



LES RESSOURCES FAMILIALES
JUBILEE HERITAGE
FAMILY RESOURCES

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Jubilee Heritage Family Resources

Parent Handbook

www.jubileeheritage.ca

Revised March 2026

*A registered non-
profit organization /
Une organisation à
but non lucratif*

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**Early
ON**
Child and Family Centre

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JUBILEE HERITAGE DAYCARE LOCATIONS

Applegrove Daycare

189 Applegrove St.

705-674-3334 ext.224 Lead: Natalie White

Applegrove@Jubileeheritage.ca

Anishnabek Daycare

189 Applegrove St.

705-674-3334 ext.224 Lead: Natalie White

Applegrove@Jubileeheritage.ca

Algonquin Daycare

2650 Algonquin Road

705-523-0586 Lead: Shannon Del Mastro

Algonquin@Jubileeheritage.ca

St. Francis Daycare

691 Lilac St.

705-586-3254 Lead: Alyssa Martel

St.Francis@Jubileeheritage.ca

MacLeod Daycare

23 Walford Road

705-523-5495 Lead: Brandy Mergaert

Macleod@Jubileeheritage.ca

Lockerby Daycare

1391 Ramsey View Ct.

705-523-5495 Lead: Brandy Mergaert

Macleod@Jubileeheritage.ca

St. Albert Daycare

504 St. Raphael St.

705-675-6629 Lead: Cindy Morrissey

St.alberts@Jubileeheritage.ca

Home Child Care Program

189 Applegrove St.

705-674-3334 ext.232 Home Consultants: Bernadette Remillard

LHDC@Jubileeheritage.ca and Karry Strelezki kstrelezki@Jubileeheritage.ca

South End EarlyON Centre

Algonquin Public School

2650 Algonquin Road

705-523-0586

SouthEndHub@Jubileeheritage.ca

West End EarlyON Centre

St. Francis School

691 Lilac Street

705-671-3199

WestEndHub@Jubileeheritage.ca

Vision

A responsive community where all children, families, staff and providers are valued as competent and capable and have the right to accessible high quality early learning programs.

Mission

To ensure high quality early learning programs through the understanding of the four foundations for learning and development, which are: *Belonging, Well-Being, Engagement and Expression*.

Values

What we do everyday has a lasting impact on children's development, health and wellbeing as they grow and mature in our program. Therefore, through evidence based practice, we will promote, support and model:

- An environment that engages active learning through safe and healthy exploration, play and inquiry.
- Respect for self and others
- Kindness, love, positive attitude
- Individual growth for children, families, providers, staff and Board Members
- Pedagogical learning opportunities through reflective practice.
- Advocacy for families, as they are experts regarding their children
- Collaborative partnerships

WELCOME!

Introduction

Welcome to Jubilee Heritage Family Resources. Our Agency provides services to families from birth to 12 years of age.

The information in this handbook will provide you with everything you need to understand your child's program and daily activities. Please feel free to speak to the Staff or Home Childcare Consultant if you have any further questions or if you need more information. We will also rely on you to assist us in providing the best care for your child. We hope your stay with us is a pleasant one.

Philosophy

Jubilee Heritage Daycare, born from the support of the Association of United Ukrainian Canadians and other concerned citizens, believes in the importance of respect and acceptance of diversity in people.

We believe that in an atmosphere of inclusion, where everyone feels a part of the Agency, children will be confident, be comfortable with diversity and grow to their potential socially, emotionally, physically and intellectually.

We believe that children learn best in an environment where the physical space, activities and interactions between people show positive messages about differences in people. In such an environment, children learn empathy and fair interaction with diversity. They develop critical thinking and skills for standing up for themselves and others in the face of injustice.

Dear Parents & Guardians:

The Board of Directors of Jubilee Heritage Family Resources would like to welcome you to our JHFR family.

We are proud of our collaboration with parents as the Board, Staff and Home Childcare Providers work to ensure quality care and learning programs with children as the focus. As our relationship with you grows, you may be interested in working with our JHFR Board of Directors.

We are an enthusiastic, dedicated group of individuals with diverse talents who work to lead the organization to continued success. Should you have an interest and would like to speak to a board member, please let your wishes be known to your program lead. We hope your family has a wonderful experience at JHFR!

Centre Hours

JHFR opens its doors at 7:30 AM and closes at 5:30 PM Monday to Friday. With the exception of, our Algonquin site which is open from 7:00 AM to 6:00 PM. All children must be picked up by 5:30pm at our other centers. ***After 5:30 pm / 6:00 pm (Algonquin), on the Centre's clock, a penalty of \$1.00 for each minute is charged to the parent.*** Should you not arrive to the program, staff and providers will place a call to your home to ensure the safety of your child.

Algonquin Daycare:	7:00am to 6:00pm	Toddler to School Age Care
St. Albert Daycare:	8:30am to 3:00pm	Infant to Preschool Care
St. Francis Daycare:	7:30 am to 5:30pm	Infant to School Age Care
Applegrove Daycare:	7:30 am to 5:30pm	Toddler & Preschool Care
MacLeod Daycare:	7:30am to 5:30 pm	School Age Care
Lockerby Daycare	7:30am to 5:30pm	Infant to Preschool Care
Home Child Care:	Up to 24hrs	Infant to School Age Care

DAYS OF OPERATION

The Centre is open Monday to Friday excluding the following statutory holidays.

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

Jubilee Heritage Family Resources will invoice all **Full-Time** Monday to Friday enrolled families all Statutory Holidays.

JHFR will invoice all **Part Time** families the Statutory Holiday should it fall on a JHFR recognized Statutory Holiday. (EX: Should the Statutory holiday fall on a weekend, and JHFR recognizes it on a Weekday, you will be invoiced if your regular enrollment falls on this day).

JHFR will invoice all **As Per Schedule** families the Statutory Holiday if they request care on this day and care can be provide.

St. Albert Site follows the school calendar and is not open during Christmas Break, March Break, Summer Break and PA days.

JHFR Professional Development Days

The agency may be closed up to 3 professional development days per year to support staff and providers in their Professional Development.

PARENTS ARE EXPECTED TO PAY THEIR REGULAR FEES FOR THESE DAYS.

Note: *The Daycare sites will be closed between Christmas and New Year's Day.*

Christmas Break, March Break and Summer care for School Age Children is available to families. Should you wish to sign up, please speak to your Site Lead/Provider. Please be advised that once you have requested care you will be billed for the days even if child is absent from the Program.

ADMINISTRATION:

HOURS OF OPERATION

Administration Department is located at:

189 Applegrove Street. Sudbury ON. P3C 1N4

Hours of Operation: 8:00 AM to 4:00 PM Monday to Friday

Families are required to pay for daycare fees by direct bill payment through online banking. JHFR does not accept any other forms payment.

Shilpa Patel at 705.674.3334 x 237 or spatel@Jubileeheritage.ca

Jubilee Heritage Family Resources is enrolled in the Canada Wide Early Learning Child Care System

Site Daycare Rates

Childcare	Rate
Infant 9hrs	\$22.00
Infant 10hrs	\$22.00
Toddler 9hrs	\$22.00
Toddler 10hrs	\$22.00
Preschool 9hrs	\$20.79
Preschool 10hrs	\$21.74
Before and/or After School Under 6 years	\$12.00
Before and/or After School Over 6 years	\$20.20
SAC 9hrs Under 6 years	\$17.25
SAC 10hrs Under 6 years	\$18.90
SAC 9hrs Over 6 years	\$43.96
SAC 10hrs Over 6 years	\$47.74

St. Albert Childcare Rates

Childcare	Rate
Infant 6hrs	\$20.79
Toddler 6hrs	\$15.60
Preschool 6hrs	\$14.18

Home Childcare Rates

Childcare	Rate
Infant 9hrs	\$21.15
Infant 9-12hrs	\$22.00
Infant 12-16hrs	\$22.00
Infant 16-20hrs	\$22.00
Infant 20-23hrs	\$22.00
Toddler 9hrs	\$19.19
Toddler 9-12hrs	\$20.44
Toddler 12-16hrs	\$22.00
Toddler 16-20hrs	\$22.00
Toddler 20-23hrs	\$22.00
Preschool 9hrs	\$18.08
Preschool 9-12hrs	\$20.16
Preschool 12-16hrs	\$22.00
Preschool 16-20hrs	\$22.00
Preschool 20-23hrs	\$22.00
Before and/or After School Under 6 years	\$12.00
Before and/or After School Over 6 years	\$20.20
SAC 9hrs Under 6 years	\$15.38
SAC 10hrs Under 6 years	\$19.69
SAC 9hrs Over 6 years	\$43.96
SAC 10hrs Over 6 years	\$47.74

Full Fee Families

JHFR requests a 2-week prepayment of care upon enrolment into our Program. Fees will be calculated at time of intake and payment is required before first day of care. The 2-week prepayment will be applied to your first invoice.

