



prossermanjcc



DAYCARE/PRESCHOOL PARENT HANDBOOK

SHERMAN CAMPUS | 4588 BATHURST STREET
416.638.1881 | PROSSERMANJCC.COM

CONTACT:

David & Esther Freiman Childhood Education Centre
Prosserman JCC Daycare and Preschool
 4588 Bathurst Street | Toronto | 416.638.1881 x 4351
 cheri@prossermanjcc.com | prossermanjcc.com

FULL DAY PROGRAM

7:30 AM - 6:00 PM | YEAR-ROUND

- **Toddlers:** 18 - 30 months
- **Preschool:** 2.5 up to JK
- **Junior Kindergarten:** 4 years by Dec. 31st
- **Senior Kindergarten:** 5 years by Dec. 31st

PROSSERMAN JCC DAYCARE & PRESCHOOL

It's a scientific fact: from birth to age five, the human brain develops most rapidly. What happens in a child's life in these early years can positively, or negatively, impact healthy development.

That makes choosing the right childcare experience one of the most important decisions a parent has to make. We ensure that your children's early years are spent in a wonderful, healthy and nurturing environment.

At the Prosserman JCC Daycare and Preschool, all children are raised in a Jewish atmosphere, encompassing all the essential building blocks and values so important to living a happy, healthy and successful Jewish life.

Our new facility in the David & Esther Freiman Childhood Education Centre is more than a bright, open space in which children learn, play and interact with each other, the new daycare and preschool enhances each child's individual learning experience.

Perhaps most importantly, Prosserman JCC Daycare and Preschool recognizes that these early years of a child's life are not only vital to him or her, but to the entire family, as well.

Our experienced and qualified Registered Early Childhood Educators and assistants are always happy to communicate with parents.

When parents enroll their children in the Prosserman JCC Daycare and Preschool, they too become part of our warm, supportive and welcoming community that continues well after your child's gone home for the day.

The staff knows that you're entrusting them with your most important possession – your child. And, like in any good, Jewish home, your children will always be treated like one of our own.

PROGRAM STATEMENT

OUR MISSION

Building on a solid foundation of Jewish values and with a strong connection to Israel, the Prosserman JCC strives to strengthen individuals, families and communities within an inclusive and welcoming environment. We welcome everyone and share the richness and traditions of Jewish culture with the community at large through the advancement of physical, intellectual, social and spiritual well-being. Our team is guided by our vision of **Inspiring you to live the Jewish life you want to live!**

We believe that children, families and staff are capable, competent, curious and rich in potential. We are committed to collaborating with children, their families and with each other as educators to create high quality early learning and care environments that take a strength based approach to learning and development in which children, parents and educators are co-learners. Incorporating the JCCA Sheva program helps us to do this through a Jewish lense.

How Does Learning Happen? is the foundation of our program

Using the common framework articulated in **How Does Learning Happen?** Our centre will support the children to achieve the following **goals** and will meet the **expectations** for programs building on the four **foundations** for healthy growth and development:

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when he/she is connected to others and contributes to his/her world.	Cultivate respectful relationships and connections to create a sense of belonging among and between children, adults and the world around them.
Well-Being	Every child is developing a sense of self and health and well-being.	Nurture children’s healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with her/his senses, bodies and minds.	Provide environments and experiences to engage children in active, creative, and meaningful exploration and learning.
Expression	Every child is a capable communicator who is able to express himself/herself in many ways.	Foster communication and expression in all forms.

Our Overarching Strategies

Our centre has worked to incorporate and embed the Early Learning for Every Child Today (ELECT) principles, along with the provincial pedagogy for early learning, to strengthen the quality of our programs and ensure high-quality experiences that promote the health, safety, nutrition and well-being of children.

Working collaboratively, we will plan for and create positive early learning environments that:

1) Promote the health, safety and well-being of young children, families and educators.

You will see:

- Photographs and names of all the staff posted;
- Parents, staff, and consistent supply staff using personalized access cards which allow entrance though the security guard booth and the front & back daycare doors.

- Well organized environments, with lots of materials that are easily accessible to the children – the children don't have to ask for everything that they need;
- A process to sign your child in and out of the program, to ensure they are safely supervised;
- Healthy Kosher menus that follow Canada's Food Guide. Menus that feature dairy/fish during the year with the inclusion of meat & chicken over Passover.
- Children and staff washing their hands frequently throughout the day to promote good hygiene and to reduce the spread of illness;
- Breakfast snacks available to the children who arrive early and are set out when possible for the children to serve themselves. Water is always available to the children throughout the day;
- At meal times, educators sit and eat with the children and there is lots of conversation;
- Children serve themselves and are encouraged but never forced to try new foods;
- Lots of opportunities for gross motor play; children are encouraged to use their entire bodies to explore the world;
- Positive language that emphasizes accomplishment and effort;
- The centre is kept clean throughout the day, and is professionally cleaned on a daily and on a nightly basis;
- All visitors are required to sign in and out of the centre
- Based on current research related to children and screen time, there are no televisions, or video games in the programs for the children. If and when the preschool & kindergarten rooms have computers or I-Pads the staff will assist children to look up information on the Internet to expand or enhance their play and learning; and
- Educators follow the health and safety guidelines set out by the Ministry of Education, the City of Toronto Health Department and the City of Toronto Children's Services Division.
- Each child with an anaphylactic allergy will have their own labelled epi-pen that will be kept in the pencil case in the class binder. The binder will go with the class from place to place and if the child goes to an after school program in the building the instructor will take the epi-pen and then return it to the pencil case in the binder after the program.
- Inhalers will be kept in the locked medicine box in the class room.

