

Prosserman JCC Daycare/Preschool Parent Handbook 2025 – 2026



PROSSERMAN JCC
DAYCARE + PRESCHOOL

Schwartz/Reisman Centre
Gorman Shore Goodman Childhood Education Centre
Lebvic Campus | 9600 Bathurst Street
905-303-1821 x4250 | srdaycare@srcentre.ca
www.srcentre.ca

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CONTACT:

David & Esther Freiman Childhood Education Centre Prosserman JCC Daycare
and Preschool

4588 Bathurst Street | Toronto | 416.638.1881 x 4250 | pjccdaycare@prossermanjcc.com prossermanjcc.com

Claire Benatar, Senior Director JCC Early Childhood Education Centres, 905-303-1821, ext.3018

Erica Shmorgun, Admissions and Operations Specialist, 416 -638-1881, ext.4351

Leah Levy, Director of Education, 416-638-1881, ext. 4011

Deana Fields, Assistant Director, 416-638-1881, ext. 4250

FULL DAY PROGRAM

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

- **Infants:** under 18 months
- **Toddlers:** 18 - 30 months
- **Preschool:** 2.5 up to 4 years
- **Junior Kindergarten:** 4 years by December 31st
- **Senior Kindergarten:** 5 years by December 31st

DAYCARE & PRESCHOOL

HOURS OF OPERATION | ARRIVALS AND DEPARTURES

The Daycare is open from 7:30 am - 6:00 pm Monday – Friday, 12 months a year. Arrival time is between 7:30 am - 9:00 am and departures time is between 5:00 - 6:00 pm. Our main program is between 9:00 am- 5:00 pm.

Full Day Program 7:30 am - 6:00 pm

PROGRAMS

Prosserman JCC Daycare and Preschool offers a variety of programs:

Infant (under 18 months)

Mondayto Friday (7:30 am - 6:00 pm)

Toddlers (18 months - 2.5 years)

Mondayto Friday (7:30 am - 6:00 pm)

Preschool (2.5 - 4 years)

Mondayto Friday (7:30 am - 6:00 pm)

Kindergarten: JK/SK (4 - 6 years)

Mondayto Friday (7:30 am - 6:00 pm)

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 early childhood 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 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 daycare and preschool enhances each child's individual learning experience.

The 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 are 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

The mission of the Prosserman JCC Daycare and Preschool is to provide a safe, child-centered, Jewish environment where each child will explore their world through discovery of self, community and the environment. We help each child build the self-esteem, confidence, and skills necessary to succeed in school and in life.

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 Early Learning Framework helps us to do this through a Jewish lens.

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 their 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, and incorporating the Sheva (JCCA seven core elements) 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 through 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
- 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 mealtimes, 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.
- 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 in the emergency bag and the office.
- Inhalers will be kept in the emergency backpack in the classroom.

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 cold.

2) SUPPORT POSITIVE AND RESPONSIVE INTERACTIONS BETWEEN EDUCATORS, CHILDREN, AND FAMILIES.

You will see:

- During the process to enroll your child at our centre, the Assistant 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.
- 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.

Question's 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?

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 of the child.
2. Physical restraint of the child, such as confining the child to a highchair, 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.
3. Locking the exits of the childcare centre or home childcare 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.
4. 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; 5.
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding; or
6. Inflicting any bodily harm on children including asking children to eat or drink against their will.
7. 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.

1) 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, modeling 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;
- Solving problems
- and interested in what I am doing?
- 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.

2) 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:

- Preparing the environment to foster learning and development.
- Building on the children's ideas, questions and theories as observed in play.
- A collaborative approach that incorporates discussion amongst team members about how to support deeper exploration; and
- 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.

3) 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.

4) 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.

5) 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.
- Quiet activities provided for children who do not require a nap during rest times.

6) FOSTERENGAGEMENT OF AND ONGOING COMMUNICATION WITH PARENTSABOUT THE PROGRAM AND THEIR CHILDREN.

You will see:

- Educators seek out opportunities to talk with parents without ignoring the needs of the children.
- Daily information will be shared through the Lillio app by the Educators for parents.
- Educators assessing each child's development with the results being shared with parents; (LookSee).
- 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.
- 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.
- All parents will have access to their child and the premises when their child is in care unless there are
- reasonable grounds to believe that the parent does not have a legal right of access, or 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)
- 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?

7) 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.

8) 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 childcare 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 level C; Occupational Health and Safety training, WHIMIS, Anti-violence and Anti- harassment.

In addition,

- Staff are encouraged to participate in 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.

9) 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.
- 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 year-end 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.

Admission and Enrollment Criteria

All children placed in a class will be of similar age to allow for developmentally appropriate program planning. 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 visit to our centre. Tours will occur after you have been offered a spot. 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.

Daycare Deposit

In order to secure your child's spot in our centre, a refundable \$440 deposit will be required. The deposit amount has been determined based on the minimum number of operating days in a month. At \$22 per day for 20 days, the total deposit is \$440. This deposit will be applied toward your final payment upon providing 30 days' written notice of withdrawal.

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: First priority will be given to children currently enrolled in the program, followed by children of full time daycare staff and full time JCC employees.

Infant Program Priority Enrollment:

Families with children already enrolled in our daycare will have priority access to the limited 10 infant spaces available. This priority is based on each family's position on our internal sibling waitlist. If an infant sibling space is offered and you withdraw your older child for the upcoming school year, the priority space for the infant will no longer be held. The infant's registration will be cancelled, and the space will be offered to the next eligible family on the waitlist. As a result, your infant will be placed back on our external waitlist.

To qualify for an infant space, children must be actively attending daycare; spaces cannot be secured solely by payment.

This policy ensures that families already in our daycare community are given priority. [Enrollment Package](#)
Upon admission to the centre, you will receive the following forms that need to be completed at the time of application if joining during the term:

- Application Form
- Medical History Form/Immunization
- Daycare Parent Handbook
- Payment Schedule

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.

[Access Cards](#)

Upon admission to the daycare, you will be required to get an access card. A maximum of 3 cards per family can be printed. For any lost or damaged cards, there will be a charge of \$10 to obtain a new one. The membership desk will issue and activate your card. The activation can take up to 72 hours.

