



schwartz/reismancentre



DAYCARE/PRESCHOOL PARENT HANDBOOK

GOODMAN CHILDHOOD EDUCATION CENTRE
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PROGRAM STATEMENT

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 development and the understanding of 21st century families. Each of the seven core elements are foundational concepts that schools of excellence will use to create a professional learning community.

SHEVA- 7 CORE ELEMENTS (JCCA INSPIRED PROGRAM)

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

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

MASA/JOURNEY

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

TZELEM ELOKIM/DIVINE IMAGE

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

BRIT/COVENANT

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

DRASH/INTERPRETATION

דרש
The spirit of inquiry within human nature is the drive that aides in 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.

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 educator has 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.

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

You will see:

- During the process to enrol your child at our centre, the 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. (Except in an emergency lock down situation)

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 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 Himama communication reports will be completed by the Educators for parents;
- Educators assessing each child's development (nippising 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.

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 Himama 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:

- 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-C, 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.

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

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

You will see:

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

A Commitment to Continuous Improvement

All new 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.**

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.

FEES/LATE FEES

The Schwartz/Reisman Centre Daycare and Preschool fee increases annually in July to follow our fiscal year. The new fee will be communicated to the families every December. 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 be charged automatically with regular fees.

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. 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. The birthday child will take home a special birthday bag with a grocery list. You will need to buy a kosher cake mix as well as the right number of eggs and bring them to the centre prior to your child's birthday. The teachers and the children will bake a birthday cake together for the child and have a party with the child's family. 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.

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.

SCHWARTZ/REISMAN CENTRE RECREATIONAL CLASSES

An added feature of our daycare is that parents are able to sign their children up for recreational programs at the Schwartz/Reisman Centre e.g. karate, swim lessons etc. and have the program assistants walk them over anytime between 4:00 pm - 6:00 pm.

PARENT MEETING'S AND "CHECK-INS"

- **Early Fall:** (September/ October) You 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
- **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 support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by management and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible. Issues/concerns may be brought forward verbally or in writing.

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.

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).

CONDUCT

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

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.

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*.

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

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:
<p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within two business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - 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.
<p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. <p>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.</p>	<p>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.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the supervisor and/or licensee. <p>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.</p>	

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

EMERGENCY PROCEDURES

Fire Drill evacuations are practiced on a monthly basis with all children and staff to ensure that everyone knows what to do and where to go in case of an emergency.

In the case of an evacuation, all staff and children stop what they are doing, and follow evacuation protocol. If necessary to evacuate the building, our staff will escort the children to our emergency shelter

In the case of a lock down, an emergency procedure is set in place to ensure that all children and staff are kept as safe as possible.

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:
 - verifying of the candidate's credentials (e.g. their standing with regulatory bodies) and three references;
 - obtaining an offence declaration from the individual until a VSC is obtained;

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

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.

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.

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 PRACTISES

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 a Oxiver Plus- solution that is created daily by the 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 20C.

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.

This policy involves 3 steps. Complaints of a more serious nature requires the Director to bring the concern to the attention of the Managing Director (or designated alternate) of the Schwartz/Reisman Centre JCC. The Managing Director will determine if the matter needs to go to the Executive Director and or Board of Directors.

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.

CHILD ABUSE POLICIES

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.

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.

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

child care programs with an effective means of monitoring the appropriateness and quality of service delivery. Monitoring includes an 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.

WITHDRAWALS

CURRENTLY ENROLLED FAMILIES

Thirty days written notice is required when a child withdraws from the program. Written notice of withdrawal must be given to the supervisor. Withdrawal becomes effective 30 days after written notice is received. Families are responsible for tuition payment during the 30 days notice period. If you register your child for the following school year and transfer over the deposit from the previous year or pay a new deposit and choose to withdraw your child before beginning at the daycare, the deposit will not be refunded.

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

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

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

The 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 or if behavior guidance isn't followed.

