

JOHN ROSS ROBERTSON

CHILD CENTRE



PARENT HANDBOOK

Revised 2017-18

Historical Background

John Ross Robertson Child Centre started operations in 1985 as a non-profit, school age day care centre for Grades 1 to 4 and was located in various buildings and portables until 1992 when the present facility was completed with the help of government funding. In the early 1990's the Centre became one of ten pilot projects for Grade 5 and 6 students known as "Ten Plus" to address the issue of care for older children. These children are now part of our overall school age program that includes children from Grades 1 to 6 playing, sharing, mentoring and learning from one other.

In 1991- 92, the program was expanded to include a small component of Senior Kindergarten children but was licensed primarily as a school age facility. Over time, some junior kindergarten children were also admitted to make up shortfalls in school age numbers and eventually the kindergarten group became a separate unit.

In September 2003, the child centre expanded, doubling the number of Kindergarten children served from ten to twenty, with a licensed capacity of twenty-four.

At the same time, the school age program space was doubled with the addition of the upstairs lunchroom, a facility shared with the school. We then increased our school age capacity from thirty to sixty and within a year filled our capacity and were licensed for 84 children. Since that time we have more than doubled that capacity as we introduced 2 additional kindergarten rooms as well as two additional school age rooms. As of September 2016 the child care centre is licensed for 196 children.

NEW ITEM-Re: Full Day Kindergarten

In September 2014 Full Day Kindergarten commonly referred to as FDK was implemented at John Ross Robertson Public School. John Ross Robertson Child Centre then became the operator of the Kindergarten before and after school component which like our School Age before and after school programs will include full day service on JRR School PA Days and March Break but will for now, remain closed for most of the Winter Holiday Break and the Summer months of July and August. The FDK programs will be of the same high caliber as all of our other preschool and school age programs and will be staffed by Registered Early Childhood Educators and possibly some Early Childhood Assistants. FDK daycare programs will be located in one or more of the same rooms that children will be attending during school hours.

On regular school instructional days, childcare will be available from 7:30-9:15 AM and from 3:15 to 6:00 PM. Please note that lunch catering is not available to children in FDK. Lunch must be brought from home but afternoon snack will be provided by the child centre daily and both morning and afternoon snacks will be served on PA Days and March Break.

** Children attending SK before and after School Programs will not automatically move up into our school age division when they reach grade one since the number of SK children requesting a school age space may exceed the number of children in our school age division who are leaving the centre. SK children who are seeking childcare space in grade one, will be put on a waiting list and will be admitted as space becomes available. If a lack of space situation arises, priority will be given to clients who have siblings in one of our other programs and or who have been enrolled at the centre for the longest period of time.

As with our other preschool programs and in conformity with the JRR Schools teaching philosophy, the FDK before and after programs will be conducted on a well thought out and programmed play based system. The General Philosophy and goals of the centre as delineated below will also apply to the new FDK programs.

Philosophy and Program Statement

See our new **Detailed Program Statement** recently added to this document which is part of the Ministry of Education's "How Does Learning Happen" framework meant to underpin the style of operation of all early childhood programs in Ontario.

The purpose of childcare and early childhood education is to create a safe, caring stimulating and flexible learning environment for children of all ages. John Ross Robertson Child Centre follows the principles set out in the Ministry of Education's Pedagogy for the Early Years entitled "How Does Learning Happen." This document arrived at through extensive research over many years, sets out a shared understanding of Children, Families and Educators. It states "learning and development happen within the context of relationships among the three and the environment. Using the document as a guide, our staff set up age appropriate programs with the view that children are generally competent. That they are complex thinkers, curious about the world around them and rich in potential when properly stimulated, encouraged and cared for by their families and educators. Within families and educational settings such as our own there is a wealth of competent knowledge that can be drawn upon to fulfill the goal of caring for, educating and raising the next generation. At JRRCC we endeavor to enhance and reinforce values and skills learned within the family as well as to expand children's' knowledge about the world around us.

It is our belief that children learn naturally through play and through participation in flexible but consistent routines and life-cycle events. We hire talented and experienced childhood educators who aim to provide a positive atmosphere that will stimulate each child's creative, emotional, social physical and academic growth. We aim to create challenging and diversified programs utilizing up to date, age appropriate materials, games, books and community resources. We invite parents and guardians to be our partners in the education of children by sharing special skills, abilities, knowledge, stories, talents and volunteering as Board members. Together, we can teach children to feel safe and secure, to learn about life and to develop attitudes that will enhance their self-esteem. We can also teach children to share and socialize with others, while having fun with friends and adult role models all around.

Our teachers utilize a variety of methods in order to further the goal of educating and helping to raise the citizens of tomorrow. We follow the principles set out in ELECT Early Learning for Every Child Today. This document laid the groundwork for the aforementioned "How Does Learning Happen." Detailed charts and information about ELECT are easily available on our bulletin boards as well as on line.

Flowing from the ELECT comes a style of teaching commonly referred to as "emergent"

Emergent curriculum is based on observation of children at play throughout the day. Staff record interesting things that emerge while children are engaged in various activities. They then use notes made from observations to formulate future programming. This is shared with parents in a variety of ways including

- 1) posted program plans which delineate planned activities and their learning objectives
 - 2) Child portfolios (for preschool/Kindergarten children) which include photos of children along with observations and comments made while children are engaged in interesting activities.
- These portfolios can be used as a starting point for sharing information about individual children's development. They also make wonderful mementos at the end of the year.

John Ross Robertson Child Centre's

Program Statement (new)

OUR MISSION

To provide the highest quality Early Childhood Education and Care Programs for children and their families living in North Toronto.

Philosophy: It is our Belief that children learn naturally through play and through real life participation in daily routines and lifecycle events.

We believe that children, families and staff are capable, competent, curious and rich in potential. We are committed to collaborating with children, their families and with each other as educators to create high quality early learning and care in which children, parents and educators are viewed as co-learners.

“How Does Learning Happen?” a recent pedagogical document created by the Ontario Ministry of Education after much new research is the foundation of our program. This document is enshrined in the Child Care and Early Years Act 2014 and is the basis for setting up early years programs of all types in Ontario. The CCEYA replaced the long standing Day Nurseries Act.

Using the common framework articulated in ***How Does Learning Happen?*** John Ross Robertson Child Centre will support the children to achieve the following **goals** and will meet the **expectations** set out in the newly created legislation for programs building on the four **foundations** for healthy growth and development that the document outlines.

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

Our Overarching Strategies

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

detailed and may be read on our bulletin boards or online by inserting Early Learning For Every Child Today in your web browsers.

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

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

You will see:

- Photographs and names of all the staff posted so that parents with children in only one room will be familiar with all other staff as well
- Well organized environments, with lots of materials that are easily and safely accessible to the children – the children don't have to ask for everything that they need;
- A process overseen by child centre to sign your child in and out of the program, to ensure they are safely accounted for and subsequently supervised until they leave.
- Healthy menus, that follow and exceed recommendations in Canada's Food Guide; Our partnership with catering company Real Food For Real Kids ensures high quality food that is mostly locally sourced and free from pesticides, unwanted hormones, antibiotics, and is low in sugar and processed foods.
- Children and staff washing their hands frequently throughout the day to promote good hygiene and to reduce the spread of illness;
- Snacks are available to the children who arrive early and are set out for the children to serve themselves. Water is always available to the children throughout the day;
- At meal times, educators sit and eat with the children and there is lots of conversation;
- Children serve themselves and are encouraged but never forced to try new foods;
- Lots of opportunities for gross motor play; children are encouraged to use their entire bodies to explore the world;
- Positive language that emphasizes accomplishment and effort;
- The centre is kept clean throughout the day, and is professionally cleaned on a nightly basis;
- All visitors who are unknown to us required to sign in and out of the JRR School Office and if requested to wear a visitor identity tag provided
- Based on current research related to children and screen time, the use of televisions, or video games are highly restricted with time limited monitoring by child care staff. In the school age rooms there are some computers available and staff will assist children when

necessary to look up information on the Internet to expand or enhance their play and learning;

