

Schwartz/Reisman JCC

Daycare/Preschool Parent Handbook 2026 - 2027

www.srcentre.ca



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CONTACT:

Claire Benatar RECE,
Senior Director, JCC Early Childhood
Education Centres
905.303.1821 x3018 |
claire@srcentre.ca

Nadia Mikhaylovsky RECE, Assistant Director
905.303.1821 x3087 nadia@srcentre.ca

Nikki McDaniel RECE, Manager
905.303.1821 x3033 nikki@srcentre.ca

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OUR MISSION

The mission of the Schwartz/Reisman 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.

Teachers work collaboratively to create environments and experiences that spark wonder and creativity, build confidence and skills, allow children to explore materials, and encourage a questioning mind. Families are partners in the work that we do, joining with children and teachers to celebrate Jewish life and learning. We believe that children, families and educators 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.

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.

The Schwartz/Reisman Centre 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

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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 אלוהים

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 reflection 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.

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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 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 educators posted;
- Daycare access is permitted only with an access card activated by the centre. Educators and parents/guardians must have their access card at all times to enter the premises.
- 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 and kosher menus, that follow Canada's Food Guide;
- At least one staff member has a food handling certificate approved by York Region Public Health
- Children and educators washing their hands frequently throughout the day to promote good hygiene and to reduce the spread of illness;
- We provide breakfast to children who arrive early, a morning snack, lunch for full day children and an afternoon snack. Water is always available to the children throughout the day;
- At meal-times, educators sit and eat with the children and there is lots of conversation;
- Children are encouraged to serve themselves and try new foods.
- Lots of opportunities for gross motor play; children are encouraged to use their entire bodies to explore the world; once a week the children participate in sport classes taught by a professional coach (toddler and up) and recreational swim for preschool and up.
- Positive language that emphasizes accomplishment and effort;
- The centre is kept clean throughout the day, and is professionally cleaned on a nightly basis;
- All visitors are required to identify themselves at the front desk prior to their visit;
- Based on current research related to children and screen time, there are no televisions, or video games in the programs for the children. In the older preschool/ kindergarten rooms there are computers and smart boards and educators will assist children to look up information on the Internet to expand or enhance their play and learning; and
- Educators follow the health and safety guidelines set out by the Ministry of Education, the York Region Health Department and the York Region Children's Services Division.

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.

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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 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 educators to begin to build an understanding of your child's individual needs;
- Educators who greet and welcome you and your child upon arrival at the program;
- Educators using calm voices and at the child's level for face-to-face interactions; and
- Parents and educators talking together, sharing information and knowledge about each child.

Strategies to Support and Strengthen Positive Interactions

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

Questions educators ask themselves:

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

Child Guidance

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 child guidance 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 high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
3. locking the exits of the child-care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
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. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
6. inflicting any bodily harm on children including making children eat or drink against their will.

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In the event of any violation of the child guidance expectations as described above, educators and/or staff will be subject to our progressive discipline policy.

3) ENCOURAGE AND ENABLE CHILDREN TO INTERACT AND COMMUNICATE IN A MYRIAD OF WAYS WITH EACH OTHER, WITH EDUCATORS AND WITH THEIR COMMUNITIES.

You will see:

- Many different ways for children to communicate their ideas, thoughts and feelings including:
- Painting, drawing, modelling with clay, plasticine and other art and creative /sensory materials;
- Telling or writing stories;
- Singing;
- Dancing;
- Talking with educators;
- Talking with other children;
- Building with blocks and other building materials;
- Conducting experiments;
- Solving problems: and
- Excursions are planned in the building, to promote children's connection to their local community.

4) FOSTER EXPLORATION AND INQUIRY THAT IS PLAY BASED. EVIDENCE FROM DIVERSE FIELDS OF STUDY TELLS US THAT WHEN CHILDREN ARE PLAYING, THEY ARE LEARNING.

You will see:

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

Supporting Healthy Development and Learning

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

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

Children learn through exploration, play, and inquiry with the educators as co learners. Educators have thoughtful exchanges with children, which encourages them to interact and communicate in a positive way, and promotes

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their ability to self-regulate. We focus on children's interests, learning stories, pictures and other pedagogical documentation of children's activities on an ongoing basis to study, interpret, make visible, and help inform children's learning and development, as well as the overall program.

5) PROVIDE BOTH CHILD INITIATED AND ADULT SUPPORTED EXPERIENCES TO FOSTER DEVELOPMENT.

You will see:

- Times when the child takes the lead in planning the activity and times when educators build on observation to develop and implement activities that support each child to stretch their skills and abilities.
- Weekly Program Plans posted with a variety of educators 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.

6) PROVIDE MANY OPPORTUNITIES FOR A RANGE OF EXPERIENCES THAT SUPPORT EACH CHILD'S LEARNING AND DEVELOPMENT.

You will see:

- Children actively engaged in activities, usually in small groups;
- Children and educators 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; and
- A focus on learning through play with educators encouraging and supporting questions, answers and problem solving on the part of the children.

