Parent Handbook

Jamesville Bennetto
Early Learning & Child Care Centre

Jamesville Children's Day Care Centre
St. Lawrence Before & After School Program

Where Community Grows

47 Simcoe St. E, Hamilton, ON L8L 3N2
905-577-9255
info@jamesvillebennetto.ca
www.jamesvillebennetto.ca

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PARENT HANDBOOK

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INTRODUCTION

WELCOME

Welcome to Jamesville Bennetto Early Learning & Child Care Centre. We are a Not-for-Profit Child Care Centre licensed under the Ministry of Education. We are visited annually by a program advisor to have our licenses renewed. The Centre is governed by a Board of Directors comprised of community members, parents and members from agencies interested in the well-being of Jamesville Bennetto's children and families.

OUR MISSION STATEMENT

Jamesville Bennetto Early Learning & Child Care Centre works with and supports the diverse families of our community by providing professional child care in an environment that promotes respect, inclusiveness, and individuality. Staff, students and volunteers provide a positive learning environment for your child that supports and enhances their level of development.

Through play experiences and the guidance of Registered Early Childhood Educators, your child will be exposed to experiences that will stimulate curiosity, initiative, independence, self-esteem, decision making capabilities, positive interactions, respect for others, physical activity developing gross motor skills, fine motor development, and early literacy and school readiness.

ABOUT US

Jamesville Bennetto Early Learning & Child Care Centre is located within Bennetto Elementary School at 47 Simcoe St. East and St. Lawrence Catholic Elementary School at 88 Macaulay St. East. The Centre came into being as a result of Christ Church Cathedral's outreach program and being a community partner with the local elementary schools. We are an inclusive program sensitive to the multicultural diversity in our community. Jamesville Bennetto has a commitment to integrate those children with special needs into the regular classroom setting with age appropriate role models. Specifically, our Centre is sensitive to unique aspects of each child's individual development, pattern and timing of growth and cultural background. Our teachers work closely with other professionals such as resource teachers, social workers and speech pathologists. Jamesville Bennetto staff offer support for parents and care givers in guiding their child's behaviour effectively and accessing community resources and support.

We have an 'Open Door' policy. Parents are welcome at the Centre at any time but keep in mind we need to be sensitive to the needs of the individual child and the whole group. Parent participation is supported and encouraged.

SMOKING POLICY

PLEASE NOTE: Smoking is NOT Permitted in the Child Care Building, School Building, or Parking Lots that surround Jamesville Bennetto Early Learning and Child Care Centre.

WAIT LIST/ENROLMENT PROCESS

Name of Child Care Centre:
Jamesville Bennetto Community Care and St Lawrence Before and After School Program

Date Policy and Procedures Established: July 23, 2021
Date Policy and Procedures Updated: January 25, 2024

PURPOSE

These policies and the procedures within provide for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents in a way that maintains the privacy and confidentiality of children.

The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide parents with information about their child's position on the waiting list.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a child care centre that maintains a waiting list to have related policies and procedures.

Note: definitions for terms used throughout this plan are provided in a Glossary at the end of the document.

POLICY

GENERAL

- Jamesville Bennetto Community Care and St Lawrence Before and After School Program will strive to accommodate all requests for the registration of a child at the child care centre.
- Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.
- No fee will be charged to parents for placing a child on the waiting list.
- Due to a significant wait list for some of our child care programs, there may be times when we cannot accept any more wait list forms for a particular child care age group. Upon receiving your waitlist application, we will communicate with you through email if your wait list form has been accepted, or if we are unable to accept it.

PROCEDURES

Receiving a Request to Place a Child on the Waiting List

1. The licensee or designate will receive parental requests to place children on a waiting list via email.

Placing a Child on the Waiting List

1. The licensee or designate will place a child on the waiting list in chronological order, based on the date and time that the request was received.
2. Once a child has been placed on the waiting list, the licensee or designate will inform parents of their child's position on the list.

Determining Placement Priority when a Space Becomes Available

1. When space becomes available in the program, priority will be given to children who are currently enrolled and need to move to the next age grouping, siblings of children currently enrolled and children of staff.
2. Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

Offering an Available Space

1. Parents of children on the waiting list will be notified via phone or email that a space has become available in their requested program.
2. Parents will be provided a timeframe of 24 hours in which a response is required before the next child on the waiting list will be offered the space.
3. Where a parent has not responded within the given timeframe, the licensee or designate will contact the parent of the next child on the waiting list to offer them the space.

Responding to Parents who inquire about their Child's Placement on the Waiting List

1. The Program Supervisor or Executive Director will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.
2. The Program Supervisor or Executive Director will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program, when it is possible. It is difficult to determine time frames as the waitlist is very fluid. Parents/caregivers will be notified 2-4 weeks prior to having a space available for their child.

Maintaining Privacy and Confidentiality

1. 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.
2. Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

ADDITIONAL PROCEDURES

A family may be removed from the wait list after 5 days of attempted communication to inform them of the space available to them.

GLOSSARY

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

Parent: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family (all references to parent include legal guardians, but will be referred to as "parent" in the policy).

Regulatory Requirements: Ontario Regulation 137/15; Waiting Lists
75.1 (2) Every licensee that establishes or maintains a waiting list described in subsection (1) shall develop written policies and procedures that,

(a) explain how the licensee determines the order in which children on the waiting list are offered admission; and

(b) provide that the waiting list will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected persons or families.

PROGRAM STATEMENT

PROGRAM STATEMENT-REVISED AUGUST 30, 2019

Jamesville Bennetto Early Learning & Child Care Centre is dedicated to supporting children's development, learning, health and well-being through caring and responsive Registered Early Childhood Educators (RECE). The Registered Early Childhood Educators at the Centre focus on active learning, exploration, play and inquiry. We see all children and their families as competent and able, and as active participants in all aspects of the program.

The Child Care Early Years Act, 2014 focuses on strengthening the child care programs, to increase the number of high-quality experiences for our children. The CCEYA authorizes the Ministry of Education to issue policy statements regarding programming and pedagogy for the purpose of guiding Operators of Child Care and Early Years Programs.

How Does Learning Happen? Ontario's pedagogy for the Early Years (2014) is the document that we use as a support and guide. This document has a strong pedagogical focus, indicating that pedagogy is not a prescriptive formula that lays out a specific curriculum, but rather challenges the status quo and explores **HOW** learning happens for children.

How Does Learning Happen is divided into four foundational conditions that are considered essential to optimal learning and healthy development for children, they are as follows;

Belonging refers to a sense of connectedness to others, an individual's experience of being valued, of forming relationships with others and making contributions as part of a group, a community and the natural world.

Well-Being addresses the importance of physical and mental health and wellness. It incorporates capacities such as self-care, sense of self and self-regulation skills.

Engagement suggests a state of being involved and focused. When children are able to explore the world around them with their natural curiosity and exuberance, they are fully engaged. Through this type of play and inquiry the children develop skills such as problem solving, creative thinking and innovating, which are essential for learning and success in school and beyond.

Expression or communication (to be heard as well as to listen) may take many different forms. Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials that support creativity, problem solving, and mathematical behaviours. Language- rich environments support growing communication skills, which are foundational for literacy.

The above mentioned four foundations apply to all classrooms regardless of the children's age, and should not be viewed as separate elements of the program. This statement and the following goals are a living document that will be reviewed and adjusted as required.

GOALS

- **ALL staff will promote the health, safety, nutrition and well-being of each child by providing a clean and safe environment, access to drinking water throughout the day and ensuring that Canada's Food Guide is followed when planning the children's nutritional intake for the day.** The RECEs will ensure that they will eliminate any unnecessary disruptions throughout the child's day while minimizing transitions. The RECEs will remove all environmental issues that could cause undue stress to the children, as well as removing/reporting any hazards that may cause injury. Educators will familiarize themselves with all information concerning any medical conditions, exceptionalities, allergies, food restrictions, medication requirements, parental preferences in respect to diet, exercise and rest time.
- **ALL staff will carry out and support positive and responsive interactions among the children, parents and child care providers.** The Supervisor will support this through the hiring of qualified, responsive, and well trained RECEs who support families in their role as primary caregivers, who understand the needs of each child as an individual.
- **ALL staff will encourage children to interact and communicate in a positive way, and support their ability to self-regulate.** Children will be supported and acknowledged as competent, curious and rich in potential. Staff will support self-regulation in children (Self-Regulation is the ability to gain control over bodily functions, manage powerful emotions, and maintain focus and attention). Self-regulation in early development is influenced by a child's relationship with important adults in that child's life, including the RECEs in the program. All staff will provide the experiences, support and encouragement that help young children learn to self-regulate, which is a crucial component of quality care.
- **ALL staff will foster the child's exploration, play and inquiry.** The RECE will provide a variety of activities within an environment that allows for child-directed choices, active play, and places for solitude. This is done through RECEs observing, documenting and then supporting the children's interests, knowledge and life experiences.
- **ALL RECEs will provide child-initiated and adult supported experiences.** They will observe the children and use that information to plan and create a positive learning environment that is based on interests of the child, and supported by all the adults in the child care environment. Educators will be responsible for introducing new ideas, interests, facts, concepts, skills and experiences to widen the child's knowledge and life experiences.
- **ALL RECEs need to be reflective practitioners who learn about children through actively listening, observing, documenting and authentic communications with families and other RECEs.** They will observe and learn how children make meaning through their experiences in the world around them. They will use this information to guide meaningful and authentic communication and interactions on a daily basis. RECEs will plan for and create positive learning environments and experiences in which each child's learning and development will be supported, and which is inclusive of all children, including children with individualized plans.