FEES/LATE FEES

	Frozen Rate/Base Fees	CWELCC (\$22/day)
Infants under 18 months	\$810	\$220 /Bi-Weekly
Toddlers Ages 18 months- 2.5 years Preschool Ages	\$695	\$220 /Bi-Weekly
2.5 - 4 years	\$650	\$220 /Bi-Weekly
Kindergarten JK/SK Ages 4-5 years (by December 31)	\$700	\$220/ Bi-Weekly

Fees are charged in advance on a bi-weekly basis; we accept Visa, MasterCard and Void Cheque.

NON-BASE FEES-LATE FEES

Any pick-up after 6:00pm on regular days or early closing time on days prior to holidays is considered a late pickup. 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 upon request.

[Canada Wide Early Learning and Child Care \(CWELCC\) funding system](#)

The Prosserman JCC Daycare and Preschool is part of the Canada Wide Early Learning and Child Care (CWELCC) funding system. Our team has been working diligently to ensure that we can continue to provide the high level of service to our families while making early childhood education more affordable to our community.

The implementation of the CWELCC System is a five-year plan which includes improving affordability, enhancing quality, increasing childcare access, supporting inclusion, and supporting data reporting. The Province of Ontario has committed to implementing a system in stages:

- **2025:** Effective January 1, 2025, base fees for child care in CWELCC enrolled programs will be capped at a maximum of \$22 per day for eligible children. To secure your child's spot at our centre, a refundable deposit of \$440 is required. This deposit will be applied toward your final payment once 30 days' written notice of withdrawal is provided.

Who is eligible to have a fee reduction?

- If your child is enrolled at the Prosserman JCC and is under the age of 6 or turning 6 between January 1st and June 30th, they will be eligible for the CWELCC reduction until the end of June.
- If your child turns 6 in July or August while enrolled in our program, they will be eligible for the CWELCC reduction until the end of their birthday month.

Who is NOT eligible to have a fee reduction?

- If your child turns 6 before June 30, you will not be eligible for the CWELCC reduction for the summer months if you decide to have your child stay with us.

WITHDRAWAL/DISMISSAL POLICY

CURRENTLY ENROLLED FAMILIES

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.

Should there be a short-term unplanned disruption of service causing classroom or centre closure at any time for up to 14 days, families will be required to meet their financial commitment.

In the event of an unforeseen long-term closure (more than 14 days) biweekly and monthly payments will be put on hold. Deposit and any prepaid tuition will go as a credit on the account for when the daycare re-opens.

The Prosserman JCC Preschool and Daycare holds the right to ask the parents to withdraw their child from our program upon 2 week's-notice due to unpaid tuition.

If the teachers, along with the management, feel that a child's behaviour is compromising the safety of other children or requires special attention beyond our capabilities, a meeting will be called to discuss a plan of action.

If a child's behaviour puts others at risk of physical harm or causes undue hardship, the PJCC Preschool and daycare reserves the right to request, in writing, that the child be withdrawn from the program. In such cases, parents may be given two weeks' notice, or in extreme circumstances and following consultation with senior management, immediate withdrawal may be required. In such situations, and according to the Human Rights Code, the duty to accommodate would no longer be valid.

PRE-ENROLLED FAMILIES (SPOT SECURED FOR FUTURE DATE)

In order to secure your child's spot in our centre, a \$440 deposit is required. The deposit amount has been determined based on the minimum number of operating days in a month. At \$22 per day for 20 days, the total deposit is \$440. This deposit will be applied toward your final payment upon providing 30 days' written notice of withdrawal.

Waitlist Policy

The Prosserman JCC Daycare and Preschool develops a waitlist to ensure fair and consistent access to all families seeking care at our centre. Once registration is open, the waitlist is called based on date applied. After families on the waitlist have been offered a spot, they have 24-48 hours to fill out the parent registration package and submit the payment plan in order to ensure their spot at the centre. There is no fee or deposit required for the placement of a child/children on the waiting list.

Parent Meeting's and "Check-Ins"

- Early Fall: (September/October) JK/SK Parents will be invited to a Daycare Open House where you will have an opportunity to converse with your child(ren)'s teacher and hear about the curriculum in each classroom
- January Your child's teachers will fill out a developmental check list and a copy will be sent home for your records.
- Spring Check In: (June) Your child's teachers will conduct a check-in on your child's developmental progress and provide you with the check-in form to take home. This also includes summer suggestions for continued growth.

Parent Concerns:

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

The daycare Director deals with any type of conflicts with families. If it escalates, then the Director of JCC ECE Centres intervenes and if the situation is still not resolved then SVP of programming gets involved and assists in resolving the issue. All issues and concerns raised by parents/guardians are taken seriously by management and will be addressed. Conversations with families are held in a private space such as the Director's Office. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible. Issues/concerns may be brought forward verbally or in writing. All discussions of concern are documented and followed up with professional communication.

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

An initial response to an issue or concern will be provided to parents/guardians within 2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Group	Age	# of classes	Class Size	Total Spaces Available
Infant	under 18 months	1	10	10
Toddler	18 months–2.5 years	5	15	60
Preschool	2.5 years–4 years	4	24	120
JK/SK	4 years–6 years <i>by Dec. 31 of the year</i>	2	24-26	50

Age of Children in Group	Ratio of Employees to Children	Ratio of Employees to Children between 7:30-9:00 am & 5-6 pm
Under 18 months of age	3 to 10	3 to 10
18 months of age and over up to and including 30 months of age	1 to 5	1 to 7
are than 30 months of age up to and including 4 years of age	1 to 8	1 to 12
44 months of age or over and up to and including 67 months of age as of August 31 of the year	1 to 13	1 to 20

ABOUT THE DAY CARE

FOSTERING AN INCLUSIVE COMMUNITY

The David & Esther Freiman Early Childhood Education Centre is a community-based daycare and preschool that welcomes all children. We believe in the value of diversity within our school community, and it is our mission to create a school environment that is inclusive and barrier-free to ensure that every child can fully participate in our ECE program.