7) INCORPORATE A RANGE OF DIFFERENT EXPERIENCE MODALITIES INCLUDING INDOOR AND OUTDOOR PLAY, ACTIVE PLAY, QUIET PLAY, REST AND QUIET TIME CONSIDERING THE INDIVIDUAL NEEDS OF CHILDREN.

You will see:

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

8) FOSTER ENGAGEMENT OF AN ONGOING COMMUNICATION WITH PARENTS ABOUT THE PROGRAM AND THEIR CHILDREN.

You will see:

- Educators seek out opportunities to talk with parents without ignoring the needs of the children;
- For Infants and Toddlers, daily Lillio communication reports will be completed by the Educators for parents;
- Educators assessing each child's development (Nipissing check list) with the results being shared with parents;
- Opportunities, both planned and informal for parents and educators to share ideas about how best to support each child;
- Accident / Incident reports completed if your child has an accident to provide you with information as required.

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Parents as Partners

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

A strong, respectful and equitable relationship with parents is key to our ability to fully engage as co-learners with the children and with their families. To this end, we seek out ways to engage parents in a way that meets their needs and builds on strengths while respecting the challenges that face young families including long commutes, time pressures and the busyness inherent in raising a family. Strategies include but are not limited to:

- An “open door” policy that welcomes parents to drop off and pick up at the times that work best for their family within the hours that the centre is open and allows them to drop-in to observe whenever convenient for the parent;
- Informal discussions on a daily basis;
- Posted documentation of activities, interactions and engagement;
- Parent/educators (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 and holiday celebrations;
- Daily communication using Lillio sending pictures and activities with documentation to parents

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 their well-being?
- These are our goals for your children, and this is what we will be doing with your child to support the achievement of these goals (outline the program expectations); and
- How can we support your engagement with our program so that you feel that you belong? What works for you, your schedule and your family?

9) ACTIVELY ENGAGE WITH COMMUNITY PARTNERS AND PROVIDE OPPORTUNITIES FOR THE CHILDREN AND FAMILIES TO DEVELOP CLOSE CONNECTIONS WITH A RANGE OF COMMUNITY SUPPORTS.

You will see:

- Parents are welcomed at any time and are encouraged to drop in when and if they have time to do so;
- Planned excursions to community services and programs such as participating in community events, visiting different rooms in the community building, partnership with Viva residents, and other neighbourhood locations; and
- Use of community partners as a resource and support to families, children and educators.

10) STRENGTHEN THE CAPACITY OF EDUCATORS TO COLLABORATE EFFECTIVELY WITH CHILDREN, FAMILIES AND THEIR COLLEAGUES THROUGH THE PROVISION OF ONGOING OPPORTUNITIES FOR CONTINUOUS PROFESSIONAL LEARNING.

You will see:

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- Educators 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.
- Program based on ELECT, How Learning Happens and Sheva (a JCCA inspired program)

Continuous Professional Learning for Educators

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

In addition,

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

II) USE MANY LANGUAGES TO DOCUMENT AND REVIEW THE EXPERIENCES OF THE CHILDREN AND THE EDUCATORS IN ORDER TO:

- Provide an ongoing record of development;
- Provide tools to enable educators to reflect on the impact of their activities and strategies; and
- Provide a visual and oral record that enables parents to review and explore the developmental trajectory of their child.

You will see:

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

A Commitment to Continuous Improvement

All new educators, 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 educators are required to review the program statement on an annual basis. This will be accomplished at a yearend all educators 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.

GENERAL POLICIES

DAYCARE CLOTHING

Children should be dressed appropriately for all activities, including painting, cooking, 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 summer-time). **The Schwartz/ Reisman Centre is not responsible for any lost and stolen items that are left in our Daycare.**

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OPEN DOOR POLICY

At Schwartz/Reisman Centre Daycare and Preschool we strive to build bridges between faculty, administration, parents and students in order to enhance the community experience. Collaboration between families, children, and faculty is integral to the Schwartz/Reisman Centre Daycare and Preschool philosophy. Parents are encouraged and welcome to visit their classroom once their child or children are enrolled in the program. Our Daycare offers many different opportunities for parent involvement. Our belief is that, as a community, it is important for our parents to have a voice and lend a hand. You may choose to get involved in your child's class, in our swimming time, or baking with the children on Friday's. Parents/guardians who wish to volunteer in the centre must obtain a Vulnerable Sector Screening Check through their local police department.

ACTIVITIES OFF PREMISES

If your child's class takes a trip outside of the building, a permission form will need to be signed by a parent or guardian.

RELEASE OF CHILDREN POLICY

Children may only leave the building with individuals who have been authorized in advance. You will be asked to list the names and phone numbers of individuals authorized to pick up your child on their emergency information form. Parents are required to update the list of authorized adults for pick up as changes occur. If a child is to be picked up by an adult that is not listed on their emergency form, prior written permission is required. Parents/guardians and other authorized persons will be asked to present photo identification at pick up time.