- Educators follow the health and safety guidelines set out by the Ministry of Education, the City of Toronto Health Department and the City of Toronto Children's Services Division.
- Staff of JRRCC are all trained in CPR annually and other first aid at minimum once every three years
- Staff are trained annually or as needed by parents about the needs of their potentially anaphylactic child(ren)
- The centre has emergency management procedures that include co-ordination with the policies and procedures set out in the JRR Public School's Emergency Guidelines. During School hours The child centre will follow procedures and or instruction emanating from the TDSB's Emergency Unit. During off school hours emergency evacuation is executed following our emergency evacuation procedure posted at most exits. Once we reach our alternate evacuation site (Glenview Senior School or Lawrence Collegiate), The director, asst director or designated staff will email all parents informing all where we are and asking parents to pick children up asap. In order that individual medical needs if any are required can be met, our emergency bag containing Epipens. Benadryl or other medications wwill always accompany staff. Should the program include a child with mobility challenges, the Director, Asst Director or designated staff will accompany the child to the nearest exit that minimizes difficulty leaving the building as quickly as possible. Once each group in the centre is safely outside all groups will convene near the portables and take attendance, reporting any issues to the Director, Asst Director or Senior Staff (if applicable) Mobile phones will be used to call 911 if TDSB staff have not already done so or if additional medical or emergency issues arise.
- Once the emergency condition has passed, staff will speak to children and parents alike if needed discussing what happened, what went well and what procedueres if any can be changed or improved.
- Resuming normal operations will depend on the severity of the emergency. For the most part, the centre will follow TDSB protocols and procedures and we will request therapeutic support for children from TDSB or from our own sources if TDSB support is slow in coming forth.

Healthy Active Play and Rest 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. This is particularly true for our preschool children who attend the centre for 6 or more hours per day and require a combination of stimulation, good nutrition and destimulation. We will follow the regulation in the new Child Care and Early Years Act in respect to spending two hours outdoors (weather permitting) when children are in program 6 or more hours daily. Additionally, children who do not need a rest period may be encouraged to have some quiet time but will be given alternate quiet activity choices if it is demonstrably in their best interest or if requested specifically by parents.

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

You will see:

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

Strategies to Support and Strengthen Positive Interactions

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

Questions educators ask themselves:

- How do I **engage** with children in a way that builds on their strengths as opposed to identifying what they are doing "wrong"?
- Am I **learning** too? How do I respond when a child asks me something that I don't know? Do I redirect the child to something else or do I respond: "Let's find out together!"

- Am I **moving away** from viewing play as just something children do and **moving towards** viewing play as intentional and inquiry based; a way for children to **express** themselves in multiple ways?
- Am I having fun? Is at least a part of each day filled with a **shared sense of joy** that is the wonder of new learning for me and the children with whom I engage? What are the clues that demonstrate that I am engaged and interested in what I am doing?

Supporting Children to Manage and Self Regulate their Behaviour

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

The following are **prohibited practices** and are not permitted at any time under any circumstances.

- Corporal punishment of child
- Physical restraint of 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 hii or 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 for the purpose of confining a 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 emergency management policies and procedures
- Use of harsh or degrading measures or threats or use of derogatory language directed at or 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 or
- Inflicting any bodily harm on children including making children eat or drink against their will.

In the event of any violation of the behaviour management expectations as described above, educators and/or staff will be subject to a 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, and many other art and creative / sensory materials;
 - Telling or writing stories;
 - Singing;
 - Dancing;
 - Talking with educators;
 - Talking with other children;
 - Building with blocks and other building materials;
 - Conducting experiments; and
 - Solving problems.
 - Planned neighbourhood excursions 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: flexible 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 John Ross Robertson Child Centre 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 independent learning and development;
- 2) Building on the children's ideas , questions and theories as observed in play;
- 3) A collaborative approach that incorporates discussion amongst team members about how to support deeper exploration; and
- 4) Inviting and engaging others in the continuing process of program development including parents, the children themselves and other community partners including but not limited to educators within the school system.

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

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

You will see:

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

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

You will see:

- Children actively engaged in activities, usually in small groups;

- Children and staff are smiling, laughing and having fun; playing and learning together;
- Educators observing and making documentation about children to build on the children's experiences;
- Educators discussing the documentation with the children; 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 often 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 by spending lots of time outdoors and exploring the surrounding neighbourhood.
- Quiet activities provided for children who do not require a nap during rest times.
- yoga, music and drama programs provided by outside professionals are weekly components enriching activities at the centre. Additionally, a variety of other programs are brought in on professional activity days and March Break when all age groups are resident at the centre for the entire day as opposed to only before and after school attendance.
- Providing a minimum of two hours outdoor play for preschoolers and a minimum of 30 minutes for children attending before and after school programs (kindergarteners and school agers)

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

You will see:

- Educators seek out opportunities to talk with parents without ignoring the needs of the children;
- Educators assessing each child's development 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;
- By creating portfolios for each preschool and kindergarten child which are accessible to parents on an ongoing basis; and
- Accident / Incident reports completed if your child has an accident to provide you with information as required.

Parents as Partners

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

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

- An "open door" policy that welcomes parents to drop off and pick up at the times that work best for their family within the hours that the centre is open and allows them to drop-in to observe whenever convenient for the parent;
- Informal discussions on a daily basis;
- Posted documentation of activities, interactions and engagement;
- Parent/educator (and sometimes child) interviews;
- Sharing resources and materials about community supports and activities;
- Inviting parent participation in the development of curriculum;
- Inviting and encouraging parents to participate directly in the day to day activities of the centre;
- Social and open house activities;

- Annual questionnaires; and
- Suggestion boxes.

Key ideas and messages we share with parents:

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

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

You will see:

- Parents are welcomed at any time and are encouraged to drop in when and if they have time to do so;
- Planned excursions to community services and programs such as the local library, grocery stores and other neighbourhood locations; and
- Use of community partners as a resource and support to families, children and staff.

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

You will see:

- Staff encouraged and supported to attend professional development;
- Registered Early Childhood Educators are required by their membership in the College of Early Childhood Educators to commit to their own ongoing professional learning;

- New ideas and strategies to support children's development introduced throughout the program; and
- Materials and research shared with parents.

Continuous Professional Learning for Educators

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

In addition, RECEs are encouraged to participate in the College of Early Childhood Educators Continuous Professional Learning Program

- and funds are set aside in our budget to assist staff financially in meeting this goal.
- Staff have scheduled planning time each week;
- Staff meet together to share ideas and information and to develop programs;
- Staff are encouraged and supported to participate in our school's community events and
- RECEs are encouraged to participate in the College of Early Childhood Educators Continuous Professional Learning Program.

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. Including the ongoing creation of pictorial portfolios for our preschool children with observational

notes about interesting or significant developmental activities each month.

- The use of new high tech programs such as Hi Mama to facilitate, compile and share information about children's activities and development among staff and with parents.

A Commitment to Continuous Improvement: Program Statement Review

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

INCLUSION and EQUITY

John Ross Robertson Child Centre adheres to inclusion and equity practices outlined by municipal, provincial and federal legislation. It is our aim to include children of all racial, religious and ethnic backgrounds, as well as children with special needs as long as we have the proper facilities and personnel to make a positive contribution to their lives.

It is also our aim to hire appropriately educated and qualified staff that represent the full spectrum of our multicultural society without regard to race, creed, ethnicity, gender, sexual orientation, age (except when under aged), or physicality (except when a disability clearly impairs the exercise of necessary duties.)

It is our goal to make all children, family members, friends, volunteers and staff working at JRRCC, feel included in our child centre community by setting a positive example of caring, co-operation, tolerance, latitude, respect and love irrespective of gender, sexual orientation, ability challenges, race, religion, or ethnic background.

It is our aim to come to the assistance of those needier than ourselves both locally and far a field by teaching children about the needs of others and engaging in activities that allow children to share their talents and good fortune with those who need it most. By doing this we hope to bring up children who will make positive contributions to the welfare of this planet and who will in every sense, become citizens of the world.