We are located on the first two floors of the JCC, and our students have access to the entire Sherman campus. There is an elevator between the floors of the building.

We do not have a registered nurse on staff which limits admittance of children with certain medical conditions. The centre is staffed with teacher-to-child ratios as outlined in the Child Care & Early Years Act for standard childcare programs.

We are committed to meeting each child's developmental needs in every area: emotionally, socially, mentally and physically. In the event that a teacher identifies a developmental concern, it is immediately discussed with the parents, and a plan of action will be developed and implemented. This plan may include requesting an assessment and subsequent interventions, if required, through the support of an outside agency.

The Prosserman JCC Daycare and Preschool works cooperatively with parents and their children in order to help each child reach their full potential. In working towards this goal, the organization strives to provide support for and facilitate parent/guardian requests for accommodation consistent with the protected grounds outlined by the Ontario Human Rights Code and the Child Care and Early Years Act and AODA.

Once the parent/guardian has provided the appropriate documentation supporting the request for accommodation, the Daycare and Preschool will, where it is possible and reasonable to do so and does not cause undue hardship, alter existing practices and/or make adjustments to the program or centre.

In the event that the special needs of the child exceed the staffing and financial resources of the Daycare and Preschool, and where altering existing practices or making adjustments to the program does not meet the need of the child, we will meet with the family to determine if there is a more suitable program for their child. A minimum of 10 days' notice will be given prior to a request to withdraw a child from the program in these circumstances.

TEACHING FACULTY

We believe that a quality daycare is achieved through inspirational and experienced faculty members. Our goal is to provide the finest early childhood education possible. Each teacher has been carefully selected and oriented to our school's values, philosophy, and community. We actively recruit and retain teachers who are Registered Early Childhood Educators and professionals, whose life work is dedicated to children and education. They are passionate about their work and delve into learning alongside children and families. They view themselves as partners in your child's development and your family's growth. At the Prosserman JCC Daycare and Preschool our faculty and staff are committed to excellence. We are all devoted to open and direct communications with parents/guardians.

JUDAISM

Starting at an early age we ensure that the children begin to enjoy their Jewish identity through the celebration of holidays and traditions through songs, crafts, dancing, storytelling and eating traditional holiday foods. Celebrating Jewish traditions and values enriches the Jewish experience for each child. A favourite experience of the children is baking fresh challah and participating in a Shabbat celebration.

SHEVA

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.

The foundation of our work is the Sheva Framework, which outlines a dynamic vision of excellence in early childhood Jewish education. This framework is built on seven core principles of early childhood Jewish education. It is influenced by multiple early education philosophies and latest research of children's learning, brain development and the understanding of 21st century families. Each of the seven core elements are foundational concepts that schools of excellence will use to create a professional learning community.

SHEVA- 7 CORE ELEMENTS (JCCA INSPIRED PROGRAM)

1. Children as constructivist learners.
2. Early childhood directors as visionaries.
3. Early childhood educators as professionals.
4. Families as engaged partners,
5. Environments as inspiration for inquiry,
6. Discover CATCH as Sh'mirat Haguf (taking care of our body),
7. Israel as a source and resource

As a Jewish school, we frame our work through Jewish lenses, values, culture and create a shared vision that we want to pass on to future generations. They open windows to transcendent Jewish values, service as transformative guides and are lived in the classroom as well as the extended school community. The following are the seven Jewish lenses:

MASA/JOURNEY

מסע

Reflection, Return, & Renewal

In order to move forward in a meaningful way, we must reflect upon the past. Our travels are more important than the destination.

TZELEM ELOKIM/DIVINE IMAGE

צלם אלוקים

Dignity & Potential of Each Person

The image of the child as capable and competent is a core Reggio philosophy value. We view children, families and colleagues with dignity. This is a lens of accountability, empathy and self-worth.

BRIT/COVENANT

ברית

Belonging & Commitment – Community

A bound and trusted relationship allows us to unite with others in pursuit of a shared vision. It enables us to grow, take risks, and share with honesty.

DRASH/INTERPRETATION

דרש

The spirit of inquiry within human nature is the drive that aides in reflect on and growth. To question, to debate, to interpret, and to communicate are all essential components of the Jewish tradition.

HITORERUT/AWAKENING

התעוררות

When we as adults take the time to slow down, we become more aware of the miracles that exist in every moment, allowing gratitude to flow freely through us. Young children are more apt to wonder, naturally embracing life with exuberance.

TIKKUN OLAM/REPAIR OF THE WORLD

תיקון עולם

Repairing the world is done with a spirit of generosity and a partnership with families and children to continuously make a difference in our community. There is a sense of responsibility to perform social “acts of kindness” every day.

KEDUSHA/HOLINESS

קדושה

We envision holiness in terms of sacred time, spaces and intentions. We find holiness at distinct times in the Jewish calendar, such as Shabbat and holidays. We also unearth holiness in our daily experiences as we observe the interactions of children, listen to their voices, and discover life together.

Our Program

In each classroom, teachers document children’s progress, validating the children’s abilities and enabling ongoing assessment. This approach helps children to develop curiosity, creativity, different modes of communication, concentration, listening, negotiation, and observation skills. We frame our work through Jewish lenses, values and culture. Teachers focus on ways to extend children’s ideas and interests through observation and inquiry. Teachers and students are on a continuous cycle of asking questions, researching answers, and co-constructing knowledge together.

HOLIDAYS

Prosserman JCC Daycare and Preschool is closed for all the statutory holidays and Jewish High Holidays. Regular fees are charged for all Statutory and Jewish holiday closures.

Jewish Holidays: Rosh Hashanah, Yom Kippur, Sukkot, Shemini Atzeret, Simchat Torah, Passover, Shavuot.

Other Holidays: New Year’s Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic Holiday, Labour Day, Thanksgiving, Christmas Day, Boxing Day, End of Year Class Prep

PROFESSIONAL DEVELOPMENT

The Prosserman JCC Daycare and Preschool leads professional development in the evening for our staff and may choose to have early closings 1-2 times per year. Those dates will be communicated at the beginning of the school year. As active learners, teachers use PD days to keep on top of changes that affect their work with students, such as new technology, new ideas about teaching and learning, and different community needs. PD days help keep teachers current.