NON-BASE FEES-LATE FEES

Fees are charged in advance on a bi-weekly basis. We accept Visa, MasterCard and Void Cheque. The Daycare closes at 6:00 pm. A dollar per minute will be charged for late pick-up. There will be a five-minute grace period. If pick-up is at 6:06 pm a \$6 charge will apply. Late fees will charge automatically, with regular fees. The current fees for 2025-2026 are as follows:

FULL DAY PROGRAMS MONDAY TO FRIDAY 7:00AM-6:00PM		
	Frozen Rate/Base fees	CWELCC \$22 a day
Beautiful Beginnings Infants Up to 18 months	\$875	\$220.00
/Bi -Weekly		
Little Learners Toddlers Ages 18 mos- 2.5 years	\$775	\$220.00
/Bi -Weekly		
Great Thinkers Preschool Ages 2.5 - 4 years	\$725	\$220.00
/Bi -Weekly		
Kindergarten JK/SK Ages 4-5 years	\$715	\$220.00
/Bi -Weekly		

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CANADA WIDE EARLY LEARNING AND CHILD CARE (CWELCC) FUNDING SYSTEM

The Schwartz/Reisman Centre Daycare and Preschool application to join the Canada Wide Early Learning and Child Care (CWELCC) funding system has been **approved**. 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 center, a refundable deposit of \$440 is required. This deposit will be applied toward your final payment once 60 days' written notice of withdrawal is provided.

Who is eligible to have a fee reduction?

- If your child is enrolled at the Schwartz/Reisman Centre Daycare and Preschool and is under the age of 6 or turning 6 between January 1st and June 30th, they will be eligible for the \$22 a day 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 \$22 a day 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 \$22 a day for the summer months if you decide to have your child stay with us.

What if I have a York Region fee subsidy, do I get a reduction on my assessed fee?

- Yes, the assessed fee will be reduced based on the number of eligible children.

As communicated previously, we are working with the city to ensure that we can continue to provide the highest level of education and care that we can deliver. We have signed onto the program in good faith, and we will continue to communicate with you should any changes arise.

We understand that this time of transition is challenging for centres, staff, and families, we appreciate all the patience and support as this exciting new way to support children and families is rolled out.

ACCESS CARD

Upon admission to the daycare, you will be required to get an access card printed at the fitness reception desk. A maximum of 3 cards per family can be printed. For any additional cards, you will be charged \$10 per access card. Once you receive the card you must bring it to the daycare administrator, and have it activated for use in the daycare. The activation can take up to 72 hours.

TRIPS AROUND THE LEBOVIC JEWISH COMMUNITY CAMPUS

A part of the educational experience includes exploring the world around us. Classes will take walking trips on the grounds of the Lebovic Campus. These walking trips, since they are spontaneous in nature, will not require advanced parent notification.

BIRTHDAY CELEBRATIONS

At Schwartz/Reisman Daycare and Preschool a child's birthday is a big celebration. Our kitchen staff will bake a birthday cake for your child's special day. As part of your child's birthday celebration, please donate a book to the class library (no loot bags). If you wish to send birthday party invitation home through the class cubbies, every child in the classroom must be invited. If you are inviting certain children invitations must be emailed or mailed out.

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MOVING? PLEASE LET US KNOW .

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

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.

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CONFIDENTIALITY

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

CODE OF CONDUCT

A daycare is a place that promotes responsibility, respect, courtesy and academic excellence in a safe learning and teaching environment. The Provincial standards of behavior apply not only to students, but also to all parents or guardians, volunteers, teachers and other staff members— whether they are on daycare property, or at daycare-authorized events or activities.

All of the above individuals are expected to treat all the children, parents, and staff of the Schwartz/Reisman Centre Daycare and Preschool in a respectful and civil manner. Any violation of this policy may result in the parent being asked to withdraw their child from the program immediately.

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

These standards apply whether they are on centre property or centre-sponsored events and activities. All members 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 appropriate 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 member 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.

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.

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.

We all have the right to be safe and feel safe in our school community. The Schwartz /Reisman Daycare & Preschool code of conduct sets clear standards of behavior that apply to all individuals involved in our centre community including parents or guardian, volunteers, and or staff.

CHILD ABUSE POLICY

It is the responsibility of any member of the public to report any incidents regarding child abuse. 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.

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Professional teachers and officials who work closely with children have a special awareness of the signs of child abuse and neglect. They have a legal responsibility to document and report any circumstances which may indicate their suspicions.

CONCERNS ABOUT THE SUSPECTED ABUSE OR NEGLECT OF A CHILD

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#) (CAS)/ Jewish Family and Child Services (JFCS) depending on the child's religious background.

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

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

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PROCEDURES

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room - Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the supervisor or licensee.	- Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within two business days. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
General, Centre - or Operations - Related E.g: child-care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the supervisor or licensee.	
Staff -, Duty parent -, Supervisor -, and/or Licensee - Related	Raise the issue or concern to - the individual directly or - the supervisor or licensee. All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	
Student - / Volunteer - Related	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the supervisor and/or licensee. All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

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Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Director of the Daycare and Preschool.