- **Each child will experience two hours of outdoor play (weather permitting) daily, as well as a time to rest and sleep as required,** quiet and active times as stated in the CCEYA while being mindful of each child's individual needs and parental direction.
- **Regular and ongoing communication with families is an important component of the child's day.** Communication can take many forms i.e. in person, by phone, e-mail, on the Sandbox Parent Portal System or through written and posted photographs and documentation throughout the centre.
- **There are many community agencies that families can be directed to based on the observations and communications.** The RECE will provide the Supervisor feedback based on observations, communications and interactions with the child and family in regards to any recommended supports in the community. This information will be shared with the families.
- **The Executive Director and Supervisor will provide ongoing opportunities for educators** to engage in critical reflection and discussion with others about pedagogy and practice and to support continuous professional learning.
- **ALL staff will support and build on a climate of trust, honesty and respect in the workplace,** working collaboratively in order to provide a safe, secure and healthy environment that is inviting for all families.
- **Document and review** the impact of the program strategies within the program statement goals and approaches for updates annually, as applicable.

PROGRAM STATEMENT IMPLEMENTATION

- All staff, students and volunteers will read the Program Statement and sign off in the Policy and Procedure binder prior to being left alone with the children, when a statement has been modified, as well as part of the individual annual goal setting meetings for staff.
- The Supervisor will review the sign off by staff and ensure that the process has been completed. Should the Supervisor not feel confident that the RECE understands the program statement, another review and breakdown of the statement will take place prior to sign off.
- Each classroom will maintain a binder containing observations, plans and documentation (either originals or photographs) to support their understanding of the program statement and their role in the delivery of the program. Copies of documentation will be given to the relevant child/family once sharing has completed.
- The Supervisor will meet with the staff on a regular basis to review and ensure a clear understanding of the program statement. The Supervisor will view each staff as competent and able, and give them time to be heard and respected, and to reflect on their own performance and their contributions to the environment and the development of each child in their care. The Supervisor will use observations, interactions and conversations to monitor staff.
- The staff will continuously reflect on the "How Does Learning Happen" document by reflecting on the questions and scenarios as given out by the Supervisor, working through the reflection exercises in the document and reviewing their observations of the children. They will engage the children in meaningful activities by maintaining communication with families and the team to create trusting relationships. Working together with co-workers creating safe and healthy environments as well as engaging in self-reflection on a regular basis.
- All Early Childhood Educators will make a commitment to abide by the standards of their profession as set out in the College of Early Childhood Educators Code of Ethics and Standards of Practice. All Early Childhood Educators will hold themselves accountable.

PROHIBITED PRACTICES

The following are prohibited practices at Jamesville Bennetto Early Learning & Child Care Centre and may result in immediate termination of employment:

NO STAFF SHALL:

- Lock or permit to be locked for the purpose of confining a child the exits of a day nursery, or confining a child in an area or room without adult supervision.
- Use a locked or lockable room or structure to confine a child who has been withdrawn from other children.
- Abuse a child physically, verbally or emotionally.
- Deprive the child of basic needs including food, shelter, sleep, toilet use, clothing or bedding.
- Use corporal punishment of a child.
- Use physical restraint of a child, such as confining the child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting themselves.
- The use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate shame or frighten the child or undermine his or her self-worth, dignity or self-respect.
- Inflicting any bodily harm on children including making children eat or drink against their will.

CONTRAVENTION POLICY

All Staff members, students and volunteers are expected to comply with the programs' stated policies and follow procedure in respect to behaviour guidance. Failure to comply could result in one of the following:

- Verbal warning
- Written warning or dismissal

Various criteria will be considered in determining which action will be implemented. They are:

- Seriousness of the offence
- Actual or potential risk of harm to the child.
- Past performance of employee in general
- Any previous disciplinary actions taken

Any staff, student or volunteer that does not adhere to the disciplinary policy of the program will be dealt with as follows:

- The supervisor will gather facts from witnesses to the incident
- Any witness to the incident will write an account of what happened and sign and date it. The individual directly responsible for the incident will write an account and sign and date it
- Supervisor will review and conduct an interview with the individual
- The supervisor will determine the actions to be taken, verbal warning, written warning, probation period or dismissal
- The supervisor and individual will sign an agreement as to the course of action taken and any further action to be taken in the event that a similar situation may occur

MONITORING POLICY

In order to ensure practices set out in the program statement are being followed the following processes will be in place:

- Classroom observations will be recorded minimum of twice a year. Feedback and conversations will follow each observation. Documentation, date and time will be recorded and kept for 3 years.
- Parent and staff surveys will provide questions that give parents and educators opportunity to reflect on the implementation of the program statement in the classroom.
- Reflection and conversations at staff (monthly) and team (weekly) meetings will further promote the program statement and support children's learning.
- Classroom assessments and checklist will be completed once a year or when necessary to assess situations.
- Staff, students and volunteers will review and sign off on the Monitoring Policy annually and whenever it is modified.

PROGRAM INFORMATION

Groups	Age	License Capacity	Number of Staff	Ratio
Infants	0-18MOS	10	4	1:3
Toddlers	1.5YRS-2.5YRS	15	3	1:5
Preschool	2.5YRS-5YRS	24	3	1-8(10)
School Age	6-12YRS	145	10	1-13, 1-15

DAYS AND HOURS OF OPERATION

Jamesville Bennetto Early Learning & Child Care Centre: MONDAY–FRIDAY — 7:00 am to 6:00 pm

Jamesville Bennetto Early Learning & Child Care Centre is closed the following statutory holidays:

- **New Years Day**
- **Family Day**
- **Good Friday**
- **Easter Monday**
- **Victoria Day**
- **Canada Day**
- **August Civic Holiday**
- **Labour Day**
- **Thanksgiving Day**
- **Christmas Day**
- **Boxing Day**

ATTENDANCE, ABSENCE, AND RELEASE OF CHILDREN

- Parents are responsible to report any absence or late arrival to the classroom teacher by 9:30AM.
- Children should be dropped off at the Centre by 9:30AM each day to ensure their full participation in the program.

STAFF, STUDENTS, AND VOLUNTEERS

- Our Centre is staffed in accordance with the Child Care Early Years Act 2014 (CCEYA). Qualified Early Childhood Educators are in good standing with the College of Early Childhood Educators and trained personnel with experience in the field, provide care for the children in our program. Staff are required to continue training through workshops and professional development. All staff, students and volunteers are trained in First Aid and CPR.
- It is important at Jamesville Bennetto that we continue strong links with the community and those agencies that support high quality child care. Whenever possible we will support training and experience for students and volunteers in the child care and related fields. Students and volunteers will be supervised by an employee at all times and are not permitted to be left alone with the children.
- We are a teaching facility that employs Early Childhood Apprentices who work during the day and attend school in the evening to complete their education with the goal of graduating from Mohawk College (ECE Program). Mohawk College and students from various secondary schools who have an interest in the field also do placements with us.
- All staff, students and volunteers are vetted through the same process which includes criminal reference checks, health checks etc., prior to engaging with the children in our care.

SAFE ARRIVAL & DEPARTURE POLICY

Updated November 23, 2023

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.

Note: Definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

POLICY

GENERAL

Jamesville Children's Day Care Centre 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 the child care centre may release the child to.

- Jamesville Children's Day Care Centre 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.
- A parent/guardian may request that a child who is 10 years old or older be released from child care without supervision. Parents/Guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal.
- Where a parent/guardian provides written instructions for the release of their child from care without supervision, the parent/guardian is aware that the child care is no longer responsible for that child upon their dismissal.

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

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

WHERE A CHILD HAS NOT ARRIVED IN CARE AS EXPECTED

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

- Inform the other classroom teachers and supervisor and they must commence contacting the child's parent/guardian no later than 9:30 a.m. Staff shall send a text message or message via Lillio. Staff must contact at least once and leave message and continue to do so until a response is received. If children attend before and after care, staff may check with school administration to verify an absence.
- 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

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 AS EXPECTED (BEFORE CENTRE CLOSES)

Where a parent/guardian has previously communicated with the staff a specific time or time frame that their child is to be picked up from care and the child has not been picked up by 6:00 pm, the program staff shall contact the parent/guardian by a phone call, text or a message on Lillio and advise that the child is still in care and has not been picked up.

- Where the staff is unable to reach the parent/guardian, staff must [call again until they are able to reach a parent, guardian or someone authorized to pick up the child. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.
- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact the program supervisor. The program supervisor will contact the Executive Director.

WHERE A CHILD HAS NOT BEEN PICKED UP AND THE CENTRE IS CLOSED

Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:00pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.

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 and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.

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 authorized individuals listed on the child's file.

Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:30pm,the staff shall proceed with contacting the local Children's Aid Society (CAS) 905 522 1121 Staff shall follow the CAS's direction with respect to next steps.

DISMISSING A CHILD FROM CARE WITHOUT SUPERVISION PROCEDURES

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

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

GLOSSARY

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

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

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

Regulatory Requirements:
Ontario Regulation 137/15

Safe arrival and dismissal policy

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

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

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

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

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

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

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

ENROLMENT & ORIENTATION

An interview will be arranged prior to the enrolment of a child. During this time please ask any questions and discuss any concerns you may have about your child starting at the Centre. No question is unimportant. An overview of the enrolment package and immunization history form will be discussed with parents. At this time, the families will be given a tour of the Centre and be introduced to staff. Play visits are encouraged and may be required prior to your child's start date. The supervisor may schedule 2-3, 1-hour play visits, where the child can be observed participating in the classroom. Parents must remain with their child.