ADMISSION DENIAL (Special Needs)

When children are denied admission or are withdrawn due to our inability to accommodate a child's special needs or family circumstances, the centre supervisor will meet with the parents and document the discussion. Additionally, the director will notify the Children's Services Consultant and members of the Board. The director or staff of JRRCC will seek help or advice from outside agencies if necessary, in an effort to support the child's needs and where possible change some aspects of our physical plant or procedures to keep the child at JRRCC where that option is best for the family.

Child Care Regulations

The Ontario Ministry of Education regulates the provision of childcare service throughout Ontario. The New Child Care and Early Years Act (CCEYA) which replaces the former Day Nurseries Act (DNA) contains the statutory requirements, policies and procedures a daycare must comply with to acquire an operating license. The license is renewed annually after a visit from a Licensing Specialist. Additionally, all centres located in Toronto District School Board (TDSB) buildings are required to have a "Purchase of Service" agreement with the City of Toronto Children's Services Department. This allows Children's Services to place families in the centre who are in need of financial assistance. Toronto Children's Services has its own criteria that must be met additional to those in the CCEYA. Therefore, a City of Toronto Program Advisor, regularly inspects the centre as well. Fire and Public Health Department officials also spot-check the centre on a regular basis. Additionally, our playground is inspected by a qualified third party inspector annually.

Ownership of Space

The Toronto District School Board acts as the landlord providing facilities and custodial services to the Centre. The City of Toronto Children's Services Division through a contract with the TDSB pays the rent for these services on our behalf. Due to the City's own financial constraints, this policy of paying the rent is subject to periodic review by City Council and could eventually be downloaded to the Centre.

CORPORATE STRUCTURE

General Members

John Ross Robertson Child Centre is a non-profit corporation that depends on fees for income. As soon as a child is enrolled at the centre the parents or guardians become members of this corporation. The corporation has an annual general meeting where a Board of Directors is elected or acclaimed from the membership, the audited financial statement of the previous year is presented, and the auditors appointed.

Board of Directors

A Board of Directors is elected to govern the Centre and oversee all aspects of its operation. The Board is comprised of seven of the Centre's parents. The Board meets approximately once a month and may form subcommittees who will meet as required. The Board recruits, interviews and hires an Executive Director commonly referred to as the Supervisor, to manage the day-to-day affairs of the centre. The Board's primary functions include approving policies and procedures, the Centre's annual budget, setting fees, ensuring long term financial stability and acting as signing officers of the Corporation. The Board of Directors is not involved in the day-to-day operation of the centre and matters pertaining to those operations must be discussed with JRRCC teaching staff or the Director. Since Board members are not completely at arms length, being parents of children in the centre and neighbours, friends and acquaintances of other members, confidential information will be brought to the Board's attention as anonymously as possible. Should an issue arise that in the opinion of professional staff requires the membership of a person or family to be terminated, or where there may be legal action taken either on our part or on the part of the said client, the Board will be given full details of names and situations. Board members are otherwise under normal operating conditions not privy to client's personal information, subsidy status or any other confidential information held by professional staff. Individual Board members do not have the power or sanction to act on their own with out the full approval of the Board of Directors.

Officers of the Board will act in accordance with the powers vested in them by the JRRCC By-Laws and applicable Provincial or Federal Legislation.

Executive Director/ Supervisor

The Executive Director/Supervisor is responsible for the daily operation of the centre and all staff, the centre's bookkeeper and suppliers are accountable to him or her.

The ED/S reports formally to the Board of Directors at monthly or otherwise scheduled meetings. Informal dialogue and e-mail correspondence between the Director/Supervisor and members of the Board may occur more frequently if required.

The Supervisor/Director is not a Board member as all board members must be volunteers serving without remuneration.

Professional Staff

A Registered Early Childhood Educator (RECE) is someone who has received specific education or its equivalent in the theory and practical application of early childhood education and who has gained recognition to work as an early childhood educator by the Ontario College of Early Childhood Education.

At least one RECE must be employed for each "grouping" of children at the centre. The RECES are responsible for the overall safety and welfare of the children as well as the program plans for their respective groups. Depending on the prescribed child to adult ratio for each group, one or more RECE or assistant may be required for each group. An assistant is a staff member who does not have a degree or diploma in Early Childhood Education but who may have other relevant experience to contribute to our program and who works in tandem with at least one other member of staff who is an RECE or accepted equivalent.

The staff of JRRCC is a team of exceptional professionals who value their relationship with our families and are committed to helping all children to reach their full potential. The Centre strives to be an enjoyable workplace that fosters personal initiative, professional growth, self-esteem and leadership. Staff members are encouraged to further their knowledge of the ECE field through attendance at seminars, workshops and special courses. The centre's budget has funds allocated for the promotion of staff development. Time off work may be granted for staff to take special courses. **All staff members take CPR/First Aid Courses paid by the centre annually and update their knowledge and instruction of care for individuals with potentially anaphylactic conditions.**

Hiring: (Vulnerable Sector Police Reference Checks)

Prior to being hired at JRRCC prospective employees will undergo an interview process with the Director and/or Assistant Director. The prospective employee will submit a resume and cover letter prior which includes contact information of references. Once a job offer is made by the centre the, the employee must submit to a Vulnerable Sector Police Reference Check. If the prospective employee has already done a check prior it must not be older than 6 months. If it is older a new check must be initiated. Because results in Toronto can take many weeks to come back, an employee may be hired by the centre in the interim with the following conditions.

- 1) Written proof from the Police that the employee did apply for the screening.**
- 2)The employee must attest in writing that they do not have any previous convictions under the criminal code of Canada and in particular as referenced in section 9 of the CCEYA.**
- 3) The employee may not be left alone unsupervised with children until the police check is obtained.**

Once a clear police check is received the employee will sign an attestation form annually no later than 15 days after the annual anniversary date stating that there have been no

criminal convictions since the clear check was received. The same procedure will apply up to and including the 4th year since the police check was received. In the 5th year each employee will reapply for a brand new Vulnerable Sector Screening Police Check.

4) The employees VSC form will be kept on file in a locked file cabinet and available only to the Director and Assistant Director.

5) An employee's VSC file will be kept for a minimum of three years after employment with our centre is terminated.

Parents as Partners

Parents are always welcome in the Centre. There are many ways parents can participate depending on the amount of time they have. The following are suggestions on how parent/guardian participation can enrich our program:

- Guest speaker to share an interest, talent or career-related topic
- Field trip parent
- Host for the Preschool-Kindergarten children to share a cultural, religious or family tradition.
- Member of the Board of Directors
- Sub-committee member when required
- Fund raising

Curriculum

See our overall Program Statement for details on the Ministry of Education's mandate for all child care programs to implement the "How Does Learning Happen" framework.

Additionally,

The curriculum is based on program plans developed by the RECE's and their assistants. Each team of RECE's with input from assistant staff, plans and implements an early childhood curriculum for their designated "grouping" that complements the learning that takes place at school rather than duplicating it. Duplication may however, be used to improve essential skills if deemed advisable. The curriculum is consistent with the development and skills (i.e., physical, emotional, cognitive, and intellectual) of each child in the group. The curriculum plans are then incorporated into a daily program and schedule of activities. All program plans are made according to the group's needs and interests in an age appropriate manner. Our program reflects our children and their community while introducing the children to new ideas and challenges. Some program themes expand the children's knowledge and appreciation of different languages, cultures and backgrounds while others emphasize math and sciences. The activities and support materials in the centre promote a non-sexist, racially tolerant and culturally equitable environment. The younger children learn how to play, share and interact, in groups, as well as how to play, learn and rest on their own. For the school age children, more emphasis is placed on independence, choice, socialization and recreational activities.

School age children are all encouraged to do homework after which they may engage in art and crafts, science, dramatic play, board games, reading books, doing puzzles, engaging in projects with construction toys, using computers, and engaging in lots of gross motor play either in the gym or outdoors.