Subsidized Families

JHFR welcomes families who are in receipt of subsidy from the City of Greater Sudbury Children Services Department.

Should you wish to begin care prior to subsidy approval, JHFR requests an ongoing 2-week prepayment. Families who are in receipt of Subsidy may be directed by the City of Greater Sudbury to pay a Monthly Contribution to JHFR. Monthly Contributions are due by the 15th of each month.

Once subsidy has been approved, you will be reimbursed the 2-week prepayment minus any care that is not part of your subsidy approval.

Families who have been approved through the City of Greater Sudbury for care based on their work schedule will adhere to our policy of providing a work schedule prior to receiving care. Schedules can be sent in on a weekly, biweekly or monthly basis. Should you not be able to attend on the days you were scheduled to work (child sickness), you will be marked as absent. Please be sure to record this on your calendar that you send to Children's Services each month.

Medical Days (Does not apply to Home Childcare Program)

JHFR Heritage Family Resources supports families with ongoing medical treatments. Should a child be enrolled into programming with a pre-existing medical condition, JHFR will not bill the family for days in which the child has to attend medical treatments. In order to honour this policy, the family must submit days requested for non-billing 2 weeks in advance. A doctor's note for the treatment will be requested upon return to the daycare centre. Medical Days policy will only be approved for treatment of the pre-existing condition. This policy will only apply to children receiving medical treatment. Should a sibling be enrolled in a daycare program and absent due to their sibling's treatments, they will not be credited for the absent days. Each case will be considered on a case by case basis with final approval of the Executive Director.

Vacation Credits (Does not apply to Home Childcare Program)

Vacation Credits are to be used when families are away from the program and do not want to be invoiced for their absence. After each consecutive year enrolled in our programming (12 months from your start date), families will be allotted Vacation Credits based on their previous year's enrollment in which the City and families will not be invoiced, and their space is held. If a family is enrolled for 4 days a week- family will be entitled to 8 vacation credits. Please note that unused vacation credits do not roll over into the next year and cannot be accumulated. Families are to advise their Lead of their request 2 weeks prior of when they would like to use their vacation credits. Families who would like to apply a vacation credit to a sick day or absent day, can only apply it within the current month. Prior to advising/confirming families request, the Lead will confirm with the Bookkeeper the amount of Vacation Credits families are entitled to.

Admission/Withdrawal

Each family requesting care will place themselves on the Childcare Registry. JHFR will offer families a space in our program based on the Childcare Registry and the program availability. When a space is available, we will contact you by phone or e-mail. Phone call or email notification must be returned within 2 business days. Please refer to section Waiting List Policy on page 25.

A minimum of two weeks' notice prior to withdrawing a child from care is required. Notice must be given to the Lead/Provider in writing. A Withdrawal Form will be provided to you. **A final invoice will be provided at time that notice is received; payment is due upon receipt. All fees must be paid before the child's last day.**

If parents choose to give less than two weeks' notice, they will be required to pay for the two-week period. If parents are unwilling to follow the Centre policies and procedures, they may be required to withdraw their children from the program.

Change of Enrollment

A 2 week notice must be provided to any changes of Enrollment. The Change of Enrollment Form is available for families who wish to change their required days of care. The Change of Enrollment Form is available by speaking with the Lead of your program. This form documents your request for care to increase or decrease and is sent to our Billing Dept. to ensure you are accurately invoiced. Please note that enrollment changes must take place for a minimum of 8 weeks. JHFR and Providers reserves the right to approve any changes in enrollment based on programs.

Fees During Illness

Parents must continue to pay regular fees when their children are absent due to illness. If illness is prolonged, the parent may choose to withdraw the child and rejoin the waiting list. They may be given priority when vacancies arise.

Rate Increase

JHFR will provide families/program users with two months' notice of any rate increases.

Fees

Your daycare fees will be invoiced to you based on the childcare spot that you are using. In the event that there is no room in the next group for your child to move up, you will continue to pay for the spot the child is using. Once the spot becomes available for your child to move up, we will contact you to advise you.

Upon enrolment you will be requested to provide a 2-week prepayment which will be applied to your first invoice. All daycare fees are due by the 15th of each month. A 2% late fee will be added to all unpaid balances after the 15th of each month. **If you do not receive an invoice by the 10th of each month, please call our Administration Department at 705.674.3334 x 237 or spatel@jubileeheritage.ca**

You will have 14 days after this period to bring your account up to date or you will jeopardize your child's daycare spot. If fees are not paid in full by the last day of the month, you will be asked not to return to the daycare and your account balance will be sent to a collection agency to recover monies owing.

No cash or cheque payments will be accepted at any Sites or Providers homes.

JHFR offers our families the convenience of direct payment. Your Record number is your account number, which can be found on your Account Statement just above your name. You may search for us in your Pay Bills section as Jubilee Daycare or Jubilee Heritage Family Resources.

Late Fee Payment

A late payment fee of 2% is charged to families who have an account balance after the 15th of the month.

Key Cards and Parking

Each family enrolled at 189 Applegrove will receive a key card at no charge. Should you require a secondary card, there is a \$5.00 non-refundable cost. Parking under the carport and on the street is at your own risk. JHFR assumes no responsibility to damage or loss of your property

Jubilee Heritage Family Resources

Program Statement

Jubilee Heritage Family Resources [JHFR] provides high quality childcare, parent supports and early learning programs that promotes the health and well being of the children and families in our community as stated in "How Does Learning Happen? Ontario's Pedagogy for the Early Years." Through the four foundations, Belonging, Well-Being, Engagement and Expression, we provide goals for children and families and expectations for all early learning programs.

We value and believe that Children, Families and Educators are competent, capable, curious, rich in potential and in experience. We are committed to fostering a culture rooted in equity, diversity, inclusion, and belonging, where every person is respected, valued, and supported to participate fully. We honour the diverse identities, cultures, and lived experiences that strengthen our community, and we work intentionally to remove barriers, address inequities, and ensure fair access to opportunities. Through inclusive and culturally responsive practices, we strive to create spaces where everyone feels safe, welcomed, and empowered to thrive.

Building Relationships

We understand the importance of building relationships with children, families, educators, environments and the community. We believe that these relationships will promote and nurture learning and development for everyone. *"We all know that the stronger our partnerships and the deeper and more valuable our connections, the greater the benefit."* (HDLH)

Program Expectations

JHFR is committed to supporting environments that promote the expectations of the programs through the four foundations by:

- **Belonging:** cultivating authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them.
- **Well-Being:** nurturing children's healthy development and support their growing sense of self.
- **Engagement:** providing environments and experiences to engage children in active, creative, and meaningful exploration, play and inquiry.
- **Expression:** fostering communication and expression in all forms.

Pedagogy

JHFR educators use pedagogical approaches to support children's learning and development in achieving our program goals.

Responsive relationships

- A responsive relationship is one that creates and builds a sense of trust, a healthy sense of self and encourages self-regulation. This relationship is developed between the child, their family, and the Educator.

Learning through exploration, play and inquiry

- Play is the foundation of learning and child development.
- Educators build upon the children's interests by providing materials for exploration.
- Educators assist children in seeking answers to their questions.

