/ Treatment Record for Emergencies or Special Circumstances, which serves as written authorization. This is to be completed by the parent/guardian. The Medication Form must be filled out before parents/guardians leave the Centre. In the event that an incorrect medication is administered, parents/guardians will be notified immediately.

Nutrition

Nutrition education and the promotion of healthy attitudes towards food are an important part of the care we provide for the children. A warm nutritious lunch and two snacks (early morning and mid-afternoon) are provided daily for all children. As required by Health Canada, 2% M.F. milk is provided to toddlers and preschool children with the morning snack and lunch. Water is served with the afternoon snack. Parents provide a water bottle labelled with their child's name, allowing an ongoing access to water. Fresh fruit is available to children at all times.

JHCCLC provides commercial catering meals that follow the guidelines of the Canada Food Guide and certified by Public Health. Weekly menus are posted on the Family Information Board and any alternatives are noted. Peanuts and peanut products are not used in any food preparation at this Centre.

At least one staff member of JHCCLC will have successfully completed the examination based on York Region Public Health Ontario Ministry of Food Handler Training Protocol.

The supervisor must be alerted to any food allergies, sensitivities or restrictions upon enrolment. Substitutions, to the best of our ability, will be made to accommodate the child's needs. In the event that a child has a life-threatening allergy, the policy addressing anaphylactic protocol must be followed. For the food provided by parents, parents have to agree to follow the pressures of Food From Home in the section of [Asthma/Anaphylaxis/ Allergies/ Medical Health Policy](#)

Diaper/Toilet Training

Parents are required to provide diapers and wipes for their children. We follow all public health guidelines for diaper changing routines. The diaper change area is disinfected after every diaper change and the educators will wash their hands after every change. If a child requires diaper cream of any kind, the parent/guardian will need to complete a permission form allowing educators to apply the cream. When using our change table, please follow the instructions posted on the wall. This will help keep a safe and sanitary environment for all the children in our care. We welcome cloth diapers at our facility. If parents/guardians wish to use cloth diapers, please speak to the Supervisor upon enrollment for the relevant information.

We believe that each child develops at his or her own pace. In accordance with this, we never force a child to use the toilet when they are not ready. However, at each diaper change time, we will ask a child if they would like to try sitting on the toilet. Parents are encouraged to share any methods they are using at home with the educators, so that we maintain as much consistency as possible for the child. If a child is undergoing toilet training, we suggest parents/guardians prepare an extra complete set of clothing to accommodate the increasing need of clothes change.

Rest and Sleep Period

All children will have the opportunity for a rest period up to two hours following lunchtime. Children who are unable to sleep are not kept on their bed longer than one hour and will be allowed to engage in a quiet activity. Parents/guardians may request their child have a nap



limit or provide a written request that their child in our senior preschool program not nap. Each child will be provided with a cot or crib and sheet, based on their program. Their beds will be labelled and all bedding is laundered minimum once a week on the premises. Lights are dimmed and soft music will be played. All rooms will be supervised through sleep time and children will be assisted to sleep when necessary, i.e. rubbing of back.

Educators will be positioned so that they are able to visually monitor all the sleeping children.

The requirements under CCEYA are: (a) each child in a licensed toddler or preschool group who receives child care for six hours or more in a day has a rest period not exceeding two hours in length; and (b) each child in a licensed toddler, preschool or kindergarten group is permitted to sleep, rest or engage in activities based on the child's needs.

Safety and Emergencies

Activities off the Premises

On occasion, we will notify parents/guardians when the preschoolers and Kindergarteners will be taken for walks in the community. Children will be supervised at all times when off the premises and educators will have cell phones with them for safety and communications. These community outings enrich the children's experiences and allow them to learn about their neighbourhood.

Recommendation for Clothing

Children are expected to get dressed in comfortable clothing that is suitable for various activities, some of which can become "messy". An extra complete set of clothing should be kept for each child in their cubby. All personal items need to be clearly labelled with a child's full name. Since outdoor play is an important part of our program, each child should be dressed appropriately for the weather.

Children should bring two (2) pairs of footwear, one for indoor use and one for outdoor use. The indoor shoes are to be left at the Centre. The intent is to maintain a safe and clean indoor environment (this also applies to the educators).

Sun safety

Children go outside each day when weather permits. In summer, we may bring our indoor program outside and stay for an extended period of time. In order to protect children from sunburn, we recommend bringing a sun hat and a bottle of sunscreen (not spray), which are labelled with the child's full name, and keeping them at the Centre. Educators will apply sunscreen to children prior to going outside based on the written permission form provided by parents/guardians .

Safe Drink Water

According to O. Reg. 243/07, flushing and sampling of drinking water is a requirement in Child Care Centres, schools and private schools. JHCCLC will ensure the provision of safe drinking water by complying with all flushing and testing regulations as set out by the Ministry of the Environment.

No Smoking



In compliance with the Smoke-Free Ontario Act, 2017 Junior Hub Child Care & Learning Centre prohibits the smoking of tobacco and medical cannabis and the use of electronic cigarettes, by all employees, parents and visitors to the Centre. This

applies to both inside and on outdoor groups of the Centre whether or not children are present. Signage indicating that smoking is prohibited (i.e. “No Smoking” signs) are posted at all entrances and exits.

Serious Accidents/ Illness

Emergency Medical Attention Procedures In an emergency, staff will take any or all of the following actions:

- Call an ambulance (911)
- Contact a parent or guardian
- Contact the emergency contacts
- Administer reasonable first aid measures

A condition of enrolment is the understanding that you are consenting for your child to be transported to the hospital, in case of an emergency, and consent to emergency treatment until the time of your arrival at the hospital.