Healthy Food and Active Play Make a Difference

Additionally, opportunities for rest and a balance between active and more reflective play are strategies that will be implemented to support positive interactions and facilitate healthy development. Additional rooms are available on most days for gross motor activities if the weather is either too hot or too cold.

2) Support positive and responsive interactions between educators, children and families.

You will see:

- During the process to enrol your child at our centre, the Executive Director or designate will provide you with a tour of facility, introduce you and your child to the Educators, and compile information about your child's specific needs, likes and dislikes, and what comforts your child. This will allow staff to begin to build an understanding of your child's individual needs;
- Educators who greet and welcome you and your child upon arrival at the program;
- Educators using calm voices and at the child's level for face-to-face interactions; and

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

Strategies to Support and Strengthen Positive Interactions

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

Questions educators ask themselves:

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

Supporting Children to Manage their Behaviour

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

The following are unacceptable behaviour management strategies and are not permitted at any time under any circumstances.

- 1) Corporal punishment;
- 2) Harsh or degrading measures that may humiliate or undermine a child’s self-respect and self-esteem;
- 3) Exposing children to harsh or derogatory language
- 4) Depriving a child of basic needs such as food, shelter, clothing or bedding; sleeping and toileting and
- 5) Confining a child by locking the exits of the centre or using a locked or lockable space to separate the child from other children. (Except in an emergency lockdown situation).
- 6) In the event of any violation of the behaviour management expectations as described above, educators and/or staff will be subject to the Progressive Discipline Policy.

3) Encourage and enable children to interact and communicate in a myriad of ways with each other, with educators and with their communities.

You will see:

- Many different ways for children to communicate their ideas, thoughts and feelings including:
 - Painting, drawing, modelling with clay, plasticine and other art and creative / sensory materials;
 - Telling or writing stories;
 - Singing;
 - Dancing;

- Talking with educators;
- Talking with other children;
- Building with blocks and other building materials;
- Conducting experiments; and
- Solving problems and.
- Planned excursions outside of the centre site but on the building campus and into the Lipa Green Building (on the same campus), to promote children's connection to their local community.

4) Foster exploration and inquiry that is play based. Evidence from diverse fields of study tells us that when children are playing, they are learning.

You will see:

- Children making sense of the world around them through play.
- Play that is supported by caring adults in environments with materials, space and time that encourage complex thinking and aid children to gain essential skills. These skills include: creative problem-solving, learning to get along with others, coping with challenges, overcoming obstacles, and learning to focus their attention. These are foundational activities that promote the development of literacy, numeracy and other important life skills.

Supporting Healthy Development and Learning

At the Prosserman JCC Daycare & Preschool each child's specific strengths, needs and developmental goals are identified. Educators set goals through individual attention, inquiry play-based learning activities, and positive learning environments in which each child's learning and development is supported. Educators focus on children's social, emotional, physical, creative, and cognitive development in a holistic way. This approach will be strengthened by:

- 1) Preparing the environment to foster learning and development;
- 2) Building on the children's ideas , questions and theories as observed in play;
- 3) A collaborative approach that incorporates discussion amongst team members about how to support deeper exploration; and
- 4) Inviting and engaging others in the continuing process of program development including parents, the children themselves and other community partners including but not limited to educators within the school system.

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

5) Provide both child initiated and adult supported experiences to foster development.

You will see:

- Times when the child takes the lead in planning the activity and times when the educator builds on observation to develop and implement activities that support each child to stretch his/her skills and abilities.
- Weekly Program Plans posted with a variety of Educator planned activities, that will be added to throughout the week as the children expand on the activities or move forward in new directions;
- The number of transitions during the day are limited; children do not spend a lot of time lining up or waiting for activities to take place; and

6) Provide many opportunities for a range of experiences that support each child's learning and development.

You will see:

- Children actively engaged in activities, usually in small groups;
- Children and staff are smiling, laughing and having fun; playing and learning together;
- Educators observing and making documentation about children to build on the children's experiences;
- Educators discussing the documentation with the children;
- A focus on learning through play with educators encouraging and supporting questions, answers and problem solving on the part of the children.

7) Incorporate a range of different experience modalities including indoor and outdoor play, active play, quiet play, rest and quiet time considering the individual needs of children.

You will see:

- Well stocked toy shelves and creative materials available to the children;
- Quiet comfortable spaces for reading or quiet individual activities or rest;
- Children engaged in a range of different activities throughout the day;
- Children taking the lead; actively shaping their play;
- Educators listen and learn from the children as much as the children listen and learn from the educators;
- Educators encouraging children to explore nature and their natural environments; and
- Quiet activities provided for children who do not require a nap during rest times.

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

You will see:

- Educators seek out opportunities to talk with parents without ignoring the needs of the children;
- For Toddlers, daily information sheets will be completed by the Educators for parents;
- Educators assessing each child's development with the results being shared with parents; (Nippissing Check List).
- Opportunities, both planned and informal for parents and educators to share ideas about how best to support each child;
- Portfolios for each child which are accessible to parents; and

- Accident / Incident reports completed if your child has an accident to provide you with information as required.

Parents as Partners

Educators foster engagement and ongoing communications with families regarding the program and their children. We strive to build positive and responsive relationships with children and their families. We recognize and value each family for their unique strengths, perspectives and contributions to our program. Families are encouraged to participate in our program; we are partners in supporting the development of healthy, happy, capable and competent children.