Outdoor Play:

is a necessary part of all child care programs. JRRCC children in before and after school programs will receive a minimum of 30 minutes per day of outdoor play barring extreme weather conditions. Preschool children who attend on a full day basis will receive 2 hours or more of outdoor program time.

Behaviour Management and Self Regulation

All staff members are required annually, to sign a behaviour management statement and are given an assessment by the director that clearly outlines the type of guidance that can and

cannot be used in the Centre. Strategies to improve the quality of guidance are discussed by staff and board members throughout the year.

The Centre's goal is not to discipline, but rather to guide and redirect the child's inappropriate or unacceptable behavior, in a positive and dynamic manner. The JRR School's rules and procedures are incorporated into the **childcare's Program statement Policies (where practicable)** in order to maintain consistency. The Centre is designed to encourage the children to feel in control and independent in their environment. The teaching staff is consistent and fair in demonstrating and explaining what acceptable behaviour is and what is not. Within these boundaries, the children understand they have a great deal of freedom to express themselves, while respecting the rights and feelings of others. The children are given opportunities to show their feelings and to work out hurt and anger by learning to verbalize and discuss the problem. The teachers, by their behaviour, demonstrate to the children that the adults in the Centre can be trusted with their feelings and will encourage them to learn to make good choices and accept responsibility and consequences for their actions. While most children tend to display a fairly normative range of behaviours the centre provides care to all children with a variety of needs and developmental levels. In rare cases a child may get violent to a degree that may require a minimal amount of physical restraint to prevent harm or injury to the child or others nearby. Our Behaviour Management Policy includes guidelines titled "De-escalating Volatile Situations" to help staff in dealing with this type of very rare incident.

Prohibited Actions by Adults at JRRCC

- 1) Corporal punishment of child
- 2) Physical restraint of 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 hii or 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 for the purpose of confining a 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 emergency management policies and procedures
- 4) Use of harsh or degrading measures or threats or use of derogatory language directed at or 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 or
- 6) Inflicting any bodily harm on children including making children eat or drink against their will.

Our detailed Behaviour Management Policy is posted on Bulletin Boards along with other major policies.

Groupings

Nursery School: Preschool children between 30-44 months of age who have started or completed toilet training and who only attend from 9:15-11:30 A.M for two to five days per week.

Full Day Pre-School: Preschool children between 30 -44 months who may attend daily from 7:30 to 6:00 PM. These children are a subset of the Nursery school program from 9:15-11:30 AM.

Part Day Preschool: Children as above who only stay until 3:00 PM.

Full Day Kindergarten

Before & After School: Junior and Senior Kindergarten children who attend Full Day Kindergarten that require before and after school care. Senior kindergarten children are not guaranteed space in our school age program when they go into grade one since the number of SK's moving up may exceed the number of children in our grade 1-6 School age program who are leaving. All SK's will be asked whether they will need School Age care the following year and will be placed on a waiting list. Depending on space available, SK's who already have a sibling in one of our other programs will be placed first, followed by clients who have moved up from our Full Day Preschool followed by clients previously in Part Day Preschool.(see above)

School age Grades 1 to 6 students, 6 years –12 years old, enrolled at JRR School. JRRCC children attending other schools because they were placed in a gifted or special program may continue to be enrolled at our discretion but must be able to arrive at their designated program on their own after drop off by a school bus or taxi. Children in our grade 5 school age program entering Grade 6 in September 2017 will not automatically get space in our after school program but will be placed on a waiting list. This will allow a maximum number of Senior Kindergarten children moving up into our Grade One School Age Program to be accommodated first. If space remains after a certain deadline date, these older children will be admitted based on whether they have a sibling in our program and when they first started at the child care centre.

Nursery Program Description

A nursery program component was first introduced in 2002 as an extension of our child care morning Kindergarten program. It runs from 9:15 a.m. to 11:30 a.m. and is a perfect entrée to improving social skills, learning a variety of cognitive and motor skills while having fun in a peer group setting. Nursery school is also the perfect way to ease children into a scholastic environment employing a play based emergent curriculum methodology, where staff observe the needs of children and evolve the curriculum through listening and observing children's interests.

More detailed information relating to this program is available on line at www.jrcc.ca in our Mini Nursery School Handbook.

Pre-School Programs

Full and part Day Pre- School children may be dropped off at the centre Monday through Friday at any time after 7:30 AM. Between 9:15-11:30 AM, Pre-Schoolers will take part in our enriched Nursery School Program. The full day option covers all hours between 7:30AM -6:00 PM while the part day option requires pickup by 3:00PM. Once the Nursery children have departed at 11:30 AM, the part and full day preschool children will wash up and have lunch which is catered daily by Real Food For Real Kids along with morning and afternoon snacks. More about RFRK elsewhere.

A rest or quiet time will usually follow lunch. We recognize that children have varying needs for rest and sleep and therefore individuals who are restless and who do not require rest will be allowed to engage in quiet activities.

For children who do require rest or sleep staff discretion along with parental input, will dictate how much time individual children will be expected to do so. Notwithstanding the aforementioned, the child's individual needs at a given time may change and staff will endeavor to meet those needs as they arise. To encourage and promote rest the room lights will be turned off and quiet music. Will permeate the air. The objective is to create a period of relative calm and quiet so that children are not over stimulated in the course of a very long day away from home and to allow for better digestion of food. Children will rest on cots spread throughout the centre. At the conclusion of rest periods children will engage in self directed play and guided learning activities, including art and crafts, sensory play, puzzles, building blocks, fantasy play, reading, writing, singing, eating, drinking, movement, personal hygiene and outdoor playground adventures or walks in the community. A new Sleep Room Policy (see below) has been created which also ensures that staff in the sleep rest room do a visual check of each sleeping child and document that all is well. If a child is having any kind of breathing or other difficulty that information will be noted on a special observation sheet, action taken if necessary.

Revised Oct 1 +Nov 7 2016

Sleep and Rest Room Policy

Intent: In order to foster children's physical, mental and overall well- being, the program schedule and physical space shall be set up so that children attending the child care centre for 6 or more hours have an opportunity to rest, sleep or engage in quiet activities daily. While it is generally recognized that not all children require a mid-day nap, all children benefit from periods lower stimulation and quiet relaxation to create balance to their active day.

Therefor: After the lunch and toileting period is over, children will find a name tagged cot with a clean sheet upon which they may sleep or rest.

Sheets will be laundered a minimum of once a week.

After a week or two of observation by staff (and on an ongoing basis as the year progresses), cots will be arranged so that children who tend to sleep, occupy a chosen area of the preschool room while those who tend to rest and relax occupy an adjoining area.

Instruction from Parents: before or upon enrolment the centre will ask parents/guardians of a child attending our preschool program if they have any special instructions in regards to their child's sleep or rest/quiet time. Parents may also give different instructions if circumstances change. The centre's staff will endeavour to comply with parental request to the degree possible.

Example: A parent may request that their child be kept awake or that sleep is limited to a specific amount of time. While staff will endeavour to comply with these wishes the child's individual need for rest on a given day may supersede these instructions, particularly if the child shows signs of illness or extreme fatigue during play and lunch time. The staff will inform the parent/guardian should the request to limit sleep be superseded.

During sleep time staff will:

- 1) verify attendance to know how many children are in the room. Staff returning from breaks will ask staff in room how many children are present. Returning staff will also check the Visual Check Form to see when the last direct observation of sleeping children occurred and do a visual check and record data if last recorded observation is close to thirty minutes prior.
- 2) normally maintain and even exceed ratio requirements at rest time. However, should there be an unusual staffing shortage at this time of day JRRCC **will always maintain a minimum of 2/3 of the proscribed staffing ratio** as mandated in the Child Care and Early Years Act for the preschool group. This ratio is 1 staff per 8 children. Therefore there will always be **at least one staff per 12 resting children** and a second staff or more for 13-24 children.
- 3) perform direct visual checks on each sleeping child a minimum of every 30 MINUTES looking for indicators of any distress or unusual behaviour.
- 4) make sure that though lights are dim, that there be sufficient light to conduct the visual check by using some overhead light or pulling up a blind if required.
- 5) keep visual checks in a file for three years.
- 6) make any necessary changes to individual child's restroom routines based on observed changing needs
- 7) upon parent/guardian request , record times that specific children fell asleep and woke up or if there were bowel or urinary issues.
- 8) Do not allow children to sleep for more than 2 hours.