The Approach

- Is an inquiry-based learning approach where children initiate an interest.
- Educators support the learning through scaffolding, investigation, and reflection.
- Educators plan curriculum that engages children in a more thorough investigation of each child's individual interests.

Educators as co-learners

- Educators become a co-researcher alongside the children through inquiry and exploration.

The Environment as a third teacher...

- The children's environment is set-up with open-ended materials that can be manipulated, investigated, and provide exploration that allows for child-initiated play.

Pedagogical documentation

- A visible record of what the children and educators have been researching and investigating through curriculum.
- Allows for reflection, questioning and discussion on the children's interest.
- It is a reflection of developmental growth over a period of time.

Reflective practice and collaborative inquiry

- Allows educators to make meaningful decisions about how to respond to children's interests.

Goals and Approaches



Children are competent, capable, curious and rich in potential

We want to ensure that the view of the child is reflected as stated in the "How Does Learning Happen Framework". We recognize that every child is unique and progresses along their own individual growth journey. Our commitment is to support them by following our values and promote an environment that encourages active learning through safe, healthy exploration, play, and inquiry. **We provide child-initiated and adult supported experiences.** We aim to enhance our program by incorporating observational connections and thoughtful language to acknowledge and celebrate children's efforts and achievements.

This allows children to be curious with a wide range of materials, allowing capabilities and competencies to have an optimal learning environment for development. We encourage children to make important decisions in both their play and in their environment as a valued contributor of the program. Children are consulted and participate in creating play opportunities, as well as arranging their environment to better meet their needs. Children are capable and encouraged to learn independence skills such as dressing/undressing, serving themselves at mealtimes, cleaning up, setting up invitations for play and exploration as part of their continued learning.

We recognize the Hundred Languages of children and provide them with opportunities for creative, kinaesthetic, and linguistic expressions to share their unique wonderings and discoveries.

We understand that children communicate differently at various age levels, and we adapt our communication style to connect with each individual child. The children show curiosity through questioning the world around them and a desire to learn more. They inspire us to think carefully about our invitations for play and to provide them with new ideas that help them make sense of their environments, interact with their peers, and explore how they can use materials in many different ways. We encourage children to explore and discover their own abilities and limitations through risky play.



Health, Safety, Nutrition and Well Being of Children

JHFR follows policies set out by the Ministry of Education, Public Health Sudbury and Districts, Revised Canada's Food Guide and Nutrition Recommendations for Licensed Child Care Providers in Canada. We role model in a positive manner to develop healthy habits, such as eating nutritious meals with the children including drinking water as their drink of choice and ensuring it is always available to each child throughout the day. We encourage "Power-Off and Play" to offer opportunities for daily engaging physical activities and gross motor play, both outdoors and indoors. Outdoor play supports all developmental domains and fosters physical literacy. We ensure children as well as ourselves are appropriately dressed to play outside in all kinds of weather.

We promote and support independence, a healthy self esteem and confidence by allowing children to take on daily responsibilities such as dressing themselves, personal hygiene, washroom routines, and mealtimes. This approach reflects our commitment to effective pedagogy, where children are encouraged to develop skills that promote autonomy. We support children's mental health through self-regulation and awareness of others by providing them with strategies such as breathing exercises, labelling emotions, and offering opportunities that allow them to express how they feel and what they need. We model empathy, care, kindness, and compassion for appropriate emotional expression. We also provide them with a quiet space to retreat and to find comfort when needed. We demonstrate our respect for each child as a unique individual and foster an inclusive environment where every child's emotional and developmental needs are valued and supported. We also design spaces that are physically safe for children. This includes maintaining a childproof environment, ensuring age-appropriate materials and equipment, and supervising children during physical and social activities. Safe environments help prevent accidents and ensure children's physical well-being

The mental health and well-being of children, families and educators are valued and supports and resources are readily available. Environments are observed daily, and safety concerns are encouraged to be reported to Health and Safety representatives within each site. Maintenance is completed in a timely manner with safety precautions in place while waiting. Health and Safety reports are completed monthly.



Positive Learning Environments

We as leaders promote Quality and Inclusion through **positive and responsive interactions** among the children, parents, childcare providers, and staff by modeling an inclusive, respectful, understanding, and empathetic environment. We nurture compassion by being mindful in understanding and accepting everyone where they are in their life journey, ensuring the human connection is pivotal in our practice. This will be seen through self-reflection, active listening, communicating as a team, practicing gratitude, and being held accountable to the College of ECE Code of Ethics and Standards of Practice and agency's policies. Joining children's play on the floor promotes positive interactions while building relationships and enhancing social development. When you join into children's play, you are making them feel valued and you can help foster skills they need such as sharing, empathy, turn taking and skills which also supports their ASQ's. *"Every child is a capable communicator who expresses himself or herself in many ways."* (HDLH)

By knowing and understanding the children within our programs, we support their abilities to **self-regulate** in a positive way. When creating a safe, calm, and enriching environment, we lead by example through our tone of voice, body language, patience and demonstration of patience and empathy. We are mindful of using developmentally appropriate communication when speaking to children to make the most effective communication possible. This helps foster more effective interactions, promoting better connection and support for their learning and emotional growth. Getting to know the children, understanding their cultures, identities, and their stories supports their ability to build positive relationships with others and their environment. Children will be supported in learning self regulation by providing consistent, developmentally appropriate, and positive redirection. By teaching emotional awareness, we can provide children with calming techniques, coping strategies, and developmentally appropriate ways to express their emotions. We will also refer to the documents “Supporting Positive Interactions with Children”, “A supportive Approach to Challenging Behaviour”, “Triple P Tip Sheets” and the “Resource Binder” with multiple resources located in each environment.

"Educators can play an important role in supporting self-regulation by providing environments that reduce stressors while recognizing and supporting children's efforts and increasing ability to self-regulate. Educators can also support children's developing ability to self-regulate by being responsive and attuned to children's individual cues, arousal states, and responses to various stressors.

And they can help children learn strategies for becoming or staying calm and focused by enabling them to recognize and modulate their emotional states and impulses and become more aware of the effects of their actions on others." (HDLH)

Emotional wellbeing begins with our team. To support this, we emphasize the importance of providing staff with a designated break space, separate from the playrooms. This quiet area allows staff to reset and recharge which will ultimately improve the learning experience for the children.

Through collaboration, observations, documentation, and learning stories, we are able to identify the children's interests. Our planning serves as a guide in directing our focus to meet their needs, while Padlets are used as supporting documentation of their learning. By offering children open ended materials, tools, invitations, provocations, and both planned and spontaneous experiences, we create the ideal **positive environment** for learning opportunities that foster **exploration**, play and inquiry, support their learning, growth and development. Using the environment as the “Third Teacher” enhances their skills in positive group interactions, communication, and reflection. It is not about the product, but the process.

We **incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and give consideration to the individual needs of the children receiving care.** Child-Focused Plan and/or Program Inclusion Plans are developed when needed to support a child's identified needs. We focus on the strengths and interests of each child to ensure their optimal development while engaging with their peers in a meaningful way. We complete the Ages and Stages Questionnaire and the Wordplay Checklist: Speech and Language Developmental Milestones for each child to help plan developmentally appropriate activities that meet their individual needs and interests. We also do daily observations through positive interactions with the children and record our findings with Learning Stories and documentation.



Parent Engagement and Communication

We communicate with parents and guardians daily to strengthen and **foster the engagement** of and the ongoing communication with parents about the program and their child's individual needs and development. Information about their child's well-being and care is exchanged through verbal, written, and electronic such as Digibot, Facebook, and email. Parents are welcome to participate in their child's experience and the

communication methods used. Staff and providers collaborate with parents/guardians by valuing their input and being sensitive and knowledgeable about their individual needs, culture, and values.