A strong, respectful and equitable relationship with parents is key to our ability to fully engage as co-learners with the children and with their families. To this end, we seek out ways to engage parents in a way that meets their needs and builds on strengths while respecting the challenges that face young families including long commutes, time pressures and the busyness inherent in raising a family.

Strategies include but are not limited to:

- An “open door” policy that welcomes parents to drop off and pick up at the times that work best for their family within the hours that the centre is open and allows them to drop-in to observe whenever convenient for the parent;
- We will not prohibit a parent from having access to their child or accessing the premises when their child is in care unless there are reasonable grounds believe that the parent does not have a legal right of access of the parent could be dangerous to the child or the parent is behaving in a disruptive way;
- Informal discussions on a daily basis;
- Posted documentation of activities, interactions and engagement;
- Parent/educator (and sometimes child) interviews;
- Sharing resources and materials about community supports and activities;
- Inviting parent participation in the development of curriculum;
- Inviting and encouraging parents to participate directly in the day to day activities of the centre;
- Social and open house activities;
- Family Chanukah & Passover Seder class events
- Evening Family events and
- Community Events (Chanukah, Purim, Yom Ha’Atzmaut)

Key ideas and messages we share with parents:

- Our program is **play and inquiry based** because research tells us that this is the way children learn best. A play based program provides the kinds of opportunities that children need to be fully **engaged** and to learn how to **express** themselves many different ways. We will be sharing our learning with and about your children in many different ways;
- What do you think that it is important that I know about your child to support his/her **well-being**?
- These are our **goals for your children** and this is what we will be doing with your child to support the achievement of these goals (outline the program expectations); and

- How can we support your **engagement** with our program so that you feel that you **belong**? What works for you, your schedule and your family?

9) Actively engage with community partners and provide opportunities for the children and families to develop close connections with a range of community supports.

You will see:

- Parents are welcomed at any time and are encouraged to drop in when and if they have time to do so;
- Planned excursions to community services and programs such as participating in community events, visiting different rooms in the community Lipa Green Building located on the Sherman Campus.
- Use of community partners as a resource and support to families, children and staff.

10) Strengthen the capacity of educators to collaborate effectively with children, families and their colleagues through the provision of ongoing opportunities for continuous professional learning.

You will see:

- Staff encouraged and supported to attend professional development;
- Registered Early Childhood Educators are required by their membership in the College of Early Childhood Educators to commit to their own ongoing professional learning;
- New ideas and strategies to support children's development introduced throughout the program; and
- Materials and research shared with parents.
- Programs based on ELECT, How Learning Happens and Sheva (a JCCA inspired program)

Continuous Professional Learning for Educators

Our early learning and child care centres are environments that support educators, and others who interact with children, to continually self-reflect, have discussions, foster ongoing collaboration, and engage in continuous professional learning, in order to provide the best possible learning environment for children. Staff are provided with many mandatory health and safety related training sessions, such as Standard First Aid and Infant Child CPR; Occupational Health and Safety training, WHIMIS, Anti-violence and Anti-harassment.

In addition,

- Staff are encouraged to participate in up to three personal professional learning opportunities each year, based on their Performance Management learning goals;
- Staff have scheduled planning time each week;
- Staff meet together to share ideas and information and to develop programs;
- Staff are encouraged and supported to participate on community networks or committees; and
- RECEs are required to participate in the College of Early Childhood Educators Continuous Professional Learning Program.

11) Use many languages to document and review the experiences of the children and the educators in order to:

- Provide an ongoing record of development;
- Provide tools to enable educators to reflect on the impact of their activities and strategies; and

- Provide a visual and oral record that enables parents to review and explore the developmental trajectory of their child.

You will see:

- Documentation posted on the walls that tells and shows you what the children are doing;
- Different methods of recording observations about what the children are accomplishing.

A Commitment to Continuous Improvement

All new staff, students and volunteers are required to review the program statement prior to interaction with children in our care, and any time the program statement is updated. All staff are required to review the program statement on an annual basis at an end of year meeting. This will be accomplished at a yearend all staff team meeting which provides an opportunity to reflect on the successes and challenges of the past year and to set goals for the upcoming year.

Application and Enrollment Criteria

Daycare Registration

The Prosserman JCC Daycare follows a similar registration process to that of the school district. All children placed in the class will be of similar age to allow for developmentally appropriate program planning. In order to maintain capacity and ratio regulations, all children will generally remain in their classrooms from September to sometime in July/ August. This allows the children to get familiar and comfortable with their teachers and peers for a full year. The teachers will adjust the environment and program planning that is done inside the classroom to suit the needs of all children. If a space becomes available in the next age group, the daycare director will consult the teachers and may offer a child to move to the next group. This decision is made based on the developmental progress of each individual child in all areas of development. If more than one child is developmentally ready, it is then based on date of birth. The oldest child in the class who is developmentally ready will be the first one offered the spot in the older class. All final decisions are made at the discretion of the director.

Initial Visit

All prospective parents are welcome to book a tour and visit our Centre. During your tour you will view the classrooms, meet some of the teaching faculty and discuss our Daycare's core values and our philosophy of education. We encourage you to tell us about your family and child as we take this opportunity to showcase our facility and faculty.

Enrollment Procedures

The next step in enrollment is the completion and submission of our application forms along with forms required by the Ministry of Education. These forms must be returned and completed in full and accompanied by a \$540 non refundable deposit.