PRE ENROLLED FAMILIES (SPOT SECURED FOR FUTURE DATE)

To secure a spot in daycare a \$540 non-refundable deposit is required. Withdrawal notice becomes effective only once child has started to attend and 30 days after written notice is received. Families are responsible for tuition payment during the 30 day notice period. If you choose to withdraw your child before beginning at the daycare, the deposit will not be refunded.

In the event of an unforeseen closure which affects your child's pre-determined start date a choice will be provided to either hold your deposit and defer start date for when the centre reopens or receive a refund of the deposit and release your secured spot.

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 6months) 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.

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 in our premises and its playground, whether children are present or not. We ask that parents refrain from smoking or carrying a visible cigarette or cigarette package 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.

CONFIDENTIALITY POLICY

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.

Students, parents or staff members 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).

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, on school buses 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 will result in the parent being asked to withdraw their child from the program.

HEALTH MATTERS

SICK CHILD POLICY

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

Children should be kept home if they're:

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

Children MUST stay at home until all symptoms of communicable disease have subsided for 24 hours. Symptoms that must have subsided for 24 hours include but are not limited to:

- Fever of 100°F (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.

The daycare and preschool will notify parents when a child in the group has a contagious disease or there is documented case of head lice.

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

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

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

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

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. Obtain a signed consent form for prescription medications. This form must specify dosage, times and dates to be administered. Prescription medications must be in the original, labeled containers and have the child's name, a physician's name, dosage, date of purchase, expiration, times and dates to be administered on them. The R-ECE is designated to administer medication.
2. If there is a condition that requires an over the counter medication a parent's written note must be provided with exact dose and explanation as to when the medication is required. A parent or guardian must also sign the administration of medication form. This form expires every 3 months and must be filled out again and signed by the parent or guardian.
3. Staff are permitted to apply sunscreen to those children whose parents have signed the consent page on the parent registration package.
4. 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 905-830-4444 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 (4 weeks - 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)

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	4 weeks – 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 <i>by Dec. 31 of the year</i>	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 7
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.

The SRC Daycare and Preschool endeavours 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 a 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.

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 day 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, art, sports and activities to bring the Jewish community together.

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

SCHWARTZ/REISMAN CENTRE MEMBERSHIPS

When your child is registered in our Full Time Program:

You are eligible to a Free Family membership to the Schwartz/Reisman Centre which will include free use of the fitness centre, pools, and discounts to JCC programming.

When your child is registered in our AM Program(if the program runs):

You are eligible to a 50% off a Family membership to the Schwartz/Reisman Centre which will include use of the fitness centre, pools, and discounts to JCC programming.

ENRICHED CURRICULUM

SWIMMING

Our swimming program is designed to develop gross motor skills while gaining confidence in the water. The preschool children enjoy Instructional recreational swim in the Randy Mark Stupp Indoor Aquatic Centre. The teacher ratio in the pool is 1:5 and a lifeguard is employed to be in the water with the children at all times. Safety in the pool is our number one priority so children wear life jackets at all times.

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/CREATIVE MOVEMENT(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.

CERAMICS (GRADUATE PROGRAM - JK/SK ONLY)

Our ceramics class allows the JK and SK children the opportunity to use their imagination while enhancing the use of their fine motor skills to display their creativity.

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 parents 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 \$540 non refundable/non-transferable deposit.

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.

ENROLLMENT PACKAGE

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

term:

- Application Form
- Medical History Form
- Parental Consent Form
- 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

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.

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 guide lines.

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 – 8:40 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, soy, 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 wellbeing 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 behaviors. 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 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. (Except in an emergency lock down situation)

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.

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 Behavior Management Policy, the Supervisor will meet with the staff member and the appropriate measure will be taken. These may include but are not limited to:

- Coaching

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

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.