All accidents, injuries or illnesses will be reported to parents and documented on an Accident, Incident or Illness report for the parents to read and sign that they have been notified about the follow-up procedures taken. Educators will follow the Serious Occurrence Reporting Procedures outlined in #1.6 as required.

Emergency Procedures

JHCLC has established the Emergency Policy and follows the procedures during the emergencies. Emergency drills are conducted once a month. During drills, children are taken outside the Centre to the designated area by the playground fence via exit #3 (rear exit).

In the event of a major emergency that requires evacuation of the building, the designated evacuation site is Emergency Shelter:

Location: Thornhill Baptist Church

Address: 8018 Yonge Street, Thornhill, Ontario L4J 1W3

Telephone: (905) 889 – 3294

Every effort will be made to notify all parents that an evacuation has occurred by telephone or e-mail whenever possible. Parents/guardians will be required to pick their children up at the evacuation site as soon as possible.

A notice of communication in regard to the emergency will be sent to all parents/guardians by email within 24 hours of the emergency and the Serious Occurrence Summary Report will be posted for 10 business days on the notice board for parents/guardians to review, in compliance with Serious Occurrence Reporting Procedures. If parents/guardians have any

questions, they may contact the supervisor. The supervisor will provide information in regard to the emergency as soon as it becomes available, provide updates to the Child Care Licensing System and post any updated Serious Occurrence Summary Reports.

Should further follow up be identified in regard to distress experienced by children and/ or parents/guardians as a result of the emergency, the Ministry of Education Consultant, Board of Directors and other appropriate professionals i.e. Emergency Management Ontario, Children’s Aid Society, Police Department, York Region Public Health will be contacted and support provided according to recommendations and procedures outlined in the Emergency Management Policy and Procedures # 1.34.

A notice concerning operations and resumption of operations will be completed the same business day to notify parents/guardians whether the Centre will be opened for business the next day or whether other arrangements for care will need to be made. Parents/guardians will be notified by phone and/ or e-mails when the Centre will resume operations or if there will be an extended closure.

Prohibited Practices, Monitoring and Contraventions

All CCLC educators must adhere to the Prohibited Practices Policy which addresses the prohibited practices identified in the CCEYA that are not permitted under any circumstances:

- a) Corporal punishment of a child (including but not limited to hitting, spanking, slapping, pinching);
- b) Physical restraint of a child, such as confining a child in a seat or device for the purposes of discipline or in lieu of supervision unless the physical restraint is for the purpose of preventing a child from hurting themselves or somebody else and is used only as a last resort and only until the risk of injury is no longer imminent;
- c) Locking the exits of the program for the purposes 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 emergency management protocol;
- d) Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten a child or undermine his or her self-respect, dignity or self-worth;
- e) Depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing, and bedding;
- f) Inflicting any bodily harm on children including making children eat or drink against their will.

In addition, Contraventions of Prohibited Practices also applies to anaphylaxis protocols, individualised support plans and individualised plans for children with medical needs. Staff are monitored for contraventions of prohibited practices, according to the Contraventions of Prohibited Practices Policy # 1.33 and contraventions will lead to disciplinary measures depending on the seriousness of the contravention.

Serious Occurrences

All Serious Occurrences are reported to the Ministry of Education as defined by the Child Care and Early Years Act. Serious occurrence reporting is one of many tools providing JHCCLC and the Ministry of Education with an effective means of monitoring the quality of care that our programs are providing. When a Serious Occurrence has occurred,

- the supervisor notified immediately the serious occurrences is submitted within 24 hours the board of directors are notified of the occurrence
- A notification form is posted for parents/guardians to view for 10 days with details regarding the incident. This posting will give parents/guardians information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individual involved. When applicable, longer-term actions taken by the operator will also be included to help prevent similar incidents in the future.

A serious occurrence is defined as:

- A life-threatening injury or illness to a child,
- A missing or unsupervised child,
- Abuse, neglect or death of a child,
- An unplanned disruption of operations i.e. a fire or other disaster on the premises.

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/guardian will be advised to contact the local child protection agency, Children’s Aid Society (CAS) or Catholic Children’s Aid Society directly.

Any people 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*.

Positive Guidance

Positive guidance strategies are used to meet the needs and align with the developmental level of individual children. Research shows that children who attend Centres where they experience warm, supportive relationships are happier, less anxious, and more motivated to learn than those who do not. Experiencing positive relationships in early childhood have significant long-term impacts on physical and mental health, and success in school and beyond.

At JHCCLC we believe children benefit from an affirming approach that encourages positive interactions with other children and with adults. In order to support children in their acquisition of

social and emotional competencies, educators will use the graduated steps, identified below, as a strategy to guide children in these domains. Educators will use redirection, positive guidance strategies and encourage natural and logical consequences, where appropriate, to be a guiding instrument for developing positive interactions and self-regulatory behaviours. JHCCLC will not use 'time out' as a guidance strategy.

- Redirection: Children will be redirected to alternative activities as required.
- Resolve/Reason: When the child is calm and in a ready state for engagement, educators using age and developmentally appropriate language will explain how the behaviour or action impacts the child and others. Educators will acknowledge the child's feelings and needs, ensuring that the child's voice is dominant in the discourse. Educators will then assist the child to explore alternative strategies to manage situations promoting their sense of efficacy and the capacity to self-regulate.

Photos and Videos

The children will be photographed and videoed daily as part of our pedagogical documentation, making the children's learning visible. Parents will be asked to sign a consent form when photos will be requested for the purposes of posting in the Centre or for promotional purposes. If a family has any objection to their child's image being displayed or used for documentation in the Centre or for promotion, this can be indicated on the enrollment forms.

