

Frankford Public School

Before and After Program

Parent Handbook

2017/2018



County of Hastings
228 Church St.
P.O. Bag 6300
Belleville, ON K8N 5E2
Children's Services
beforeandafterprograms@hastingscounty.com
Laura Jones, Supervisor
Phone: 613-966-1311 or toll free 1-800-267-0575 ext. 2612
Cell: 613-403-7350
Fax: 613-966-6086

Revised July 2017

Located at
Frankford Public School
36 Adelaide St.
Frankford

Hours
7:30 - 9:15 am
&
3:35 - 5:30 pm

Contact number for program: 613-849-7974

Supervisor
Laura Jones
613-966-1311 ext. 2612
Cell # 613-403-7350

*Hastings County Children's Services Office located at:
228 Church Street
Belleville, ON
K8N 5E2*

***Our programs are licensed by the
Ministry of Education on an annual basis***

Ministry of Education, How Does Learning Happen?
Ontario's pedagogy for the Early Years 2014
<http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>



Before & After School Program Statement

In January 2013, the Ontario government released the Ontario Early Years Policy Framework, which articulates the following vision for early year’s programs:

“Ontario’s children and families are well supported by a system of responsive, high-quality, accessible, and increasingly integrated early year’s programs and services that contribute to healthy child development today and a stronger future tomorrow.”¹

Hastings County’s program statement includes goals to guide programming and pedagogy and the approaches that will be implemented in the program to:

- Promote the health, safety, nutrition and well-being of children;
- Support positive and responsive interactions among the children, parents, child care providers and staff;
- Foster children’s exploration, play and inquiry;
- Provide child initiated and adult-supported experiences;
- Plan for and create a positive learning environment in which each child’s learning and development will be supported;
- Encourage children to interact and communicate in a positive way and support their ability to self-regulate;
- Incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and give consideration to the unique needs of the children receiving child care;
- Foster the engagement of and ongoing communication with parents about the program and their children;
- Involve local community partners and allow those partners to support the children, their families, and staff;
- Support staff or others who interact with children in relation to continuous professional learning;
- Document and review the impact of strategies on children and their families.

How Does Learning Happen is organized around four foundational conditions that are important for children to grow and flourish.

WELL BEING

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.

EXPRESSION

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 support creativity, problem solving, and mathematical behaviours. Language-rich environments support growing communication skills, which are foundational for literacy.

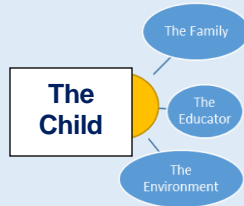
BELONGING

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

ENGAGEMENT

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, they develop skills such as problem solving, creative thinking, and innovating, which are essential for learning and success in school and beyond.

¹ Ministry of Education, Ontario, 2013, p.2.



Promote the health, safety, nutrition and well-being of children

Our programs provide a balance of learning experiences that promote and ensure the overall well-being in children’s development and growth. Indoor and outdoor play allows children to experience rich environments that stimulate their interests and curiosity for the world around them. Children’s health is monitored through documentation and monitoring all domains, (social, emotional, physical, cognitive, and language development) while extending community supports where needed. Children’s safety is critical in that equipment and materials are maintained at the highest standards, and assessed for quality and assurance on a monthly basis by registered Early Childhood Educators. Nutritious and well balanced snacks are provided to the children on a daily basis. Referencing the Canada Food Guide and community resources, such as the local Health Unit, healthy foods are prepared and offered to children in an environment that promotes and models healthy food choices, and a well-balanced diet. Staff are mindful of special dietary needs that children may exhibit, and are sure to provide an inclusive alternative that allows children to participate fully without biases or judgment.

Support positive and responsive interactions among the children, parents, child care providers and staff

Each and every interaction that we encounter with children holds the potential to make a positive impact on how children feel about themselves and about learning, as well as on what and how they feel. Our staff understand that supporting children in a positive manner ensures that they feel valued and are recognized as unique individuals. Responsive interactions consist of listening and supporting children through challenging situations, offering guidance, developmentally appropriate choices and building on the child’s skill to further develop their abilities to manage situations in a confident manner. Parents know their child best. Through positive communication, ongoing resources and supports, program staff and parents build a strong foundation in supporting the child. Engaging conversations provide opportunities for staff and parents to share observations, discuss the child’s strengths, needs, and to develop goals for the child’s learning and growth.