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 field trip or that is almost time to go outside); explain the new expectations for behaviors.
- Use appropriate behavior as an opportunity to teach the child problem-solving skills' to help the child identify problems and feelings to think of alternate ways of behavior, to understand consequences and to make good decisions.
- Act with caution, care and respect when enforcing limits.
- Removing a child from a situation or activity is a last resort; introduce the child to an alternative situation/activity and allow them to return to the original situation/activity when the child feels able to act/play appropriately.

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 parents needs. In special cases, we reserve the right to have a child withdrawn immediately.

REPORTING CHILD'S ABSENCE

To report your child's absence, please email srcdaycare@srcentre.ca or call 905.303.1821 ext. 3087.

COVID -19 AMENDED PROTOCOLS**Communication with Families**

The daycare will communicate with families regarding the enhancement of health and safety measures to facilitate transparency of expectations. New policies and procedures regarding the enhancement of health and safety protocols for COVID-19 and /or any changes to policies will be communicated and a copy will be sent via email to families. Parents will be required to sign off that they have shared all the policies and procedures with the emergency contacts in their child's registration form and that the emergency contacts agree to abide by them as well as to ensure they are aware of these expectations, including keeping children home when they are sick. This is to provide transparency and to help keep all children and staff/providers safe and healthy. Wherever possible, the use of in-person communication will be limited. All communication will take place by Himama, emails, zoom and phone.

Drop-Off and Pick-up Procedures

Daycare hours will be reduced to 8:00am-5:45pm to allow additional daily cleaning and disinfecting of each room and to avoid mixing cohorts. Breakfast will be provided in your child's designated class upon arrival. In order to better support physical distancing from the rest of the Schwartz/Reisman Centre, drop off and pick up will take place at staggered times. Drop off for all the full time classrooms will take place anytime between 8:00am and 9:00am at a designated drop off entrance. Please see below. Families will have to pre-book their pick up time from one of the 4 options in order to let the classroom teachers know when to have the children ready and dressed. Please ensure you stay on schedule to prevent your child from being dressed and waiting for pickup for too long.

SRC	Drop off	Pick up
JCC North Main Entrance (Daycare Reception Door)	8:00-9:00am-Room Inf /1/2/3/4/5	3:45pm- Room Inf/1/2/3/5 4:45pm- Room Inf/1/2/3/5 5:15pm- Room Inf/1/2/3/5 5:45pm- Room Inf/1/2/3/5
JCC West Entrance	8:00-9:00am – Room 6/7/8	3:45pm- Room 6/7/8 4:45pm- Room 6/7/8 5:15pm- Room 6/7/8 5:45pm- Room 6/7/8
Daycare Reception Door	After 9:00am	All Daycare

This is essential for the safe entry/exit to work for everyone. If you need to drop off or pick up your child at a different time please call or email our office ahead of your scheduled time. Only one family at a time will be allowed to enter the screening/exit area. While waiting in line and in the screening/exit area, all parents/guardians will be required to wear a mask and keep a distance of 2 meters. Only 1 adult per child is allowed. Parents are encouraged not to go into the daycare due to ensuring appropriate social distancing.

During the entry screening time a staff will check the child and the parent’s temperature using a touchless thermometer. The parent/ guardian will be required to answer a daily questionnaire about their child’s health. Once the questionnaire and temperature show the child and parent to be symptom free the ECE / teacher assistant will take him/her to the class. If the temperature of the child or parent/ guardian is 37.8C or 100.4F the child will not be allowed in the daycare.

Wellness Checks

A daily health wellness questionnaire will also need to be filled out. During the entry screening time a staff will also check the child's temperature using a touchless thermometer. Once the questionnaire and temperature show the child and parent to be symptom free, a staff member will take the child to their class. If the temperature is 37.8C or 100.4F the child will not be allowed in the daycare as per to Public Health Guidelines.