The Jamesville Bennetto program has an "open door" policy which welcomes parents into our program at any time. We ask that parents please be sensitive to the fact that some children may not respond well to visits from their parents especially during the new adjustment to the Centre. Parents are encouraged and welcomed to call during the day to see how their child is doing. It is understood that staffs' first priority is supervising the children and they may not be readily available to chat with parents all the time. If you have a concern that cannot be addressed immediately please feel free to have the staff call or set a time when they are available for discussion. Please be aware that sometimes during the program, certain times may be better for visits than others. **Updated September 26, 2024**

NOTICE OF TERMINATION

We require that parents give 2 weeks' notice of withdrawal of a child from the program. Parents are responsible financially for the 2 weeks whether the child attends or not. The Centre may terminate services if the policies are not being followed, fees are not being paid or the needs of the child or family are not being met.

Please refer to your child's enrolment form for more details.

Please inform the Centre of any change of information such as contact number, address, phone number, etc. Parents are required to inform the Centre about any updates to immunization information.

BAGGED LUNCH POLICY

At Jamesville Bennetto Early Learning & Child Care Centre we provide a hot lunch, morning and afternoon snacks for children in the child care centre. Lunches are prepared fresh daily and take into consideration the taste of young children. The menu provides a wide variety of food selection based on Canada's Food Guide. We are sensitive to the special dietary needs of the individual child. Please inform the Centre during initial interview if your child has any food allergies or restrictions and record this on your child's enrolment form. Allergies are posted in the kitchen, in classrooms and on attendance clipboards.

Weekly menus are posted at the front entrance. Menus are planned in a 4-week rotation with variation in summer and winter. If there is a change to the daily menu it will be posted on our parent board at the entrance of the Centre. All staff at Jamesville Bennetto are required to complete a Safe Food Handlers course. We are a nut-free facility and there may be children in the program with food allergies.

A morning and afternoon snack will be served at the before and after school program as well as on non-instructional school days. Children are required to bring a peanut/nut-free lunch on non-instructional school days.

We do not allow outside food other than bagged lunches for the school age programs. Some exceptions will be made on a case-by-case basis. The Supervisor will review the request in consultation with the Executive Director. Should the exception be made, the following is required;

- Included in the Daily Log: Name of the item, child to whom and when it should be provided, including care instructions i.e. should be refrigerated, how to warm if necessary
- Label the item with the child's name
- Label the item with an expiry date
- Record the child's consumption of the item

All children attending the school age program during full day programs are required to bring a bagged lunch. If a child forgets a lunch, food will be offered to the child from the child care site kitchen with a serving of milk and/or water.

A child's lunch should contain servings from each of the four food groups (milk and milk products, meat, fish or alternatives, bread and cereals, fruit and vegetables.) A child's lunch should be in a lunch bag that has their name on it, and all food should be held at the correct temperature by ice packs or kept in a thermos to keep it hot. Children may not share their food with others in case of allergies or dietary restrictions. All school age programs are peanut/nut free zones. It is important to respect this policy in order to keep all children safe.

SCHOOL AGE NUTRITION:

Snacks following recommendations from Canada's Food Guide will be provided in the before and after school programs and during full day programs and camps. Menu plans are posted in the classroom. Any changes made to the snack schedule will also be noted accordingly. Please remember that these are snacks only and are not meant to replace the child's breakfast at home. For full day programs, children will be required to bring their own lunch. A morning and afternoon snack will be provided. All school age programs are to be peanut and tree nut free. Food allergies will be posted in the child's room. Plans will be in place for any child with a food allergy. All precautions will be made to protect children with food allergies, however, we cannot guarantee that food other children may bring in their bags do not contain or have come into contact with peanuts and/or nut products.

Why are healthy lunches and snacks important?

Your child's lunches and snacks are a major source of the essential vitamins and minerals they need to grow and develop over the years. The foods you pack for your child will give them the energy and nutrients they need. Without enough energy from food, they may feel tired and find it difficult to enjoy their day. Just like adults, if tasty healthy foods are not available when your child is hungry, the chances that he or she will reach for unhealthy junk food is greater.

What's a good approach to building a healthy lunch? (see chart and menu ideas)

Step one: Think food groups Aim to have at least three of the four food group represented in your child's lunch. Check the Canada's Food Guide to review the food groups.

Step two: Think outside the sandwich! Get creative when choosing items for your child's lunch. Sometimes changing something as simple as the type of grain. For example, using pita, flatbread, tortilla, or cereal instead of bread can make lunch more interesting for your little eater. You may even want to write up a simple chart to brainstorm different options. Here are some ideas to get you started. Mix and match the options in the different columns to get a variety of lunch meat.

VEGGIES & FRUIT	GRAIN PRODUCTS
Pepper strips (red, green, yellow) Fruit smoothie Peas in a pod Baby corn Cherry tomatoes Melon balls Sliced mango Cauliflower Broccoli	Tortillas, flatbread, naan or pita bread Cold and hot cereal Oatmeal muffins Rice cakes Whole grain crackers Pasta, brown rice Bread sticks Quinoa, couscous

MILK & ALTERNATIVES	MEAT & ALTERNATIVES
Fruit yogurt or soy yogurt Yogurt dip (tzatziki) For veggies Milk or fortified soy beverage Cheese cubes, cheese string or cheese slices Milk based pudding Cottage cheese Milk based soup	Hard cooked egg Tuna, salmon or chicken salad Hummus Refried beans/baked beans Cooked tofu

Foods that need to be kept cold or hot can be packed into a thermos to keep the food at a safe temperature. Cold foods can also be stored with an ice pack or frozen juice box. Lunches can also be stored in the Centre's fridge.

During non-instructional school days, if you should forget to pack a lunch for your child; the centre will provide a lunch from their main site or food that they may have at the centre including a glass or milk or water.

FEES

Fees for the Centre are set according to the ongoing costs of maintaining a quality program. It is important that fees are paid promptly and by a consistent method. Payment is required by the end of the month of care.

An income tax receipt can be obtained from our Lillio online system in February for the previous year.

Parents are responsible to pay fees for absent days, sick days, statutory holidays, and closures due to inclement weather or circumstances beyond our control.

Pre-Authorized Debit (PAD) contracts are acceptable forms of payment. PAD withdrawals are processed on the 21st of each month.

We are enrolled in the Canada Wide Early Learning and Child Care system fee reduction program and our rates reflect enrolment as of January 2025.

All tuition is non-refundable. Refunds will be provided if an overpayment is made. NSF rates will increase from $25.00 to $50.00 on January 1, 2025.

LATE FEES - NON BASED FEE

Late fees will be strictly enforced if a parent arrives after 6:00pm. It is the parents' responsibility to collect your child and their belongings so the Centre can close promptly.

We understand that situations may arise when you arriving late may be unavoidable, please know that we will continue to ensure that your child is cared for until you arrive safely.

The fees will be as follows and is owed directly to staff required to stay beyond their regular shift.

Please note that the staff are not paid past 6:00pm and these fees are due the day that they stay late with your child.

$15.00 for a parent who arrives after 6:00pm.
$5.00 for every 5 minutes after 6:15pm.

BASE RATE PER DAY

AS OF SEPTEMBER 2025

PROGRAM

INFANT	$22.00
TODDLER	$22.00
PRESCHOOL	$20.04

UP TO 6TH BIRTHDAY

BEFORE SCHOOL	$10.10
AFTER SCHOOL	$12.00
BEFORE AND AFTER SCHOOL	$12.00
FULL DAY	$19.09

AFTER 6TH BIRTHDAY

AS OF JANUARY 1, 2026

BEFORE SCHOOL	$5.00
AFTER SCHOOL	$15.00
BEFORE AND AFTER SCHOOL	$20.00
FULL DAY	$42.00

There are no non-fee based fees billed to parents. No extra charges for additional costs; for example, school trips.

LICE POLICY

If a staff member suspects a case of lice, a notice will be sent home to all parents/caregivers who have children that are in the same group as well as that child. Staff members may check children's hair for lice if the case is within their group. If lice or nits are found on your child, a call will be made to the parent/caregiver to notify them of the situation and request that you pick your child up immediately. We ask for parents/caregivers to carry out their due diligence to limit the spread of lice by checking their child regularly for lice and treating any suspected cases as necessary. Children can only return once they have been treated and are nit free.

FIELD TRIPS

During the routine program, excursions in the neighbourhood may occur due to weather, playground conditions or special themes. Parents sign a general consent form in the enrolment package to allow their child to participate.

Throughout the year your child's group or the whole centre may go on a special outing. A notice will be sent home detailing the trip, mode of transportation, cost etc. A permission slip allowing your child to participate will need to be signed and returned to the Centre. Parents who choose to have a child not participate may have to make alternate care arrangements for that specific day. Parents are still financially responsible for this day. Trips and outings are great opportunities to expand on our program and are a lot of fun for the staff and children.

POSSESSIONS & CLOTHING

The daily program has your child, weather permitting, playing outdoors a minimum of 2 hours per day. Please ensure your child is dressed appropriately for all weather conditions.

SUMMER: Cool, loose fitting shirts and shorts, sun hat, running shoes.

WINTER: Snow suit/pants, mitts, scarf, hat, winter boots.

SPRING/FALL: Mud pants, rubber boots, warm jacket.

Each child is required to have a change of clothing in a plastic bag in their cubby. Please ensure that all articles of clothing are labeled clearly with the child's name. We will not be responsible for any lost property.

It can be very upsetting for a child to lose a special possession. We recommend that children leave their toys and property at home unless it is for a special activity. At Jamesville Bennetto Early Learning & Child Care Centre, children may bring a special blanket or soft toy for comfort at sleep time. This needs to be labeled as well and will be laundered once a week.