Encourage children to interact and communicate in a positive way and support their ability to self-regulate

Through opportunities to engage with, and make contributions to the world around them, children develop a sense of belonging and connectedness to their community, their peers and the larger universe of living things. Our Early Childhood Educators play a key role in modeling and guiding children to self-regulate in their day to day interactions. Being attuned to the child's physical and emotional state will allow staff to better understand the child and support them in a non-judgmental, caring approach. Offering a quiet space, and kind ear, or a loving smile will send a message that "you are valued, supported, and understood".

Foster children's exploration, play and inquiry

Cultivating environments that foster play and exploration while provoking children's inquiry is critical to their learning and development. Early Childhood Educators facilitate exploration by observing the children and developing a deeper understanding of their interests and abilities. Providing time, by limiting transitions, and "setting the stage" to create a stimulating learning environment will ensure children explore, play, and develop a love for learning. Through the support and encouragement of Early Childhood Educators, children participate in an abundance of experiences that foster play, inquiry and exploration. Early Childhood Educators nurture children's play and acknowledge that they are competent, capable of complex thinking, curious, and rich in potential.

Provide child initiated and adult-supported experiences

Children thrive in outdoor and indoor spaces that invite them to investigate, imagine, think, create, solve problems and make meaning from their experiences. Our Early Childhood Educators recognize that child initiated experiences are instrumental in supporting children's learning and overall development. Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Adults support learning experiences by engaging with, observing, and listening to children.



Plan for and create a positive learning environment in which each child’s learning and development will be supported

The environment is the teacher. “Good learning” happens through interactions where the adult can challenge the child and provoke learning at a higher level that is slightly in advance of the child’s current capacities.² Our Early Childhood Educators are mindful of their interactions, and are intentional when engaged with the children whom they are working with. Through observations and documentation, Early Childhood Educators plan and created rich, engaging learning environments that recognize and support children as unique individuals, and excite their interests to become lifelong learners.

Incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and give consideration to the unique needs of the children receiving child care

Unlike full day child care programs, Hastings County before and after school programs offer programming for a condensed period of time. Providing a balance of learning experiences, which recognizes children’s needs for quiet, active, indoor, outdoor and free play, is made available to children in an engaging, child directed atmosphere. Acknowledging children’s uniqueness, and embracing their ideas, thoughts, and creativity ensures that our Early Childhood Educators build responsive relationships with the children whom they work with.

Foster the engagement of and ongoing communication with parents about the program and their children

Creating an environment that welcomes families into the space, inviting their perspectives and providing meaningful ways (that they are most comfortable with) on an ongoing basis, supports their sense of belonging.³ Hastings County recognizes that families love their children and want the best for them. Our Early Childhood Educators establish on going communication with parents, and build relationships based on a holistic approach. Day to day conversations, sharing thoughts, ideas, hopes, and dreams helps to create a strong foundation between parents, Early Childhood Educators and the child.

² Vygotsky, 1978

³ FRP Canada, 2011



Involve local community partners and allow those partners to support the children, their families, and staff

Hastings County before and after school programs build partnerships with community agencies to support the child and family as a whole. Through these ongoing partnerships, children are provided resources to enrich their overall development, build responsive relationships, and maintain a strong working relationship between staff, community partners, and the family.

Support staff or others who interact with children in relation to continuous professional learning

Hastings County recognizing the value and necessity in professional growth and development. Staff are supported through on going opportunities to participate in professional training and workshops. Our Early Childhood Educators are registered with the College of ECE's, and therefore are obligated and committed to upholding the standards of practice and the code of ethics as identified through their governing body.

Document and review the impact of strategies on children and their families

Through ongoing documentation within in the classroom, staff observe and document children's development, and monitor their interactions with the environment and surroundings. Staff consult with families and community partners in order to gain a deeper understanding of how things are working and what may better serve the community. Hastings County also uses parent surveys to collect data and feedback from families whom they serve.