School Aged Group (Grades 1-6)

From 3:35 to 6:00 PM, School aged children at our centre are as of September 2016, spread over four program spaces in the building.

We will be using room 101 or 102,105, downstairs east side of the main daycare and the 2nd floor multi purpose room, 213. Age combinations in each of these areas may change from year to year depending on enrollment demographics.

School aged children enjoy some structured activities such as homework club, crafts and cooking but the environment is arranged so the children can have independent access to a variety of educational and recreational equipment and interest centres as well. The wide age range and diverse interests within the group lends itself to an eclectic mix of block play, arts and crafts, science experiments, computer games, sports, drama, group activities and private space to read or "chill out." A space to do homework is made available each day and staff will help children if they can. Children who wish to practice on musical instruments are sometimes allowed to use hallway space adjacent to the child centre at the discretion of staff. Older school

age children will be given a greater degree of independence, and at the discretion of parents and teachers may engage in activities that are at times not directly supervised by JRRCC staff, such as going with other peers to a book fair in our 3rd floor library or watching an intramural sporting event on the grounds of the school or in the main floor gymnasium. Reasonable limitations will be placed on these children as to time and location of their independent activities and they will be expected to return to their daycare group at appointed times and remain in the place that they were visiting so that they may be located easily by parents or staff. Independent activities will be curtailed at the discretion of staff.

The playground, school's gymnasium and library are also used extensively in programming activities, as are the school grounds, surrounding community ravines and parks weather and ground conditions permitting. In School age programming we are attempting to create a more recreational environment to complement the long school day that has preceded it.

Outdoor Play:

With the exception of days with extreme weather conditions, all children attending before and after school programs will be provided with an opportunity to spend a minimum of 30 minutes per day outdoors assuming they are not picked up early on a given day.

Dates of Operation

The Centre is open from the first day of school in September until the last day of school in June. The Centre is closed on the last PA Day in June and for the entire summer. In general, the Centre is closed all statutory holidays including Easter Monday and for most of the Christmas break. The centre is open to all groups during PA days and March Break except for children who are in our morning only Nursery School and before school only programs. A schedule of the Centre's exact operating days and closures is published in our September newsletter available on our web site at www.jrrcc.ca.

Nursery School is closed during all JRR School P.A. Days, Winter Break and March Break. Nursery School finishes with a graduation and year end party, the second Friday of June.

Professional Activity Days and March Break

There are about five or six PA days spread throughout the year that affect our operations. On those days, we are open all day to serve the needs of working parents. But we are closed to children who only attend our morning Nursery School, Kindergarten and School age before school only programs. We are closed on the last PA Day in June of each year. Because special trips, guest artists, or events are often planned on these full days, a separate sign up to monitor attendance will be implemented. Parents, who know well ahead of time that their children will not be attending on any of these days, should inform staff so that we may economize on our planning. We are open for one and sometimes two day over winter break and open all day, every day during March Break but again closed to morning only Nursery School Clients.

Hours of Operation

Monday to Friday

7:30am - 8:30	Morning Day care for all age groups (loosely structured activities)
8:20am - 8:40	School Age children (gr.1-6) are escorted for outdoor play and are supervised by child care staff until TDSB staff arrives for yard duty, (usually between 8:40-8:45am) Child care staff will always stay on duty until contact is made with TDSB staff even if later than times scheduled.
8:30am-9:15	Kindergarten children are escorted to the playground from FDK rooms by childcare staff.
9:15 - 11:30	Nursery School Dolphins and Pandas (includes part day and full day preschoolers)
11:30	Good-bye to morning only Nursery children
11:35-11:50	Pre lunch toileting and hand washing for part and full day preschoolers
11:50-12:30	preschoolers eat lunch and tidy up
12:30-12:40	more toileting and hand washing
12:40-2:00	Nap/rest/quiet play Some children who do not sleep will be allowed quiet activities on their cots after the first twenty minutes and will also be allowed to engage in play activity earlier at the discretion of staff and in consultation with parents where needed.
3:00	Part day preschoolers will be picked up a small number of preschool children will continue to have circle time and planned afternoon indoor and outdoor play until 5:30 PM.
5:30	Tidy up and light activity for the small number of children who have not been picked up.
6:00	Pic
FDK Children (continued)	
11:30-1:00	Eat lunch brought from home in one or more of the kindergarten rooms where they will be supervised by TDSB staff. Some JRR staff who are on breaks may end up working for TDSB as lunch time supervisors but this program is fully outside of the child care centre's jurisdiction. Parents of Children who are not in daycare will be encouraged to pick their children up at lunch to avoid overcrowding.
1:00-3:15	FDK classes (not at daycare)
3:15-4:00	After School Daycare outdoor play for at least 30 minutes per day and or use of gym during extreme weather conditions
4:00 4:20	Toilet, wash hands eat a snack
4:20-5:30	Planned indoor activities

5:30-6:00 few remaining children will tidy up & engage in light activities till pick up

6:00 PM Childcare closes. Late children to be brought to daycare office area

School Aged (Grades 1-6)

11:45am School age children go to lunchroom. Catered lunch is available to those who subscribe in advance if enough families subscribe. Others bring a packed lunch from home or subscribe to a lunch program available by subscription through the school. All school aged children from grade one to six are supervised by TDSB staff during lunch. ***They are not in daycare!***

3:35pm School age children check-in to their respective day care rooms for after-school care where they have a nutritious snack, do homework and engage in a variety of planned activities and spontaneous play.

5:30pm - 5:45pm Tidy-up and merge upstairs and downstairs groups on the first floor

6:00pm Childcare closed (fee of \$1.00 per minute charged to latecomers, \$2.00 per minute for those who have been late twice already in the same month)

Morning Arrivals

Preschool, Kindergarten and Grades 1 to 3 children must have an adult or older, responsible sibling, bring them into the Centre and verify with a staff member that the child's presence has been marked on the attendance list. Children aged ten and up, who regularly arrive on their own must have a note on file stating that they have parental permission to do so. Children aged ten and up who only occasionally arrive and leave on their own must have a parent write or call the centre to notify us each time that this occurs. Parents of children, who usually walk to day care on their own, must inform the centre if their child will not be attending on a given day.

Absences

Please notify the Centre by 8:30 a.m. whenever your child's daycare routine changes. This includes when the child:

1. Will be absent all day
2. Will be absent for part of the day
3. Will be absent before school, but present for the rest of the day
4. Will be absent during school hours, but will return after school to the centre
5. Will attend field trips or special events during daycare hours including lunchtime if subscribed for catered lunch
6. Will attend school activities (e.g., After 4 programs or extracurricular practices) during lunch hour or after school

The parent can communicate this information through a note, the communication book next to both of our telephones in person, or by phone.

Departures

Children under ten years of age must leave with an adult (i.e., a person over sixteen years old) or an older, responsible, sibling. This person must enter the Centre, identify him or herself to a staff member and verify that the child has been signed out. Photo identification may be required

if the staff member does not know the arriving adult or wishes to confirm the parent's instructions.

Children of all ages may be allowed to leave the centre for play dates as long as a teacher receives parental permission and an adult accompanies the child from the centre to the permitted destination. We recommend that parents encourage children to make arrangements in advance and to write the information in our communication book located near the phone in the Kindergarten and School Age rooms.

Older children ten and up, may be allowed to leave unaccompanied on a daily or intermittent basis if written permission from the parent has been received with full details. If your child has only occasional permission to leave on his or her own, a staff person must be informed by the parent each time that this applies and a note must be in our files indicating that occasional unaccompanied leave will occur occasionally. Children who are over the age of ten may not be allowed to leave if in the opinion of the staff or supervisor, the child has a lack of safety consciousness or history of social, emotional problems or if it is in the best interests of the child (e.g., a frightened or ill child, inclement weather or it is too late in the day).