Screening for Symptoms

All individuals including children attending child care, staff and child care providers, parents/guardians, and essential visitors must be screened daily before entering the child care setting, they will be required to answer a daily questionnaire. Parent and/or guardian will be reminded of this requirement when children first register to our program and through visible signage at the entrances and drop-off areas. The screeners will take appropriate precautions when screening and escorting children to the program being separated by a physical barrier (such as a plexiglass barrier), and wearing personal protective equipment (PPE) (i.e., gown or scrubs that must be laundered after screening, surgical/procedure mask and eye protection (goggles or face shield)). Alcohol-based hand sanitizer containing at least 60% alcohol content will be placed at all screening stations. (Dispensers will not be in locations that can be accessed by young children.) A daily record of screening results will be maintained. Records will be kept in the centre.

The daycare team reserves the right to deny entry to any child. The daycare team will not permit children who are ill to attend the childcare centre.

Maximum Group Size and Ratio

Maximum group size for each room will follow ministry regulations and licensing. A group (cohort) of children and the staff members assigned to them, will stay together throughout the duration of the program for a minimum 7 days. Each group will stay together throughout the day and are not permitted to mix with other groups. The daycare will maintain the ratios set out under the Child Care and Early Years Act (CCEYA) - Infant 1:3, Toddlers 1:5, Preschool 1:8, JK/SK 1:13. Mixed age grouping and family base grouping is permitted and will be followed as needed. Reduced ratios are permitted as set out under the CCEYA provided that groups are not mixed with other groups (Reduced ratios are not permitted at any time for infants). Special Needs Resource staff on site that are not counted towards staff to child ratios are not included in the maximum capacity rules.

Staffing

- Movement of supervisor and/or Administrative staff, staff and students on educational placements is permitted between different age groups. Reducing the movement of staff and placement students where possible is encouraged to minimize potential of transmission. Supply/replacement staff will be assigned to specific groups. The required number of Qualified Staff / Director Approval is required in each group as set out in the CCEYA. All staff that are included in ratios will be required to have valid

certification in Standard First Aid Training, including Infant and Child CPR or certification has been extended by the Workplace Safety and Insurance Board (WSIB). 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.
- ensuring the individual is not left alone with children; and
- conducting informal interviews with staff who work with the individual at the child care centre to collect their observations of the individual's behaviour with children, parents and colleagues.

- **Staff Training**

In collaboration with local Public Health, the daycare will ensure that training is provided to all child care staff/providers on the health, safety and other operational measures outlined in this document plus any additional local requirements in place prior to reopening. Staff will sign off on the policies/procedures that they have read and understood the new policies set out by the Schwartz/Reisman Centre Daycare and Preschool. The training will include a review on how to properly clean the space and sanitize equipment, the proper usage of PPE, how to safely conduct daily screening and keep daily attendance records, and steps to take in case a child/ staff member becomes ill while under our care. The training will also include collaborative sessions on how to innovate classroom teaching methods in the revised environment.

Daily Program

The Ministry recognizes that physical distancing between children in a child care setting is difficult and encourages child care staff and providers to maintain a welcoming and caring environment for children. Here are some of the guidelines we will deploy to maximize health and safety in the classroom and also take care of the children's psycho-social well-being as best as possible:

- When in the same common space (eg. Entrances, hallways) , physical distancing of at least 2 metres must be maintained between different groups and should be encouraged, as much as possible, between children within the same group.
- Spreading children out into different areas, particularly at meal and dressing time; incorporating more individual activities or activities that encourage more space between children; and using visual cues to promote physical distancing.
- Keeping physical space between children at a daycare is challenging, however our program, classroom set up and daily schedule are adjusted to best support the social emotional of the children.
- Planning activities for smaller groups when using shared objects or toys
- When possible, activities will be moved outside to allow for more space; The teachers will incorporate more individual activities or activities that encourage more space between children into different areas in the classroom;
- The teachers will supervise and hold bottles for infants not yet able to hold their own bottle to reduce the risk of choking.
- Placing infants in every other crib, and mark the cribs that should not be used in order to support physical distancing.