Staff and providers consult with the parents/guardians on how best to approach concerns on sensitive issues regarding their child by offering support, resources, and referrals to local agencies. We also model active listening with parents, positioning ourselves as co-learners in their child's developmental growth and encouraging mutual respect between families, staff, and providers. *"When educators establish positive, authentic, and caring relationships with families and provide a safe, non-judgemental environment for shared learning, everyone benefits."* (HDLH)



Community Connections

We acknowledge this ki (land) on which we maawnjidwak (gather) Maanpii (here) Nongo (today) Bjiinaago (yesterday) and Waabang (tomorrow). Bmakmigaa (be a stretch of land) now as the Greater City of Sudbury, Kiins (lands) of the traditional territory of the Atikamehsheng Anishnawbek, the Sagamok Anishnawbek, and the Wahnapiatae First Nation. Kiins is also cared for by the Metis and Inuit People. Mnaaj'aa (honour) Nsidwinaajge (recognize) Mnaadenmaa (respect). We acknowledge the Call to Action by the Truth and Reconciliation Commission and the promises made in treaties not honoured still, to this day.

We strive to have collaborative partnerships to build community connections and promote inclusion. We meet as needed with community partners to support children and families' individual needs. Child-Focused Plan and/or Program Inclusion Plans are developed in consultation with all community partners involved as well as the parents to ensure that all children have the same opportunities to fully participate in our programs. We promote opportunities to engage learning, support families, children, educators, and the community, so that we have meaningful experiences to promote a sense of belonging.

Everyone will benefit from those experiences as we grow, listen, and learn from each other. This is visible as we work together in finding resources and solutions that will meet the needs of our families in our community. We will refer to and share the "Sudbury/Manitoulin Community Resource List" with families. Virtual meetings are also available to support families. *"Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them."* (HDLH)



Professional Learning

Continuous Professional Learning is important to keep current in our profession to run quality programming and to support families attending our programs with their parenting challenges and needs. JHFR is committed in supporting staff and providers with pedagogical learning opportunities through reflective practice, professional development, mentoring programs, webinars, agency's professional development day, book studies, community workshops, succession planning, independent research through online articles and books and related consultations with peers.

All staff and providers are encouraged to visit the website Childcare and Early Learning where they can access supports and resources for ECE's under the tab "Being or Becoming an Early Childhood Educator." [Child Care and Early Learning \(greatersudbury.ca\)](http://ChildCareandEarlyLearning(greatersudbury.ca)) This will help them stay connected and support them in additional information that also includes Pedagogical Leadership Program and the Toolkits for Educators-Padlet. Another way to stay connected is by following the Greater Sudbury Early Learning Professionals Facebook page.

Staff wishing to attend professional development, will submit a written request to their Site Lead using the Professional Development Request/Transfer to Practice Form. All staff and providers will abide by the CECE Code of Ethics and Standards of Practice. *"When educators engage in continuous learning and questioning,*

exploring new ideas and adjusting practices, they achieve the best outcome for children, families, and themselves." (HDLH)

Revised March 2026

Parents are Encouraged to Participate by:

- Sharing cultural and family diversities
- Joining in on a field trip
- Sharing an event or talent with the children
- Other idea? Share with the staff/provider

In order to ease your child's integration into day care we recommend the following:

- Plan a visit to the daycare with your child before admission
- Spend time with your child on their first day
- A favorite bear or blanket will often help to reassure your child in difficult moments. Get to know the people who will be spending their day with your child.

Snacks and Lunches

Programs provide meals and snacks and have menus that are posted at each site. Good nutrition and the promotion of healthy attitudes towards food are an important part of the program. Parents are required to provide food if their child is under 12 months of age.

PLEASE INFORM THE LEAD/PROVIDER IF A CHILD HAS FOOD/OTHER ALLERGIES, SPECIAL DIET, ETC.

In the infant rooms, parents are asked to provide a written schedule of lunch time feedings. Children 12 months and under, parents must supply their infants with food. Parents are responsible to cut their food to the according size. All bottles must be completely prepared whether it's formula or whole milk until the child no longer requires a bottle. Breast fed infants need to be capable of feeding from a bottle in the absence of their mother. If this is not possible it's essential for the mother to be available for feeding.

Staff eat with the children; children are encouraged to try everything and to feed themselves. Full day school age program children will be required to bring a bagged lunch.

Bag Lunch Policy

If school-age children are attending a full day program (i.e. Christmas, March Break, P.A. Days), it is the parent's responsibility to provide lunches. Morning and afternoon snacks will be provided by the daycare.

Please follow the following procedures:

If a Thinsulate lunch bag is used, please ensure that cold packs are used if items need refrigeration. If a brown bag is used, then the labelled bag can be placed in our refrigerator (if available). All lunch bags are to be labelled with the child's name. Please ensure no peanut butter or nut products are brought to the site (this includes "may contain products"). All foods sent must follow good nutrition and the Canada's Food Guide. A few examples of recommended food items are: Fruit, Crackers, Granola, Bread, Cheese, Milk, Cold Meat, Yogurt, Fruit Juice, Vegetables. Our Program is a Peanut/Nut safe environment. Do not include foods which are low in nutritional value and/or high in sugar content including for example: Potato Chips, Pop, Candy, Chocolate Bars. A list of all allergies is posted in the classroom. If at any time a child has a life-threatening allergy, we will ask parents not to send foods that may contain that allergen. Should a child forget their lunch or does not meet nutritional requirement, a phone call will be made to the parent to arrange to have one dropped off. If time doesn't permit, JHFR will supply a lunch for the child.

Safe Arrival & Dismissal Policy

Parents are responsible for dropping their children off and picking them up at the Daycare. Staff/Provider need to be notified if their child is to be picked up later than usual or by anyone other than the parent. We ask that children be dropped off before 9:30 to receive the full benefits of our programming. Parents will be expected to sign their children in and out daily, confirming hours of care received. To ensure the safety of all children and due to staffing ratios in our infant rooms it is required that the parent abide by their times of care. If you should need to change their times of care, they will need to give the daycare 2 weeks notice before putting this into place.

In the event that any authorized person picking up a child is intoxicated or is deemed unsafe in any way, staff/provider are instructed to arrange for an alternate authorized person. If staff/provider is unsuccessful in doing so, the Greater City of Sudbury Police Dept. and the Children's Aid Society will be contacted.

Child Care Centre Base

Purpose

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

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

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

Policy

General

- **JHFR** will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization to the child care centre may release the child to. The Individual must also show photo identification for the child to be released at pick up.
- **JHFR** will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child.
 - ask the parent/guardian how the child's evening/morning has been. When the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the child's registration form or where the individual is

not listed, ask the parent to provide authorization for pick-up in writing using the authorization of release form or email the Site Lead.

- document the change in pick-up procedure in the daily written message book.
- sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., has not left a voice message, posted on Digibot, email Site Lead or advised the closing staff at pick-up the night before), the staff in the classroom must:
 - Inform the Site Lead/Designate, and the staff must commence contacting the child's parent/guardian no later than **20 minutes after their expected arrival time each morning**. Staff shall contact the parent/guardian #1 via phone. Should no one answer leave a voice message then send written message on Digibot. Should there be no response, follow the same steps for parent guardian #2. All program staff will contact parents/guardians using both methods above before moving to the next step. Should the staff not have the time to complete the calls, the staff will inform the Site Lead/Designate and they will follow through with the above steps.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

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

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 1 minute after closing time, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first. If they cannot be reached, then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact the individual(s) that are listed on the child's file authorized pick-up list.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by **30 minutes after closing**, the staff shall proceed with

contacting the local **Children's Aid Society (CAS) 705-566-3113** Staff shall follow the CAS's direction with respect to next steps.

Home Child Care

Purpose

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

This policy will provide home child care providers, staff (e.g., home child care visitor, home child care agency administrators, etc.), students and volunteers with a clear direction as to what steps are to be taken when a child does not arrive at the home child care premises as expected, as well as procedures to follow to ensure the safe arrival and dismissal of children.