All children, regardless of their age, cannot wait unsupervised to be picked up in the playground unless they are not registered to attend daycare on that day. When the children and staff are outside, the person picking up the child must ensure that a staff member knows the child is leaving by making visual and verbal contact with a staff member in charge of the group and making sure that the child has been signed out.

Fees

The Board of Directors along with the Executive Director determines the monthly fees as part of the annual budget approval process. Fees are posted on bulletin Boards throughout the centre and always available online at www.jrrcc.ca.

PAYMENT METHOD

Pre-Authorised Debit (P.A.D.)

Families are strongly encouraged to submit fees through our new pre-authorized debit option, the forms for which must be completed and submitted at the time of registration. (The Director/Supervisor must approve any other payment options if PAD proves unworkable for some.) Beginning in September 2017, fees will be debited in the first week of each month (or shortly thereafter).

There is a \$25.00 charge for any NSF cheque or outstanding/rejected payment through pre-authorized debit.

Fee Deposits & Registration

New Clients: Parents who have been newly offered a space in the Child Care Centre must submit a registration package available in the Forms section of our website at www.jrrcc.ca along with a one month deposit payment (and/or signed pre-authorized debit forms). This Deposit fee will be attributed to June, the last month of the academic year for which a child is registered. In September of that academic year, or which ever month a client is registered to start, a pre-authorized payment for that month will be withdrawn and will continue to be withdrawn monthly until notice of withdrawal is made in writing or by email.

Current Clients: Because 2016-17 was a transitional year to a pre authorized debit system the timing of payment was later than it will be in subsequent years. Once the centre's management has put out a re-enrollment notice, parents of children already enrolled in the child care looking to secure or hold place(s) for the upcoming September must give permission for

new deposit equal to **one month's fees to be debited by March 1. The deposit fee will be attributed to the last month of the upcoming academic year which is June.**

Parent who enroll their child(ren) during the year and after March 1st must still provide a deposit of one month's fees in lieu of "last month/June" fees (other arrangements must first be discussed with the director).

Monthly fees will generally be debited from parents' accounts on/or shortly after the first of each month, beginning with September 1st or starting from the month that a child actually starts if later than September. The 1st deposit tendered, will be held and applied as fees for the month of June - the last month of service.

The "last month" is always considered to be June as the centre is closed in July and August.

The June fee deposits are not refundable once children have commenced enrolment. Also, the June fee may not be applied to any other month should notice of withdrawal be given prior to the school year's end.

Parents facing financial difficulties or with more than one child to re-enroll may consult with the Director in confidence to discuss an alternate payment schedule or refund option.

Subsidized Clients(through City of Toronto Children's Services) are exempt from making deposit payments but must otherwise follow all other registration procedures that are requested by JRRCC management..

Reimbursement of Fees / Notice of Withdrawal

Fees are based on enrollment not on attendance. Therefore, no reimbursement of fees will be given for absences including illness, vacations or seasonal closures. We have formulated monthly fees with holiday and other closures taken into consideration. Therefore monthly fees do not vary during shorter working months such as September, December or June.

Notice of Withdrawal by Parent/Guardian:

Once service has begun, JRRCC requires written notice of no less than one month prior to withdrawal. As previously mentioned the June fee deposit will not be refunded. In the case of withdrawal on short notice (less than 1 month) fees remain owing for the subsequent month and JRRCC will retain the "deposit." Parents facing financial hardship may discuss alternate refund options in confidence with JRRCC's director/supervisor.

Notice of Withdrawal by Child Centre: The child care centre will give parent members of JRRCC a minimum of one month's written notice if for any reason it becomes necessary to terminate the service to a family. Termination may be due but not limited to recurring non payment of fees, or a grievous non compliance with the Parental Code of Ethics or for not adhering to policies and procedures set out in this Parent Handbook. In each and every case, families will have the opportunity to meet with the director or designate, or a member or members of the Board where deemed appropriate to discuss or appeal such notice of termination.

Withdrawal After Making Advance Fee Payment:

In regards to advance fees paid to reserve space for the next academic year, as long as written notice of withdrawal is given on or before May 31, no penalty will apply, and the deposit securing a place for September will be refunded.

NOTE: August is excluded in determining the one month's notice. Parents who give one month notice of withdrawal in August are still required to pay September 1st fees, subject to discussion with the Director. The director has discretion to granting full or partial refunds for those withdrawing from the child care, taking into consideration whether or not a vacated childcare spot can be quickly filled without financial loss to the centre.

No Waiting List Deposits: JRRCC has never taken a fee for inclusion on our waiting list. While many centres over the years did have such a deposit policy it is now illegal to do so and we are glad that we have never been a part of such a practice.

Late Pick Up:

The daycare closes at 6:00 PM. The penalty for late pick-up is \$1.00 per minute. The fee should be paid in cash or by cheque directly to the staff or supervisor. Late payments may not be added to regular fees. This late charge is a penalty, not a service provided on an ongoing basis. If you know that you will be late, please call so that we can reassure your child with an estimated time of your arrival. The phone call does not negate the late charge. Staff will occasionally waive the fee if there is a known and reported storm or unusually heavy traffic occurrence.

Reimbursement of Fees

Fees are based on enrollment not on attendance. Therefore, **no reimbursement of fees** will be given for absences including illness, vacations or seasonal closures. We have formulated monthly fees with holiday and other closures taken into consideration. Therefore monthly fees do not vary during shorter working months such as September, December or June.

NSF Cheques

A \$25 administrative charge will apply to NSF transactions.

Income Tax Receipts

will be issued in February each year or by request when a child withdraws from the Centre. Parents must leave a forwarding address if withdrawing in mid-year due to a move. Please inform the Supervisor if a receipt is to be split between two parents.

Waiting List Policy

As previously mentioned John Ross Robertson Child Centre does not now nor has it ever charged a fee for getting onto our waiting list.

The Centre reserves the right to make all decisions concerning admittance.

The waiting list is a documented file of parents who have applied for childcare. The list extends for four years in advance of the current operating year. Documentation of a parent's wish to enroll their child does not confirm a space.

The waiting list generally operates on a first come, first served, basis dependent on space available within that particular age and grade grouping; and within the boundaries of the priority list. However, gender balance can sometimes be a consideration in the above.

Parents who refuse a space for the year in which they were listed may re-apply. The new date on the waiting list will be the date they re-applied, not the original one.

Children requiring admission to before and after school kindergarten care for the first time must first register for JRR School and fill out a survey that is put out by the Toronto District School board. The list will be shared with the daycare and admission will follow as long as there are close to 20 children or more wishing to enroll.

Children who are in SK wishing to move into our school age program will at first remain on a waiting list until space opens up in our school age division.

Priority List

1. Children already enrolled in the Centre with the exception of Senior Kindergarten children who will be on a separate list to see who can advance into our school age division. When the centre is at capacity there needs to be as many school age children leaving as Senior Kindergarten children wanting to move up.
2. Siblings of children already enrolled in our program
3. Children of teachers in the school or child centre, in any age group where there is a vacancy.
4. Children enrolled at J.R.R. School.
**With the exception of pre-kindergarten aged children all children wishing to gain enrolment at JRRCC must first be accepted to JRR School.

The waiting list is a confidential document whose contents are not discussed with nor seen by anyone except the Director and assistant Director.

Parents who wish to apply for a space on the waiting list are asked to send an email with the child's name birthdate and address and phone number and a description of which program they are interested in and a desired start date. The time stamp on the email will be used as a first come first served verification.

Parents may ask what number their child is on the waiting list and will be given that information bearing in mind the above priority list.