Daycare deposit

In order to secure your child's spot in our centre, a \$540 non refundable deposit will be provided. This deposit will be used for the last biweekly payment.

Priority Applications

Please note that if there are no available spaces in the age group for which you are applying, we will give priority according to the following criteria:

First Priority: Children already enrolled who are matriculating to the next age group and staff members of the Prosserman JCC.

Second Priority: Children who have a sibling in the program.

Enrollment Package

Upon admission to the centre, you will receive the following forms that need to be completed at the time of application or two weeks prior to the start of enrollment if joining during the term:

- Application Form
- Medical History Form
- Parental Consent Form
- Daycare Code of Conduct
- Payment Plan

Your child's well-being is our primary concern. All forms must be completed two weeks prior to your child's attendance at our daycare. We reserve the right to refuse admission if your child's forms are not completed or current. Please assist us in keeping your child's forms current by emailing updates immediately whenever any of the information changes including, phone numbers, immunization records, allergies, emergency contact information, etc.

WITHDRAWAL POLICIES

Thirty days written notice is required when a child withdraws from the program. Written notice of withdrawal must be given to the supervisor. Withdrawal becomes effective 30 days after written notice is received. Families are responsible for tuition payment during the 30 days notice period.

A child's spot cannot be held unless paid in full or unless the regular bi-weekly/monthly fees are paid. If your child is enrolled in our daycare and preschool programs, a requested leave of absence will not hold your child's spot, unless you continue to pay the regular full tuition. A one week fee penalty will be charged for any last minute enrollment changes.

The Prosserman JCC Daycare holds the right to ask the parents to withdraw their child from our program upon 2 week's notice due to unpaid tuition or if the Code of Conduct is not followed.

The Prosserman JCC Daycare reserves the right, after parental consultation, to ask for a child to be removed from the program if, in our experience, the program does not meet the child's or parents needs. In special cases, we reserve the right to have a child withdrawn immediately. The complete Withdrawal Policy is included in the application with full details as to the procedure the Prosserman JCC Daycare and Preschool will follow in this situation.

If in the event that the parents are requested to withdraw their child from the centre, the Prosserman JCC Daycare and Preschool will have adhered to the following procedures.

1. Teachers work with the child in the needed developmental area whether it is cognitive, social, emotional or physical. All concerns are documented by teachers in a notebook specifically for that purpose which will be kept in the class room.
 2. Teachers and/or supervisor discuss concerns with parents and strategies to be used to help child in the appropriate developmental area. Documentation continues.
 3. Teachers continue to work with the child. Documentation continues.
 4. Teachers, supervisor and parents meet to discuss the situation and possible solutions. Outside intervention is discussed.
 5. Outside intervention is requested by the Director to the parent.
 - 6a. The parents are against outside intervention taking place and the child's behaviour continues to put the safety of the other children or the teachers at risk. At this point the parents will be given one month written notice* to withdraw their child. City of Toronto Children's Services are notified.
 - 6b. Intervention is in place and the child continues to put the safety of the other children or the teachers at risk. At this point the parents will be given written notice * to withdraw their child.
- *If the behavior of the child puts the teachers or children at risk of physical harm the parent may be asked (in writing) to withdraw their child within two weeks. In extreme cases a child may be asked to be withdrawn immediately.*
7. The Prosserman JCC Daycare and Preschool reserves the right to request that a child be withdrawn our program if, in our opinion, the Prosserman JCC Daycare and Preschool is not able to meet the needs of the child.

In the event that a child is denied entry or asked to withdraw from the program, the Executive Director of the Prosserman JCC and the City of Toronto Program Advisor will be notified. Parents will be referred to other services that may better meet the needs of their child.

Wait list Policy

The Prosserman JCC Daycare and Preschool has developed a wait list policy and wait list practices that are fair, transparent and consistent to ensure that all families gain access to our program as soon as we have a vacant spot. The waiting list policy is included with the Parent Handbook in the information package received upon touring the centre. The Waiting List Policy can also be provided on its own when requested by parents.

We are happy to provide a tour of the Prosserman JCC Daycare and Preschool to expectant parents but we will NOT accept names of babies who have not yet been born nor will we accept an application form until a baby is born.

The Prosserman JCC Daycare and Preschool does not charge a deposit fee for families to put their child's name on the waiting list.

The list of families on the wait list notes the initial contact dates and needed start dates. Families are contacted in order according to these factors. Wait lists are private, confidential and information on them is not disclosed to others. The wait list is only accessible to management. Wait list status is made available to families in a manner that protects the confidentiality of their personal information.

- When a family is inquiring about their spot on our waiting list, they may contact the centre director or coordinators.
- When families are interested in finding out their position on the waiting list, families are told about their spot through a percentage system ie: top 10% of the list, bottom 10% etc.
- Wait lists are private, confidential and information on them are not disclosed to others.

Prosserman JCC Daycare develops and maintains a wait list for all age groups (from toddlers-kindergarten) Parents must notify management (Director/Designate) to add their child/children to our waiting list.

Wait list is only accessed by management and kept in a daycare shared drive that can be accessed by management only.