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

Policy and Procedures

General

- **JHFR- Home Child Care** will ensure that any child receiving child care at the child care premises is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization stating who the child care provider may release the child to. The Individual must also show photo identification for the child to be released at pick up.
- **JHFR – Home Child Care** will only dismiss children into the care of their parent/guardian or another authorized individual.
- Where a child does not arrive in care as expected or is not picked up as expected, the home child care provider must follow the safe arrival and dismissal procedures set out below.

Accepting a child into care

The home child care provider is responsible for signing children in on the attendance record as children arrive at the home premises where care is provided.

The home child care provider is responsible for ensuring any communication from parents/guardians related to drop-off or absences is noted on the daily written record.

Where a child has not arrived in care as expected

3. Where a child does not arrive at the home child care premises as expected and the parent/guardian has not communicated a change in drop-off or that the child will be absent (e.g., left a voice message or advised the home child care home child care provider at pick-up) the home child care provider must:
 - At **15 minutes past expected arrival**: contact the primary parent/guardian by the usual method of communication. Leave a message stating: "as per the Safe Arrival Policy, I am inquiring about the child's expected arrival time." Or similar.
 - At **30 minutes past expected arrival** with no contact: employ all means of communication; call, text and email all available numbers for the primary and secondary parent/guardian (if applicable). Call the emergency contact on file. Leave a message stating: "as per the Agency's

Safe Arrival Policy you have not been advised of the child's expected arrival time and the Agency has been contacted." Or similar.

- At **one hour past expected arrival** with no contact: the home child care provider will attempt to contact all adults listed on the child's emergency contact list, as well as the Home Child Care Consultant. The Home Child Care Consultant will advise the Manager of Family Services and Executive Director, who will then advise further action which may include calling the **Children's Aid Society (705) 566-3113**.
 - The home child care provider will document all attempts to reach parent/guardian, emergency contacts, and Agency personnel in the daily written record.
4. Once the child's absence has been confirmed, the home child care provider shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

The home child care provider shall only release the child to the child's parent/guardian or another individual which the parent/guardian has provided written authorization that the child may be released to.

Where the home child care provider does not know the individual picking up the child, the home child care provider must ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization provided by parent/guardian.

Where a child has not been picked up as expected

Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 1 minute past the expected pick up time and the parent/guardian has not communicated a change in pick up arrangements:

5. The home child care provider will call or text the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the home child care provider will call or text the parent/guardian to advise them that the child is still in care. If the home child care provider is unable to reach the parent, they will proceed to contact the authorized individual responsible for pick-up.
6. Where the home child care home child care provider is the person contacting the parent/guardian and they have been unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the home child care provider shall contact the Home Child Care Consultant if they are unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., emergency contacts) by **30 minutes past the expected pick up time**. The home child care provider shall follow Agency's direction with respect to next steps which may include calling the **Children's Aid Society (705) 566-3113**. The provider will offer the child a snack if more than 2.5 hours has elapsed since afternoon snack time.

Dismissing a child from care without supervision procedures

Where a parent/guardian has provided written and signed authorization for their child to be released from care without supervision, the home child care provider must be responsible for dismissing the child from care. Prior to dismissing the child from care, the home child care provider shall review the written instructions for release provided by the parent/guardian and release the child at the time set out in the instructions. The

home child care provider shall document the time of departure from care and as well as their initials on the attendance record.

Transportation

Staff/Provider will not be able to release a child to any unauthorized volunteer CAS or taxi drivers. Taxi drivers must show photo identification at pick up.

Closure due to Weather

When weather dictates closure of Sudbury Transit services or under the direction of the School Boards, all sites will be closed. The parents are responsible for listening to social media for these announcements. If closure occurs during the day, parents will be contacted immediately to pick up their children. Parents will be invoiced their regular childcare fees.

Body of Water for Home Child Care Program

Prohibit the use of and access to all standing bodies of water (e.g., ponds) and recreational in-ground / above-ground swimming, portable / "kiddie" / inflatable wading-type, and hydro-massage pools, hot tubs, and spas located on the premises of any single or multi dwelling private residence, including a provider's own house, townhouse complex or apartment building where the provider resides, for children under the supervision / care of the contracted private-home day care provider in his / her capacity as a child care provider during operating hours.

Continue to ensure that, where applicable, all LHDC homes that have standing bodies of water / swimming pools are in compliance with local by-laws requiring private residences with standing bodies of water / pools etc. in their catchment area to have an enclosure (e.g., fence and a latched gate).

Clothing

Please dress children in comfortable washable clothing- THEY WILL GET DIRTY!

The following is required AT ALL TIMES: complete change of clothing- socks, underwear, shoes, sunscreen, diapers, wipes and special lotions or creams.

SUMMER: sun hat, swimsuit, shorts, towel

SPRING/FALL: boots, rain wear

WINTER: snowsuits, boots, hat, scarf, mittens

Outdoor Play

Weather permitting, the children will play outside daily. Staff/Provider will bring children in when they appear to be cold. During hotter weather, the staff/provider will use caution providing shade and drinking water. The staff/provider will also monitor the air quality and smog advisories. If necessary, indoor activities will replace outdoor schedule.

Field Trips

Trips are made to special places of interest. Parents will be informed, and written consent will be required for each trip. You are welcome to join us.

Toilet Training

Consistency between home and daycare is extremely important. Once your child shows signs of readiness, staff/provider and parents will work together to ensure continuity and a positive experience.

Labelling Items

All parents will be required to label all items from home. This includes food, bottles, clothing, sippy cups and

blankets. All food and bottles will be placed in the fridge with the child's labels.

Infant Schedule

Upon start date, parents will be required to submit a written schedule of their child's daily routine. This will include times for bottles, food and sleep. This will apply to all children under 12 months of age.

Walking/Non Walking Infants

All Educators will ensure that walkers are guided away from non walkers. This is to ensure that non walkers do not get injured.

Outdoor Play for Infants

The infants will have outdoor time, weather permitting. They will have the chance to play in the playground or go on neighbourhood walks. If a child is sleeping, an educator will be responsible to attend to the child in the playroom.

Items to and from Home

Children are welcome to bring special blankets and stuffed toys for comfort. JHFR is not responsible for any lost or stolen belongings. Please note this includes any electronic devices brought from home.

Items to bring on first day:

Soother, bottles, clothing, diapers, baby wipes, blanket (if your child has a special one).

Diapering Policy

All parents will be responsible for supplying their child with the proper diapers and wipes. They can be brought in on a daily basis and if storage is available they may be able to supply a pack of diapers. Any ointment for the child will be supplied by the parent. Educators will change the children when required and follow the diapering procedures posted by the diapering station.

Daily Reminders

Please check the parent board daily for information as well as your child's locker/and or mailbox for soiled clothing, art, messages etc. It is your responsibility to sign your child in and out **everyday** with the time and initials. Failure to do so, may result in family being invoiced until centre closure.

Rest

According to the Child Care and Early Years Act, 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 each day not exceeding two hours in length and each child in a licensed toddler, preschool or kindergarten group is permitted to sleep, rest or engage in quiet activities based on the child's needs.

Site Leads/Providers will consult with parents respecting their child's sleeping arrangements at the time the child is enrolled and at any time there is a change such as at transitions between programs or at the parent's request. Written documentation will be included in the child's file to reflect the child's sleep patterns and updates will be added when they occur.

In the infant programs, parents are asked to provide a written schedule of nap times. Rest time with infants will be based on the children's individual schedule. All infants must be placed on their backs at all times. This is consistent with recommendations set out in the most current version of the Joint Statement of Safe Sleep: Preventing Sudden Infant Deaths in Canada, a document endorsed by Health Canada. It can only be waived if

a note from a medical doctor is submitted to the agency and kept in the child's record. No bottles at any time will be left with an infant in the crib. Soothers will be permitted in the crib.

Serious Occurrence

When a Serious Occurrence happens, a notification form will be completed and posted on the parent board in an accessible place in the center/home at or near the entrance commonly used by parents. The Serious Occurrence Notification Form is posted for a minimum of 10 business days. If the form is updated with additional information such as additional actions taken by the operator, the form remains posted for an additional 10 business days from the time of the update.