SUNSCREEN

It is essential that children be protected from the harmful rays of sun. We spend a great deal of time outdoors in the warm weather and a lot of the program is done on the playground. We require all the children to wear sunscreen unless there are medical reasons not to. Parents must provide a bottle of sunscreen with a minimum SPF of 30. The bottle must be labeled with their child's name. Parents are asked to apply sun screen to their child before they arrive at the Centre. When children go outside later in the day staff will re-apply sun screen. We will provide a permission form for the staff to apply sun screen when you register your child. If parents do not have access to sunscreen, we will provide a bottle for them.

PROGRAM REQUIREMENTS FOR REST

Child Care Licensing Manual Updated Jan 2024

Our child care program is governed by the Ministry of Education, Child Care Branch. As such, we are legally obligated to followed the policies and procedures set forth by this legal document.

The following is the regulation that we must follow for sleep time;

Part 7.7 Program Requirements for Rest
Ontario Regulation 137/15

47(2) Every licensee shall ensure that the program in each child care centre it operates is arranged so that,

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 each day 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 quiet activities based on the child's needs.

INTENT

Subsection 47(2) is in place to make sure that a portion of children's day at a child care centre is reserved for rest and relaxation to balance all of the activity and play that children do during the rest of the day.

CONCLUSION

While we take into consideration the instructions given by parents/guardians regarding their child's sleep and rest period, we need to take into consideration the needs of the individual child.

Where a parent/guardian indicates that the child does not need sleep, we will respect these wishes, but parents/guardians are reminded that we are required to allow the child to sleep, rest or have quiet time according to the child's needs; if a child falls asleep we will try to wake them after one hour but cannot force the child to wake up.

CHILD CARE ACCOMMODATION POLICY

Updated May 9, 2024

Jamesville Children's Day Care is committed to creating a program that is inclusive and barrier-free to ensure the full participation of all children. Jamesville Children's Day Care aims to foster an environment that encourages and supports accommodation requests by collaborating with parents/guardians on strategies to accommodate the needs of their child.

In working towards this goal, the organization will strive to provide support for and facilitate parent/guardian requests for accommodation consistent with the protected grounds outlined by the Ontario Human Rights Code and the Child Care and Early Years Act and AODA.

Jamesville Children's Day Care is committed to striving to the extent possible to accommodate children who have behavioural issues related to a disability when administering this policy. The organization will, where it is possible and reasonable to do so and does not cause undue hardship, alter existing practices, adopt new policies or practices, adjust the program or centre once the parent/guardian has provided the appropriate documentation supporting the request for accommodation.

PURPOSE

The purpose of this policy is to provide the organization with:

- A clear statement of the obligations and responsibilities that are inherent in the organization accommodation process.
- Set out guidelines and standards for the implementation of this policy
- Recognizing the need for accommodation can be either requested by a parent/guardian or recognized by a staff member working with the child

OBJECTIVES

Within the guidelines and requirements of the Ontario Human Rights Code and the Child Care and Early Years Act the organization is committed to:

- Ensuring that each request will be considered individually, on a case-by-case basis, to determine accommodation requirements.
- Working to eliminate barriers that prevent children from accessing or participating in the program.
- Achieving a culture and program environment that is supportive of children including reviewing policies to ensure that they are not discriminatory.
- Ensuring compliance with all applicable legislation and the organization's policies
- Establishing an efficient and timely accommodation process that is consistent.
- The organization will develop (jointly with the parents/guardian and the treating physician if appropriate) an accommodation plan that respects the dignity of the individual child, promotes integration and full participation and respects confidentiality.
- Clarifying roles, responsibilities, and account-abilities for the accommodation process.
- Ensuring all parents/guardians are advised of their right to be accommodated.

CHILD CARE RESPONSIBILITIES

- Respect and dignity of the parent/guardian by accepting a parent's/guardian's request for accommodation in good faith.
- Advise parents/guardians of available accom-modations, support services and resources.
- Ensure that the accommodation provided meets the specific circumstances, while at

the same time working to ensure general accessibility for all children in terms of spatial and physical requirements.

- Ensure the necessary steps are taken to determine what modifications might be required for a child to participate fully in the program.
- Be inclusive by ensuring that the parent/guardian participates in the process.
- Consult with appropriate specialists, obtain expert advice where needed to determine individual accommodation requirements.
- Ensure that all accommodation requests are considered on an individual basis.
- Limit requests for information to those reasonable related to the nature of the need or limitation, and only for the purpose of facilitating access to the program.
- Deal with accommodation requests in a timely manner
- Ensure that the child care environment is welcoming and that all children treat one another with respect
- Take immediate remedial action in situations where bullying and harassment is or may be taking place, and
- Educate all staff and placement students about disability-related issues.
- Take and active roll in ensuring that alternative approaches and accommodation solutions are investigated, review various forms of accommodation and alternative solutions up to the point or undue hardship.
- Work to identify an appropriate accommodation which meets the needs of the child in an equitable and financially responsible manner.

PARENT/GUARDIAN RESPONSIBILITIES

- Inform the organization of the need for an accommodation related to disability in writing to the Executive Director/Supervisor
- Provide sufficient information regarding limitations and restrictions that impact the child's ability to be able to participate in the program.
- Cooperate and be involved in the development and implementation of a reasonable accommodation plan based on the child's current abilities.

CHALLENGING BEHAVIOURS

Young children are learning how to interact with others, follow routines, to be part of a group and interact with children and adults in an age-appropriate manner. There will be times when children display undesirable behaviour such as pushing, hitting and biting. This is normal and age-appropriate behaviour that will be supported through redirection and learning to self-regulate to support the well-being of the child.

However, if a child displays behaviours that are beyond the spectrum of what is considered appropriate for their age, the child care staff will work closely with the family to provide support, tools and resources to help the child better manage their behaviour. This may involve requesting resources from outside service providers to help support staff to acquire skills or information to support the child. It is expected that families will follow the advice of the staff and other professionals involved so that the child is being supported in a consistent way at both the childcare centre and at home. All communication between the staff and families will be verbal as well as written so that the process can be clearly documented.

The well-being of all the children in the program, as well as the educator will also be taken into consideration. At times, even with support in place, the child may not be able to manage their behaviour appropriately and the long-term impacts for all involved have to be considered.

Jamesville Children's Day Care acknowledges that some resources have a lengthy waitlist and staff will support the child during this wait period. In the event a parent refuses to seek help or acknowledge the behaviour, and/or the behaviour causes an unsafe environment for other children and staff in the program, the child may be asked to leave the program. While efforts will be made to provide a reasonable time to arrange for alternate care, situations will be assessed on an individual basis.

CHILD SELF-REGULATION & FACILITATION POLICY

Created May 8, 2024

The Staff at Jamesville Children's Day Care recognize the connection between emotional well-being and social and cognitive development in all children and they are committed to fostering each child's autonomy and independence, and by helping every child develop the ability to self-regulate.
We do not use time out or any other form of discipline; instead, we teach children how to manage their own behaviour through the methods mentioned below:

Self-regulation requires a child to develop the ability to manage his emotions and control bodily functions as well as maintain focus and attention (Gillespie & Seibel, 2006). Children develop at different rates in all of the developmental domains and this is true for self-regulation also. Since self-regulation is a complex process that allows children to control their attention, thoughts, emotions and behaviors, it warrants intentional planning on the part of the teacher (Bodrova & Leong, 2007).

Self-regulation is not a skill that develops in isolation. Physical behaviors are the first behaviors children are able to self-regulate, such as thumb sucking in infancy. Toddler behaviors might include intentional coordination of walking and reaching to obtain a wanted toy. Emotional behaviors, such as spontaneous sharing of a toy with a peer, come later. Emotional self-regulation includes children gradually learning how to manage their emotions, which leads to children interacting with their peers and adults more effectively when they are upset, frustrated or embarrassed (Kolestelnik, Whirren, Soderman & Gregory, 2009). Behavioral self-regulation includes the ability to inhibit one's actions and remembering and following rules (Blair, 2009). This form of self-regulation takes practice and repeated learning opportunities before children demonstrate self-regulation over their behavior.

The most complex, and last to develop, form of self-regulation is cognitive self-regulation. Cognitive self-regulation appears in four-year-olds as they develop their ability to plan (e.g., what they are going to do in learning centers) and utilize proper responses (e.g., listening when a story is read).

Children develop and learn different strategies based on different emotions. Individual differences, including temperament, and the ability to control reactions are important in understanding self-regulation.

Why is the ability to self-regulate important?

The critical window for self-regulation takes place from birth to age five when children develop the foundational skills for self-regulation. During this time, adults are helping children to build the necessary skills that are critical to regulate thinking and behavior demonstrates empathy to peers. As Riley, San Juan, Klinkner & Ramminger (2008) point out in Social and Emotional Development; Connecting Science and Practice in Early Childhood Settings, "The ability to inhibit one's own actions does not come naturally to children; they must learn it" (p. 66).

HOW DO CHILDREN LEARN TO SELF-REGULATE?

Self-Regulation in the body:

Self-regulation helps us manage the combination of energy and tension we feel in our bodies. Children have some skills to deal with stress and challenges but sometimes the effort to manage their feelings is exhausting and they cannot cope. The Educator can support children in the following way:

- Helping children slow down and get their energy level into the right state for a situation by giving lots of one on one-time, physical contact such as hugs or holding

their hand, offering fidget toys or activities to keep their hands busy, teaching relaxation or encouraging physical activity.

- Helping children get energized when they feel listless or bored by engaging them in physical activity, outdoor play time, and games, and by motivation by the adult, through a show of increased energy.
- Helping children identify their own energy level and what they can do to feel better.
- Meeting the child's basic needs and understanding how they feel in their bodies.
- Building a positive and caring relationship with each child will teach children how to care for themselves.