- Children are categorized on the wait list based on the date of registration and the type of care required (Toddler, preschool, JK/SK) and each age group has its own waiting list.
- Prosserman JCC Daycare runs by school year, we open registration to our internal parents every December for the following school year which starts in September. Once our internal registration is complete registrations is opened to parents who are on our waiting list. If a child requires start date other than September, the child/children remains on our wait list until a spot opens up for that particular age group.
- There is no fee or deposit required for the placement of a child/children on the waiting list.
- When a spot becomes available, we offer it to our internal parents first based on the date they require as well as to families on the top of the waiting list, Parents/guardians will be contacted in order of the placement in the waiting list. If a parent/guardian turns down the spot then the next family on the waiting list is called until a parent accepts the spot, at which point the spot is considered filled. Each spot that becomes available will be offered to families based on the seniority on the waiting list if it is the month they have requested.
- A child care spot is only guaranteed once the parent/guardian application package is completed, signed and a non-refundable deposit of \$540 is submitted which will secure your spot for the child's start date with us. The parent/guardian is given 48 hours to fill out forms and return with the deposit. If we do not hear back from the family within 48 hours, we continue calling the next family on the waiting list.

Process for Offering Admission from the Wait List:

- The family with the earliest date has the seniority to enroll and spots will be offered in sequence of place on the wait list.
- Children who are currently enrolled in the child care centre and who are ready (meet age requirements and are developmentally ready in all areas of development) will be given priority to progress to the next age group.
- Siblings of the children in our centre will be given priority as well as children of staff members.

- Children who are transferring from the Schwartz Reisman Centre or Miles Nadal JCC also have priority.
- Please note that having priority does not guarantee a space.
- Children will be removed from the waiting list if:
 - the parent/guardian requests to be removed from the list
 - the phone number is out of order
 - the child is older than the ages served at our child care centre
- Parents/guardians of children who leave the centre on their own accord and would like to return to the centre will be placed on the waiting list on the date they made their request to return.
- We review our waitlist every six months and remove names of those who have been offered a spot and have not been in contact with our centre. Families on the wait list are not guaranteed placement in the Centre.

Transition from Toddler to Preschool Policy

When a child is 2 ½ and a space becomes available he/she will begin visiting in the Preschool Room in preparation for moving up to the Preschool Room. Parents will receive a letter (either in the cubby or by e-mail) informing them of the date their child will move up. The letter will also include the room number and the name of the teacher(s) in the new room.

On the date of the transition all of the child's belongings (diapers, wipes, extra clothing) will be moved to the new room.

GENERAL POLICIES

SCHOOL CLOSINGS

The Prosserman JCC Daycare & Preschool is closed for all major Jewish holidays and all statutory holidays. The program is open for the winter break and March break. Please note that there are early closings the day before major Jewish holidays.

ADMISSION

Acceptance to the program will be based on your child's age and ability to handle the curriculum. The Early Childhood Department reserves the right, after parental consultation, to ask for a child to be removed from the full day program if, in our opinion, the program does not meet the child's needs. In special cases, Prosserman JCC Daycare and Preschool reserves the right to have a child withdrawn immediately. All applications must be accompanied by the required deposits. Upon acceptance, all deposits are non-refundable and non-transferable but do go towards the last two weeks in care.

CODE OF CONDUCT

Parents are expected to treat their child, other children, parents and teachers in a respectful manner. Any violation of this behaviour as set out in this handbook will result in the parent being asked to withdraw their child from the program.

SMOKING POLICY

Prosserman JCC Daycare and Preschool must ensure compliance with the Smoke-Free Ontario Act. Parents, staff and visitors are prohibited from smoking or handling a cigarette in the Prosserman JCC Daycare and Preschool centre and outdoor playground, whether children are present or not. We ask that parents refrain from smoking or carrying a visibly unlit or lit cigarette or cigarette package while on the centre's premises or outdoor playground area at all times.

ARRIVAL & PICK-UP

Your child's safety is our primary concern. You will be asked to provide us with the names of anyone who may be picking up your child throughout the year. Should you wish to have your child picked up by anyone other than those people on your list, we require that you advise us in writing. If your child is going to be away, please let us know by calling the office at 416.638.1881 x4351 or x4250

LATE PICK-UP

Any pick-up after 6:00pm on regular days or designated closing time on days prior to holidays is considered a late pick-up. A late pick-up fee of \$10.00 for every 10 minutes or part thereof will be charged. Parents who do not pay on the late day will automatically be billed the appropriate amount. Receipts for payment will be issued.

ARRIVAL AND DEPARTURE PROTOCOL

In the interest of your child's safety, we ask you to ensure that the teacher has acknowledged your child's arrival before you leave in the mornings. We also ask you to make your child's teacher aware of the child's departure at the end of the day. Teachers will write in arrival and departure times on the class attendance. Parents are requested to please make sure that the room teachers see you bring your child and see you pick-up your child up.

FIRST TIMERS

We realize that in the beginning, separation can be difficult for both parents and children. Many newcomers go through a period of increased anxiety. Our teachers are trained to help ease your child lovingly into his/her new environment. However, should you have any concerns during the first few days, please feel free to call the office.

MOVING? PLEASE LET US KNOW

It is very important that the office have all of your most recent phone numbers, should we need to contact you regarding your child. Please advise us if your home or work address or home phone number or cell numbers change.

FIELD TRIPS/ACTIVITIES OUT OF THE CENTRE

The children travel out of the centre to the first and second floor in the Prosserman JCC. Various program rooms are used for sports, yoga and other activities. At times there are visits to the Lipa Green building right next to the Prosserman JCC on the same campus.