***Hastings County is dedicated to practicing the following principles
with clients, co-workers and agency representatives:***

Fairness*Honesty*Respect*Integrity*Accessibility*Encouragement*Patience*Consistency*Confidentiality

We value our partnerships with the community, families and the Ministry of Education. Our before and after school programs are constantly evolving to meet the needs and interests of the children and families. The above program statement identifies our pledge to establishing a system that demonstrates our commitment to strengthening the quality of early years programs by ensuring these programs are centred on the child and the family. Hastings County welcomes your feedback and looks forward to supporting your child in their learning journey and life experiences.

Philosophy

Our before and after school program at Frankford Public School provides positive learning experiences for children, which is based on the four foundational conditions that are important for children to grow and flourish

Belonging, Well-Being, Engagement, and Expression

These foundations, or ways of being, are a vision for all children's future potential and a view of what they should experience each and every day. These four foundations apply regardless of age, ability, culture, language, geography, or setting. They are aligned with the Kindergarten program. They are conditions that children naturally seek for themselves

Inclusive Child Care

All children have the right to be cared for, supported and included within their own community. Hastings County Before and After School Programs recognize the value of inclusion and are committed to helping all children develop and grow to their full potential.

All children are welcome and seen as unique individuals. Through our ongoing support, we offer resources to families and build positive relationships with community agencies so that all children, regardless of their exceptionalities, experience a rich, engaging learning environment.

Removing barriers whenever possible and providing stimulating, developmentally appropriate learning experiences are paramount to our programs. We foster empathy and ensure that all children have access to resources, materials and community supports to enhance their learning and overall growth

**FRANKFORD PUBLIC SCHOOL
BEFORE & AFTER SCHOOL PROGRAM**

SAMPLE SCHEDULE:

7:30 – 8:10	<ul style="list-style-type: none">• Meet and greet• Attendance• Washroom• Snack
8:10 – 8:45	<ul style="list-style-type: none">• Child directed play activities
8:45 – 9:15	<ul style="list-style-type: none">• Tidy up• Washroom• Outdoor Play
3:35 – 4:15	<ul style="list-style-type: none">• Meet and greet - attendance• Washroom break• Snack• Child directed activities
4:15 – 5:00	<ul style="list-style-type: none">• Outdoor play
5:00 – 5:30	<ul style="list-style-type: none">• Free play• Tidy up

Activities off Premises

Due to limited time of children participating, activities off the school premises will not occur during program time.

Wait List

Children are offered admission from the wait list based on the receipt date of the completed registration form.

Preference will be given:

1. At the start of a new school year, to children and their sibling enrolled in the program for the previous school year.
2. To siblings of children presently enrolled in the program
3. To children scheduled for full time over part time enrolment

Families will be assigned a code to identify their place on the wait list.

Families will be given 24 hours to confirm acceptance of an available space before the next family on the wait list is contacted.

There shall be no charge for the placement of a child on a waiting list for admission to program. The waiting list shall be administered in a transparent manner and available to prospective parents. This requirement does not prohibit charging parents an enrolment fee once a child has been offered a secure spot in program.

Fees

\$30.00 one-time registration fee per family regardless of the number of children enrolled in our programs

\$12.00 for before **or** after school programs

\$22.00 for before & after school (same day)

Families may qualify for child care subsidy. For further information please contact
Hastings County Children's Services at 613-771-9630

Payment is due on the last working day of the month for the following month. This will be based on your current child care schedule.

Payment for child care is based on your submitted child's schedule. It is the expectation that fees are paid for the agreed schedule which parents have submitted regardless of the child's attendance.

We are excited to introduce our new "cashless system" that will be more efficient.

Effective with the new school year, families will be required to choose one of the following payment methods:

Automatic Bank Withdrawal Direct Payment

Credit card by phoning 613-966-1311 ext. 2249 Monday to Friday 8:30 - 4:30

**Cheques, credit or debit card at our office locations Monday to Friday 8:30 - 4:30:
228 Church Street, Belleville 91 Creswell Drive, Quinte West**

Receipts will be issued with each payment made in person. It is recommended that you retain your receipts for income tax purposes.

Account inquires can be made by contacting:

Community and Human Services, Finance Unit

Phone: (613) 966-1311 Toll Free: 1 (800) 267-0575

Email: beforeandafterprograms@hastingscounty.com

Unpaid fees will result in the suspension of your child care space until your account is paid in full. NSF charge will be applied.