SELF-REGULATION AND EMOTIONS

Emotional self-regulation means being able to understand and manage emotions, a child must be able to manage their fears and anxieties and control their feelings when necessary. The Educator can assist the child in the following ways:

- Comfort and support children when they are upset.
- Share in their joy when they are happy.
- Teach children to talk about their feelings, it helps children develop awareness of emotions.
- Be a good role model when managing your own emotions, let children see you control your feelings.
- Focus on how a child feels physically when upset, sometime a hug or helping them take deep breaths, assists the child in managing their emotions. Remember that by getting to know the child the adult will be able to find out what works for each child, for some children it may be leaving the room, helping with a task, having a drink of water and/or sitting in a quiet place.

SELF-REGULATION OF THINKING

Self-Regulation also involves developing thinking and learning skills, like memory, reasoning and problem solving. Good thinking skills enable children to make good decisions about their behavior and interact with other children. How can we help children develop these skills?

- Noise and distractions in the classroom.
- Remove excess artwork and posters on the walls
- Create more natural light in the classroom, turn off fluorescent lights, when possible, use smaller sources of light, like table lamp, or natural sunlight.
- Reduce strong smells such as cleaning products, food smells, perfume etc.
- Talk to the child about topics they are interested in and extend the conversation, to capture their interest.
- Read to the child and talk about the book, allow them time to recall the story and add to it through discussion, support their ideas and value their input.
- Develop planning and problem-solving skills by playing card and board games, puzzles, following directions, making models from instructions, helping an adult to fix or make something, games that involve following steps.
- Define age-appropriate limits to a child's ability to use their thinking skills is greatly affected by how they feel, both emotionally and physically.

SOCIAL SELF-REGULATION

Social self-regulation is about being able to adapt our behaviour and thinking to match social situations. The Educator can support the child I the following way:

- Teach children to understand and respond to non-verbal cues like tone of voice, facial expression and body language.
- Teaching children to take turns in conversation.
- Help them to understand how emotions affect other's behaviour

- Help children build empathy.
- Educators can model appropriate responses by participating in conversations with children and facilitating peer-to-peer support when conflict arises.
- Educators can provide hints and prompts to assist children in self-regulation. This support may take the form of answering a question, assisting them in completing an activity, or providing words for a child's action. The adult may model self-talk to demonstrate the use of "talking things out" to help make a decision. Suggesting a child observes a peer when that child has managed their strong emotions in a positive way is another example of modeling.
- Communicate and be involved in the development and implementation of a reasonable accommodation plan based on the child's current abilities.
- Communicate any known accommodation needs to the Executive Director/Supervisor to facilitate the accommodation process, parents/guardians will not unreasonably withhold such information.
- Provide the organization with all medical and/or other relevant information that pertains to the accommodation request.
- Provide the organization with any changes to the child's medication or circumstances that may require a change in the accommodation plan.
- Participate in the accommodation process. The organization reserves the right to determine the nature of the accommodation.
- Communicate any issues or problems with the accommodation plan in writing to the Executive Director/Supervisor as required.

If staff or parents/guardians feel that the program is not meeting the developmental, social, or behavioural needs of a child, the following plan will be put into place:

1. A meeting with the parents, director, classroom educators and other relevant professionals, such as resource teachers (if required) will be arranged to discuss how to better support the child. An accommodation plan will be developed.
2. Upon request, information such as documentation of the child's behaviour, can be provided to the parent/guardian to assist with referrals to support services such as Contact Hamilton, Speech Therapy, Behavioural Support through Ron Joyce or any other service available to the child and child care.
3. The amount of time the child attends the program may be shortened.

If all steps are taken, but the situation continues to be an issue, a meeting will be arranged to discuss the child's participation in the program. The meeting will include all relevant parties including parents/guardians, educators and the Director. The safety of other children is imperative and must remain our top priority. Therefore, in extreme cases, terminating care, and whenever possible, assisting the family to find alternate care, may be considered.

PARENT ISSUES AND CONCERNS POLICY

Updated November 16, 2017

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parent/ guardians bring forward issues or concerns. Parent issues or complaints are not a "serious occurrence". An allegation of abuse would be a serious occurrence and the serious occurrence policy is to be followed.

POLICY

Parents/guardians are encouraged to take an active role in our Child Care Centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/ guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

Information about this policy and the process to be followed is included in the Parent Information Package. Information about this policy will also be posted on parent information boards and the contact information for the Licensed Child Care Programs Supervisor will be posted.

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

Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parents/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 5 business days. The person who raised the issue/concern will be kept informed throughout the resolution process.

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

CONFIDENTIALITY

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

CONDUCT

Our centre maintains high standards for positive interaction, communication and role modelling for children. Harassment and discrimination will therefore not be tolerated from any party.

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

CONCERNS ABOUT THE SUSPECTED ABUSE OR NEGLECT OF A CHILD

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

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

For more information, visit:
http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx

Please note that these policies remain in effect during extraordinary circumstances. When a change is necessary, parents will be informed via Sandbox, email, or on our website.

PROCEDURE

Parents/guardians will be informed of the Jamesville Bennetto Feedback Policy. Information about the policy is in the Parent Information Package and parents/guardians will be given a copy of the Jamesville Bennetto Feedback Policy in the format that they choose (i.e. electronic or hard copy).

Staff who receive communication about a concern or issue will ensure the parent/ guardian is aware of the Jamesville Bennetto Feedback Policy, will provide a Jamesville Bennetto Feedback Policy form if the parent wishes to put their issue or concern in writing, and will document the communication in detail in the child care program daily log:

- The date and time the issue/concern was received;
- The name of the person who received the issue/concern;
- The name of the person reporting the issue/ concern;
- The details of the issue/concern, including the general category of concern i.e.: program related, Centre or Operations related, Staff related, Student/Volunteer related;
- Any steps taken to resolve the issue/concern and/or information given to the parent/ guardian regarding next steps or referral.

Staff will inform the Supervisor of the communication received and the documentation completed. The Supervisor will inform the Executive Director.

The Executive Director will report any compliance issues or concerns with licensing requirements to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns that are reported through the Client Feedback Form will be addressed as outlined in the Jamesville Bennetto Client Feedback Policy.

CLIENT FEEDBACK POLICY

We are committed to:

- Being responsive and open to any suggestions or concerns made by you.
- Being solution focused to address the concerns of all who are involved.
- Making every effort to include suggestions when we made changes or develop our services/programs.

PURPOSE

- Outline the rules and guidelines that we follow to respond to concerns and suggestions.
- Make sure that there are processes in place for you to provide feedback.
- Help address all concerns by keeping records so that we can review, resolve and monitor the outcomes.
- Encourage you to give suggestions as your feedback makes us stronger.
- Have a process in place for us to receive, review, incorporate and monitor the outcomes.
- Confirm that both you and staff are aware of the details of this policy.

POLICY

The client feedback policy ensures that all feedback and concerns are recorded and responded to fairly, and in a timely manner. The Executive Director of Jamesville Bennetto Early Learning & Child Care Centre has the overall responsibility for this policy. The Supervisor of Jamesville Bennetto Early Learning & Child Care Centre is responsible for managing the Client Feedback Policy and will forward all concerns to the Executive Director.

We encourage you to offer suggestions or concerns about the organization, the activities or the behaviour of volunteers or staff to use the Client Feedback Form. If you have used the formal process but are not satisfied with the results, you have the right to contact the Chair of the Board of Directors yourself. This information can be obtained from the Executive Director. All clients, staff, students and volunteers of Jamesville Bennetto will be informed about the Client Feedback Policy. Clients will get a copy of this policy.

Through this process we will:

- Record, review and store all suggestions and concerns for future planning.
- Address all concerns in a confidential manner (only those who need to know will be informed).
- Ensure all concerns will be considered and reviewed in a fair manner (no action will be taken until all information is gathered
  and reviewed).
- Always be respectful of those who have concerns and will not treat them differently than any other person using our services.
- Keep all information related to the concern in a Client Feedback File and not an individual client or staff file.

As a client you have the right to have a support person with you during any discussions about your concerns with Jamesville Bennetto Early Learning & Child Care Centre.

If you would like to contact our Board of Directors, please email them at: board@jamesvillebennetto.ca

FEEDBACK PROCESS

IT IS IMPORTANT TO KNOW THAT ALL FORMAL CONCERNS MUST BE IN WRITING — SIGNED AND DATED.

When submitting a suggestion, please do so in writing through the mail or give the feedback form in a sealed envelope to any Jamesville Bennetto Early Learning & Child Care Centre staff.

Please review the process below before sharing your concerns:

STEP 1

Put your concern in writing using the feedback form that can be found at the front entrance of the Children's Centre.

STEP 2

We will contact you within 5 business days of receiving your concern to let you know the concern has been received.

STEP 3

We will give you a copy of the Client Feedback Form, if you did not make one.

STEP 4

If needed we will ask you for any missing information we may need to complete the form.

STEP 5

You will be asked to sign the Client Feedback Form, if you have not already done so.

STEP 6

We will contact you within 2 weeks of confirming we received your completed form to set up a meeting. At this meeting we will discuss your concerns and work towards resolving them. If a meeting is not possible, we will try to resolve your problem by phone or by letter.

STEP 7

We will contact you in writing within 3 business days of that meeting to share what took place, what was discussed and what was agreed upon.

If no solution has been made, the Executive Director will take your concern to the Board Chair and that individual will contact you within 5 business days of receiving the documents.

JAMESVILLE BENNETTO
Early Learning & Child Care Centre

CLIENT FEEDBACK FORM

Please complete and submit this form to a **Jamesville Bennetto Early Learning & Child Care Centre** staff in a sealed envelope and inform them if you require a copy for your records.