- The teachers will avoid getting close to faces of all children, where possible. When it is not possible, staff will use masks / face shield.
- Singing is permitted indoors; masking is encouraged but not required for singing indoors if a minimum of 2 metres distance can be maintained between cohorts and as much distancing as possible maintained within a cohort.

Outdoor play

Outdoor activities will take place for one group at a time following an outdoor schedule. Each group will have its own outdoor toy bin. All outdoor toys will be disinfected by the teacher assistant after each group use (toys, slide, gate, bicycle, and ball). Where the outdoor play area is large enough to accommodate multiple groups, the daycare may divide the space with physical markers to ensure cohorts remain separated by at least 2 meters. If play structures are to be used by more than one cohort, the structures shall only be used by one group at a time and should be cleaned and disinfected before and after each use by each group. Alternate outdoor arrangements (e.g. community walk), will be provided where there are challenges securing outdoor play space.

Sunscreen

Please apply sunscreen on your child before coming to daycare. Each child will bring their own sunscreen to be kept at the daycare (spray lotion sunscreen is recommended). Staff will provide assistance to apply sunscreen to any child requiring it and will exercise proper hand hygiene when doing so (for example washing hands before and after each application). Sunscreen shall be labeled and may not be shared, even between siblings.

Nap time

Distance between nap cots will be increased. If space does not allow, cots will be placed so that children are placed head-to-toe or toe-to-toe. Cots and cribs will be disinfected before and after use. Bed sheets will be laundered weekly or as needed at the centre. Blankets will sent home on Friday to be laundered and home and returned to the centre on Monday. All children's belonging will be labeled with the child's name to discourage accidental sharing (soothers, bottles, sippy cups, etc..). No plush sleep toys from home will be allowed at this time for nap time.

Children's Belongings

On your first day please provide your child with 2 complete extra sets of clothing placed in a labeled Ziploc bag (shirt, pants, underwear, socks, jacket, and hat), 1 light blanket, and shoes for indoor and outdoor use. **No toys/ items from home will be permitted in the daycare.** Strollers and car seat will be stored outside of the daycare area.

Children must have two separate sets of shoes: 1) home shoes- shoes the child wear when they come to daycare and go home. 2) Daycare shoes (placed in a Ziploc bag) - will to be kept at daycare in the cubby area. (Please do not send slippers, open-toed sandals or crocs for shoes kept at daycare). Children's home shoes will be changed to daycare shoes before entering the classroom.

Staff Clothing and Shoes

Staff shall keep a few extra sets of clothing at school in the event that there are secretions on their clothing that cannot be avoided with the use of a blanket or towel. Staff should place any soiled clothing in a plastic bag to take home for laundering or use the daycare laundering.

Staff must have home shoes that they come to daycare and leave in. One pair of shoes shall be kept at daycare to be used for indoors. Staff should not wear slippers, flip flops or crocs as school shoes. Teacher's home shoes will be kept outside the daycare.

Meal time

All food will be provided by the Centre; no outside food is permitted. Family style meals are permitted keeping all food and safety practices at all times and ensuring proper hygiene is practiced when staff are preparing food and for all individuals prior to and after eating. Breakfast will be served between 8:00am-9:00am.

Use of Masks and Personal Protective Equipment (PPE)

Masks are not recommended for children, for those under the age of two. Children are not required to wear masks at the daycare. Current Ministry guidelines state that masks are encouraged for children from 2 years to SK, subject to reasonable exceptions for medical reasons. The Schwartz Reisman Daycare and Preschool will support children in wearing masks to the greatest extent possible based on the age of the child and consultation with parents.

All staff and students on educational placements are required to wear proper fitting medical grade masks and face shields/goggles while indoors, in hallways and staff rooms (unless eating-but time with masks off should be limited and physical distance should be maintained).

A clear mask may be worn by staff to accommodate a child with a special need (for example for speech therapy session) and needs to rely on lip reading to help understand verbal messages. In case of speech therapy, the session will be held in a separate room which will be sanitized prior and after use.