Volunteers and Placement Students Supervision

JHCCLC may have volunteers and/or college/university students doing work placement within the Centre. At all times, volunteers and placement students will be under the direction and supervision of educators and will never be alone with children. Only employees will have direct, supervised access to children. We value supporting educators in training and see the impact they have not only on the children in care but also the educators in their professional growth. Volunteers are also a valuable asset to the Centre.

All students and volunteers must provide a current Police Vulnerable Sector Check, proof of immunizations, standard first aid and CPR and complete all required sign offs on Centre policies and procedures prior to interacting with the children.

Confidentiality

JHCCLC supports and adheres to the Code of Ethics and Standards of Practice developed by the College of Early Childhood Educators (CECE), Ontario. All educators are expected to adhere to the Code and use this Code to guide their daily behaviour in working with the children, families and the community as a whole. As educators, we are obligated to maintain the confidentiality of information obtained in the course of professional dealings with the children and families.

Educators Responsibility : Reporting to Children’s Aid Society

In the event that a child makes a disclosure to an educator or a child’s behaviour raises concern regarding abuse or neglect, the educator is *legally required* to and *will always* contact the Children’s Aid Society.

Please understand that this is a very difficult process for the educators, parents/guardians and especially for the children. Educators will follow the direction of the Children’s Aid Society through the reporting and response process. These matters are held in strict confidence, unless there is a duty to report. JHCCLC will support the family through this process.

Parent Concerns and Procedures

It is the intent that JHCCLC will continue to develop positive partnerships with each child and family and will promote a friendly atmosphere. All matters are discussed in a private and respectful climate, and a reasonable solution is worked towards based on the best interest of both parties.

Parents are encouraged to take an active role in our child care centre and regularly discuss their observations and comments on our program. As guided by our Program Statement, we support positive and responsive interactions among children, parents, child care providers and staff, and foster the engagement of and ongoing communication with parents about the program and their children. 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 details provided to the parent/guardian will respect and maintain the confidentiality of all parties involved. All issues and concerns raised by parents/ guardians are taken seriously by all the staff members at JHCCLC. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as promptly as possible. An initial response to an issue or concern will be provided to parents/guardians within 1-3 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process. The investigations of issues and concerns will be fair, impartial and respectful to the parties involved.

** Note the hard copy/ digital copy of the policy will be attached as Appendix D.

Parking

Due to the limited parking spaces, parents will only be allowed to park cars in front of the Centre’s gate during the drop-off / pick- up time. Parents are advised to stay alert before starting a car during busy times.

Disclaimer

JHCCLC reserves the rights to change the Parent Handbook without notice.

Many policies addressed in this handbook only be used outside of pandemic. Some policies will be superseded by our Pandemic Prevention Plan and Enhance Health Safety Protocols required by the York Region Public Health and Ministry of Education.

Appendix A- Fee Schedule

Monthly Fee Schedule

(Effective from September 1, 2022)

Full - Day 9:00 a.m. - 5:00 p.m. (snacks and hot meal incl.)	Toddler (Age: 1.5-2.5)	Preschool & JK, SK (Age: 2.5-4, 5-6)
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Monthly Fee	\$1320	\$1285
Daily Fee	\$70	\$66

Half day Fee	\$885	\$790
Daily Fee	\$47	\$40

Extended Hours 7:30 a.m. -9:00 a.m.

Monthly Fee	\$80	\$80
Daily Fee	\$4	\$4

Extended Hours 5:00 p.m. -6:00 p.m.

Monthly Fee	\$95	\$95
Daily Fee	\$5	\$5

Other Fees	Toddler (Age: 1.5-2.5)	Preschool & JK/SK (Age: 2.5-4, 5-6)
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Registration Fee	\$150	\$150
Stationery	\$ 0	\$150 (JK/SK only)
Deposit of Miscellaneous Fee	\$ 200	\$ 200

*Fees are subject to change at any time with a minimum of one month’s notice to families. There is no reduction in fees for vacation, holiday closures or illness.

*Private piano/violin fee not included

Payment

- Once a space has been accepted by a family, a one-time family registration fee of \$150.00 is required to enroll your child(ren) in the program.
 - Our monthly fees are pre-rated and can be paid by cheques, cash, or INTERAC E-transfer
 - Post-dated cheques are required for twelve months. Payable to “ Junior Hub Child Care & Learning Centre”
 - INTERAC E-transfer via : info@juniorhub.ca
 - Families with a single child are required to make payment in full by the 1st of the month. Families with two or more children are able to make payment in two equal installments paid on the 1st and 15th of the month.
-
- Stationery fee for JK/SK, includes a school bag, one set of textbooks and homework.
-
- A Deposit of Miscellaneous Fee of \$200 per family is required. It will apply to any field trips, events, outstanding balance, late pick-up fee or NSF. Balance will be carried forward to next school year or refunded.
-
- All payments returned from the bank (i.e. NSF) will be subject to a processing fee of \$40.

Canada-Wide Early Learning Child Care System (CWELCC)

Children enrolled in the JHCCLC

- is under the age of six
- turns six years old and is enrolled in a licensed preschool, kindergarten or family age group or a licensed home child care premises, until June 30,

are eligible for CWELCC funding.

Appendix B - Program Statement

At JHCCLC, our young learners are supported in the development of positive and effective communication. Early on, children experience meaningful opportunities and individual support related to expression and self-regulation. Rich in potential and ability, children develop understanding and competence in emotional expression, emotional intelligence and self-awareness. Expression is supported through observation, documentation, listening, and reciprocal communication. Child-initiated communication creates a pathway to self-regulation and problem solving.