Issues/concerns related to compliance with requirements set out in the Child Care and Early Years Act., 2014 and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g local public health department, police department, Ministry of Environment, Ministry of Labour, Fire Department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts:

Schwartz/Reisman Centre Daycare and Preschool Director (905) 303 -1821 Ext 3018

Ministry of Education, Licensed Child Care Help Desk: 1 -877-510-5333 or childcare_ontario@ontario.ca

POLICE VULNERABLE SECTOR CHECK POLICY

- ❖ 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:
 - ensuring all interactions between the person and children are supervised at all times by an employee who has provided a clear VSC;
 - ensuring the individual is not left alone with children

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STAFF TRAINING AND DEVELOPMENT

Schwartz/Reisman Centre Daycare and Preschool is committed to providing the highest quality child-care through ongoing staff training and development. After the initial screening but prior to full time employment, Schwartz/Reisman Centre Daycare and Preschool employees are required to submit all required documents such as CPR and First aid, TB test results and Vulnerable Sector Check. Staff Training and Development occurs throughout the year through policy reviews and workshops.

PLAYGROUND SAFETY

Daily inspection checklist is completed before any class enters the playground, ensuring that the playground is free of anything that may be dangerous or harmful to the children. The staff will complete a visual check before letting the children enter to play. A monthly check is conducted by the Director/ designate and recorded to ensure that all materials are in working order and a certified safety inspector completes an annual inspection in the fall every year.

During outdoor time, staff are to stand at different points in the playground to ensure that they all have a good view of all children outside.

Outdoor playtime occurs twice a day, 1 hour in the AM and 1 hour in the PM for all full-time program classes. Outdoor time is weather permitting. Children do not play outside if it is raining or colder than -10C.

BABYSITTING POLICY

All Schwartz/Reisman Centre 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.

SMOG ALERT, HEAT AND SUN SAFETY

In the case of a heat or smog alert, the centre is informed through York Region public health on the measures to take during outdoor time. This may include cancelling outdoor time during peak hours or reducing the amount of time spent outside.

All parents or guardians are to provide a hat for their child to wear as well as a sunscreen that is labelled with the child's name. It is the responsibility of the parent/guardian to apply the sunscreen on the child in the morning. Sunscreen will be applied by the classroom teachers on all children before going outside in the afternoon.

Children are encouraged to drink water regularly throughout the day. Each child is to bring in a new labelled reusable water bottle to keep at school for daily use.

INCLEMENT WEATHER CLOSURE POLICY

When the School Board closes schools due to inclement weather, the daycare will also be closed. Families will be notified of the closure in the morning hours through our usual communication channels

IMMUNIZATION RECORDS

Upon admitting new children to the child-care facility, parents must come before or on the first day of school with the child's up to date immunization record or a Statement of Conscience or Religious Belief Affidavit form signed. Updated immunization records must be provided to the centre any time the child is given a new immunization. As well, updated immunization records are requested at the beginning of every school year to ensure that everyone has an up-to-date record on file.

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WAIT LIST POLICY

The Schwartz/Reisman Daycare and Preschool develops a wait list 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 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.

SANITARY PRACTICES

Classrooms are disinfected weekly in order to maintain a clean, healthy and orderly environment. Daily sanitizing occurs for all materials used on a daily basis such as; tables, countertops, washrooms etc. Classrooms are sanitized using Oxivir Plus solution that is created daily by our custodial staff.

CLASSROOM TEMPERATURE

Each classroom is equipped with its own built-in thermometer allowing the teachers to monitor the temperature of the environment. Classrooms are never to go below the temperature of 21°C.

COMPLAINT AND CONFLICT RESOLUTION POLICY

The Complaint and Conflict Resolution Policy has been developed in order to support open discussions between the Schwartz/Reisman 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.

EMERGENCY MANAGEMENT POLICIES

The Schwartz/Reisman Centre Daycare and Preschool has Emergency Management Policies and Procedures. In the case of an Emergency parents will be notified by e-mail / text and (when possible) in person, 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 daycare rooms to ensure that everyone knows what to do and where to go in case of an emergency. Emergency bags and printed attendance lists are kept in each room and travel with staff when leaving classes during an evacuation. During a fire drill or real emergency, educators lead children to our assigned evacuation area and maintain group supervision at all times. In the case of an evacuation, all staff and children stop what they are doing and follow evacuation protocol. If it is necessary to evacuate the building, our staff will escort the children to our emergency shelter.

In the case of a lock down or shelter-in-place situation, an emergency procedure is set in place to ensure that all children and staff are kept as safe as possible. Staff follow established campus-wide procedures while keeping children calm and safe. Management communicates with families accordingly.