You may also email it to the Chairperson of our Board of Directors:
board@jamesvillebennetto.ca

1. What program location did you use?

_____

2. When did you receive the service? (please include dates)

_____

3. Who did you deal with?

_____

4. Is this a concern or a suggestion?

_____

_____

_____

_____

5. Please describe your experience:

_____

_____

_____

_____

Would you like us to contact you regarding this concern or suggestion?

Please circle one: Yes No

Please provide your contact information so that we can contact you/record your concern/suggestion:

Name: _____

Address: _____

City: _____

Postal Code: _____

Phone: _____

Email: _____

Signature: _____

Date: _____

OFFICE USE ONLY:

Date Received: _____

Staff Responding: _____

Date of Response: _____

Reviewed By: _____

Has the concern been resolved?

Please circle one: Yes No

Details:

_____

_____

_____

_____

THANK YOU,

JAMESVILLE BENNETTO EARLY LEARNING & CHILD CARE STAFF

EMERGENCY MANAGEMENT POLICIES & PROCEDURES

Jamesville Bennetto Early Learning & Child Care Centre programs have developed and adopted an Emergency Management Plan that sets out policies and procedures to follow in the event of an emergency. Some situations may require the evacuation of the premise, in the event the building is not cleared for return the children will be escorted to our evacuation site.

For Evacuation from Bennetto:

St. Lawrence Catholic Elementary School
88 Macaulay St. E
Hamilton, ON L8L 3X3

For Evacuation from St Lawrence:

Bennetto Elementary School
47 Simcoe Street East
Hamilton, ON L8L 3N2

The Executive Director and supervisors will notify you over the phone and through our Lillio Parent Portal if this situation occurs. Please ensure that your contact information is current at all times.

In the event that the Child Care Centre will not be able to open due to an unforeseen disaster on premise, the Executive Director and supervisors will call you to inform them of the closure. A serious occurrence report will be filed with the Ministry of Education by the Executive Director immediately upon informing all parents.

QUALITY ASSURANCE

Jamesville Bennetto Early Learning & Child Care Centre is committed to providing a program that delivers high quality service to children and families. We will fully participate in the quality assurance program/ initiative developed by the City of Hamilton, and investigate and participate in staff development that supports quality in the classroom. This will be evident in all aspects of the program and supported by staff.

CITY OF HAMILTON FEE SUBSIDIES

Parents who are eligible for fee subsidies through the City of Hamilton must provide verification before a child can start in the program. Parents are responsible for fulfilling all requirements of their contract with the City. If parents become ineligible for subsidy then they will be responsible for paying the full child care fee. As well parents are responsible to cover any payment not covered by the city for example excess use of absence days. Parents are responsible to update subsidy and book required appointments.

SUSPECTED CHILD ABUSE REPORTING

It is the legal responsibility of any staff, student or volunteer that has reasonable grounds to suspect a child is being abused to make a report to the appropriate agency.

INCLEMENT WEATHER CLOSURES

The Centre may have to close for emergency reasons due to inclement weather. Please be advised that if the Hamilton Wentworth District School Board closes, then Jamesville Bennetto Early Learning & Child Care Centre, Bennetto Before & After School Program, and St. Lawrence Before & After School Program will close as well. Parents are still responsible to pay fees for these instances.

ILLNESS OR INJURY

If your child is unable to participate in the regular program including daily outdoor play it is recommended that they remain at home. When your child has been off sick please ensure they are vomit, diarrhea, and fever free 24 hours before they return. This is in the best interest of all children in the Centre and will help minimize the risk of spreading illness. We ask that any child who displays any of the following remain at home:

- Fever
- Diarrhea
- Vomiting
- Yellow/green discharge from eyes or nose
- Unexplained rash

Children with a contagious disease will be excluded from the program for the recommended period of time. Please refer to the table on the next page, which are recommendations of the Public Health Department. A doctor's note maybe requested for re-admission into the program.

If your child becomes ill or is injured while in our care parents will be notified immediately and arrangements will be made to have the child picked up as soon as possible. If we are unable to locate the parent then we will proceed to call the emergency contacts as designated by the parent. In the case of injury or illness requiring immediate medical attention the child and their file will be transported to the nearest hospital while the parent is being contacted with pertinent information and instruction on where to meet staff and child. It is very important to keep all contact information up to date and to notify staff if you will be somewhere other than your contact number during the day.

PLEASE ASSIST US IN THE FIGHT AGAINST THE SPREAD OF ILLNESS AND WASH YOUR CHILD'S HANDS BEFORE ENTERING THE PROGRAM.

ILLNESS & INJURY PROGRAM EXCLUSION TABLE

EXCLUDE A CHILD WITH ANY OF THE FOLLOWING CONDITIONS:

Diarrhea	until 24 hours after last diarrhea bowel movement
Giardia	until diarrhea has stopped
Impetigo	until 24 hours of antibiotics
Influenza	until 5 days after symptoms began
Measles	until 4 days after rash appeared
Meningitis (bacterial or viral)	until child is recovered, decision to be made by physician
Mumps	until 9 days after swelling began
Pertussis (whooping cough)	until 5 days after antibiotics are started, or until 3 weeks if not treated with antibiotics
Pinkeye (yellow or white discharge)	until 1 full day of antibiotic treatment
Pinworms	until 24 hours after treatment is started
Pneumonia	until seen by a physician and permitted to return
Ringworm (body)	until treatment has started; keep child from swimming/ wading pools, and water play until treatment is complete
Rubella (German Measles)	until 7 days after onset of rash
Scabies	until 24 hours after treatment
Scarlet Fever	until 24 hours after starting treatment
Strep Throat	until 24 hours after antibiotics are started
Vomiting	until the vomiting stops, or it is determined that the vomiting is caused by a non-infectious condition

ADMINISTRATION OF MEDICATION

Staff will administer prescription medication only. It must be in the original container. The drug store label must have the child's name, the date and instructions for administration and storage on it. The parent will be asked to fill out an authorization form to allow the classroom teacher to administer the medication. It is preferable that arrangements be made to give medication at home.

SLEEP POLICY

GENERAL

All children will be provided with the opportunity to sleep or engage in quiet activities based on their needs.

Children under 18 months of age will be provided time to sleep based on their individual schedules, and will be assigned to a crib.

Only light, breathable blankets will be used for infants.

All children 18 months and older will be provided time to sleep for a period of no more than two hours each day, and will be assigned to a cot.

Where children are sleeping in a separate sleep room or area, their names will be listed on the White Board so that staff can immediately identify which children are present in the room/area.

PLACEMENT OF CHILDREN FOR SLEEP

Children under 18 months of age will be placed in their assigned cribs for sleep.

Children over 18 months of age who sleep will be placed on individual cots for sleep.

Parents of children under the age of 18 months that are in the toddler room will be given the option to allow their child to sleep in a cot. Parents must sign a permission form in this case.

All children who are younger than 12 months of age will be placed on their backs to sleep in accordance with the recommendations set out in Health Canada's document entitled "Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada", unless other instructions are provided in writing by the child's physician. Parents of these children will be advised of the Centre's obligation to place their child(ren) to sleep on their backs.

CONSULTATION WITH PARENTS

All parents of children who regularly sleep at the child care centre will be advised of the Centre's policies and procedures regarding sleep at the time of their child's enrolment and/ or any time the policies and procedures are revised, as applicable. This information will be available to parents in the Parent Handbook and on our Parent Information Board.

The Executive Director or Centre Supervisor will consult with parents about their child's sleeping arrangements at the time of enrolment and at any other appropriate time (e.g. when a child transitions to a new program or room, or at the parent's request).

Written documentation will be kept in each child's file to reflect the sleep patterns identified by their parent, and updates to the documentation will be made whenever changes are communicated to the Child Care Centre.

All sleep arrangements will be communicated to program staff by the Executive Director or Centre Supervisor after meeting with the parent/guardian.

PARENT CONDUCT POLICY & PROCEDURE

Jamesville Children's Day Care Centre strives to foster a safe and inclusive environment for all children, families, staff and community partners within our child care sites and recognizes the importance of positive interactions, communication and role-modeling for the children in our programs. Therefore, harassment and discrimination will not be tolerated from any party. If a parent/guardian and/or staff feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the incident to the Executive Director. If the family involved has a subsidy contract with the City of Hamilton, the subsidy worker will be notified. If the program is located in a school, the Principal will also be notified of the incident.

Types of behaviour that are considered to be serious and unacceptable may include but are not limited to:

- Shouting, either in person or over the telephone
- Inappropriate posting on social media which could reflect negatively on a staff member, child/family member in the centre or the Organization
- Pushing, hitting, slapping, punching, kicking or any other physical attack
- The use of aggressive/rude hand gestures/exaggerated movements
- Physical threats
- Shaking or holding a fist towards another person
- Swearing or insulting language
- Racist or sexist comments
- Speaking in an aggressive/threatening tone
- Physically intimidating (e.g. standing very close)

Unacceptable behaviour may result in possible suspension or termination of services, require police involvement and/or legal action.

Please refer to the Parent Issues and Concerns policy and the Client feedback policy located in the parent handbook for the appropriate way of addressing any issues or concerns.

I have read the policy above and agree to adhere to it.

Parent Name: _____ Witness Name: _____

Parent Signature: _____ Witness Signature: _____

Date: _____ Date: _____

Parents will be advised by the supervising staff of any significant changes in their child's behaviours during sleep and/or sleeping patterns.

Staff will document their observations of changes in a child's sleep behaviour in the daily written record.

Any changes in sleep behaviours will result in adjustments being made to the child's supervision during sleep time, where appropriate, based on consultation with the child's parent.