We believe that children are competent, capable of complex thinking, curious and rich in potential. We are committed to the “**emergent curriculum**” approach to program planning, in which activities “emerge” based on ideas and interests from both children and staff. This spontaneous learning process prepares them for acquiring more complex skills of reading, writing and mathematical reasoning.

HOW DOES LEARNING HAPPEN? ONTARIO’S PEDAGOGY FOR THE EARLY YEARS IS THE FOUNDATION OF OUR PROGRAM

Junior Hub Child Care & Learning Centre will provide a program grounded on the framework articulated in How Does Learning Happen? Ontario’s Pedagogy for the Early Years. Our program will support children to achieve the following **goals** and we will meet the **expectations** for programs building on the **four foundations** for healthy growth and development:

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when he/she is connected to others and contributes to his/her world.	Cultivate respectful relationships and connections to create a sense of belonging among and between children, adults and the world around them.
Well-Being	Every child is developing a sense of self and health and well-being.	Nurture children’s healthy development and support their growing sense of self.

Engagement	Every child is an active and engaged learner who explores the world with body, mind and senses	Provide environments and experiences to engage children in active, creative, and meaningful exploration and learning.
Expression	Every child is a capable communicator who is able to express himself/herself in many ways.	Foster communication and expression in all forms.

OUR GOALS

Junior Hub Child Care & Learning Centre recognizes that each child, educator and family is unique and needs to be respected as such.

Educators will co-contract a program that promotes a shared understanding of children and adults as competent, curious persons, capable of complex thinking and rich in potential.

Our program is organized around the four foundations, articulated in How Does Learning Happen? Ontario’s Pedagogy for the Early Years (HDLH), of belonging, well-being, engagement and expression. HDLH, The Early Learning Framework, and Think, Feel, Act are crucial resources that necessitate our educators to engage in ongoing reflection of the goals and intentions set out in our Program Statement. The ELECT continuum plays a vital role in supporting educators to ensure each child reaches their full potential.

Collaboratively, at Junior Hub Child Care & Learning Centre we will plan for and create a positive early learning environment which will demonstrate the following:

PROMOTE THE HEALTH, SAFETY, NUTRITION AND WELL-BEING OF YOUNG CHILDREN, FAMILIES AND EDUCATORS

Implementation

Junior Hub Child Care & Learning Centre ensures that the physical property and learning environment, which includes the overall emotional, spiritual, psychological, physical and nutritional well-being of the children in our care, is in compliance with the regulated Health and Safety Standards, Building Code and other related regulatory requirements for a valid Ontario Child Care license.

What you will see at Junior Hub Child Care & Learning Centre:

Video surveillance within the centre and 24-hour video surveillance on the exterior of the building;

Children are signed in and out to ensure they are safely supervised;

Educators do daily health checks on each child through a consultation with every parent or guardian at drop-off and pick up time;

Staffing levels ensure that adult/child ratios are maintained at all times;

Well planned environment, with ample early learning materials, both inside and outdoors, that are easily accessible to the children;

Balance between active and contemplative play;

Supportive positive interaction amongst all;

Healthy meals based on Canada's Food Guide, family preferences and seasonal available foods;

A peanut free facility;

Protocol in place to address life threatening allergies/allergies and food preferences;

Fresh fruit and water are available to children at all times;

Educators sit and eat with the children and encourage conversation;

Children serve themselves and are encouraged but never forced to try new foods;

Sleep time routines are designed to meet the needs of each child;

Safe sleep protocol is followed along with routine visual checks while children sleep;

Lots of opportunities for indoor and outdoor gross motor play; children are encouraged to use their entire bodies to explore the world;

Children and educators wash their hands frequently throughout the day to promote good hygiene and to reduce the spread of illness;

The centre is kept clean throughout the day, and is professionally cleaned on a nightly basis;

Public health guidelines being followed for illness control and management including disinfecting schedules posted and followed, medication administration procedures posted and followed, and outbreak management measures being implemented as required;

Monthly emergency drills conducted to ensure all educators and children are able to evacuate in the event of an emergency;

Provisions made to ensure a balance between active and more contemplative play;

Educators encouraging positive interactions amongst all in attendance;

All educators, volunteers and students are aware of the policies, procedures and protocol imperative to the health and well-being of the children entrusted to our care

SUPPORT POSITIVE AND RESPONSIVE INTERACTIONS AMONG CHILDREN FAMILIES AND EDUCATORS

Implementation

Junior Hub Child Care & Learning Centre delivers stimulating learning opportunities in an interactive environment that enhances a child's social, intellectual, spiritual, physical and emotional development with peers, educators, families and community partners. This environment will provide a play based, inclusive curriculum where learning and teaching is co-constructed.

What you will see at Junior Hub Child Care & Learning Centre:

Educators who greet and welcome you and your child by name upon arrival at the program;

A focus on relationship building through dialogue and mutual respect;

A child care management system which support educators to complete tasks in a streamlined manner to allow for more time for interactions and building relationships;

When you come to enroll your child at Junior Hub Child Care & Learning Centre, the supervisor or designate will provide you with a tour of the centre, introduce you and your child to the educators, and gather information about your child's specific needs and preferences. This will allow educators to begin to build an understanding of your child's individual needs and your family dynamics;

Many opportunities to visit with your child prior to their first day to ensure a smooth transition to care for both the child and the family;

Children supporting each other when they are sad, upset or hurt;

Educators helping children identifying and labelling feelings;

Educators and parents sharing specific strategies to support child guidance;

Educators using calm voices and speaking to children in an age appropriate manner

Face-to-face interactions; and

Parents and educators talking together, sharing information and knowledge about each child.