Please note that a minimum of 2 days a week, each week is required to secure your child's space for the school year.

Withdrawal

If you wish to withdraw your child, or have a change in their current schedule, we require ***two weeks written notice***. Please provide this via email to the program supervisor. If you do not provide notice, ***you will be charged full fees for that period***. If you wish to temporarily withdraw your child, your child's space is not guaranteed to be available.

Late Pick Up Fees

Families who pick up children past the centre's closing hours will be subject to a \$10.00 late fee for each fifteen minute period. Staff will make note of the pickup time and let you know the amount you will be charged. An invoice will be provided for late fees.

Snacks

An afternoon snack will be provided for your child, after school. This will be a nutritious snack that is in line with the Canada's Food Guide and is nut free. An example of a snack would be orange wedges, granola bars and juice, or crackers with cheese, apple slices and juice, etc. Our menus are posted in the classroom for your review.

Allergies and Dietary Requirements

All allergies and dietary requirements must be identified on our admission forms. Allergy lists are posted in each room to ensure the safety of all the children. **We are a nut free program.** Our menus are always posted, and parents are asked to look them over as well.

Anaphylaxis

Our facility is nut free. If your child has a severe allergic reaction that can be life-threatening (anaphylaxis) and carries an Epi Pen, we will ask for an individual plan that will include your Doctor's signature. This plan must include emergency procedures with respect to your child's medical needs. All staff are trained in first aid and CPR. They are also trained how to administer an epinephrine auto-injector

Pick up

Children will be released to individuals you have listed in the application form as "persons who may pick up the child". If you would like somebody else to pick up your child, you must let us know that person's full name and the time they are likely to arrive. New persons picking up a child will be asked for **Photo Identification.**

If a staff member does not recognize the person picking up your child, they will check the Daily Log to confirm you have called with special arrangements. If no arrangements have been made, staff will contact you. If you cannot be reached, staff will phone the emergency contact person for permission to release your child. If no family member or emergency contact person can be reached, your child will not be released.

When parents arrive to pick up their child, please speak directly to the teacher. Parents picking up their children, who are on the playground, must get out of the car and walk to the program area to get their child. Children are not permitted to leave the program unattended.

Custodial Issues

In the case of separated parents, we cannot deny access to either parent unless a copy of the legal custody document is on file in the school, clearly stating the custody and access rights. In the event that the parent who does not have legal access to the child at that time attempts to pick up the child, staff will contact the parent who does have access, to obtain approval to release the child.

Intoxication

If we suspect that a person collecting a child is adversely affected by alcohol or drugs, we will identify this concern to the individual and offer to contact an alternate person to pick up the child. If the person insists on taking the child, we will let the individual know that we are required to contact the police immediately, providing a description of the individual and their vehicle if applicable.

Ill Children

Should your child express that they are not feeling well, we will call you or the emergency contacts to request that your child be picked up. Children showing the following symptoms will need to be kept at home until they no longer exhibit the following:

- Diarrhea
- High fever
- Vomiting
- Communicable disease
- Severe cough

It is recommended that a child with head lice (*pediculus humanus capitis*) be given treatment before returning to the program.

If we are unable to contact you or an emergency contact person and/or your child appears to require immediate medical attention, we will arrange for your child to be taken to the hospital.

Children recovering from a communicable disease will be allowed to return to the centre under the guidance of practices outlined by the local Health Unit.

Injuries

If your child should become injured while in our programs, our staff, who are trained in first aid and CPR, will give them immediate care. If the injury is minor in nature, staff will note the incident in our Daily Log and will provide details in an Accident Report form. A copy of this information will be provided to you.

If your child has an injury which requires immediate medical attention the staff will call you or the listed emergency contacts to inform you of the situation. We will ensure your child receives the treatment they need in your absence. Full details of the occurrence will be documented and shared with you.

Parent Involvement

We welcome and encourage parent involvement in our programs. Please be sure to pass on any concerns that you have regarding your child when you are picking him/her up. Our Early Childhood Educators are eager to discuss any concerns that you have about your child's well being and his/her program.

Any ideas and suggestions that parents have for our program will be gratefully accepted. Perhaps you have a talent or a special skill that you would like to share with everyone- or have access to "interesting" creative materials. We want to hear from our parents!