SLEEP/REST TIME

During the day young children benefit from periods of quiet relaxation and/or sleep to balance their active play. Some children who are tired may take a relatively long time to relax and sleep, while others only require a short rest period. Children's needs may also change from day to day or from week to week. The need for rest & sleep varies greatly at different ages, and even among children of the same age; however, rest is an important part of the day for all children. Rest time allows for a period during which quiet activities are encouraged and children can nap if required.

Parents will be advised of the Sleep Policy and Procedures at time of registration and when their child starts in care.

BEHAVIOUR GUIDANCE

Reasoning is our primary method of behaviour guidance. When a situation occurs where one child hurts another child, the child is asked to think about what she/he is doing and verbalize how she/he feels and how the other child feels. If a child resorts to physical aggression, the situation will be discussed with them so they can gain an understanding of the problem.

If a disruption or dispute has reached a point where discipline has to be taken, the child will be removed from the situation until she/he has calmed down and a discussion can take place. We do not deny the child the right to feel angry or frustrated. Instead, we acknowledge her/his feelings. If a child continuously displays aggressive tendencies to other children or to adults (biting, hitting, scratching, kicking) Prosserman JCC Daycare and Preschool reserves the right to request intervention by outside agencies. It is most important for parents, teachers and consultants to work together. If the child continues to be aggressive after intervention procedures have been followed, the parents may be requested to withdraw the child upon two weeks' notice.

If outside intervention is required for aggressive behaviour and parents refuse to have intervention and the behaviour continues, the parents may be requested to withdraw the child upon two weeks' notice. Behaviour expectations and cognitive understanding differ for children of different ages. As such, what teachers expect behaviour-wise and how behaviour is dealt with also differs according to the child's age.

Toddlers and young preschoolers are learning to socialize. When a toddler/young preschooler hurts another child, teachers tend to the hurt child first, giving adult attention to that child. The child who has hurt the other child is then talked to and explained that we touch gently (gentle touch demonstrated) and statements are modeled for the child, ("mine/I had it first"; "I want it", etc.) We have the child who hurt look at the place of the injury and the child who was hurt. If the aggressive action is repeated, the actions above are repeated. The child is told "I (teacher) don't like it when you hurt my friends", and the child is redirected to a table with alternative activities. If the situation is repetitive, the teacher may need to stay within close proximity of the child to catch the action before it happens. During these situations, the teacher sets the stage for acceptable co-operative play by sitting with the child and other children in a social play situation.

The teacher gives words to the child for positive socialization to occur, e.g. "Can I play"; "play with me."
Preschoolers (3 years of age): When young preschoolers are aggressive we build on the toddlers guidelines and further reinforce ways to socialize. The preschooler is told that "I don't like it when a child is hurt" and "We don't

hurt our friends.” If an aggressive action is repetitive the child is redirected to the other side of the table/carpet to play separately but is still aware of others in class.

Teachers encourage the child to role model using verbal statements instead of aggressive actions. JK/SK Children: When aggressive actions happen with children aged 4 and 5, the children are asked why the action happened and then how the action could have been avoided. The goal is for the child to understand that the action cannot happen again and that he/she has alternative strategies for aggressive actions.

CHILD ABUSE POLICY

It is the responsibility of staff (supervisors, teachers, assistants and volunteers) to report any incidents regarding child abuse.

The Province of Ontario “The Child and Family Services Act (CFSA), 1999” states:

- 72. (1) If a person has reasonable grounds to suspect that a child is or may be in need of protection, the person must promptly report the suspicion and the information upon which it is based to a children’s aid society.
- 72. (4), (6.2) Professional persons and officials have the same duty as any member of the public to report a suspicion that a child is in need of protection. The Act recognizes, however, that persons working closely with children have a special awareness of the signs of child abuse and neglect, and a particular responsibility to report their suspicions, and so makes it an offence to fail to report.

Any professional or official who fails to report a suspicion that a child is or may be in need of protection, where the information on which that suspicion is based was obtained in the course of his or her professional or official duties, is liable on conviction to a fine of up to \$1000.00.

All staff have a legal responsibility to document and report any circumstances which may indicate a child is not being cared for properly.

SERIOUS OCCURRENCE REPORTING

Licensed child care centres are required to report serious occurrences to the Ministry of Education, which is responsible for child care licensing. Effective November 1st, 2011, all licensed child care centres are required to post information about serious occurrences that happen at the centre. A “Serious Occurrence Notification Form” will be posted at the centre in a visible area for 10 days. This new policy is in addition to the reporting that we do if there is a serious occurrence situation. 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 program.

HEALTH MATTERS

All children must have the required immunizations according to the Public Health Department. If your child is not well enough to participate in both indoor and outdoor daily programming, we ask that you keep him/her at home. Not only does your child require rest, but we do not want to put the other children in our care at risk. If your child becomes sick during the day, you will be contacted to pick up your child as soon as possible.

The following are regulated health policies enforced by the the City of Toronto Public Health Department. In some situations, the Prosserman JCC Daycare and Preschool's Health Policies may take priority over the doctor's instructions. This is due to the fact that we have a large group of children that we do our best to keep healthy.

If your child experiences a temperature, bad cold, diarrhea or vomiting, it is necessary to keep him/her at home until he/she is symptom-free for 24 hours.

In the case of an outbreak as defined by Toronto Public Health the exemption time may increase to 48 hours symptom free.

ILLNESS

Conjunctivitis (pink eye)

Should your child exhibit signs of pink eye, your child must be kept at home until the treatment has been in effect for 24 hours. Please ensure that the eye(s) is clear with no discharge before returning to the daycare or preschool.