Educators provide an inclusive environment that promotes thinking and learning alongside other children, families, community support and each other.

Positive Guidance Strategies

Research shows that children who attend programs where they experience warm, supportive relationships are happier, less anxious, and more motivated to learn than those who do not. Experiencing positive relationships in early childhood also has significant long term impacts on physical and mental health, and success in school and beyond. (HDLH, 2014)

Positive interactions are encouraged and supported through an enriched environment where all children belong. Where there is a range of interesting, intriguing and challenging activity options to engage children. Educators are reflective practitioners whose knowledge and understanding of the individual child and child development supports positive behaviours on the part of children, educators and families. The focus on the positive is a key component of our affirming approach.

Considerations when supporting positive guidance:

- Related to the nature of the behaviour;
- Appropriate to the developmental level of the child;
- Used in a positive and consistent manner;
- Designed to assist the child to develop positive interactions and self-regulatory behaviours;
- In compliance with the program's positive guidance protocol.

Questions educators ask themselves:

- How do I **engage** with children in a way that builds on their strengths as opposed to identifying what they are doing “wrong”?
- Am I **learning** too? How do I respond when a child asks me something that I don’t know? Do I redirect the child to something else or do I respond: “Let’s find out together!”
- Am I **moving away** from viewing play as just something children do and **moving towards** viewing play as intentional and inquiry based; a way for children to **express** themselves in multiple ways?
- Am I having fun? Is at least a part of each day filled with a **shared sense of joy** that is the wonder of new learning for me and the children with whom I engage? What are the clues that demonstrate that I am engaged and interested in what I am doing?

Positive guidance strategies recognize the discrete needs and evolving development of each child

Educators will use an affirming approach that encourages positive interactions between children and adults;

Educators will receive training to use supportive strategies to guide children in their acquisition of social and emotional competencies, stemming from the *'How to Talk so Kids will Listen and Listen so Kids will Talk'* series; and

The skills of redirect, resolve and reason will be used as supplementary positive guidance strategies to support children in our care;

Redirection: Children will be redirected to alternative activities as required. When the child is calm and in a ready state for engagement educators will move to the resolve/reason strategy.

Resolve and Reason

- using age and developmentally appropriate language educators will:
- explain how the behaviour or action impacts the child and others;
- acknowledge the child's feelings and needs ensuring the child's voice is dominant in the discourse;
- assist the child to explore alternative approaches to manage circumstances promoting their sense of efficacy and the capacity to self-regulate; supported further collaborative dialogue to ensure a shared understanding of the needs of both the child and the educator will occur.

Children will be encouraged to learn the impact of their actions grounded on natural and logical consequences, when appropriate, keeping the safety of the child and others at the forefront:

- Natural consequences: not wearing mittens outside when it is cold will result in your hands getting cold.
- Logical consequences: spilt milk needs to be cleaned up with a cloth.
- Consequences that repair: ripping pages out of a book results in the child needing to repair the book with tape.
- Consequences that teach: if you push another child he/she may not want to play with you.

Self-Regulation

Children benefit socially, emotionally and physically from our positive methodology. Educators focus on helping the children understand their feelings and emotions and provide support to help children regulate their behaviour.

Prohibitive Practices

All Junior Hub Child Care & Learning Centre educators are required to comply with our policies and procedures and with the legislation in the Child Care & Early Years Act, 2014 with respect to prohibited practices to protect the emotional and physical health of all children. **The following prohibited practices are NOT permitted under any circumstances:**

corporal punishment of a child (including but not limited to hitting, spanking, slapping, pinching);

physical restraint of a child, such as confining a child in a seat or device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting themselves or somebody else, and is used only as a last resort and only until the risk of injury is no longer imminent;

locking the exits of the program for the purposes 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 emergency management protocol;

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 a child or undermine his or her self-respect, dignity or self-worth;

depriving a child of basic needs including food, drink, shelter, sleep, toilet use, clothing, and bedding;

inflicting any bodily harm on children including making children eat or drink against their will.

All educators, volunteers and students are required to sign a document prior to employment and then annually stating that they have read this policy and will comply. Failure to comply with the Positive Guidance and Prohibitive Practices policies and strategies will result in disciplinary action as outlined in the policy.

ENCOURAGE THE CHILDREN TO INTERACT AND COMMUNICATE IN A POSITIVE WAY AND SUPPORT THEIR ABILITY TO SELF-REGULATE

Implementation

Junior Hub Child Care & Learning Centre will ensure that it provides a safe and positive learning environment for all our children so that they feel they are included, are part of the group and overall community and have a confident sense of identity. Our educators follow our core values of caring, honesty, inclusiveness, respect and responsibility.

What you will see at Junior Hub Child Care & Learning Centre:

Many different ways for children to communicate their ideas, thoughts and feelings; theories and hypothesis;

- Painting, drawing, modelling with clay, plasticine and other art and creative/sensory materials;
- Telling or writing stories;
- Transitional art;
- Cooperative games that encourage and support problem solving;
- Performance arts;
- Revising previous work;
- Talking with educators;
- Talking with other children;
- Sharing learning with others;
- Creating documentation;
- Building with blocks and other building materials; and

Educators modelling positive communication;

Educators identifying and labelling feelings;

Time provided for the children to reflect on their activities and experiences;

Tools in the environment to support communication where appropriate;

Expensive dialogue between educators and children to model the value and power of communication;

Communication based mainly on language and relationship development rather than for task completion or redirection;

Positive guidance policies used to help children gain self-regulatory skills;

FOSTER THE CHILDREN'S EXPLORATION, PLAY AND INQUIRY

Implementation

At Junior Hub Child Care & Learning Centre we have a well-established, research-based approach to early learning. Our play based program will provide a balance of active, contemplative, large/small group and solitary play both indoors and outdoors.