THE J EXPERIENCE

Within a solid and dynamic education built on a foundation of Judaism, enrollment in our Daycare and Preschool program means that your entire family has the opportunity to become a part of the JCC Family. This elevates an important and memorable experience for your child, into something for you as well. The JCC delivers the full community experience that uses education, art, sports and activities to bring the Jewish community together.

When your child begins in our daycare or preschool parents and siblings will be able to enjoy our fitness centre, classes, art programs, family events and much more! Part of our vision is to help your family make meaningful relationships that will last a life time.

PROSSERMANJCC MEMBERSHIPS

When your child is registered in our Daycare Program, you are eligible for a discounted family membership at the Prosserman JCC. This membership includes access to the fitness centre, pools, and discounts on JCC programming.

Prosserman JCC Recreational Classes

An added feature of our daycare is that parents are able to sign their children up for recreational programs at the Prosserman JCC e.g. soccer, yoga etc. and have the program assistants walk them over any time between 3:30 pm-6:00 pm. A form authorizing pick up will need to be signed by parent/guardian prior to releasing the child to the program assistant.

Enriched Curriculum

SWIMMING

Our swimming program is designed to develop gross motor skills and build confidence in the water. Children enjoy instructional and recreational swimming in our Indoor Aquatic Centre. The teacher-to-student ratio in the pool is 1:5, ensuring adequate supervision. A certified instructor is always in the water with the children during their assigned swim period. Safety is our number one priority; all preschool children wear life jackets while in the water. Our JK/SK children participate in Red Cross swimming lessons as part of their enriched curriculum.

SPORTS

Our sports program develops children's gross motor skills and increases their self-confidence. The children will learn different sports, games, and teamwork while having fun! Sports take place in the studio or the gymnasium.

MUSIC

Our music class focuses on the Jewish holidays and traditions. The children will learn new songs and vocabulary related to the celebration of the Jewish holidays.

HEBREW

Our Hebrew program develops the communication and vocabulary in Hebrew, the children will learn the Hebrew language through songs, dance and Israeli literacy.

SHINSHINIM

Children participate in fun Israeli culture activities. The Shinshinim are young Israeli leaders who have just finished high school and come to Toronto for one year to volunteer in our community. They are hosted by local families and will engage our JCC members and participants by teaching about Israel, Israeli culture, and bringing ruach.

General Policies

DAYCARE CLOTHING

Children should be dressed appropriately for all activities, including painting, swimming, and outdoor play. Party clothes or brand-new outfits may not be the best choice for children, as they can inhibit a child from freely enjoying activities and could be ruined or lost. Also be aware that loose strings on sweatshirts and jackets present a potential danger and we strongly recommend you remove them. The only indoor shoes allowed are running shoes (even in the summertime). The Prosserman JCC Daycare & Preschool is not responsible for any lost and stolen items that are left in our Daycare.

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, March break and summer break. Please note that there are early closings the day before major Jewish holidays and on Christmas Eve and New Years Eve.

Code Of Conduct

We all have the right to be safe and feel safe in our school community. The Prosserman JCC Daycare & Preschool code of conduct sets clear standards of behavior that apply to all individuals involved in our centre community including parents or guardians, volunteers, teachers, and/or board members.

These standards apply whether they are on centre property or centre-sponsored events and activities. All member of the Centre's community are to be treated with respect and dignity regardless of race, creed, sexual orientation, disability, or any other ground protected by Ontario's Human Rights Code.

All adult members have the responsibility to act as models of positive behaviour. Foul language (swearing, name-calling, shouting, etc.) is not appropriate. Individuals engaging in such behaviour will be asked to leave the premises immediately.

Inappropriate behaviour or harassment of any kind towards a student, parent or staff will result in immediate intervention up to and including the family's expulsion from the centre and/or police intervention. This type of behaviour includes but is not limited to harassment or intimidation by written note, email, words, gestures and/or body language.

No weapons are allowed on centre property or at the centre sponsored events. The consequences for failure to comply will include but is not limited to the family's expulsion from the centre.

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

The privacy and confidentiality of our parents, guardians, staff, volunteers, and students are important to us. All concerns and comments should be addressed with the staff. Should this discussion not address your concerns, the next step is to review the Complaint and Conflict Resolution Policy.

Gossip and public criticism are unacceptable. There should be no discussion of concerns with other parents in the centre hallways, the parking lot or via electronic mediums such as Facebook, Twitter, personal blog sites or other forms of electronic information sharing.

Any pictures taken at the centre or during centre events are for the private use of the family only. These pictures cannot be posted in on-line photo albums (i.e., Facebook, Instagram, Twitter, Tik Tok etc.)

The class list is to be used for the purpose of arranging play dates, birthday parties or for other daycare

related communication only. School cubbies area to be used solely for the purpose of communicating between parents and Prosserman JCC childcare. They are not to be used for business promotion.

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.

LILLIO

Lillio is a communication tool used for observation and documentation to ensure that programming is developmentally appropriate for the children. It is also used as a communication tool providing parents with daily information about their child's day. The daily report may include pictures, information about nap time, diaper routine, meals, etc.

Upon admission to the Prosserman JCC Daycare and Preschool both parents will be added to the Lillio platform to ensure that they are receiving all communications including daily reports and any updates or emergency messages.

ARRIVAL & PICK-UP

At PJCC Daycare & Preschool, the safety and well-being of your child is our utmost priority. To ensure their protection, we have established clear protocols for safe arrival and dismissal.

In order to ensure your child's safety, we require you to provide us with the names of individuals authorized to pick up your child. Children will only be released to those individuals listed in the child's file. If you wish to grant pick up privileges to someone not on the authorized list, please notify us in writing in advance.

If your child will not be attending daycare on a scheduled day, please inform us promptly. You can do so by emailing pjccdaycare@prossermanjcc.com or by calling our office at 416-638-1881 X4250. This notification helps us maintain accurate attendance records and ensures your child's safety.