- **Registration Procedure**

Upon enrollment, non-subsidized parents must complete a registration package and pay a deposit of the last month's fees. (See fees above)

Parents of children returning to the Centre must also update personal information as changes occur. The registration package contains; an emergency form, a health profile and immunization record and the Identification of Member agreement as well as information regarding persons other than parents who are allowed to pick up the child. All information contained in the registration package is confidential and cannot be released without prior consent by the parent.

Withdrawal of Services

One month's notice or one additional month's fee in lieu of notice is required if a child is withdrawn during the operating year. The last month's fee (June) remains non-refundable and does not replace the month of notice.

Parents who withdraw a child from JRRCC may place their child's name on the waiting list for future admission. When offered, two weeks notice is required to withdraw from the catered lunch program.

Vacation Policy

Full fees will be charged while child is away.

Subsidized Families

May take up to 35 days of holiday or sick time over the course of the year. For further details consult the City of Toronto's Children's Services.

Subsidized parents who require summer care elsewhere (we are closed all of July and August) must first contact the alternate centre to secure a potential space and then arrange for an official

transfer through their City of Toronto intake worker. Please let your intake worker know that you will be returning to our centre in September if that is your plan.

COMMUNICATION

Voice Mail

The centre has 24-hour voice mail. The morning staff checks for messages upon arrival, making this ideal for notifying the Centre of absences or variations in your child's routine.

Cellular Telephone

If you cannot reach us on the regular line please call the cell number. There is a cell phone available as well for reaching the older school age group located in the second floor lunch room. This number is only operational when children and staff are in program (3:30-6:00 PM)

Communication Books

The communication book is a daily journal of what happens in the Centre. It is kept beside the telephones on both sides of the daycare. Parents may leave messages for staff about changes to their child's routine or any other information of relevance. Staff receiving messages will write your instructions in this book for other staff to see.

E-mail

Our current address is moseboni@yahoo.ca. Please do not use email alone in regards to issues that need immediate attention since there is no guarantee that the email will be read on time. Instead please send your email well in advance and if there has been no response please follow up with a phone call.

Newsy letters

news worthy letters are distributed as needed, throughout the year by staff of individual programs or by the director to all parents and staff of JRRCC.

Bulletin Boards

The Parent Bulletin Boards contain general information about the Centre; its fees, program plans, newsletters, procedures, parenting information and photos. Please check them on a regular basis.

Private Appointments and Informal Conversation

Parents who wish to meet privately with the Directors or Staff, are asked to book an appointment. We respectfully remind parents that for the safety of children, conversations with on duty staff should be brief.

Orientation

New parents and children will be allowed to visit the program by mutual arrangement. Additionally, an orientation open house for parents and children will be held in the spring to welcome, acquaint and inform incoming Pre-school School clients about our programs.

HEALTH, SAFETY AND NUTRITION

Smoke Free Policy

Please be advised that all Toronto District School Board Property is designated by law, to be a non-smoking area. The John Ross Robertson Child Care Centre located on TDSB property automatically falls into this category. Additionally, the John Ross Robertson

Child Centre has mandated that no individuals, whether visitors, parents nor staff, smoke anywhere on or within sight of our playgrounds, school parking lot or in front of entrances/ exits. Staff who wish to smoke must do so off the School/Child Centre's premises.

Allergies (Anaphylaxis)

The staff will make a list of allergies and health concerns that will be posted discreetly in all day care rooms, office and kitchen area. Parents of children at **risk for anaphylactic shock** are requested to provide Epipens that has not expired and a form with the child's photo and any additional dispensing information such as giving child an antihistamine and also information about symptoms to watch for. The form containing information about the individual child's needs shall be approved and signed by a physician or nurse practitioner. If the child is deemed mature enough to do so, he or she may carry Epipens in a waist pack at all times as well as having one kept by the centre. Parents are required to update and train staff annually or as required. Documentation of such training will be kept on file.

Children with asthma who regularly need a puffer may also carry one on their person or have one kept by the centre. Children who carry their own Epipens or Puffer must fill out a form contained in our registration package, alerting staff to that fact. Please request a form if your package did not contain one. Parents will be informed if the child uses either medication while in care. If Epipens is used staff will call a 911 emergency and parents will be informed where the child was taken. Should this occur, one staff member will endeavour to be in the ambulance to comfort the child and to meet the parent at the hospital. The City of Toronto Children's Services will be informed within 24 hours that a serious occurrence has occurred and forms available for this reporting will be tendered by the centre supervisor, assistant supervisor or President of the Board of Directors. Staff of the Centre take Epipens training every year as part of First – Aid/CPR Training and additionally get training annually from parents about specific needs relating to their respective child's needs.

Food and Food Restrictions

Please inform the Centre of any food restrictions that you would like the staff to observe regarding your child. We will do our best to comply with family concerns and requests. Catered lunches and snacks can be custom ordered to include modification for allergies or vegetarian-vegan preferences and we will separate dairy from meat at the same meal if requested. We do not serve any food containing pork, bacon or ham and can substitute poultry for beef if requested or soy beverage for milk. Our centre's lunch and snacks are provided by a highly regarded and award winning natural foods catering company. The company exceeds the recommendations contained in Canada's Food Guide and has menus approved annually by a registered dietician. These notices are posted for parents to see. City of Toronto food inspection notices are shared with the child care centre and also posted on our bulletin boards.

Sanitary Food Control:

Since our lunch is catered by an off-premises company and delivered in thermal containers, staff has been mandated to take the temperature of the food prior to serving it ensuring that temperature of the main dish reaches a minimum of 140 degrees Fahrenheit. Temperature of food is logged on a tracking sheet in the kindergarten room. If there are any problems with temperature, they will be reported to the supervisor who will contact the catering company. In the event that food is spoiled, the centre will order pizza and consume the fruit and vegetables or other non-perishable items that came with the lunch. To date we have never had to invoke this procedure.

The Centre also keeps thermometers in our freezer and refrigerators to ensure that any stored foods are kept appropriately cold or frozen. Should a plug disconnect and food thaw, food will be thrown out and new supplies purchased.

As of May 2008, most centre staff will have taken the **City of Toronto's Food Handler Certification Course**.

Nut Free Zone-No homemade food

Please note that JRRCC is a nut free zone even and JRR School endeavours to be as Allergen safe as possible. Please check the ingredients in packaged foods to ensure compliance. We have several children at the centre that may be harmed severely if they come into contact with peanut and other nut or seed products. Since we cannot ensure that homemade goods have not come into contact with allergens or other potentially harmful ingredients, we have adopted a policy that only pre-packaged and labeled (allergen- free) products may be brought into the centre. Therefore we are asking that parents not send treats made at home for birthdays or other special occasions. The centre will, instead, designate one day a month to celebrate all birthdays in that period and we will supply the treats. Treats that are packaged with all ingredients listed and guaranteed to be peanut and tree nut free may be the exception if pre-arranged with staff.

SafeTap Water-Lead Free Policy

The child care centre complies with directives and regulations set out by the Ontario Ministry of Environment.

Hand Washing

Is practiced constantly and monitored by staff. Children are asked to wash hands with water and soap before eating and after going to the washroom. Additionally, hand washing will occur when necessary after activities that require it. Staff will also wash their hands before any food preparation and will wear gloves when required in the process of handling food directly. Staff also follow the Health Department's guidelines for hand washing and the proper use of gloves when assisting children with toileting, or other sanitary practices.

Illness

The Centre follows the Toronto Public Health Department's recommendations concerning illness, and the Department's chart of communicable diseases and infections regarding exclusion periods and incubation periods. Each Day children are observed by staff upon arrival, to detect possible signs of illness. Children should not be brought to the Centre if ill and unable to perform routine tasks such as going outdoors. Children may be sent home at any time during the day if exhibiting signs of ill health and especially those symptoms listed below.