Parent Issues & Concerns

It is the intent of Hastings County to provide parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed with the supervisor.

Parent concerns and issues are taken very seriously. In the event that a parent expresses a concern to a staff member, the supervisor, or management at Hastings County, the following will be documented.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in Responding to the Issues/Concerns:
<p>What specifically is the parent's issue or concern</p> <p><i>Eg. Parent expresses that their child and another child do not get along</i></p>	<p>Initially, parent will discuss this issue with the immediate program staff member</p> <p>Should the parent wish to, the supervisor may be contacted as well</p> <p>Parents may call or make an appointment to further discuss the matter</p> <p>For parent/staff conflicts the supervisor is to be contacted immediately, via email or telephone</p>	<p>The staff member will document this issue in their log book</p> <p>For this example, the staff member will develop a plan along with the parent to help resolve the issue between the two children.</p> <p>The staff will arrange a follow up with the parent in a timely manner to update them on the progress of the child.</p> <p>The supervisor will meet with the staff member as well as the parent to ensure a plan is in place</p> <p>In some cases HR will need to become involved should discipline be require</p>

Concerns about the Suspected Abuse or Neglect of a Child

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

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

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

Resources

<https://www.college-ece.ca/en/Documents/Professional%20Advisory%20Duty%20to%20Report%202015.pdf>

<http://www.earlyyears.edu.gov.on.ca/EYPortal/en/ChildCareLicensing/>

<https://highlandshorescas.com/>

Supervision of Volunteers & Students

This provision protects the safety and well-being of children by requiring that volunteers and students be supervised by an adult at all times while participating in the before and after school programs.

Special Instructions

An adult is an individual who is 18 years of age or older and an employee of Hastings County.

Compliance Indicators

Hastings County shall ensure that every volunteer or student at our before and after school programs is not permitted to be alone with any child who receives child care in the before and after school programs.

A Hastings County employee is always present with the children to meet ratio requirements and respond in case of an emergency and to supervise the volunteer or student.

The supervision of volunteers and student policy must be reviewed with staff, volunteers and students, implemented and monitored for compliance and contraventions, as per Ministry requirements on a yearly basis.

It is the responsibility of the Supervisor to ensure that prior to a student or volunteer beginning their placement they receive an orientation of the program. This will be done with the Supervisor and /or current staff of the program.

This will include:

- Review of the program statement, including sign off, when they begin and then annually
- Review of the Anaphylaxis Policy and Emergency Procedures will be reviewed and signed off, when they begin and then annually
- All students and volunteers require a clear Criminal Reference Check before they can start
- Receive a copy of our Parent Handbook
- Tour of the facilities, introduction to the needs of individual children, our timetable, and any unique aspects of the program
- Our expectations of the student/volunteer and
- Review and sign off of this policy.

The site staff will be responsible to mentor/support and evaluate the student or volunteer, on an ongoing basis and will be assisted by the Supervisor, if necessary.

Best Practices & Supporting Positive Interactions with Children

“Early Childhood Educators make the well-being and learning of all children who are under their professional supervision their foremost responsibility. They value the rights of the child, respecting the uniqueness, dignity and potential of each child, and strive to create learning environments in which children experience a sense of belonging. Early childhood educators are caring, empathetic, fair and act with integrity”.

Hastings County program staff are required to adhere to and uphold the Code of Ethics and Standards of Practices which are outlined in the following document;

Code of Ethics and Standards of Practice, College of Early Childhood Educators 2017

Programming

Our before & after school programs are delivered in a supportive, compassionate manner, acknowledging and encouraging children to express their perspectives and feelings.