Protocols for Safe Arrival:

Absence Notification: In the event your child does not arrive as scheduled, our teachers or management team will contact you. If we do not receive a message from the parents regarding your child's absence, we will make every effort to reach you. We will contact families by 10:30am to confirm your child's well-being.

Emergency Contacts: If we are unable to confirm your child's absence by contacting parents, our staff will get in touch with the emergency contacts provided by you in your child's file.

Protocols for Late-Pick-Up:

Scheduled Pick-Up Time: The daycare hours are scheduled until 6:00pm. If you anticipate being late for pick-up, please notify us as soon as possible.

Late Pick-up Notification: If a child is not picked up by the scheduled closing time, our teachers or management staff will call the parents to confirm the expected arrival time.

Emergency Contacts: If we are unable to reach the parents, we will contact the emergency contacts listed in the child's file.

Further Steps: If we are still unable to connect with any authorized person or emergency contact by 6:45pm, the PJCC Daycare & Preschool will initiate communication with Jewish Family and Child services or Children's Aid to ensure the child's safety and well-being.

We appreciate your understanding and cooperation in adhering to these safety protocols, which are designed to protect your child at PJCC Daycare & Preschool.

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 and your child's departure at the end of the day. Teachers will write in arrival and departure times on the class attendance.

SMOKING POLICY

The 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 or vaping atomizer in the Prosserman JCC Daycare and Preschool centre and outdoor playground, whether children are present or not. We ask that parents refrain from smoking/vaping or carrying a visibly unlit or lit cigarette, cigarette package or vaping atomizer while on the centre's premises or outdoor playground area at all times.

FIELD TRIPS/ACTIVITIES OUT OF THE CENTRE

The children travel out of the centre to other areas of the Prosserman JCC, various program rooms are used for sports, Hebrew, music, swimming, and other activities. At times there are visits to the Lipa Green building, Sheff building, swimming pool, gymnasium which is right next to the Prosserman JCC on the same campus as well as to the surrounding green space and forest area.

Sleep/Rest Time

During the day young children benefit from periods of quiet relaxation and/or sleep to balance their active play. Rest is an important part of the day for all children. Some children may need a longer rest time, 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. Rest time allows for a period during which quiet activities are encouraged, and children may nap if required.

The Ministry of Education requires all children to have a nap/rest period and for early childhood centres to have a sleep policy. Parents will be consulted respecting a child's sleeping arrangements at the time the child is enrolled and at any other appropriate time.

Infants (up to 18 months): Sleep recommendations are set out by the Joint Statement on Safe Sleep: Preventing Sudden Infant Deaths in Canada.

In order to help prevent sudden infant death syndrome, babies aged 12 months or younger must be placed to sleep:

- On their backs (once infants are able to roll from their back to their stomachs or sides, it is not necessary to reposition them to their backs)
- In a separate sleep room
- In an individually assigned safety approved crib or bassinet with a firm, padded surface
- In a crib with only blankets and no toys or pillows
- With nothing over the head or face
- In a room with lighting that should allow the caregiver/teacher to see each infant's face, to view the color of the infant's skin, and to check on the infant's breathing.
- In a room with a temperature between 20 – 24 degrees Celsius.

Babies will be visually checked at regular intervals of approximately 20 minutes during sleep. A signed waiver is required for babies to sleep in any position other than on the back. For babies twelve months and under, the waiver must be signed by a physician and will be kept in the child's file.

Infants follow their own sleep schedule according to their individual needs.

All children from **toddlers through preschool** (18months to 4 years) will have individual cots stored with their sheets on them. Cots will be labeled to ensure that they are used by the correct child. Sheets will be

washed weekly and will be changed if soiled. Children's blankets will be sent home each Friday or when soiled to be washed. Toddlers and preschool children will be offered 2 hours to sleep unless otherwise instructed by a parent. 2/3 ratios will be adhered to. Children will be individually checked each hour and staff will indicate on sleep check on the Lillio app to confirm that they have checked on each child.

If a preschool child wakes up early, is unable to sleep, or we have been instructed by parents to offer a shorter nap me, they will be given books and other quiet toys on their cots to read/play with. 2/3 ratios will be adhered to.

JK and SK: (ages 3.8 – 6) All children in the JK/SK rooms will have quiet time to do quiet activities based on the children's individual needs.

For all age groups and in all rooms, as per the Ministry of Education Child Care and Early Years Act 2014 (O. Reg. 126/16, s. 23, pg. 105):

- Parents will be advised of the sleep policy and consulted respecting a child's sleeping arrangements at the time the child is enrolled and at any other appropriate time, such as at transitions between programs or rooms or upon a parent's request.
- Parents will be notified if a staff observes any significant changes in a child's sleeping patterns or behaviours during sleep by sending a message through the Lillio app or by telephone. Alternately the Director (or designate) may contact the parent. Adjustments to the child's sleep or how they are monitored will be made after consultation with the parent.
- It will be ensured that there is sufficient light in the sleeping area or room to conduct direct visual checks.
- Sleep log records are done using the Lillio app and will be kept for 3 years. They can be printed if necessary.

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 childcare centres are required to report serious occurrences to the Ministry of Education, which is responsible for childcare licensing. A “Serious Occurrence Notification Form” will be posted at the centre in a visible area for 10 days. 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

SICK CHILD POLICY

Please help us to avoid widespread illness among our children by staying aware of when your child should not be brought to the Daycare. If your child shows any sign of illness, please note that he/she may only attend when he/she is not contagious and is able to fully participate in the program both indoors and outdoors.

Children should be kept home if they’re:

- Contagious presenting a health risk to other children and staff.
- Unable to participate in regular activities.
- If the physical or emotional needs of your child cannot be reasonably met because of sickness (and despite the staff’s best efforts), then the child will be sent home.