Students and Volunteers

The Board of Directors and the staff of JHFRs believe that a placement for a volunteer or student is a valuable opportunity to build experience while learning about working within a child care setting. JHFR may have Co-op and Early Childhood Education students completing practicum or volunteers working within the centre throughout the year and will ensure that each volunteer and student is supervised by a Registered Early Childhood Educator.

Students and volunteers will not be left alone with the children, their mentor will accompany them at all times. No child is supervised by a person under 18 years of age. Only employees will have direct unsupervised access to children. Volunteers and students may not be counted in the staffing ratios.

Immunization

All children's immunization must be up to date as recommended by the local Medical Officer of Health prior to admission. Exemptions may be granted following appropriate procedures. This information is kept on file.

A doctor's note may be required before returning to the Centre for:

Unusual rashes or spots, discharge from eyes, or any other symptoms indicative of a contagious disease.

Staff/Provider will monitor the children for any of the following: fever, severe coughing, earaches, contagious disease and diarrhea. Children too ill to take part in daily activities cannot remain at the Centre.

Health

Sick children cannot be accommodated in our programming.

Children with any of the following must remain absent from the program: until they have received medical attention and medication administered for 24hrs. pink eye, impetigo and head lice

****In the case of head lice, children will be re-admitted when treatment is given and when nits and lice are no longer on the hair.**

Children who are suffering from Vomiting or Diarrhea must remain out of the program for 48 hours after their last occurrence.

CHILDREN NOT WELL ENOUGH TO KEEP UP WITH PROGRAMMING MUST BE KEPT AT HOME.

Health & Safety

DUE TO SEVERE ALLERGIES;

This is a Nut and Fragrance Safe environment. No nuts or nut products are to be brought into the building. Please check labels of all products brought into the Centre. Please refrain from using scented body sprays and perfumes

Anaphylaxis-All children with severe identified food allergies are to supply their EpiPen and will be required to complete an Individual Health Care Plan prior to enrolment in the program. Parent/Guardian and Site Lead will complete the IHCP together to ensure all information and emergency procedures are included such as type of allergy, a description of symptoms, monitoring and avoidance strategies and appropriate treatment. The IHCP will be made readily accessible at all times to all staff and students at the centre. All staff and students will be trained on our Anaphylactic policy.

For safety reasons medication cannot be left in children's lockers, school bags or diaper bags. For kindergarten and School Age children, they will be able to keep their puffer and/or EpiPen in their backpack/fanny pack. Please complete the Medication Administration form if your child requires medication while in programming.

Administration of Drugs/Medication

WHENEVER POSSIBLE, PARENTS WILL BE ENCOURAGED TO GIVE MEDICATIONS TO THEIR CHILDREN AT HOME. IN THIS WAY, THE CHILD CAN BE CAREFULLY OBSERVED FOR ANY MEDICATION SIDE EFFECTS OR ALLERGIC REACTIONS.

1. Only prescription medication can be administered by staff. A written authorization form from the center must be completed and signed by the parent. Separate forms must be used for each prescription.
2. Non-prescription over-the-counter topical lotions that are non-medicated (sun screen, moisturizing skin lotion, lip balm, insect repellent, hand sanitizer and diaper cream) must be accompanied by a signed authorization form located in the intake package
3. Children in the school age program may be allowed to carry their own asthma medication or emergency medication after safety factors have been reviewed by guardian and staff.
4. A prescription medication will be administered, at the facility, if:
 - a) The medication is in the original container, as supplied by a pharmacist
 - b) The medication has recently been prescribed, for the child, as evidenced by the date the medication was dispensed
 - c) The prescription medication has not expired
 - d) The label on the prescription container is clearly marked
 - e) JHFR will administer drugs and medication to children as prescribed by a Physician and according to Ontario Regulation 137/15 of the Child Care & Early Years Act.

Procedure for Parents

- A. Provide staff members with prescribed medication
- B. Provide directions on how to administer medication
- C. Fill out written Authorization Form provided by Agency
- D. Ensure prescription label has the following: child's name, name of medication or drug, dosage and time for administering medication or drug, the date of purchase and expiration, if applicable, and instructions for storage and administration
- E. Speak to staff each day about medication administered to child

Prohibited Practices

No licensee shall permit, with respect to a child receiving childcare at a childcare centre it operates or at a premise where it oversees the provision of childcare,

- a) corporal punishment of a child;
- b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;

- c) locking the exists of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- f) inflicting any bodily harm on children including making children eat or drink against their will.

Research from diverse fields of study 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)

Behaviour Management

1. Educators/Providers will refer to the Program Statement and documents "How Does Learning Happen?" and "Think Feel Act" on positive approaches in helping children to self- regulate, build positive relationships with each other, Educators/Providers, Families, the community and the environment.
2. Educators/Providers will consult with the Parents, for they are the expert of their children on their development and well being.
3. Educators/Providers will abide by the College of ECE Code of Ethics and Standards of Practice.
4. Should further support be needed, Educators will consult with Community Partners to best meet the needs of the child. Providers will consult with the Home Child Care Consultants who will connect with Community Partners. A meeting will then be scheduled that will include the Parent, Educator, Provider, Home Consultant, Site Lead and all Community Partners needed to develop a Child Focus Plan or Program Inclusion Plan.

Waiting List Policy

JHFR provides care to families in each of our childcare centers and our Home Childcare program. The selection of children for admission to JHFR is administered in accordance with our Waiting List Policy. The purpose of the Waiting List Policy is to ensure a fair process is followed and communicated to all involved.

Each family requesting care will place themselves on the Childcare Registry via link:

<https://onehsn.com/sudbury>. The family will place their child on their selected Childcare Centre waitlist. JHFR does not charge the family or collect a fee or deposit for the placement of a child on the waiting list for admission in our childcare centre or Home Childcare Program. JHFR will offer families a space in our program based on the Childcare Registry and the program availability.

When a space is available, we will contact you by phone or e-mail. Phone call or email notification must be returned within 2 business days. Should we not receive a reply or if you decline a space in our program, we will remove your application from the waitlist and contact the next family. If the offered space does not meet your preferred start date, you will be required to update your application's preferred start date on the Childcare Registry, within 2 business days.

Families who have been removed from the Childcare Registry will receive notification from the City of Greater Sudbury that they have been removed from the waitlist.

Parents who accept a space offered to them shall be liable for all payments from their first day of attendance or the date that was agreed upon by both Lead and family.

A returning family will not be given priority. If parents withdraw their child/children from our program, they will be required to re-apply on the Childcare Registry. Please note that this excludes our St. Albert site which is closed for the summer months.

Waitlist Administration and Priority:

When JHFR has spaces available for new registrations to one of our childcare programs, the Site Lead refers to the Childcare Registry based application dates.

The Childcare Registry is organized using the following information:

A. Application date

B. Preferred Start date

C. Program

1) Infant: between birth and 17 months

2) Toddler: between 18 months and 30 months

3) Pre-schooler: from 31 months to 5 years

4) JK/SK: from 44 months to 67 months

5) School Age Before/ After: from 6-12 years

D. Priority group

1) Children already enrolled (e.g. part time waiting for full time)

- St. Albert Site: Priority goes to the children of the students attending St. Albert Adult Learning Centre.

2) Siblings of children already enrolled

3) Children of staff working at JHFR

4) Internal Transfers (existing JHFR family from another Site or Home Child Care location)

5) Children of employees in our school based centres

6) Children that are registered on our Childcare Registry

When a space becomes available within JHFR, Site Lead assigns the space to the first child on the waiting list.

NOTE: The JHFR Executive Director and Manager of Family Services reserves the right to manage the waitlist in the best interest of JHFR childcare.

JHFR welcomes families who are in receipt of subsidy from the City of Greater Sudbury Children Services Department. Should you wish to begin care prior to subsidy approval, JHFR requests an ongoing 2 week prepayment.

Waiting Times

It is impossible for us to predict how quickly this process will progress. Therefore, we can NOT give an approximate start date. We can't make any guarantee due to our waitlist being very lengthy, but we will do our best.