DIRECT VISUAL CHECKS

Direct visual checks of each sleeping child (i.e. every child placed for sleep in a crib or cot) will be conducted to look for indicators of distress or unusual behaviours. Direct visual checks will be documented by staff on the Sleep Time Direct Visual Check Chart.

Direct visual checks are not required for children engaging in quiet activities, but these children will be supervised at all times.

For infants (children under 18 months of age), direct visual checks will be completed at a frequency based on consultation with each parent and may be increased based on the observed sleeping patterns and/or medical needs of each infant.

The frequency of direct visual checks and the steps to complete them will depend on the typical sleep patterns of each child and their age, as identified in the sleep supervision procedures provided in this policy.

Staff will ensure that all sleep areas have adequate lighting available to conduct the direct visual checks of sleeping children.

USE OF ELECTRONIC DEVICES

Where electronic devices are used to monitor children's sleep, staff will:

Not use electronic sleep monitoring devices to replace direct visual checks;

Check the monitor daily to verify that it is functioning properly (i.e. it is able to detect and monitor the sounds and, if applicable, video images of every sleeping child); and actively monitor each electronic device at all times.

ADDITIONAL POLICY STATEMENTS

Any infant under the age of 12 months will have the joint statement on safe sleep included in their enrolment package. Children who do not sleep will be monitored at all times and will be allowed to engage in quiet activities. Reduced ratios will be allowed during sleep time, however, ratios will be maintained when children are awake or active. Checks of electronic devices will be documented in the classroom daily log.

PARENT/GUARDIAN IMPAIRMENT POLICY

Created: April 13, 2023

Jamesville Children's Day Care Centre is committed to creating a safe environment for children, families, staff, and volunteers. As part of our parent code of conduct, Jamesville Children's Day Care Centre has implemented a Parent/Guardian Impairment Policy.
The purpose of this policy to ensure the safety of both parents and children in our program.

This policy outlines the steps that will be taken in the event a parent/guardian arrives at the centre in an inebriated state. Contravention of this policy as per our Parent Code of Conduct will result in consequences which may include removal from Jamesville Children's Day Care Centre.

If staff suspects that a parent or individual picking up a child is inebriated, impaired, or unfit to care for the child, the child will not be released into that person's care. The child will remain under the supervision of the Centre's staff and the Centre will attempt to contact another authorized person to pick up the child. If no suitable alternate can be found the Children's Aid Society will be contacted to address the issue.

If a parent or guardian shows up inebriated at centre sponsored events, they will be asked to leave and provided transportation if required. Their child will not be released into their care.

Alcohol and illicit drugs are not allowed on centre property or at centre sponsored events. The consequences for failure to comply will include but are not limited to the family's expulsion from the centre.

Parent Name: _____ Witness Name: _____

Parent Signature: _____ Witness Signature: _____

Date: _____ Date: _____

VOLUNTEER & STUDENT SUPERVISION POLICY

It is the intent of Jamesville Bennetto Early Learning & Child Care Centre to ensure that every child is supervised by an adult (At least 18 years of age) who is employed by the Centre at all times. Volunteers and students are welcome at Jamesville Bennetto Early Learning & Child Care Centre but will not at anytime be left alone to supervise children or be counted in the ratios. To ensure the safety and provision of the best experience for volunteers and student, the following procedures will be followed:

1. All volunteers will provide a criminal reference check to be reviewed by the Supervisor or Executive Director.
2. During the first week, the volunteer or student will review the Centre's policy binder that is available in all classrooms with their classroom teacher. When appropriate the policies will be reviewed annually afterwards.
3. Each student or volunteer will complete the orientation checklist with staff prior to or during their first week of commencement at Jamesville Bennetto Early Learning & Child Care Centre.
4. Students will be monitored during the 2 monitoring periods, along with all staff in the Centre.
5. Only employees of Jamesville Bennetto Early Learning & Child Care Centre will have direct unsupervised contact with the children in the Centre.
6. Students and volunteers will meet initially with their mentor and will have regular informal, and formal contact with them throughout their placement.
7. After the initial interview conducted by the Supervisor or Executive Director, each student or volunteer will be given a parent handbook to read prior to their placement.

BODIES OF WATER POLICY

Name of Child Care Centre:
Jamesville Bennetto Community Care and St. Lawrence Before and After School Program

Date Created: February 15, 2024
Date Updated: February 24, 2024

PURPOSE

The purpose of this policy is to ensure that all children are safe and restricted from bodies of water unless parental permission is given and the following policy is adhered to.

POLICY

All children enroled in programs operated by Jamesville Children's Day Care Centre will only participate in water related activities off site if a lifeguard is present who meets the requirements of clauses 17 (6) (a) (b) of Regulation 565 of the Revised Regulations of Ontario, 1990 (Public Pool) made under the Health Protection and Promotion Act; and have written policies and procedures regarding children's use of and access to the body of water. O. Reg. 126/16, s.21

PROCEDURE

- Children will only participate in wading pools.
- A staff ratio of 1:4 must be maintained at all times.
- Staff and children must be at arms-length of one another.
- Only children 6 years and up may participate.
- Parents/guardians give separate permission for their child/ren to participate.
- Identifying t-shirts must be worn by staff and children that are participating in all offsite excursions.
- At no time are children permitted to fully immerse in water.
- Children that do not comply with these procedures will not be permitted in the water and their parent/guardian will be notified as such upon pick up time.

NEW REQUIREMENT TO POST SERIOUS OCCURRENCES IN LICENSED CHILD CARE PROGRAMS

Dear Parent/Guardian:

The safety and well-being of our children in licensed child care programs is the highest priority.

Operators of licensed Child Care Centres and private-home day care agencies work diligently to provide a safe, creative and nurturing environment for each child. In spite of all the best precautions, serious occurrences can sometimes take place.

The Ontario government has introduced a new policy that requires licensed Child Care Centres and private-home day care agencies to post information about serious occurrences that happen at a Centre or a home location effective November 1, 2011. To support increased transparency and access to information, a "Serious Occurrence Notification Form" must be posted at the Centre or home location in a visible area for 10 days.

A serious occurrence could include:

- Death of a child,
- Abuse/Neglect or Allegation of Abuse/Neglect, Life threatening injury or illness,
- Missing or Temporarily unsupervised children,
- Unplanned Disruption of Service.

Licensed Child Care Centres and private-home day care agencies are already required to report serious occurrences to the Ministry of Children and Youth Services, which is responsible for child care licensing. This new policy requires child care operators to post information in their facilities so that parents also have access to it.

This posting will give parents information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable.

Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the child care program.

This new policy supports the government's efforts to increase access to information about licensed child care programs in Ontario. This includes the recent launch of child care licensing inspection findings on the Licensed Child Care Website which is available at:

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

PARENT PARTICIPATION/ORIENTATION CHECKLIST

PARENT PARTICIPATION

Parents are encouraged to participate in the program on a regular basis. Please join us for trips, special activities, and special occasions. If you have any special talents please share with your child's teacher as they may be helpful in our program.

Please take a few minutes to complete the following check list to ensure that all you need to know to help with child having a great start at Jamesville Bennetto has been covered.

ORIENTATION CHECKLIST

- ☐ Did you have a tour of the Centre? (live or virtual)
- ☐ Were you introduced to staff?
- ☐ Did you review the enrolment package with the supervisor?
- ☐ Did you review the health history form with the supervisor?

Were you shown the following:

- ☐ Parent Information Board?
- ☐ Children's Program Board?
- ☐ Menu Board?
- ☐ Are your child's personal belongings all labeled?
- ☐ Did you bring a change of clothes for your child?
- ☐ Does your child have all clothing items appropriate for weather conditions?
- ☐ Have all your questions been answered?

ACCESSIBILITY STATEMENT OF COMMITMENT

Date Created: October 27, 2025

ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT

Organizations across Ontario are required to comply with accessibility standards under the Accessibility for Ontarians with Disabilities Act (AODA).

The purpose of the AODA is to ensure that all businesses and organizations in Ontario, including child care, develop and implement policies and procedures in accordance with the accessibility standards outlined in the legislation. The five standards being: Customer Service standard, Transportation standard, Information and Communications standard, Built Environment standard and Employment standard.

STATEMENT OF COMMITMENT

Jamesville Children's Day Care Centre is committed to developing and implementing policies, practices and procedures that ensure the organization provides accessible quality services to employees, children and families. These services will be provided to endorse respect, dignity, independence, integration and equal opportunities for those with disabilities. Jamesville Children's Day Care Centre is dedicated to ensuring all programs and services are accessible to the children and families in accordance with Ontario's accessibility laws.

Multi Year Accessibility Plan

The AODA multi year accessibility plan outlines that policies, practices and procedures that Jamesville Children's Day Care Centre has prepared are implemented. Jamesville Children's Day Care Centre will continue to do so by improving opportunities for people with disabilities. Some of the initiatives that Jamesville Children's Day Care Centre has implemented to increase accessibility are:

- Providing enrolment packages, forms, parent handbooks etc. electronically and in hard copy.
- Fee invoices can be handed out or emailed (as per preference).
- When interviewing and hiring new staff, there is assistance provided with understanding and completing forms. Assistance in person, by email or phone is readily available.
- Accommodations are made for employees returning to work from illness/injury by adjusting hours and duties of work, however possible.
- AODA/Human Rights training is provided on-line but is also available in person for anyone requiring it.
- Since all Jamesville Children's Day Care Centre programs are located in public schools, Jamesville Children's Day Care Centre will notify the relevant school board if there are issues/concerns raised regarding "Design of Public Spaces" or "Parking"

Any future strategies would depend on feedback from childcare clients, as well as any new/revised changes initiated by the school board. Both the childcare (Jamesville Children's Day Care Centre) and school partners will share any and all feedback and work collaboratively (where possible) to develop and implement further accessibility plans.