Hand, foot & mouth

This contagious but non-harmful virus is passed on by saliva. Should your child be exhibiting cold sores in the mouth, on the feet, on the hands or on all three places, please contact the office. Children must be kept at home until they are fever free and able to participate fully in the program.

Chickenpox

Children who have chickenpox can return when they are able to fully participate in all activities, even if the rash is still present providing the child has been fever free for at least 24 hours and feels well enough to participate in all the activities.

Lice

If a child is found with nit eggs, parents will be called and asked to remove their child immediately. You are required to keep your child at home until treated. The child must be checked by a staff member before being admitted back into the classroom.

Scarlet Fever or Strep Throat

Should your child be diagnosed with scarlet fever or strep throat, he/she must be on a doctor's prescribed antibiotic for 24 hours before returning.

Impetigo

Children diagnosed with impetigo must be on a doctor's prescribed antibiotic for 24 hours before returning.

Ringworm or Scabies

Children who are diagnosed with ringworm must be on anti-fungal medication for 24 hours before returning.

The children's health and safety are paramount. We reserve the right to refuse admittance to any child who may infect other children. Teachers will monitor children during the day for signs of illness.

MEDICATION

Prosserman JCC Daycare and Preschool's regulated health policies are enforced by the Public Health Department.

All medication is kept locked up at all times. Prescription medication will be administered as long as it has been signed in. It must be in its original container and be accompanied by a current prescription for the child it is being administered to. Epi-pens and puffers are kept in the pencil case of the class binder.

Non-prescription medicine will be administered **ONLY** if it is in the original bottle and accompanied by a current doctor's note detailing the dosage to be given.

CLOTHING

Part of having fun is getting "messy." We ask that you please send your child in comfortable clothing that he/she won't have to worry about getting dirty. We also ask you to send a full change of clothes (labeled with your child's name) to be kept in a shoe box at school. Any articles of clothing that are sent home should be replaced the following day.

Outdoor play is an important part of our program. We ask that all children come dressed appropriately. All outer clothing, boots and shoes must be clearly labeled. Clothing and boots/shoe labels can be purchased from Oliver's Labels. Oliver Labels does provide the centre a fundraising percentage

SMOG ALERT, HEAT AND SUN SAFETY POLICY

Prosserman JCC Daycare and Preschool monitors weather conditions throughout the day. If a smog alert or heat alert has been announced by the Toronto Health Department or Environment Canada the following will be adhered to:

Smog Alert & Heat Alert

Children will play outside for shorter amounts of time before 11:30 am and after 4:00 pm.

Sun Safety

Please send sunscreen with your child and label your child's sunscreen container. All children are encouraged to wear a hat and sunscreen when outside. Parents are encouraged to apply sunscreen prior to bringing their child in the mornings. The staff will help the children re-apply sunscreen when going outside for afternoon play. Each child will have his/her own sunscreen applied to him/her.

During the day, water will be available both inside and outside the classroom and the children are encouraged to drink regularly.

Fire Drills

Fire drills are done on a monthly basis.

Alternate play location during inclement weather

If it is too cold, too hot, too humid, too icy the classes are able to use additional activity rooms within the building for gross motor activities.

FOOD FOR THOUGHT

WATER BOTTLES & SIPPY CUPS

Labeled personal non-disposable water bottles & sippy cups will, at the end of each day, be taken home and washed. According to Public Health disposable water bottles cannot be refilled. The liquid (water) must be consumed one time only.

SNACKS

Nutritious, kosher snacks are provided for children mid-morning and mid-afternoon. We ask that you please do not send snacks, candies or gum to school.

LUNCHES

Prosserman JCC Daycare and Preschool serves nutritious, kosher lunches. Menus are posted in each classroom and in the front lobby. Please notify us when you are registering your child of any special dietary requirements or food allergies or if your child develops an allergy to a specific food.

ALLERGIES

If your child has an epi-pen for certain specific allergies, you will be asked to come in to the centre to discuss the allergy and demonstrate the use of the epi-pen to all the teachers.

Please do not send any food containing peanuts or any other nuts! We have children with severe peanut and nut allergies.

BIRTHDAYS

Birthdays are special and we treat them as such. If you wish to send birthday party invitation home through the class cubbies, every child in the classroom must be invited. If you are inviting certain children invitations must be emailed or mailed out.

Cakes and cupcakes that are purchased and brought in need to be from a nut-free, Kosher bakery. A list of bakeries can be provided from the office.

SUPERVISION

SUPERVISION OF STAFF, VOLUNTEERS AND PLACEMENT STUDENTS

This policy is to help support the safety and well-being of children in the Prosserman JCC and to provide direction regarding the supervision of volunteers and placements students at the Prosserman JCC Daycare and Preschool.

ROLE & RESPONSIBILITY OF THE PROSSERMAN JCC DAYCARE AND PRESCHOOL

Prior to staff, volunteers or placement students starting the Prosserman JCC Daycare & Preschool the following will happen:

- The Program Statement is to be read, signed and dated
- The list of any children who are anaphylactic needs to be made known, allergic situations noted and epi-pen instructions reviewed and signed off
- Public health policies and other Daycare & Preschool policies are to be read.
- Staff/volunteer immunizations & TB tests are current
- Staff/volunteer first-aid and CPR certificates are current
- Staff/volunteer police reference checks are current

STUDENT & VOLUNTEER RESPONSIBILITIES

Prior to volunteers starting, any volunteer working with the children will provide a current (processed within the past six months) police reference check. Students are expected to have current police reference checks done with their educational institution.