Maintaining Privacy and Confidentiality

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

Emergency Evacuation Procedures

Evacuation Procedures:

JHFR has Emergency Management Policies and Procedures for all sites in which staff will follow to ensure the health and safety of all children and families.

All daycare staff responsible for children will check attendance prior to exit and again when outside.

Emergency information about the children will be kept with the attendance clipboards.

Emergency bags, daycare cell phones/walkie-talkies and children's medication will be taken by the educators to the evacuation point.

Lead Educator or Designate will oversee roll call of children, staff, students and volunteers. Any missing person will be reported to the emergency personnel (firefighters, police officers, etc.)

Educators will ensure that all children are supervised at all times with periodical head counts.

Communication with Parents:

Parents will be notified by phone should children need to be picked up immediately.

Parents will be notified daily, either upon drop off or pick up, of any emergency disruption that occurred in the program and fire drills. In case of an emergency and disruption of land phones, calls will be forwarded to another site's number or to the Executive Director and/or Manager of Family Services cell phone. A notification will also be posted on our Facebook page.

Fire Evacuation

The safe evacuation place for:

Applegrove/Anishnabek Daycare

Shkagamik-Kwe Health Centre,
161 Applegrove St.

St. Albert Daycare

Jeanne Sauve School
300 Van Horne.

St. Francis Daycare

443 Struthers St.
Bus to: 189 Applegrove St.

MacLeod Daycare

Travelodge Hotel
1401 Paris St.

Lockerby Daycare

MacLeod Daycare
23 Walford Rd.

Algonquin Daycare

Holy Cross School
2997 Algonquin Road

Harassment Policy

JHFR recognizes Harassment to include but not exclusive to; Workplace Harassment, Sexual Harassment, and Workplace Violence. (hereinafter referred to as “Harassment”)

A Commitment Statement

At JHFR, the health and safety of our employees is paramount. Priority is given to protecting our employees and our visitors from harassment, discrimination and Violence. Such conduct interferes with everyone’s ability to perform their job and is not keeping with the Centre’s philosophy of trust and mutual respect.

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

JHFR employees and families are entitled to be treated with dignity and respect and have a work environment free from harassment, discrimination and violence as prescribed by the *Human Rights Code* in Ontario and occupation Health and Safety Act. This policy applies to all employees, clients, volunteers, students and visitors of JHFR while in the workplace during work related field trips or during work related and/or social functions.

Employees are expected to assist JHFR in its attempt to prevent and eliminate harassment and violence in the workplace. Jubilee Heritage Family Resources will treat any form of harassment that occurs in the workplace seriously regardless of the alleged perpetrators position.

Nothing in this policy limits an individual’s right to file a complaint with Human Rights Commission or the Ministry of Labor should they feel the situation warrants such action.

Definition

The *Occupation Health and Safety Act* defines workplace harassment as

- a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or
- b) workplace sexual harassment

Harassment and discrimination can take the following forms including;

1. Discrimination-based Harassment

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

- A) Epithets, slurs, negative stereotyping, demeaning comments, including comments pertaining to a persons dress, accent or other cultural differences, or intimidating acts that are based on an individual’s protected status and/or

- B) Written or graphic material (whether by printed or electronic media) circulated within or posted within the workplace that shows hostility toward or is demeaning to an individual or group because of his or her protected status.

Reprisals

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

Sexual Harassment

Sexual harassment is a particular form of harassment and is defined as:

- a) Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonable to be known to be unwelcome, or
- b) Making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome;

This definition of sexual harassment does not include an occasional or casual compliment or remark, nor normal exercise of supervisory responsibility, including direction, counseling and discipline when necessary.

Whatever form it takes, sexual harassment is a disruptive element that undermines the integrity of the work relationship and threatens the well-being, dignity, self-esteem and performance of the individual. Harassment may occur to men or women.

Workplace Violence

Workplace Violence means:

- a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker;
- c) a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Emergency Assistance

Should a staff feel he/she is in immediate danger, the staff will contact the Lead or Designate indicate "ASSISTANCE IS NEEDED IN (SPECIFY AREA) IMMEDIATELY"

All staff need to be familiar with the phone system and walkie talkie system in the building. Please refer to Emergency Procedures Section for your sites for more information.

Procedure

Greater awareness of and sensitivity to the rights of others will prevent harassment of any form. This complaint resolution procedure emphasizes informal resolution as a primary objective but provides both informal and formal procedures for complaint resolution. Each employee retains the right, under the Ontario Human Rights Code to decide how to respond to harassment.

The following steps should be followed to resolve a problem if you feel you have been harassed:

- i. An employee should tell the offender clearly and firmly that the comment or conduct is unwelcome and should document and retain all pertinent details surrounding the event, should future reference be necessary.
- ii. If the behaviour continues or if the employee feels s/he is unable to use the process set out above, the employee should feel free to notify the appropriate Lead, Department Manager, or the Executive Director, should the concern involve the aforementioned persons.

The following steps will be followed when a formal complaint is initiated:

- i. A written complaint signed and dated shall be submitted to the Lead, Department Manager, or the Executive Director.
- ii. The Department Manager/Executive Director shall forward a copy of the written complaint to the person named in the complaint within five working days of receipt of the written complaint.
- iii. The investigative process shall begin within fifteen working days of the previous step, unless circumstances dictate otherwise.
- iv. If the situation cannot be resolved internally, the Executive Director will designate an independent, professional third party investigator to prepare a fact-finding investigation of the circumstances regarding the complaint.
- v. The third party investigator shall investigate the matter, interview both parties and relevant witnesses, and collate all fact based information related to the complaint.
- vi. The third party investigator shall prepare a confidential fact-finding report for the Executive Director.
- vii. Based on the results of the investigation, the Executive Director and the Department Manager shall make a determination as to whether or not JHFR's policies have been violated and what actions are to be taken as a result of the findings.
- viii. Both parties shall be informed of the findings of the investigation.
- ix. Should disciplinary action be warranted, based on the nature of the findings, action may range from a letter of warning up to and including dismissal.
- x. All matters related to the investigation shall be kept in confidence with the Manager and the Executive Director.

- xi. During the course of the investigation one or both parties to the complaint may be assigned to alternate duties for the duration of the investigation, with pay and without disciplinary penalty.

The following steps should be followed to resolve a problem if you are accused of harassment:

- i. If asked by a co-worker to stop behaviours which constitute harassment, an employee must assess his/her behaviour seriously, understanding that even if they did not mean to offend, the behaviour has been perceived as offensive. Cease the behaviour that the person finds offensive and apologize. If the behaviour is not stopped an employee will leave her/himself more vulnerable to a formal complaint, which could lead to disciplinary action if the complaint is substantiated.
- ii. If an employee believes the complaint is unfounded and /or made in bad faith, the matter should be discussed with the appropriate Department Manager/Lead or the Executive Director.
- iii. Each complaint will be reviewed through the process as set out. Employees should document their own version of the alleged incident, including times, places, what happened and any witnesses.

GENERAL

It is in the interest of all parties that any concern be resolved as quickly as possible.

At any step of the procedure, the complainant is free to drop the complaint and no further action will occur. Likewise, at any step of the procedure, the complainant is free to file a complaint with the Ontario Human Rights Commission.

If an employee feels uncomfortable with the complaint procedure, he or she may obtain help, support, or advice or representation through:

- A Representative from the Health and Wellness Committee
- The Human Rights Commission

All personal matters will be kept confidential.

Client Issue Resolution Process

JHFR requires that all program users are treated fairly, equitable and respectfully: that all services are child and/or family centered and sensitive to the diversity and include system and stakeholder collaboration.

In recognition of parents and caregivers as partners, all JHFR staff/Providers and services endeavor to ensure the following rights to parents. Parents and caregivers right to:

- Information
- All options/resources available to child and/or family, information on each child's progress
- Protection of Privacy
- Make decisions
- Right to services available
- Right to participate i.e. to have the opportunity to share information to team, right to observe.