We believe that when play is strengthened by caring adults in a beautiful setting, amongst lovely things, and time is given to encourage complex thinking children gain essential skills. These skills include: creative problem-solving, learning to get along with others, coping with challenges, overcoming obstacles, and learning to focus their attention. These are foundational activities that promote the development of literacy, numeracy and other important life skills.

We know children learn through exploration, play, and inquiry with the educators as co-learners. Educators will have thoughtful exchanges with children, encouraging them to interact and communicate in a positive way, and promote their ability to self-regulate. We use children's portfolios, learning stories, pictures and other pedagogical documentation of children's activities on an ongoing basis to study, interpret, make visible, and help inform children's learning, thinking, theories and development.

What you will see at Junior Hub Child Care & Learning Centre:

Children making sense of the world around them through play;

Open ended materials and loose parts available to the children that can be used in a multitude of ways;

Materials presented in an aesthetically pleasing manner which demonstrates the important role of the materials to the learning opportunities;

That we support and embrace a holistic approach to learning through developmentally appropriate play;

Educators supporting the children to scaffold their play by encouraging the children to further their exploration and inquiry;

Educators questioning and challenging children to explore their theories and hypotheses;

The use of real materials that encourage and support the children to take developmentally appropriate risks;

A wide range of activities are available to the children at all times; and

At Junior Hub Child Care & Learning Centre each child's strengths, wishes and potential are identified along with the hopes and dreams their families have for them. Educators set goals through individual devotion, inquiry, play-based opportunities, and an affirming learning environment in which each child's learning and development is supported.

Educators focus on children's social, emotional, spiritual, physical, creative, and cognitive development in a holistic way. This approach will be strengthened by:

Preparing the environment to foster learning and development;

Building on the children's ideas, questions, thinking and theories as observed in play;

A collaborative approach that cherishes discussion amongst educators on how to support deeper exploration; and

Inviting and engaging others in the continuing process of curriculum development including the children, families and community.

PROVIDE CHILD-INITIATED AND ADULT-SUPPORTED EXPERIENCES

Implementation

At Junior Hub Child Care & Learning Centre we will provide a balanced program with both child-initiated and adult-supported experiences, to foster holistic development, with a range of experience modalities. Daily children will be provided with indoor and outdoor play which may be active or contemplative. We believe the outdoor space is an extension of the indoor environment and deserves the same thoughtful preparation to provide a beautiful space worthy of the children's time to engage in play-based inquiry and exploration.

We also believe that routine times, such as meals, rest or sleep and self-care, are equally important to a child's development. In this vein children will be encouraged to use and develop self-help skills and value their accomplishments and individual needs during routines.

What you will see at Junior Hub Child Care & Learning Centre:

Weekly Program Plans with a variety of educator planned activities or provocations along with experiences added to throughout the week as the children expand on their interests or find new focuses for their inquiry and exploration;

Educators actively supporting children’s inquiries and questions;

Educators following the lead of children’s play;

Loose parts dominate in the classrooms;

Educators providing ‘provocations’;

Ongoing opportunities for children ‘voices’ to be dominant in the space;

Daily schedules that support routines yet allow for the interests and needs of children to be given the importance they deserve;

Places are available for the children to eat and sleep on their own schedules;

Items from home to provide comfort and a sense of belonging;

Self–help routines established yet an emphasis placed on children’s opportunity to gain skills i.e. self-serving at meals, pouring milk, putting on a pull-up, tidying up, dressing for outdoors etc.

The number of transitions during the day are minimized; children do not spend a lot of time lining up or waiting for activities to take place; and

Children and educators will work as co-learners using optimum observation skills and supervision, to obtain a sense of children’s interests, needs and desires

PLAN FOR AND CREATE POSITIVE LEARNING ENVIRONMENTS AND EXPERIENCE IN WHICH EACH LEARNING AND DEVELOPMENT WILL BE SUPPORTED

Implementation

At Junior Hub Child Care & Learning Centre we will plan for and create a positive learning environment not only focusing on the esthetics of the physical, arranged in a way to provoke and invite exploration, learning and inquiry. We believe that children need secure, warm and trusting relationships so they can confidently support in their exploration and risk taking.

What you will see at Junior Hub Child Care & Learning Centre:

Individual Support Plans (ISPs) for all children to support a common understanding of each child’s abilities and interests;

Children actively engaged in activities, usually in small groups;

Children and educators are smiling, laughing and having fun, playing and learning together;

Room set-ups that include many different areas;

Educators observing and making documentation about children to build on the children's experiences;

Educator's assisting children to make connections with others, develop friendships and regulate their behaviours;

Educators discussing the documentation with the children;

Children together with adults setting the emotional and social tone of the environment; and

A focus on learning through play with educators encouraging and supporting questions, answers and problems solving on the part of the children.

INCORPORATE INDOOR AND OUTDOOR PLAY, AS WELL AS ACTIVE PLAY, REST AND QUIET TIME, INTO THE DAY, AND GIVE CONSIDERATION TO THE INDIVIDUAL NEEDS OF THE CHILDREN IN CARE

Implementation

At Junior Hub Child Care & Learning Centre we will have a well thought out daily schedule which provides a balance of indoor and outdoor play along with active and quieter times. We recognize that children's needs are individual and their needs may defer from day to day. We believe that once we know the children as individuals and as a group we will best be able to meet the needs of all.