- No child is supervised by a person under 18 years of age or left alone with a student teacher or volunteer.
- At the Prosserman JCC Daycare and Preschool only employees will have direct supervised access to the children. There is to be no unsupervised access (i.e. when the adult is alone with a child) by people who are not employees of the Prosserman JCC Daycare and Preschool.
- Volunteers and placement students are not to be counted in child: adult ratios.

PROHIBITED PRACTICES

All staff/volunteers/placement students are instructed in appropriate interactions with children. If an action is deemed as prohibited the Centre's Child Abuse Policies will be adhered to.

It is prohibited for all staff/volunteers/placement students to be seen in any of the following actions when interacting with a child.

- (a) corporal punishment of the child;
 - (b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
 - (c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
 - (d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
 - (e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding;
- or
- (f) inflicting any bodily harm on children including making children eat or drink against their will.

INCLUSION POLICY

Prosserman JCC Daycare and Preschool is a community-based daycare and preschool that welcomes all children.

The David & Esther Freiman Childhood Education Centre is located on the ground floor of the Prosserman JCC and the children make use of the entire building. There is an elevator between the floors of the building.

Prosserman JCC Daycare and Preschool does not have a registered nurse on staff which limits admittance of children with certain medical conditions. We accept children with special needs whenever possible. The centre is staffed with teacher-to-child ratios outlined in the Child Care & Early Years Act for standard child care programs. Enrollment is considered in relation to the specific special needs of the child, combined with the current special needs of the children in the age appropriate classroom.

Prosserman JCC Daycare and Preschool is committed to meeting the overall developmental needs of each child. If the teachers identify a developmental concern, they will discuss it with the parents promptly and a plan of action will be developed and implemented. This plan may include requesting an assessment and intervention from the support of an outside agency.

Prosserman JCC Daycare and Preschool endeavours to work co-operatively with the parents and child in order to facilitate optimal success. In the event that the special needs of the child exceed the staffing and financial resources of Prosserman JCC Daycare and Preschool, a minimum of 10 days notice will be given and the child's placement at Prosserman JCC Daycare and Preschool will be terminated.

In the event that Prosserman JCC Daycare and Preschool is an unsuitable program for a newly-enrolled child due to the non-disclosure of special needs or extreme behavioural issues, placement in Prosserman daycare and preschool will be terminated immediately without notice.

COMPLAINT AND CONFLICT RESOLUTION POLICY

The Complaint and Conflict Resolution Policy has been developed in order to support open discussions between the Prosserman JCC Daycare & Preschool staff and parents through a fair and transparent policy. The policy will set out standards to ensure that issues and concerns will be addressed in a timely manner that is clear and consistent. The intent is to support communication and positive relationships between the parents and the daycare.

Complaints can be made on the grounds of dissatisfaction with care, service or with a decision made by staff, or if an individual/family believes that they have been treated unfairly. All complaints will be taken seriously by the centre and will be considered opportunities for centre development and staff training.

This policy does not replace requirements related to Serious Occurrences.

This policy involves 3 steps. Complaints of a more serious nature will follow step 2a which requires the Director to bring the concern to the attention of the Executive Director (or designated alternate) of the Prosserman JCC. The Executive Director will determine if the matter needs to go to the Board of Directors.

To see the procedures, please see the Parent Board in the daycare lobby.

EMERGENCY MANAGEMENT POLICIES

The Prosserman JCC Daycare and Preschool has Emergency Management Policies and Procedures. In the case of an Emergency parents will be notified by e-mail and (when possible) in person. In the case of an evacuation parents will be informed by text message once the children have reached the evacuation site and are settled. Please see the full Policy and Procedures that are posted on the Parent Board for more information.

PARENT INVOLVEMENT

Parental involvement is key to our success.

The Prosserman JCC Daycare & Preschool Parent Association meets periodically during the year to provide a forum for ideas, feedback and concerns between staff and parents and to offer parent education seminars.

The Association is also an essential fundraising body for Prosserman JCC Daycare and Preschool. Every year we have fundraising events where we call upon the parents for support. We are always looking for new, creative and innovative fundraising ideas. In the past we have raised funds for new books, the structure program and extra educational toys.

In addition, parents can be involved by volunteering as a class parent.

The Parent Association reflects a cross-section of interested parents to ensure that we have adequate representation from all programs. If you have the time to commit yourself on a regular or semi-regular basis, please consider joining us. Also, if you have some time and would like to present an activity to your child's class, please let us know.

ADDED VALUE AT THE PROSSERMAN JCC

Activities as endless as your child's imagination!

Specialized programs including Hebrew, gym, music, and yoga and activity rooms make the Prosserman JCC the place to be! This is where kids have fun playing, learning, exploring and participating in organized activities. When we're not indoors, we're busy playing and having fun in our universally accessible outdoor playground. With tricycle paths, sandboxes, interactive play equipment, a drum centre and shade structures, we have more than enough equipment to keep high-energy kids busy for hours.

The Prosserman JCC Daycare & Preschool is a Sheva Learning Community supported by the Jewish Community Centre Association. Sheva promotes a dynamic vision of excellence in Jewish early childhood education in partnership with JCC's across North America.

Enroll your little ones in our full day daycare and preschool program and receive a free membership for both parents.

Ample free parking is available.

For more information please contact 416.631.1881 x 4351

Revised November 1, 2017