When wearing a mask, you should wash your hands before donning the mask and before and after removing the mask. The supervisor will secure and sustain an appropriate amount of PPE and cleaning supplies that can support their current and ongoing operations.

The use of masks and face shield is not required while on the playground/outside/or during nutrition breaks (maintaining a 2 metre distance)

Masks and Face shields/goggles must be worn Indoors and:

- In the screening area and when accompanying children into the classroom from the screening area.

- When cleaning and disinfecting blood or bodily fluid spills if there is a risk of splashing. (gown or scrubs also required to be worn)
- During diaper changing
- When caring for a sick child or a child showing symptoms of illness. (gown or scrubs also required to be worn)

Steps for How to put on your PPE following Public Health guidelines poster (see attached)

1. Wash hands
2. Put on gown
3. Put on mask
4. Put on face shield (or goggles)
5. Put gloves and place them over the gown

Steps to remove the PPE:

1. Take off gloves
2. Take off gown
3. Sanitizes hands
4. Take off face shield
5. Take off mask
6. Wash hands

*Exceptions to wearing a mask and eye protection indoors may include medical conditions that make it difficult to wear a mask or eye protection (e.g. difficulty breathing, low vision); a cognitive condition or disability that prevents wearing a mask or eye protection; hearing impairments or when communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication; and when performing duties in which a staff member is separated from their cohort and other staff/students (e.g. working alone in an office/class room or during meal preparation in the kitchen). A doctor's note is required in order to grant an exemption.

Handwashing

Staff will perform and promote frequent, proper hand hygiene (including supervising or assisting participants with hand hygiene). Hand washing using soap and water is recommended over alcohol-based hand rub for children.

Where soap and running water is not available, outside for example, alcohol-based hand sanitizer containing at least 60% alcohol content will be used only when necessary.

Attendance Records

The daycare administrative team will maintain screening and daily records of anyone entering the facility and the approximate length of their stay (such as cleaners, individuals doing maintenance work, people providing support for children with special needs, those delivering food). Records will be kept in the centre and will include: name, contact information, time of arrival/departure, screening completion/result, etc.). Records must be kept up-to-date and available to facilitate contact tracing in the event of a confirmed COVID-19 case or outbreak.

Visitors/ volunteers / enriched curriculum

Only essential visitors (such people doing maintenance work, people providing support for children with special needs, those delivering food, and inspectors) will be allowed to enter the daycare. Parents are encouraged not to go past the screening area in order to maintain proper social distancing indoors. There will be no volunteers or high school students at the program. All essential visitors and/or support staff (e.g. professional cleaners and maintenance staff) will be required to use PPE and follow the daycare wellness screening and physical distancing protocols.

Health and Safety Protocols

Our daycare will work closely with local Public Health and follow the advice of York Region Public Health officials when establishing health and safety protocols, to keep children and families safe in their respective communities. Contact information for York Region Public Health:

- 1-877-464-9674 ext 73588 (8:00am -8:00pm, 7 days a week)
- 905-953-6478 after hours

Cleaning and Disinfecting

The Schwartz/Reisman Centre Daycare and Preschool commits to follow York Region Public Health advice regarding best practices for cleaning and disinfecting, including all current infection prevention, including:

- All toys used at the Centre are made of material that can be cleaned and disinfected, provide designated toys and equipment for each room or group of children.
- Professional cleaners will clean and disinfect objects, and frequently touched surfaces twice a day, including but not limited to doorknobs, light switches, toilet handles, and tabletops.
- Frequently touched surfaces and toys will be cleaned and disinfected at least twice a day by daycare staff, including but not limited to doorknobs, light switches, toilet handles, and tabletops.
- Toilets/potty chairs and seats will be cleaned and disinfected between each use.
- There will be a daily scheduled time and designated staff for cleaning and disinfecting
- Cleaning will be recorded in a cleaning/ disinfecting log sheet.
- Mouthed toys will be cleaned and disinfected immediately after the child is finished using it.