Should program users feel that any of the above is not being adhered to for client; Issue Resolution Process should be followed within;

Issue Resolution should first occur with the individuals involved. Program users should talk to staff/provider to identify the issues. The staff /Provider will be expected to use the problem solving techniques to achieve a solution acceptable

for both. The staff/ provider involved will be expected to record the issue and the successful or attempted resolution. A space for parent's comments and signature will be included.

If an acceptable resolution for both parties cannot be achieved, the parents should contact the staff/providers immediate Lead or Carole Brunet –Executive Director and they will contact you within 24hrs

The Lead will meet with the parent and staff/provider, review all pertinent information and interview others as may be required.

The Lead will then provide remedies. If a consensus is achieved, the remedy will be implemented. The issue will be recorded including date, times, incident and will include space for member comments and sign off.

If a consensus is not achieved or the remedy cannot be implemented the Lead, they shall forward the matter to the Executive Director, contact will be made with the family within 24hrs.

The Executive Director will review the matter, including but not limited to a thorough investigation of all written materials, relevant information and interviews with members, staff and others as appropriate and provide written suggested remedies.

If a consensus is achieved, the remedy will be implemented. If not, the matter will be forwarded to the Board by the Executive Director through the correspondence file. A copy of this letter will be given to the parent. The Board will review correspondence of this nature at the next Board meeting.

Final complaints directly to the Board shall not be impeded if the member:

- Has exhausted the internal procedure and
- Alleges that JHFR Policy has been violated to the detriment of the child and family.
- The policy itself is insufficiently cognizant of civil or human rights and dignity.

Copies of this policy will be provided to the parents and caregivers at point of intake.

Ontario Child, Youth and Family Services Act, 2017 (CYFSA)

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.

Despite the provisions of any other Act, if a person, including a person who performs professional or official duties with respect to children, has reasonable grounds to suspect one of the following, the person shall immediately report the suspicion and the information on which it is based to a society:

- 1) The child **has suffered** physical harm, inflicted by the person having charge of the child or caused by or resulting from that person's,
 - a) failure to adequately care for, provide for, supervise or protecting the child, or
 - b) pattern of neglect in caring for, providing for, supervising or protecting the child.
- 2) There is **a risk** that the child is likely to suffer physical harm inflicted by the person having charge of the child or caused by or resulting from that person's.
 - a) failure to adequately care for, provide for, supervise or protect the child, or
 - b) pattern of neglect in caring for, providing for supervising or protecting the child.

- 3) The child **has been** sexually abused or sexually exploited by the person having charge of the child or by another person where the person having charge of the child knows or should know of the possibility of sexual abuse or sexual exploitation and fails to protect the child.
- 4) There is a **risk** that the child is likely to be sexually molested or sexually exploited as described in paragraph 3.
 - 4.1) The child **has been** sexually exploited as a result of being subjected to child sex trafficking.
 - 4.2) There is a **risk** that the child is likely to be sexually exploited as a result of being subjected to child sex trafficking.
- 5) The child requires treatment to cure, prevent or alleviate physical harm or suffering and the child's parent or the person having charge of the child does not provide the treatment or access to the treatment, or, where the child is incapable of consenting to the treatment under the Health Care Consent Act, 1996, refuses or is unavailable or unable to consent to, the treatment on the child's behalf.
- 6) The child **has suffered** emotional harm, demonstrated by serious,
 - a) anxiety,
 - b) depression,
 - c) withdrawal,
 - d) self-destructive or aggressive behaviour, or
 - e) delayed development,

and there are reasonable ground to believe that the emotional harm suffered by the child results from the actions, failure to act or pattern of neglect on the part of the child's parent or the person having charge of the child.

- 7) The child **has suffered** emotional harm of the kind described in subparagraph a, b, c, d, or e of paragraph 6 and the child's parent or the person having charge of the child **does not** provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the Health Care Consent Act, 1996, **refuses** or is **unavailable** or **unable** to consent to, treatment to remedy or alleviate the harm.
- 8) There is a **risk** that the child is likely to suffer emotional harm of the kind described in subparagraph a, b, c, d, or e of paragraph 6 resulting from the **actions, failure** to act or **pattern** of neglect on the part of the child's parent or the person having charge of the child.
- 9) There is a **risk** that the child is likely to suffer emotional harm of the kind described in subparagraph a, b, c, d, or e of paragraph 6 and that the child's parent or the person having charge of the child **does not** provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the Health Care Consent Act, 1996, **refuses** or is **unavailable** or **unable** to consent to, treatment to prevent the harm.
- 10) The child **suffers** from a mental, emotional or developmental condition that, if not remedied, could seriously impair the child's development and the child's parent or the person having charge of the child **does not** provide the treatment or access to the treatment, or where the child is incapable of

consenting to the treatment under the Health Care Consent Act, 1996, **refuses** or is **unavailable** or unable to consent to, treatment to remedy or alleviate the condition.

- 11) The child's parent has **died** or is **unavailable** to exercise the rights of custody over the child and **has not** made adequate provision for the child's care and custody, or the child is in a residential placement and the parent **refuses** or is **unable** or **unwilling** to resume the child's care and custody.
- 12) The child is **less than 12 years old** and has **killed** or **seriously injured** another person or **caused serious damage** to another person's property, services or treatment are necessary to prevent a recurrence and the child's parent or the person having charge of the child **does not** provide services or treatment or access to services or treatment, or, where the child is incapable of consenting to treatment under the Health Care Consent Act, 1996, **refuses** or is **unavailable** or **unable** to consent to treatment.
- 13) The child is **less than 12 years old** and has on more than one occasion **injured** another person or **caused loss or damage** to another person's property, with the **encouragement** of the person having charge of the child or because of that person's **failure** or **inability** to supervise the child adequately.

The duty to report under the CYFSA is of such importance that there can be legal consequences for failing to uphold this duty. The CYFSA states that a person who performs professional or official duties with respect to children, including an early childhood educator, is guilty of an offence if he or she does not report a reasonable suspicion that a child may be in need of protection (i.e. that one of the harms, risks or circumstances listed in section 125(1) may exist), and the information on which it was based was obtained in the course of his or her professional or official duties.¹⁷ If a person, such as an RECE, fails to report when they are obligated to do so, they may be liable of a fine up to \$5,000

If you have any questions or concerns about the Child, Youth and Family Services Act s. 125 (1) please feel free to speak to the Day Care Lead or contact your local Children's Aid Society.

No Smoking/Vaping Policy

Purpose

JHFR is a smoke-free environment and committed to providing a safe, healthy, comfortable and productive work environment for our employees, families and everyone visiting our premises.

Policy

The Smoke-Free Ontario Act, 2017 helps protect the health of all Ontarians by prohibiting smoking tobacco, medical cannabis and the use of electronic cigarettes in all enclosed workplaces and public places. Under the Act, smoking or vaping is prohibited at all times, even after hours, in a child care centre whether or not children are present. For premises where home child care is provided within the meaning of the Child Care and Early Years Act, 2014, the premises must be smoke-free at all times — even if children are not present. This includes any outdoor spaces used by the children.

Employees must comply with the Smoke Free Ontario Act while working at off-site locations.

Enforcement of the Smoke-Free Ontario Act, 2017 is the responsibility of the local medical officer of health, they are responsible for carrying out inspections and responding to complaints to enforce the Act.

As per the city of Greater Sudbury's NO SMOKING BY-LAW 2002-300 there is a no smoking ban within 30 feet of the building. Jubilee Heritage Family Resources requests that staff and guests who choose to smoke be at least 30 feet away from the door.

Children Learn What They Live

If a child lives with criticism, He learns to condemn.

If a child lives with hostility, He learns to fight.

If a child lives with ridicule, He learns to be shy.

If a child lives with shame, He learns to feel guilty.

If a child lives with tolerance, He learns to be patient.

If a child lives with praise, He learns to appreciate.

If a child lives with fairness, He learns justice.

If a child lives with security, He learns to have faith.

If a child lives with approval, He learns to like himself.

If a child lives with acceptance and friendship,

He learns to find love in the world.

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