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SERIOUS OCCURRENCE REPORTING

All licensed child-care programs are responsible for delivering services that promote the health, safety and well-being of children. Child-care operators are accountable to the public and to the ministry to demonstrate that their services are consistent with relevant legislations, regulations and policies. Serious Occurrence Reporting is one of many tools that provide licensed childcare programs with an effective means of monitoring the appropriateness and quality of service delivery. Monitoring includes ongoing review of practices, procedures and training needs.

When a Serious Occurrence Reporting happens a Notification Form will be sent to the Ministry of Education and will be posted at the daycare in 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.

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WITHDRAWAL / DISMISSAL

CURRENTLY ENROLLED FAMILIES

Sixty (60) 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 60 days after written notice is received. Families are responsible for tuition payment during the 60 days-notice period. Insufficient notice will result in a loss of the initial \$440 deposit paid upon registration. Last day of care must fall on a Friday. No Monday to Thursday end-dates permitted.

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. For the infant program, due to limited spaces, children must be actively attending the program; space cannot be secured solely by payment.

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 Schwartz/Reisman Centre Daycare and Preschool 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 SRC Daycare and Preschool 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 last month's payment upon providing 60 days' written notice of withdrawal from the program. Sixty days' notice is also required for request of change in start date which can only be accommodated if program availability allows. Insufficient notice for change in start date or withdrawal will result in a loss of the initial deposit paid upon registration.

REGISTRATION PROCESS

Infant Program Enrollment

Families with children already enrolled in our daycare will have priority access to the 10 limited 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.

Toddler and Preschool Program Enrollment

Children currently in our Infant and Toddler Programs will be given priority placement into our Toddler and Preschool Programs for the upcoming school year. A returning child registration form must be submitted to confirm your space.

JK Program Enrollment

Children currently in our Preschool Program with interest in our JK program, will be placed in our lottery draw. The number of spaces available for the upcoming school year will be confirmed once current JK children have secured their priority space in SK. All JK returning child registration forms must be completed and handed in to the office by a date predetermined by management to be included in our lottery draw. Registration forms received by email will not be accepted. Each registration form will be placed in a blank white envelope, and sealed. All sealed envelopes will be placed in a box ahead of the lottery draw. When the draw begins, the box will be shuffled, and each envelope will be pulled out one by one to fill the available spaces. Placement confirmation will be emailed within a few days following the lottery draw. If the Junior Kindergarten program is full at the time the child's registration form is pulled, they will be placed on the wait list and you will be informed by email of their position on the wait list. The

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SRC Management Team will implement the lottery draw. We will invite 4 parents to also be in attendance.

SK Program Enrollment

Children currently in our JK program with interest in our SK program for the upcoming school year will be given priority placement. All SK returning child registration forms must be completed and handed in to the office by a date predetermined by management to secure your child's space. Returning child registration forms received by email will not be accepted. If the registration form is received after the predetermined date, priority placement will no longer be given and the child's registration form will be included in our lottery draw.

Withdrawal notice becomes effective only once child has started to attend and 60 days after written notice is received. Families are responsible for tuition payment during the 60 day-notice period.

SUPERVISION POLICY FOR VOLUNTEERS & STUDENTS

This policy is to help support the safety and well-being of the children in the Schwartz/Reisman Centre Daycare and Preschool and to provide direction regarding the supervision of volunteers and placement students at the Schwartz/Reisman Centre Daycare and Preschool.

All volunteers and students will be given an orientation session. During the session they will review the daycare policies, a parent handbook and additional staff policies.

All volunteers working with the children will provide a current (within the past 6 months) police reference check prior to volunteering. Students have current police reference checks done with their educational institution or provide a letter from the college indicating the status of the police reference check. Additional proof of a TB test, immunization record and a letter from college or high school indicating the reasons and/or expectations for volunteering are required.

Every volunteer or student who is on an educational placement will be responsible to provide a health assessment and immunization as directed by the local medical officer of health.

Prior to volunteers or students starting their placements at the Schwartz/Reisman Centre Daycare and Preschool, the following policies and procedures will be reviewed, signed and dated:

- Behavior Management
- Anaphylaxis and emergency procedures for individual children.
- Monitoring of child guidance policy (half-way through the placement for students or quarterly for volunteers)
- Volunteers/students will report any inappropriate situation directly to the supervisor/daycare director.
- At the Schwartz/Reisman Centre Daycare and Preschool only employees will have direct supervised access to the children. There is to be no unsupervised access (ie. when the adult is alone with a child) by people who are not employees of the Schwartz/Reisman Centre Daycare and Preschool
- Volunteers and placement students are not to be counted in the child adult ratios

PARENT POLICIES

SMOKING

Schwartz/Reisman Centre 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 our premises and its playground, whether children are present or not. We ask that parents refrain from smoking or carrying a visible cigarette, cigarette package or vaping atomizer while on the Schwartz/Reisman Centre premises or playground area at all times. A designated smoking area is located 9 meters from the main entrance of the building.

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.