- The daycare will use disinfectants that have a Drug Identification Number (DIN) or Low-level hospital grade disinfectants (Checking expiry dates of products and following the manufacturer's instructions).
- Each group will incorporate additional hand hygiene opportunities into the daily schedule and perform proper hand hygiene. Staff will assist children with hand hygiene. Where running water and soap is not available, such as outside, hand sanitizer containing a minimum of 60% alcohol will be used only when necessary.
- When water / sensory tables are offered, emphasis should be placed on hygiene before and after use of materials

When a Child or Staff Demonstrates Symptoms of Illness or Becomes Sick

The Schwartz/Reisman Centre Daycare and Preschool abides by the Ministry of Health and York Region Public Health Covid-19 School and Child Care screening tool. For the most up to date symptoms and exclusions, please refer to the document attached at the end of this Covid Handbook.

Children will be monitored for atypical symptoms and signs of COVID-19. If a child becomes sick while in the program, they should be isolated and family members will be contacted for pick-up. A child care staff/provider will remain with the child in a separate room until a parent/guardian arrives. If tolerated and above the age of 2, the child will wear a surgical/procedure mask. The child care staff/provider will wear a surgical/procedure mask and eye protection and gown or scrubs at all times and not interact with others. The child care staff/provider will also avoid contact with the child's respiratory secretions. The child that is ill will be provided with tissues and reminded of hand hygiene, respiratory etiquette, and proper disposal of tissues. All items used by the ill child will be cleaned and disinfected after they are picked up. All items that cannot be cleaned will be removed and stored in a sealed container for a minimum of 7 days. The classroom belonging to the affected child will also be cleaned as soon as possible.

The child/fully vaccinated staff must isolate for 5 days from when symptoms started and stay in isolation until their symptoms have been improving for 24 hours (or 48 hours after nausea, vomiting and/or diarrhea symptoms), whichever is longest.

The individual not fully vaccinated OR is immune-compromised they must isolate for 10 days from when the symptoms started and stay in isolation until their symptoms have been improving for 24 hours (or 48 hours after nausea, vomiting and/or diarrhea symptoms), whichever is longest.

If testing is available:

ϕ If a single PCR test or rapid antigen test (RAT) is positive, the student/child should follow the guidance above "if the student/child is not tested"

ϕ If a single PCR test is negative or two rapid antigen tests (RATs) collected 24-48 hours apart are both negative, the student/child may return to school/child care when their symptom(s) have been improving for 24 hours (48 hours for nausea, vomiting and/or diarrhea).

- Household members, including siblings, must stay home at the same time as the student/child, whether they are fully vaccinated or not.

Should there be a confirmed case of Covid-19 or anyone experiencing Covid 19 symptoms and will need to complete the 5-day isolation period, families will be required to meet their financial commitment so that we can continue to compensate staff.

Serious Occurrence Reporting

Child care Centre licensee has a duty to report suspected or confirmed cases of COVID-19 under the Health Protection and Promotion Act. Where a child/staff/essential visitor is suspected and/or has a confirmed case of COVID-19, licensees must report this to the ministry as a serious occurrence. The licensee will post the serious occurrence notification form as required under the CCEYA.

Determining if a child can return to daycare

It is at the discretion of the Schwartz/Reisman Daycare and Preschool administrative team to determine if a child is well enough to return to or stay at school.

The ill individual and/or their parent or guardian be advised to use the online self- assessment tool and follow instructions which may include seeking medical advice or going for testing for COVID 19.

The screening tool is available with clear graphics for parents to use to determine the correct course of action if their child has any symptoms. You can find this tool at:

<https://covid-19.ontario.ca/school-screening>

If your child has been away due to illness, you will need to complete a Returning to Child Care Confirmation Form (see form attached). Please complete this form to confirm that your child is healthy and able to return to the child care. By adding your signature, you are verifying that the information is true. Return the completed form to your child's child care operator. Please Note: It is up to the child care management team to decide if they choose to accept and use this form.