What you will see at Junior Hub Child Care & Learning Centre:

Well stocked shelves and creative materials available to the children;

Quiet comfortable spaces for reading or quiet individual activities or rest;

Children engaged in a range of different activities throughout the day;

Children taking the lead, actively shaping their play;

Educators listen and learn from the children as much as the children listen and learn from the educators;

Educators encouraging children to explore nature and their natural environments

Infants being cared for based on the preferences of their parents regarding their sleep and feeding schedule;

Educators providing feedback and an opportunity for discourse with families as the sleep and eating patterns of their children change;



Comfort toys or ‘stuffy’ along with home blankets for children in the toddler and preschool rooms to support the child’s comfort; and
Quiet activities provided for children who do not require a nap during rest time.

FOSTER THE ENGAGEMENT OF AN ONGOING COMMUNICATION WITH FAMILIES ABOUT THE PROGRAM AND THEIR CHILDREN

Implementation

At Junior Hub Child Care & Learning Centre the educators will foster engagement and ongoing communications with families regarding the program, their children and the community. We strive to build positive and responsive connections with children and their families. We recognize and value each family for their unique strengths, perspectives and contributions to our program and the community in which they live or work. Families are encouraged to participate in our program; we are partners in supporting the development of healthy, happy, capable and competent children.

What you will see at Junior Hub Child Care & Learning Centre:

Educators seek out opportunities to talk with parents without ignoring the needs of the children;

Events that provide an opportunity to showcase the children's progress for parents;

Daily and/or weekly emails to parents about their children's development and progress supported through our email communication system for families;

Educators assessing each child's development with the results being shared with families;

Opportunities, both planned and informal, for families and educators to share ideas about how best to support each child;

Families sharing materials and information that are culturally representative;

The use of families' first language whenever possible;

Portfolios for each child which are accessible to parents;

Accident/Incident reports completed if your child has an accident to provide you with information as required. These reports are signed by parents; and

Opportunities for parental input into the program.

A resilient, respectful and equitable rapport with families is vital to our ability to fully engage as co-learners with the children and with their families. To this end, we seek out ways to engage parents in a way that meets their needs and builds on their strengths while respecting the challenges that face

families including long commutes, time pressures, language barriers and the busyness characteristic in nurturing a family.

Key ideas and messages we share with parents:

Our program is **play and inquiry based** because research tells us that this is the way children learn best. A play based program provides the kinds of opportunities that children need to be fully **engaged** and to learn how to **express** themselves many different ways;

We will be sharing our learning with and about your children in many different ways;

What do you think is important that I know about your child to support his/her **well-being**?

These are our **goals for your children** and this is what we will be doing with your child to support the achievement of these goals (outline the program expectations); and

How can we support your **engagement** with our program so that you feel that you **belong**?

What works for you, your schedule and your family?

INVOLVE LOCAL COMMUNITY PARTNERS AND ALLOW THOSE PARTNERS TO SUPPORT THE CHILDREN, THEIR FAMILIES AND EDUCATORS

Implementation

At Junior Hub Child Care & Learning Centre we actively engage with community partners. We will provide opportunities for the children and families to develop close connections with a range of community support. We value the partnerships in York Region that provide early learning and care support to our families. We believe it takes a village to raise a child and with this in mind we encourage and support families to make needed connections with services in the community that can support them after they leave our care.

What you will see at Junior Hub Child Care & Learning Centre:

Parents are welcomed at any time and are encouraged to drop in when and if they have time

Linkages with local community partners including but not limited to:

- Early Intervention Services
- Preschool Speech and Language Services
- Children's Mental Health Services
- Nutrition Services

Community representatives invited into the centre to build relationships and support programs including but not limited to:

- Firefighters
- Police officers
- Community seniors
- Students

Planned excursions to community services and programs such as the local library, grocery stores and other neighbourhood locations; and

Use of community partners as a resource and support to families, children and educators.

SUPPORT EDUCATOR'S PURSUIT OF CONTINUOUS PROFESSIONAL LEARNING

Implementation

At Junior Hub Child Care & Learning Centre we strengthen the capacity of educators to collaborate effectively with children, families and their colleagues through the provision of ongoing opportunities for professional development. We believe that knowledgeable educators are best equipped to support children and families as new research continually informs best practice within the early years' profession. We have established support for our educators to ensure opportunities are presented for their continuous professional learning.

What you will see at Junior Hub Child Care & Learning Centre:

Opportunities for critical inquiry – educators meeting together to report on their observations and to develop ideas and strategies for program development;

Educators are supported and encouraged to use developmental screens such as Early Referral and Identification Kit (ERIK) and Nipissing Developmental Screen (NDDS);

Individual CPL plans developed with each educator;

Educators encouraged and supported to attend professional development;

Registered Early Childhood Educators are required by their membership in the College of Early Childhood Educators to commit to their own ongoing professional learning;

New ideas and strategies to support children’s development introduced throughout the program; and

Materials and research shared with parents.

DOCUMENT AND REVIEW THE IMPACT, OF THE STRATEGIES SET OUT IN THIS PROGRAM STATEMENT, ON THE CHILDREN, FAMILIES AND EDUCATORS

Implementation

At Junior Hub Child Care & Learning Centre we will use evaluation tools to seek information regarding the effectiveness of our program. We will distribute annual parent feedback surveys to be used as a guide along with ongoing communication. Educator feedback will also play a critical role in reviewing the impact of the strategies set out in this program statement. The Board of Directors will seek opportunities for input from families and other community stakeholders. We will maintain ongoing records of children’s development and provide a visual and oral record that enable parents to review and explore the developmental trajectory of their child. We will provide tools to enable educators to reflect on the impact of their activities and strategies.

What you will see at Junior Hub Child Care & Learning Centre:

Documentation posted on the walls that tells and shows you what the children are doing;

Program planning that reflects the observations of the children; and

Different methods of recording observations about what the children are accomplishing.