Children **MUST** stay at home until all symptoms of communicable disease have subsided for 24 hours. Symptoms that must have subsided for 24 hours (48 hours symptoms free if your child had vomiting, and/or diarrhea) include but are not limited to:

- Fever of 38°C or more
- Diarrhea / Vomiting
- Eye discharge
- Rash and/or open lesions
- Lice/ Pediculosis

Your child also needs to stay home in the case of:

- Strep Throat: Children can return to school after they have been on medication for at least 24 hours and are not in the contagious phase.
- Pink Eye: Children must be on medication for at least 24 hours before returning to Daycare.
- Hand, Foot & Mouth Disease – Children can return to school once they are 24-hour fever-free and after all blisters have healed and dried out.

The daycare and preschool will notify parents when a child in the group has a contagious disease or there is documented case of head lice. Please notify us as soon as possible if your child will be absent because of any illness. It is important for us to know your child's condition, particularly if there is a risk that other children and staff may have been exposed to something contagious and may begin to show similar symptoms. We reserve the right to contact the health department regarding any suspected illness or health condition in order to follow their suggestions.

If your child becomes ill during the daycare day, you will be notified, and arrangements must be made to take your child home within 30-60 minutes. This is to protect your child as well as the rest of the students.

Children who are waiting to be picked up will be supervised either in the supervisor's office or in a section of the playroom.

Upon return we reserve the right to request a doctor's note for confirmation that the child is no longer contagious.

MEDICAL PLANS

Any child attending the daycare with an anaphylactic allergy or medical condition will be required to fill out an anaphylaxis emergency plan or medical plan depending on the condition. Any child with an anaphylaxis plan must have 2 Epi-pens on site at all times; one will be kept with the classroom in their emergency bag and the other as a back-up in the office.

MEDICATIONS

Please be aware that the Ministry of Education requires all childcare facilities to:

1. Prescription medication prescribed for the child with a CURRENT prescription label which includes the following information: child's name, name of the drug/medication, dosage of the drug/medication, date of purchase and storage/administration instructions. The R-ECE is designated to administer medication.
2. Non-prescription medication must be in its' original bottle and must be accompanied by a CURRENT doctors' note UNLESS it is accompanied by a valid medical needs plan. A parent or guardian must also sign an administration of medication form. This form expires every 3 months and must be filled out again and signed by the parent or guardian.
3. Over the counter medication: If there is a condition that requires an over-the-counter medication, a parent's written note must be provided with exact dose and explanation as to when the medication is required. A parent or guardian must also sign the administration of medication form. This form expires every 3 months and must be filled out again and signed by the parent or guardian.
4. Staff are permitted to apply sunscreen to those children whose parents have signed the consent page on the parent registration package.
5. All emergency medication (asthma puffers, Epi-pens, seizure medication) are to be stored in a lockable pouch. The pouch must be unlocked when the child is in attendance for quick access and locked to avoid unauthorized access when the child is absent.

CLOTHING

Part of having fun is getting "messy." We ask that you please send your child in comfortable clothing that they won't have to worry about getting dirty. We also ask you to send 2 full changes of clothes (labeled with your child's name) to be kept 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.

BITING

Biting is unfortunately a common occurrence for young children in the daycare. Children, particularly toddlers, lack the verbal skills necessary to communicate with peers, and may turn to biting as a way to get their point across. Some common reasons that children may bite include teething, sensory exploration, experimenting with cause and effect, the need to feel powerful, frustration or excitement.

When a bite occurs, the child that has been bitten is taken care of immediately. The child is comforted, and the bite is washed with soap and water. Ice is used if necessary. Our teachers will express strong disapproval of biting; however we will not use

any response that harms a child or is known to be ineffective. The child's teacher will fill out an incident report for the bitten child's parents. The parent of the biting child is also informed of the occurrence. We do not disclose the name of the biting child to the bitten child's parents or vice versa.

If a child develops a pattern of biting, our staff will work closely with that child and his or her parents to identify patterns that lead to biting. Once we have determined potential causes, we can begin to address the behavior appropriately. The plan of action will depend greatly on the child's age and will be shared with parents to be followed through with at home. Our goal is to teach the child a more effective behavior to deal with various situations and emotions they are dealing with each day.

DIAPERS/TOILET TRAINING

If your child is in diapers, an adequate supply of diapers and diaper wipes must be left at the daycare. Your child's teachers will inform you when your child requires additional diapers or wipes. Children who are wearing diapers have their diapers checked regularly and are changed.

We believe that learning to use the toilet is a developmental step that happens at different times for each child. We will work together with the parents to guide the child in their toilet training process. Please ensure that consistency in toilet training takes place at home prior to beginning it at school. The staff in your child's class will also evaluate and monitor if your child is ready to toilet train at school and inform you of all observations, working closely with you to ensure successful toilet training.

INTERVENTION STRATEGIES: A PROBLEM -SOLVING APPROACH

Children need the opportunity to explore their environment and discover their abilities. This involves testing limits and experimenting with social interactions. This experimentation occasionally results in behavior that is unacceptable. When these situations occur, it is necessary to impose limits or set a standard of acceptable behavior.

We believe that children have the ability to problem solve, therefore the intervention strategies must reflect a problem solving approach. The goal is to guide a child to think through the problem in order to solve it, rather than solving the problem for the child. This approach allows the child to develop and practice their problem-solving skills and become more independent.

The process of problem-solving with children involves asking children to identify their issues, to think of alternatives, to predict consequences and to make decisions. The process must of course be geared to the developmental level of the child. The development of problem-solving skills can be encouraged, even in very young children. The role of staff is to establish limits, to ensure children's health and safety, and to follow through with logical consequences when reasonable expectations are not met

- Give clear and positive directions to what behavior is expected from the child.
- Start with prevention; set reasonable expectations, implement a consistent daily routine and a developmentally appropriate environment and program which can help prevent many behavior problems.
- Anticipate problems; intervene positively before they happen.
- Use positive language; redirect behavior by focusing on what the child may, can or should do (ie. "Shovels are for digging").
- Encourage and praise appropriate behaviours.
- Provide the child choices when possible; if a choice is not possible then state that clearly (ie. "It's time to go inside").
- Prepare children for transitions by telling them about changes in the routine or activities ahead of time (ie. An upcoming enriched curricular activity or that is almost time to go outside); explain the new expectations for behaviors.
- Use appropriate behavior as an opportunity to teach the child problem-solving skills to help the child identify problems and feelings to think of alternate ways of behavior, to understand consequences and to make good decisions.
- Act with caution, care and respect when enforcing limits.
- Removing a child from a situation or activity is a last resort; introduce the child to an alternative situation/activity and allow them to return to the original situation/activity when the child feels able to act/play appropriately.