CUSTOMER STANDARD POLICY

Date Created: October 27, 2025

CUSTOMER SERVICE STANDARD POLICY

Standards of accessibility have been developed to help make Ontario more accessible for all.

The standards are:

- Customer Service standard
- Information & Communication standard
- Transportation standard
- Design of Public Spaces standard

CUSTOMER SERVICE STANDARD

The intent of this standard is to:

1. Provide care/services in a manner that respects dignity and independence of a person with a disability
2. Provide services that meet the individual needs of those with a disability
3. Realize that some methods may not work for another person. Work with people with a disability to find the best solution for them
4. Allow parents/clients to provide feedback, i.e. how to improve accessibility for those with a disability
5. Post disruption of service notices that may prevent clients/children from accessing our service, i.e. elevator out of service, physical barriers, etc.
6. Ensure Jamesville Children's Day Care Centre employees are trained annually on how to service those with a disability. The intent of the employee training is to learn how to interact, communicate, and use equipment/devices that will assist individuals with barriers/hurdles, etc.
    - All employees will be trained on Ontario's accessibility laws as it pertains to clients/children with a disability
    - Training will be ongoing as revisions are made to Jamesville Children's Day Care Centre policies and procedures
    - We will keep a record of training provided including the names and date of each employee

TRAINING

Under the Customer Service standard, Jamesville Children's Day Care Centre will provide training for all employees, volunteers and students prior to first day of employment.

Training will include:

- An overview of The Accessibility for Ontarians with Disabilities Act 2005.

- Requirements and Policies for the Customer Service standard.
- How to interact and communicate with those who have various types of disabilities.
- How to interact with persons with disabilities when they require assistive device or support such as a service animal.
- How to use particular equipment/devices for individuals with a disability.
- What to do if a person with a particular type of disability is experiencing difficulty accessing Jamesville Children's Day Care Centre services.
- As policies are revised, employees, students and volunteers will be made aware.
- Jamesville Children's Day Care Centre will keep a record of the training which will include the name of the person and the date they were trained.

ACCESSIBILITY POLICY FOR THE CUSTOMER SERVICE STANDARD UNDER AODA

Date Created: November 23, 2023
Date Updated: October 27, 2025

ACCESSIBILITY POLICY

Jamesville Children's Day Care Centre is committed to developing and implementing policies, practices, and procedures that provide accessible quality services to employees, clients, and their children. Services will be provided to clients with disabilities in a manner that promotes and respects dignity, independence, integration and equal opportunity.

Jamesville Children's Day Care Centre is dedicated to ensuring all programs and services are accessible to clients and their children in accordance with Ontario Regulation 429.07 Accessibility Standards for Customer Services.

Jamesville Children's Day Care Centre will endeavor to ensure that the Policy and related practices and procedures are consistent with the following four (4) core principles:

i. **Dignity** - Persons with a disability must be treated as valued clients as deserving of service as any other customer.

ii. **Equality of Opportunity** - Persons with a disability should be given an opportunity equal to that given to others to obtain, use and benefit from our services.

iii. **Integration** - Wherever possible, persons with a disability should benefit from our services in the same place and in the same or similar manner as any other customer. In circumstances where integration does not serve the needs of the person with a disability, services will, to the extent possible, be provided in another way that takes into account the person's individual needs.

iv. **Independence** – Services must be provided in a way that respects the independence of persons with a disability. To this end, we will always be willing to assist a person with a disability but will not do so without the express permission of the person.

Jamesville Children's Day Care Centre provides services to all children and their families including those with disabilities. Every effort will be made to ensure the following:

- The service will be provided in a manner that respects the dignity and independence of persons with disabilities.
- The provision of services to clients with disabilities, and other will be integrated unless an alternative measure is necessary, whether temporarily or permanently, to enable clients with a disability to participate in the services offered by Jamesville Children's Day Care Centre.

1. COMMUNICATION

- Jamesville Children's Day Care Centre is committed to communicating with clients with disabilities in different or alternative ways that take into consideration their disability.
- Ensuring written and media information is available using accessible formats. (signs, program information, forms, website etc.)
- Staff will be trained on how to interact and communicate with clients with disabilities in a manner that is respectful of a client's dignity and independence.
- Alternative methods of communication will be provided as requested. Staff will be trained to communicate with clients over the telephone in clear and plain language and to speak clearly and slowly.

2. USE OF ASSISTIVE DEVICES & SERVICE ANIMALS

Assistive Devices and/or service animals may be used by clients to assist in accessing services at Jamesville Children's Day Care Centre.

- All service animals must have proof of inoculations/vaccinations required under the Child Care and Early Years Act.
- Staff and volunteers will be properly trained in how to interact with clients with disabilities who are accompanied by a service animal and/or an assistive device.
- Staff and volunteers will be trained on how to use equipment or devices that may help with the provision of child care services. (wheelchairs, mobility aids, computers with accessible features, medical devices etc.)
- The use of such items must be in compliance with the regulations outlined in the Child Care and Early Years Act and (municipal or regional) requirements.

3. SUPPORT PERSONS

Support persons may be used by clients to assist in accessing services at Jamesville Children's Day Care Centre.

- Jamesville Children's Day Care Centre may require a person with a disability to be accompanied by a Support Person where it is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.
- Jamesville Children's Day Care Centre will consult with the person with a disability to determine if a support person is required.
- Support Persons must comply with Jamesville Children's Day Care Centre policies and have a Vulnerable Sector Check and proof of vaccinations.
- Staff and volunteers will be properly trained in how to interact with clients with disabilities who are accompanied by a support person.

4. NOTICE OF TEMPORARY DISRUPTIONS

Jamesville Children's Day Care Centre will notify clients if there is a planned or unexpected disruption of a facility or service persons with a disability to access our services. The notice will be posted at the entrance of the applicable premises and as well as being provided verbally, electronically or in person as applicable.

The notice will include the following information:

- That a facility or service is unavailable.
- The anticipated duration of the disruption.
- The reason for the disruption.
- Alternative facilities or services, if available.

5. FEEDBACK PROCEDURE

AODA requires Organizations to implement a feedback method that allows clients to provide feedback on perceived barriers, including how to ask for assistance.

- Jamesville Children's Day Care Centre welcomes and accepts feedback in a variety of ways including in person, by telephone, in writing or electronically.
- Feedback forms are available at the front entrance of the centre.
- Our feedback protocol requires Jamesville Children's Day Care Centre to respond to all client inquiries within 5 business days in the preferred format regarding possible accommodations/solutions.

6. TRAINING AND RECORDS

Jamesville Children's Day Care Centre will provide training on the AODA Customer Service Standard and Human Rights including ongoing training as required under the Act. This policy applies to all employees, students, and volunteers as well as to those persons charged with developing this policy and related procedures and practices.

A. Content of Training

Training will include:

v. A review of the purpose of the Act and requirements of the Standard.

vi. Understanding the OHRC and how the code interacts with the AODA

vii. A review of the policies.

viii. How to interact and communicate with persons with various types of disabilities.

ix. How to interact with persons with a disability who use an Assistive Device or require the assistance of a Service Animal or Support Person.

x. How to use equipment or devices made available on our premises to assist persons with a disability to obtain, use or benefit from our goods and services.

xi. What to do if a person with a disability is having difficulty accessing our premises and/or services.

xii. How to work with persons with a disability to find the best solution for them.

xiii. As policies are revised, employees, students, and volunteers will be made aware.

xiv. Jamesville Children's Day Care Centre will keep a record of the training which will include the name of the person and the date they were trained.

B. Timing of Training

Training will be provided prior to commencing employment, and whenever there are changes to policies.

C. Documenting Training

Records of the training provided, including the training protocol, the dates on which the training is provided and the number of individuals to whom the training is provided shall be maintained in accordance with the requirements of the Act

The above policies and procedures will apply to all services that are delivered by Jamesville Children's Day Care Centre including services delivered in person, by telephone, electronically, visually, orally or by written materials.

All Accessibility Policies of Jamesville Children's Day Care Centre are available to our clients. Alternative formats are available upon request.

PURPOSE

Jamesville Children's Day Care Centre strives to provide a respectful, confidential, and open environment for its staff, families and volunteers.

WORKPLACE RECORDING POLICY: CLIENTS/FAMILIES

Under the CCEYA childcare organizations are required to protect the confidentiality of children and families except for limited legal obligations or child protection. The purpose of this policy is to protect everyone's privacy by not allowing unauthorized recording of meetings.

Clients/Families of Jamesville Children's Day Care Centre are prohibited from recording any meetings including in-person meetings, virtual meetings (Zoom, Teams, etc.) or telephone calls involving concerns regarding their child or staff performance. These conversations are private and confidential and cannot be shared.

Clients/Families of Jamesville Children's Day Care Centre are prohibited from sharing or posting any recordings, pictures, on any social media platform as this is confidential information and cannot be shared.

This includes:

- Audio or video recordings
- Taking photos, screenshots, or screen recordings during virtual meetings
- Use of personal devices to capture any part of a meeting

EXCEPTIONS

Recording may be allowed in circumstances where a client or employee's health and safety may be at physical risk.

CONSEQUENCES OF UNAUTHORIZED RECORDING

Violating this policy will be considered a breach of the Parent Code of Conduct and will be dealt with according to our policies.

MANAGEMENT CONTACT

If you have any questions, please contact the Executive Director or Supervisor.

JAMESVILLE BENNETTO

EST. 1989

Early Learning & Child Care Centre

Where Community Grows

47 Simcoe St. E, Hamilton, ON L8L 3N2
905-577-9255
info@jamesvillebennetto.ca
www.jamesvillebennetto.ca