Pedagogical documentation is used as a means of gathering evidence of compliance with the approaches in JuniorHub Child Care Program Statement. Educators will use reflective practice and collaborative inquiry as a means to co-construct and discuss documentation.

A COMMITMENT TO CONTINUOUS IMPROVEMENT

All new educators, students and volunteers are required to review the program statement prior to interaction with children in our care and any time the program statement is updated.

All educators are required to review the program statement on an annual basis. This will be accomplished at an all educators team meeting which provides an opportunity to reflect on the successes and challenges of the past year and to set goals for the upcoming year. Educators, families and the Board of Directors are welcomed at any time to provide input into the implementation of this statement.

Appendix- C Waiting List Policy

A wait list is maintained at Junior Hub Child Care & Learning Centre, for families who either require immediate care but there are currently no applicable spaces available, or for future care needs.

The child's name is placed in the appropriate age group (based on licensed aged group) wait list according to the date the request is made and when care is required.

The waitlist will be managed in the following way:

- Families at the top of the waitlist, in the age appropriate group, will be contacted using the phone number and/or email they provide when a space becomes available.
- Families will have three (3) business days to reply indicating if they wish to place their child at Junior Hub Child Care & Learning Centre or if they choose to decline a space.
- In the event that the family declines the space their name is either removed from the list or the date for needing care is changed.
- The next family on the list will be contacted.

Priority is given to a child on the waitlist if they have a sibling currently enrolled in the centre. Parents will be reminded to add the name of siblings in a timely manner.

Families requesting updates regarding their current place on the waitlist will be informed how many families in the same age grouping, for the same time frame, are ahead of them. If families wish to see the waitlist to confirm their child's position, on the list, the Supervisor or designate will show the family once they have blocked out the names and contact information of other families in order to maintain privacy.

NO FEE or DEPOSIT will be charged for being placed on the waitlist.

Appendix D - Parent Issues and Concern

The purpose of this policy is to ensure that parent issues and concerns are communicated and dealt with in a timely manner and to provide a process of how parent issues and concerns will be addressed at Junior Hub Junior Hub Child Care & Learning Centre. All educators, students and volunteers must review, understand and implement the Parent Issues and Concerns Policy and Procedure and will be monitored for compliance and contraventions.

According to our Program Statement, Junior Hub supports positive and responsive communications and interactions with the children, parents/ guardians and our team of educators, students and volunteers. We aim to engage in ongoing communications with the parents/ guardians about the program and their children. We encourage parents/ guardians to provide feedback and address any issues and concerns in an appropriate manner.

Parents/ guardians may address their issues and concerns verbally or in writing to the Supervisor or designate. Depending on the nature of the issue or concern, an initial response will be provided verbally or in writing within 5 business days and the parent/ guardian will be kept apprised of the progress in resolving the issue or concern. The level of details reported to the parent will maintain confidentiality and respect for those involved. The parent may contact the Board of Directors if they feel that the matter is still not resolved or if the matter involves the Supervisor.

In cases of serious issues and concerns that require further follow up and may fall under Prohibited Practices, Compliance and Contraventions Monitoring and Serious Occurrence, please refer to the Policy and Procedure Manual sections 1.4, 1.5 and 1.6 respectively.

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 child protection agency, Children’s Aid Society (CAS) or Catholic Children’s Aid Society directly.

Any 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*.

Procedures

The accompanying chart provides information concerning common issues or concerns that may arise and will serve as a guide on how to address these issues or concerns. It is the intent that all matters be discussed privately and a reasonable solution determined to bring about remedying the situation.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program-Related E.g: schedule, toilet training, indoor/outdoor program activities	Raise the issue or concern to - Classroom Educator, or - the Centre Supervisor info@juniorhub.ca	- Address the issue/concern at the time it is raised; or - arrange for a meeting with the parent/guardian within 1 business day. - Provide contact information for the appropriate person if the person being notified is unable to address the matter.
General, Agency Operations Related E.g: fees, placement, etc.	Raise the issue or concern to: - the Centre Supervisor ,or - Program Director info@juniorhub.ca	- Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business days
Staff-and/or Licensee-Related E.g: conduct of provider, agency head office staff, etc	Raise the issue or concern to - the Centre Supervisor or - Program Director All issues or concerns about the conduct of the provider or staff that puts a child’s health, safety and well-being at risk should be reported to the Program Director as soon as parents/guardians become aware of the situation. info@juniorhub.ca	Document the issues/concerns in detail. Daily Journal Documentation should include: - the date and time the issue/concern was received; - the name of the person who raised the issue/concern; - the name of the person who received 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.
Related to Other Persons Premises E.g: Other Parents or contractor	Raise the issue or concern to: - the Centre Supervisor or - Program Director info@juniorhub.ca	Complaint Escalation Form: If the in-class educator or site supervisor are unable to deal with the concern/issue they should complete a Complaint Escalation form (Inclusive of all information above) and email it to the appropriate member of the management team. A copy of the form should be included in the child’s file, and a notation placed in the daily journal.
Student- / Volunteer	Raise the issue or concern to - the person responsible for supervising the volunteer or student or - the Centre Supervisor Note: All issues or concerns about the conduct of students/volunteers that puts a child’s health, safety and well-being at risk should be reported to the agency head office as soon as parents/guardians become aware of the situation. info@juniorhub.ca	Concern/Dispute resolution forms must be completed for all incidents that need to be escalated, a copy of the resolution form will be offered to the parents and placed in the child’s file.
Suspected abuse/neglect of a child	Contact Children’s Aid Society (CAS)	-Advise the parents to contact the local Children’s Aid Society directly