SOCIAL MEDIA CONFIDENTIALITY POLICY

The Schwartz/Reisman Centre Daycare and Preschool values the privacy and confidentiality of its students, faculty staff, and parents. The social media policy is in place to protect confidential, sensitive, and proprietary information. We ask that confidential or proprietary information about the Schwartz/ Reisman Centre Daycare and preschool, staff, students, or others with whom one has contact in the role of daycare parent, staff member, and students not be placed anywhere online.

Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the Daycare. Do not use Schwartz/Reisman Centre Daycare and Preschool marks, such as logos and graphics, on personal social media sites or the centre's name to promote a product, or cause.

Parents, staff members, or students/Volunteers who share confidential or unprofessional information do so at the risk of disciplinary action including dismissal from the program and termination of employment.

You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).

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. If a child has a reoccurring case of Head Lice, they are required to receive professional treatment at a lice treatment clinic and provide a certificate of clearance before being allowed back to daycare. The daycare will notify parents when there is a documented case of head lice in the class. 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 playground.

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

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.

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. Parents will train staff and management on the emergency plan before the child begins at the daycare. 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. ***Exception*: All staff members are trained to administer emergency medication in accordance with each child’s Anaphylaxis and Medical Needs Plan. In the event of an emergency, any staff member may administer medication immediately as outlined in these plans.**
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. Staff are permitted to apply sunscreen to those children whose parents have signed the consent page on the parent registration package.
4. All emergency medication (asthma puffers, Epi-pens, medication for epilepsy or diabetes as well as any other medication that a medical professional determines must be readily available to prevent a significant risk to a child’s health) are to be stored in a lockable pouch in the classroom backpack. 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.
5. If children are experiencing nausea, fever, diarrhea or vomiting they will be excluded from the program. For additional exclusionary illnesses please refer to the guidelines for Common Communicable Diseases and Reportable communicable Diseases sheets from Public Health which is posted on the parent bulletin board. All cases of communicable diseases and outbreaks should be reported to the York Region Public Health Department at 905830-4444 x 3500

DAYCARE & PRESCHOOL

HOURS OF OPERATION | ARRIVALS AND DEPARTURES

The Daycare is open from 7:00 am - 6:00 pm Monday– Friday, 12 months a year. Arrival time is between 7:00 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 7:00 am - 6:00 pm

PROGRAMS

Schwartz/Reisman Centre Daycare and Preschool offers a variety of programs:

Beautiful Beginnings: Infant (Up to 18 months)

Monday to Friday (7:00 am - 6:00 pm)

Little Learners: Toddlers (18 months - 2.5 years)

Monday to Friday (7:00 am - 6:00 pm)

Great Thinkers: Nursery (2.5 - 4 years)

Monday to Friday (7:00 am - 6:00 pm)

Graduate Program: JK/SK (4 - 6 years)

Monday-Friday (7:00 am - 6:00 pm)

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CLASS SIZE AND PLACEMENT

In order to guarantee the individual attention, the children need and to maintain licensing requirements, class sizes are limited.

Class size limits will be strictly observed. We will place children in the class that best serves their developmental needs and age. The teachers and administrators will use the child's date of birth, formal evaluations, informal observations and parent feedback in order to determine the most appropriate placement for each child.

Group	Age	# of classes	Class Size	Total Spaces Available
Infant	Up to 18 months	1	10	10
Toddler	18 months – 2.5 years	4	15	60
Nursery	2.5 years – 4 years	3	16 or 24	72
JK/SK	4 years – 6 years by Dec. 31 of the year	1	16 or 24	26

Age of Children in Group	Ratio of Employees to Children	Ratio of Employees to Children between 7-8:30 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 8
More 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 DAYCARE

FOSTERING AN INCLUSIVE COMMUNITY

The JCC's Gorman Shore Goodman 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 Schwartz/Reisman Centre facility. There is an elevator between the floors of the building.

We accept children with special needs whenever possible. The centre is staffed with teacher to child ratios as outlined in the Child Care & Early Years Act for standard child-care programs. Enrollment is considered in relation to the specific special needs of the child in balance with the needs of the children currently enrolled in the age appropriate classroom.

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 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.

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The SRC Daycare and Preschool endeavors to work 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 endeavor 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 Schwartz/Reisman Centre 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 Shabbat celebrations.

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

Schwartz/Reisman Centre Daycare and Preschool is closed for all the statutory holidays and Jewish High Holidays and the last day of school year

Jewish Holidays: Rosh Hashanah, Yom Kippur, Sukkot (first 2 days), Shmini Atzeret, Simchat Torah, Passover, Shavuot.

Statutory Holidays: New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Civic holiday, Labour Day, Thanksgiving, Christmas Day, Boxing Day.

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PROFESSIONAL DEVELOPMENT

The Schwartz/Reisman Centre 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 daycare will be closed on the last 2 days of school to prepare for the upcoming school year.

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, 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, programs, family events and much more! Part of our vision is to help your family make meaningful relationships that will last a lifetime.