CHILD BEHAVIOUR ESCALATION RESPONSES

1. Educators follow Ministry of Education guidelines to support children with self-regulation.
2. Strategies include offering choices, redirection, visual supports and access to calming or sensory tools.
3. If a child's behaviour escalates beyond what can be managed in the classroom, educators contact management for immediate support.
4. All accidents/incidents are documented using the internal communication logbook and accident/incident

report forms need to be signed by families the same day.

For ongoing behavioural concerns, staff begin documenting observations using an ABC (Antecedent-Behaviour-Consequence) chart. After sufficient observation, a meeting is scheduled with the family to share insights and work collaboratively on next steps. Support may be initiated through the internal Inclusion Assistant Director with parent consent. If additional support is needed, families may be referred to external consultants or interventionists. The goal is to maintain a supportive, team-based approach that focuses on the child's/children's well-being.

SMOG AND SUN SAFETY POLICY

The 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:

SmogAlert & 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 their own sunscreen applied to them.

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

Fire Drills

Firedrills 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.

LUNCHES AND SNACKS

All food will be provided by the Prosserman JCC Daycare and Preschool. Due to kashruth and allergies, no outside food is allowed. Menus (snack and Lunch) follow a four-week rotation. Menus are e-mailed home monthly as well as being posted in each classroom and in the front lobby.

Nutritious, kosher snacks are provided for children mid-morning and mid-afternoon. No outside snacks, candies or gum are allowed to come to school.

The Prosserman JCC Daycare and Preschool serves nutritious, kosher lunches. 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.

BIRTHDAYS

At our centre, birthdays are a big celebration! Please coordinate with your classroom in advance to schedule the date and time for you to be part of the celebration.

Please check with your child's classroom for a list of approved birthday items. Loot bags will not be accepted, even if placed in children's cubbies, and will need to be returned to you. Instead, you are welcome to donate a book to the class in honor of your child's birthday. To make the celebration special, you may also bring decorative birthday plates, cups, and tablecloths.

Please do not bring in balloons, as they pose allergy risks and a choking hazard.

MOVING? PLEASE LET US KNOW

It is very important that the office have all of your most recent information. Please advise us if your home or work address, your home phone or cell phone numbers change.

Please make sure we have up to date payment information on file. If your credit card number or expiry date changes, or you have switched bank accounts, please let us know.

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 starting at the Prosserman JCC Daycare and Preschool, staff, volunteers or placement students will read/review, date and sign the following documents and policies:

- The Program Statement
- Allergies, anaphylactic and medical plans for each child
- All Daycare & Preschool policies

All Staff, students, and volunteers must successfully obtain a Police Vulnerable Sector Check and present it to the director before start of their employment or volunteer hours. Where appropriate, a person who has not provided a VSC will be allowed to start their employment or volunteer position, or otherwise start interacting with children if they apply to obtain a VSC as soon as possible and provide evidence of their application to Director of Early Childhood Education and Assistant Director of Early Childhood Education.

Until a VSC is obtained, the child care centre will put additional measures in place to protect children who interact with a person who has not yet provided their VSC. Examples of the additional measures that will be used may include, as appropriate:

- verifying of the candidate's credentials (e.g. their standing with regulatory bodies) and three references;
- obtaining an offence declaration from the individual until a VSC is obtained;
- ensuring all interactions between the person and children are supervised at all times by an employee who has provided a clear VSC;
- monitoring and documenting the individual's behaviour and interactions with children on a weekly basis, at a minimum, by the Assistant Director, designate or lead RECE in the program room(s) in which the individual works, where appropriate;
- ensuring the individual is not left alone with children; and
- conducting informal interviews with staff who work with the individual at the child care centre to collect their observations of the individual's behaviour with children, parents and colleagues.

Prior to starting at the Prosserman JCC Daycare and Preschool, staff, volunteers, or placement students will provide the following information:

- Immunizations & TB tests are current
- Valid First-aid and CPR certificates
- Current police reference checks with vulnerable sector screening (processed within the past six months)

STUDENT & VOLUNTEER RESPONSIBILITIES

Students are expected to have current police reference and medicals checks done with their educational institution.

- No child is supervised by a person under 18 years of age.
- 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.

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.

Please see the Prosserman JCC Daycare and Preschool Program Statement Section Supporting Children to Manage their Behaviour (pg. 6 of this document for prohibited practices).

MONITORING BEHAVIOR MANAGEMENT PRACTICES

Behavior Management Monitoring Practices have been developed to ensure staff receives regular feedback on their behavior management techniques.

The Supervisor will conduct an observation of each staff member (every 6 months) which is recorded and reviewed with the staff member. This documentation becomes a part of the staff member's location file.

In the event there is an observation or allegation that indicates a staff member may have engaged in, Jewish Family & Child Services/Children's Aid Society will be contacted. Refer to the Child Abuse Policy for procedures.

If after investigation, it is found there has been a contravention of the Behavior Management Policy, the Supervisor will meet with the staff member and the appropriate measure will be taken. These may include but are not limited to:

- Coaching
- Support
- Counseling
- Setting expectations for improvement/conduct
- Discipline (written warning, suspension, termination of employment)

BABYSITTING POLICY

All Prosserman JCC Daycare and Preschool staff are not permitted to engage in privately caring for children away from the centre. This ensures that children and their families are treated equally, and all confidentiality is maintained.

HOT BEVERAGE AND CELL PHONE FREE CENTRE

At the Daycare and Preschool, the safety of your child is our first priority. We ask that all hot drinks stay out of the Daycare and Preschool and kept away from the children to avoid accidents.

Please avoid using your cell phone during drop-off and pick-up time. As a parent, the children are looking up to you as a role model who interacts with them in a respectful way. Your child needs 100% of your attention when you step inside their classroom.