Our staff;

- Support children in a positive and consistent manner based on their developmental needs
- Designed to assist children to learn and grow from their experiences
- Channel the child's energy to help guide and support difficult situations
- Promote a non-judgmental, supportive approach
- Build on the child's strengths, and recognizes individuality and uniqueness
- Establishes responsive relationships with children and families
- Provide learning experiences that build confidence and a positive mind set
- Model and promote problem solving amongst children
- Redirect to divert the child's challenges and recognizing their needs and interests
- Promote and build on the child's strengths and developmental abilities
- Engage with families and support each child within the context of his or her family, recognizing that family and child wellbeing are inextricably linked

Unacceptable Practices

As per the Child Care & Early Years Act, the following practices will not be permitted:

- Corporal punishment of a child, including but not limited to striking a child directly or with any physical object, shaking, shoving, spanking or other forms of aggressive contact, requiring or forcing the child to repeat physical movements or forcing food
- Deliberate harsh or degrading measures to be used on a child that would humiliate a child or undermine a child's self-respect
- Deprivation of a child of basic needs including food, shelter, clothing or bedding
lock or permit to be locked for the purpose of confining a child the exits of a day nursery
use a locked or lockable room or structure to confine a child who has been withdrawn from other children

Our Child Guidance Practices are reviewed with staff and volunteers prior to providing care for your child, and again each year thereafter. Families and visitors are expected to follow our Child Guidance Practices while in the programs.

Program Development

Through ongoing documentation within the classroom, staff observe and document children's development, and monitor their interactions with the environment and surroundings. Staff consult with families and community partners in order to gain a deeper understanding of how things are working and what may better serve the community and families. The program is re-evaluated regularly to reflect ideologies on Early Childhood Education. Staff also attend workshops and review program content with the supervisor in order to stay current of constantly changing child care issues.

We will post a **Serious Occurrence Notification Form** by our license, for parents, in the event of a serious occurrence. This will ensure that parents have information about all incidents that occur in our program, what actions were taken to respond to them and the long term actions we have taken to minimize their re-occurrence. Please ask Staff for more info.

Communication

If it should happen that your child's behavior has become an ongoing concern, we will share information with you and together try to develop solutions and evaluate progress. We will not involve resource agencies without your permission. If your child's behavior poses a potential danger to children and/or staff, they may be asked to leave our program, once all community resources have been fully utilized. In this rare event, every attempt will be made to provide you with adequate notice and assistance in finding alternate care.

Specialized Services

Our before and after school program is only open to children who attend Frankford Public School and are between the ages of 4 and 12.

Emergency Management/Building Evacuation

Hastings County before & after school programs has established an **Emergency Management and Evacuation policy**. To help the children be prepared in the event of a real emergency, we conduct unannounced fire drills each month. The evacuation site is posted in the classroom. In the event of an emergency parents will be contacted to pick up their child/children.

Early Dismissal Snow Days

In the event that Frankford Public School sends children home early because of the weather, there will be **no** after school program.

Program Closure

Our programs are closed to recognize the following holidays:

- New Year's Day
- Family Day
- Good Friday
- Easter Monday
- Victoria Day
- Thanksgiving Day

We will also be closed when the school is closed (Christmas holidays, March break, PA days, and summer holidays).

Please note that you will be charged for statutory holidays that your child is scheduled to attend

Acknowledgement

I/we _____
Family members

have read the Hastings County Child Care Services Family Handbook.

My/our signature(s) below indicate that I/we understand and agree to its' contents.

Family Member Signature Date



Children's Services
jonesl@hastingscounty.com
Cell: 613 403-7350
Phone: 613-966-1311 or toll free 1-800-267-0575 ex 2612
Fax: 613-966-6086

Program Contact Information

Program Site: Frankford Public School
36 Adelaide Street, Frankford
Hours: 7:30 am – 9:15 am & 3:35 pm – 5:30 pm
Contact Phone: 613-849-7974

Administration Contact Information

Office Hours: **Monday through Friday between 8:30 am and 4:30 pm**

Payment Locations:

Trenton: **Community and Human Services
91 Creswell Drive
Quinte West, Ontario**

Belleville: **Community and Human Services
228 Church Street
Belleville, Ontario**

**Credit Card, Debit Card, Cash and Cheque Payments can be made:
In person at the locations noted above**

**Credit Card Payments can be made:
By Telephone at (613) 966-1311 ext. 2249**

Account Inquiries:

**Community and Human Services
Finance Unit
Phone: (613) 966-1311
Toll Free: 1 (800) 267-0575
Email: beforeandafterprograms@hastingscounty.com**

Before and After School – Program Supervisor

**Laura Jones
jonesL@hastingscounty.com
Cell: (613) 403-7350
Phone: (613) 966-1311 ext. 2612
Toll Free: 1 (800) 267-0575 ext. 2612
Fax: (613) 966-6086**