SCHWARTZ/REISMAN CENTRE MEMBERSHIP

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

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 present to oversee 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 (TODDLER - SK ONLY)

Our sports program develops children's gross motor skills and increases their self-confidence. The children will learn different sports, games, and team-work, while having fun! Sports take place in the Sydney and Florence Cooper and Family Sports Hall located at the Schwartz/Reisman Centre.

MUSIC (ALL AGES)

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.

DANCE

Our Dance class allows the preschool children the opportunity to use their gross motor skills, coordination, balance and enhance their self-esteem.

COOKING

Our Cooking class allows the preschool and JK/SK children to develop a wide range of skills that go beyond just cooking. They learn important life skills such as teamwork, problem-solving, and creativity, all while gaining an appreciation for different cultures and cuisines.

SHINSHINIM

Our JK/SK students 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.

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APPLICATION & ENROLLMENT CRITERIA

ADMISSION POLICY

The Schwartz/Reisman Centre Daycare and Preschool reserves the right, after parental consultation, to ask for a child to be removed from the program if, in our experience, the program does not meet the child's or parent's needs. In special cases, we reserve the right to have a child withdrawn immediately.

INITIAL VISIT

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

ENROLLMENT PROCEDURES

The next step in enrollment is the completion and submission of our application forms along with forms required by the Ministry of Education. These forms must be returned and completed in full and accompanied by a \$440 refundable deposit will be applied toward your final payment upon providing 60 days' written notice of withdrawal.

PRIORITY APPLICATIONS

Please note that if you apply for a program where applications exceed the number of available spots, we will give priority according to the following criteria:

First Priority: Children already enrolled who are matriculating to the next age group

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

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ENROLLMENT PACKAGE

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

- Application Form
- Medical History Form /Immunization record
- Parental Consent Form
- Payment Plan

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

DAYCARE REGISTRATION

The Schwartz/Reisman Centre Daycare and Preschool follows a similar registration process to that of the school district. All children placed in the class will be of similar age to allow for developmentally appropriate program planning. In order to maintain capacity and ratio regulations, all children will remain in their classrooms from September to sometime in July/ August, even if their age has reached that of the next age group. 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 to suit the needs of the growing 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 needs of each individual, the classroom, and the daycare as a whole. Any midyear transitions are at the sole discretion of the director. Parent requests need to be in writing and will be considered along with the rest of the factors.

FOOD FOR THOUGHT

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 Schwartz/Reisman 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.

ALLERGIES AND FOOD RESTRICTION

The Schwartz/Reisman Centre Daycare and Preschool is a nut free and kosher facility. Due to allergies and COR restrictions no outside food is allowed in our premises. All families must inform the centre of their child's food allergies upon enrollment or the onset of allergies if it occurs subsequent to enrollment.

Food Allergies and Allergen Management:

The safety and well-being of every child is our priority. Our daycare maintains a centre-wide peanut- and tree-nut-free environment.

We provide a kosher, nutritious and varied menu that follows Canada's food and nutrition guidelines.

In keeping with our kosher practices, we do not serve meat products. Individual food allergens are not removed from the centre-wide food program.

Food allergies are managed in accordance with each child's individualized Anaphylaxis Emergency Plan. Appropriate precautions are taken to reduce the risk of exposure and support each child's safety and well-being.

Parents/guardians are responsible for providing current information about their child's allergies, emergency medication and Anaphylaxis Emergency Plan, and for notifying the daycare of any changes.

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MENU

All meals offered in our Daycare are cooked on site by our professional chef. All menu items are kosher, nut-free and trans-fat free. The Schwartz/Reisman Centre Daycare and Preschool is a meat free centre. Our menu follows the Canadian Food Guide and the Ministry of Education guidelines.

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AM & PM SNACKS

The Schwartz/Reisman Centre Daycare and Preschool provides a morning and afternoon snack for every child in the Full Day program. AM and PM Snacks include:

- A fresh fruit or vegetable
- A grain product- usually in the form of a whole grain
- A dairy product

Breakfast is served between 8:00 – 8:45 AM and afternoon snack between 2:45- 3:30 PM. Snacks are designed to provide children with a variety of the three food groups mentioned above.

LUNCH

Lunch includes the following four food groups: (Including alternatives for meat).

- A fresh fruit or vegetable
- A grain product usually in the form of a whole grain
- A dairy product
- Protein such as salmon, tuna, beans, lentils and legumes

CHILD GUIDANCE

CHILD GUIDANCE POLICIES

The following Child Guidance Guidelines of the Schwartz/Reisman Centre Daycare and Preschool are provided in order to ensure that all staff are aware of and adhere to the appropriate management of children's behavior.

The Schwartz/Reisman Centre Daycare and Preschool identifies that "children have the right to quality care which is safe and healthy and provides learning opportunities to promote their growth and development." For children to become happy, well adjusted, productive and secure members of society they must learn how to successfully deal with problems in interpersonal relationships. In order to learn self-discipline and control, they must also learn positive constructive ways to interact with other people.