Inclusion And Accommodation Policy

The 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 and the first floor of the Prosserman JCC, and the children make use of the entire building. There is an elevator between the floors of the building. The centre is staffed with teacher-to-child ratios outlined in the Child Care & Early Years Act for standard childcare programs.

The Prosserman JCC Daycare and Preschool is committed to creating a program that is inclusive and

barrier free to ensure the full participation of all children. We are also 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.

The Prosserman JCC Daycare and Preschool endeavors to work co-operatively with the parents and child in order to facilitate optimal success. In working towards this goal, the organization will strive to provide support for and facilitate parent/guardian requests for accommodation consistent with the protected grounds outlined by the Ontario Human Rights Code and the Child Care and Early Years Act and AODA. Once the parent/guardian has provided the appropriate documentation supporting the request for accommodation, the Prosserman JCC Daycare and Preschool will, where it is possible and reasonable to do so and does not cause undue hardship, alter existing practices and/or make adjustments to the program or centre.

In the event that the special needs of the child exceed the staffing and financial resources of the Prosserman JCC Daycare and Preschool, and where altering existing practices or making adjustments to the program does not meet the need of the child, the Prosserman JCC Daycare and Preschool will meet with the family to determine if there is a more suitable program for their child. A minimum of 10 days' notice will be given prior to a request to withdraw a child from the program in these circumstances.

In the event that the 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.

ACCIDENTS/INCIDENTS AT THE DAYCARE

In case a child gets injured at the centre, the teacher will complete an "accident/incident form" which will include the child's full name, date and time of accident, nature of injury, location and description of accident, staff response and first aid. Any injury related to a child's face or head and any extreme bleeding is to be reported to parents and director of the centre or designate as soon as possible. A copy of the report will be provided to the parent/guardian of the child and the original report will be kept in the child's file. The Acting ECE/ Assistant will be responsible for filling it out the accident/incident form. All accident/incident forms are to be signed by the parent and director or designate before filing it in the child's file.

Complaint And Conflict Resolution Policy

The Complaint and Conflict Resolution Policy has been developed 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 Director of JCC ECE Centres (or designated alternate) of the Prosserman JCC. The Director of JCC ECE Centres will determine if the matter needs to go to the SVP of programs and engagement.

Procedure:

1. Reporting

- The first resource available to families with a concern or complaint is the centre staff; if any complaint arises the complainant is encouraged to discuss the issue with the staff prior to bringing the issue to the attention of the Director. Staff are directly involved in the program and are often best able to provide explanations and resolutions.
- Concerns or complaints brought to staff will be documented in the classroom communication book. Concerns and complaints may be brought to the staff's attention directly by the parent through the director via face-to-face conversation, e-mail or voice mail.
- If the concern or complaint cannot be satisfactorily resolved between parents and staff either party will bring the concern or complaint to the Early Childhood Director.
- Concerns and complaints can be brought to the Director's attention in person, via email, or by phone. Concerns or complaints will be documented in the Director's Daily Log.
- Any concern or complaint submitted to staff will be acknowledged within 2 business days. A resolution to the concern or complaint may take longer depending on the situation and an agreed upon time frame will be decided by both the staff and the parents.
- Any concern or complaint submitted directly or indirectly to the Director will be acknowledged by the Director within 3 business days to assure the complainant that their concern is being addressed. This will include advising the complainant if the issue requires involvement of the Director of JCC ECE Centres, the Executive Director or an external agency such as City of Toronto Children's Services.

2. Director Review

- The Director will receive details surrounding the complaint from all parties involved, including proposed resolutions. If the Director sees fit, an investigation may be conducted to add clarity to the case or to determine additional details.
- The Director will consider the course of action or decision, made by the staff member, relative to the complaint.
- The Director will determine resolutions, including steps for prevention when necessary.
- The Director's review and resolution will be documented, and findings will be communicated to both the staff and the complainant.
- If the Director cannot reach a conclusion which satisfies the needs of both parties or if the complaint is of a serious nature, it will be brought to the attention of the Director of JCC ECE Centres (or delegate).

Director of JCC ECE Centres/SVP of Programs and Engagement

In rare circumstances when the Director is unable to resolve the situation, the Director brings the matter to the attention of the Director of JCC ECE Centres. The Director will review the case including details initially provided by staff and complainant, their proposed resolutions, prior cases of a similar nature, and the Directors conclusion. Specific options will be determined by the Director and Director of JCC ECE Centres, documented, and implemented.

Should the Director of JCC ECE Centres feel the circumstances are serious enough to warrant, they will bring the matter to the SVP of Programs and Engagement.

Resolution

When a resolution has been determined both parties will be notified. Potential resolutions may include:

- Altering a policy or procedure
- Putting into place prevention strategies
- Providing an explanation to the complainant, to an effected group, or to all members of the centre community

- Changing the decision initially made by staff
- Maintaining a decision made by staff
- Retraining staff involved, or if deemed necessary retraining all centre staff
- Determining that the centre can no longer meet the needs of the family. In this case the centre will make every effort to assist the family in finding alternative care.

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 or text through the Lillio app 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.

Fire drills are practiced monthly with all day care rooms. Emergency bags and printed attendance lists are kept in each room and travel with staff when leaving classes to go outdoors or to other enriched activities within the centre

During a fire drill or real emergency, educators lead the children to our assigned evacuation area and maintain group supervision at all times. During lockdown or shelter-in-place situations, staff follow established campus-wide procedures while keeping children calm and safe. Management communicates with families accordingly.

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 and feedback and to offer parent education seminars.

The Association is also an essential fundraising body for the 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 materials.

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.

In addition, parents can be involved by volunteering as a class parent or by presenting an activity to your child's class.

Specialized programs including Hebrew, sports, music, and swim 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 accessible outdoor playground. With tricycle paths, sandboxes, interactive play equipment, water play in the playground as well as the splash pad (for kindergarten) adjacent to the playgrounds during the summer, we have more than enough equipment to keep high-energy kids busy for hours.

Expanded nature facilities and walking trails will also expand outdoor learning on the Sherman Campus.

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