The role of the staff is to support a child's sense of well-being while providing opportunities for the child to learn appropriate ways to interact with others.

To ensure a child's safety and wellbeing, and to foster social and emotional development, it is necessary at times to impose limits or set standards of acceptable behaviours. Adults should be guided by the knowledge and understanding of the child's growth and development.

As in all areas of child development, the development of self-control and social skills follows a sequence from birth to adulthood.

Within this sequence, infants and toddlers require more adult intervention and closer supervision and guidance. As children grow, they are able to exercise more self-control and have a greater understanding of concepts as health, safety, and respect for others and property. Therefore, external guidance can gradually be removed as the child develops a sense of responsibility for their own behavior.

Staff is not permitted to use the following behavior management techniques:

- ❖ corporal punishment of the child;
- ❖ physical restraint of the child, such as confining the child to a high-chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from

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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;

- ❖ locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- ❖ 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;
- ❖ depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
- ❖ inflicting any bodily harm on children including making children eat or drink against their will. In the event of any violation of the child guidance expectations as described above, educators and/or staff will be subject to a progressive discipline policy.
- ❖ Sexual abuse, sexual misconduct and prescribed sexual acts (as defined under the Early Childhood Educators Act, 2007)

Working together can make a difference. Remember that the daycare supervisor and family form a partnership and must work together to the child's best interests.

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 Behaviour 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)

SAFE SLEEP POLICY

In order to prevent SIDS, babies aged 12 months or younger must be placed

- On their back (a signed waiver is required by child's health practitioner for babies 12 months and under to sleep in any other position other than their back)
- In an individually assigned safety crib
- In a crib with only a blanket (no toys or pillow permitted)
- In a room where lighting will allow staff to see each child's face to be able to detect any type of distress
- In a room with a temperature less than 75 degrees Fahrenheit
- Babies will be visually checked at regular intervals of 20 minutes during sleep, toddlers at regular intervals of 30 minutes and preschoolers every 45 minutes during sleep, staff will document any type of distress during sleep
- Toddlers and preschoolers will have their individual assigned cots
- Any significant changes in a child's pattern or behaviour during sleep will be communicated to the parents/guardians and will result in adjustments to the manner in which the child is supervised during sleep.
- Toddlers and preschool children have a rest period of up to 2 hours daily. If a child is unable to sleep, they will be encouraged to rest on their individual cot assigned to them with a quiet toy or book while other children are sleeping. For children that have outgrown naps or are unable to sleep, they can participate in structured quiet time activities such as puzzles, arts and crafts, books, stories or other appropriate activities based on the child's needs.
- Kindergarten children are permitted to rest or engage in quiet activities based on the child's needs.

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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

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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.

BULLYING PREVENTION

The Schwartz/ Reisman Daycare and Preschool values learning environments that are safe, nurturing, trusting, positive, respectful and consistent with our values. We believe that all bullying (physical, emotional, verbal, electronic) is a particularly insidious form of violence and that all students and educators have the right to a school environment free from bullying, harassment, threats and violence. The purpose of this policy is to:

- Denounce bullying in any form on daycare property, on buses, or in any other circumstance (e.g. online);
- Reinforce our commitment to support programs for bullying prevention; and provide procedures to address incidences of bullying incidents.

It is that bullying in any form is unacceptable and that staff shall implement bullying prevention and intervention strategies which foster a positive learning and teaching environment for all students and staff. The Schwartz/Reisman Centre Daycare and Preschool will actively promote a positive school climate reflecting, but not exclusive of, the following characteristics:

- a) students and staff feel safe and are safe;
- b) healthy and inclusive relationships are promoted;
- c) all partners are engaged;
- d) bullying prevention messages are reinforced through programs addressing discrimination factors;
- e) maximizing learning potential is emphasized;
- f) cultural sensitivity training, recognition of diversity, and responding to the needs of different learners.

Bullying prevention is a whole school approach that heightens expectations for a safe, caring and inclusive school climate. It includes a supportive environment that upholds our values and encourages positive relationships between students, staff and parents. The goal of intervention measures is to stop incidences of bullying and to foster a positive learning and teaching environment that is rooted in our mission statement. All intervention will be consistent with a progressive discipline approach that utilizes continuum of supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behavior.

Each staff, parent and student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law.

The Schwartz/Reisman Centre Daycare and Preschool reserves the right, after parental consultation, to ask for a child to be removed from the program if, in our opinion, the program does not meet the child's or parent's needs. In special cases, we reserve the right to have a child withdrawn immediately.

ARRIVAL AND DISMISSAL

At the Schwartz/Reisman Centre 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.

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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 srcdaycare@srcentre.ca or by calling our office at **905 -303 -1821 X3087**. 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: A fee of \$1 per minute is charged with a 5-minute grace period. I.e: If you pick up your child at 6:06pm, a fee of \$6 will be charged to your account.

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 SRC 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 SRC Daycare & Preschool.