1. The child has come into contact with, or shows symptoms of, a contagious disease such as chicken pox, measles or mumps. The same applies to a sibling who has been exposed to the disease and is not yet past the incubation period. Parents should inform the Centre when siblings or other close family members contract a contagious disease.
2. The child shows signs of illness such as watery, glazed, inflamed, crusty eyes or eyelids or has a deep cough, inflamed nostrils, heavy nasal discharge, fever, rash, sores or flushed appearance, or demonstrates unusual irritability or distress.
3. The child has experienced vomiting and/or diarrhea within the past twenty-four hours.
Parents or guardians who have been notified that their child is ill are asked to have the child picked up within two hours. This policy is required to minimize risk to the other children and employees of the Centre. Please note that parents must find a way to be accessible. When traveling a designated individual must be chosen who can be reached and who can make arrangements to pick up the child as requested.

Physicians' Note

In the case of highly communicable disease such as measles, pneumonia or parasites, the Centre may request a physician's note stating the child is free from any communicable infection before returning to the Centre.

Illness During School Hours

Daycare children who become ill or injured while they are at school, will be isolated and made comfortable in the Centre until they are picked up. The child must be picked up within two hours of the call to the parent. Parents picking up children at the day care must also sign their child out at the school office. Conversely, if parents are picking children up directly from school, they must also notify the daycare that the child will not be in attendance when they are usually expected. Please inform both school and day care about medical and dental appointments that will cause absenteeism for any part of the operating day as well. Children who are sent home with symptoms of fever, vomiting or diarrhea will be excluded from attending the following day or longer if necessary. We respect the difficulty parents have with their jobs when kids become ill but the centre cannot take care of children who are already ill before coming to the daycare.

Head Lice

Head lice are communicable and spread easily. Children who have contracted lice must be picked up within two hours of notification and treated effectively for lice before returning to the Centre.

Medication

In accordance with the CCEYA the new act that recently replaced the former Day Nurseries Act, all medications (including external creams and over-the-counter medications) on the premises of a day care must be securely stored. Children cannot carry medications themselves while in the Center with the exception of inhaled asthma medication (often called a “puffer”) or emergency allergy medication (e.g., EpiPens®). Parents must inform the Supervisor that their child will carry one of these medications by completing the Centre’s authorization form indicating the type of medication and the conditions for its use. A form is included with your registration package. Additionally, Kindergarten and school age children who are in danger of succumbing to anaphylaxis must have medication at the centre and at the school and may also carry their own dosage in a hip pack. These children must also return a form with a medication dispensing plan devised by a doctor or nurse practitioner. A current photo is also requested for easy identification of a child by any member of staff including supply teachers. With the exception of emergencies one staff member per group or her designate will administer medication and record the dosage and time of administration. Should a dose be missed, parents will be called for further instructions.

Other medication must be in an original container and clearly labeled with the name of the child who is to receive it, the name of the medication, the dosage, the date of purchase and any special instructions for storage or administration if applicable. Medication containers too small for all of this information should be labeled with the child's name on the container and stored in a resealed plastic bag, labeled with the rest of the information. Prescription medications must have a current date and over-the-counter medications must not exceed their expiry date. The parent must complete a Medication Form (ask staff for one) to authorize an ECE to dispense a medication in the Centre. The Medication Form must be signed by the parent each day the child is to receive the medication. After giving the medication, the ECE will note the time and the amount given on the form and append their initials or signature. Please note that staff may only administer over the counter medication by prescription. Staff cannot give children acetaminophen, (Tylenol) acetylsalicylic acid (Aspirin) or other such drugs by mere say so from a parent or guardian. If a child has an ongoing condition that may require the use of over the counter products please get a note from the doctor that specifies the period of time that the product may be administered. Once we have a note on file that says a child may be given a medication, non-prescription cough syrup or ointment as needed, we will be able to dispense it ongoingly or as limited by the note on file.

(Designated Staff) Medicine Dispensing Methods: For each group in the child care centre

1) Each group has a designated ECE staff who may dispense or who may delegate a co-staff to dispense a given dose of medication and record the details.

2) **When giving medicine by mouth** staff will first check to see whether medication should be shaken, we will then either use a dropper, syringe, medicine cup or measuring spoon to give liquids. The liquid will be dispensed slowly, allowing child to swallow.

Larger pills with score lines may be broken into smaller units if child has difficulty swallowing. Pills will only be smashed if directions allow it, as some medicine requires a slow release and should not be pulverized. Some pills may come with instructions to chew rather than swallow. Children will be instructed accordingly.

3) **When giving medicine by ear**, staff will first pull the ear towards the back of the head to dispense ear drops.

4) **When giving medicine by eye** staff will gently pull out the lower eyelid and put the drops in the 'cup' of the lower eyelid. Staff should wear gloves when doing this procedure.

5) **When giving medicine by nose** staff will lay the child on his/her back for drops. Child may remain standing for sprays. Child will be asked to sniff in after drops or sprays to ensure retention of medication.

Emergency Information

The registration package contains an "Emergency Form" to be used to reach a parent or provide medical information to a doctor or hospital in the event of an emergency. Teachers take this information with them when they venture outside the centre for community activities.

Please notify the Centre when changes to the contact or medical information occur. Please note that parents or other designated adults must be reachable at all times should their child become ill or hurt. Please inform staff when you or others will not be available at the usual phone numbers and leave information, which will allow us to reach you or other responsible adults. Parents with pagers or cell phones should ensure that they are working and turned on if that is the only method of available communication. Receptionists or other work colleagues should be informed of whereabouts in case of a call from the centre so that a timely response can be made.

A current health profile and immunization record for preschoolers must be submitted to the Centre upon enrollment and whenever updates occur. Please notify the Centre immediately of any changes to your child's health or immunization status. Parents wishing **Exemption from Immunization** for reasons of health must submit a letter from their doctor documenting their reasons and must fill out a form signed/stamped by a Commissioner of Oaths/Notary Public. Parents who object for reasons of conscience or religious belief must submit a letter indicating such on a form also signed/stamped by a commissioner of Oaths/Notary Public. If an outbreak of disease occurs for any of the conditions immunized against, non-immunized children may be exempted from attending the program until proof of immunization is tendered or health authorities deem the outbreak over.

Emergencies and School Evacuation

The child centre teams up with JRR School to practice emergency evacuations throughout the year. Additionally JRRCC conducts its own drills at other times to ensure that children and staff are well versed in safe evacuation methods. If a real evacuation becomes necessary the child centre will follow instructions given by TDSB staff. If only JRRCC staff is on hand we will first evacuate to Glenview Senior School, just north of our building. If we need greater distance from the emergency our second site is Lawrence Collegiate just north of Glenview School. Beyond that, we will be guided by police or other emergency personnel. Should we be required to evacuate southward, Allenby School will be our likely destination.

Once we arrive at a safe site, staff will endeavour to email parents to pick up children as soon as possible. If email is not working calls will be made to parents. We carry emergency info, cell phones, first aid supplies and extra cash with us. Please make sure that your work and mobile numbers are always up to date and that your phones are turned on during our operating hours so that contact may be made in a timely manner.

Individual Child Emergencies

In the event that a child becomes severely ill or injured first aid will be given, an ambulance will be called and a member of staff will accompany the child to a hospital. If a parent cannot be reached staff will call the listed emergency contacts and have them assist in locating the parents so that staff can focus on the children. We cannot predict which hospital will be used in advance as there is a protocol used by EMS to determine which hospital is available and ready at any given time.

General Safety

Your child's safety and well being are our first priority.

Therefore, many policies and procedures are in place at the child centre to keep children as safe as possible. We have policies and procedures for the use of attendance sheets, accident/incident forms, playgrounds, sanitary issues, medication dispensing and storage, universal precautions (in dealing with bodily fluids), behaviour management, child abuse, confidentiality, emergency drills and evacuations, dealing with disease outbreak and many others. Additionally, all staff members receive First Aid/CPR training on an annual basis. Notwithstanding, all the written policies in the world, staff training and the best child/ staff ratios possible, children will occasionally, fall, break a bone, twist an ankle, get a bump, throw-up etc. When a child sustains an injury or becomes ill while in care, we will always endeavour to give first-aid and comfort and then contact a parent, nanny or emergency person listed in our files. Please help us by keeping file information up to date. In the event of serious conditions, 911 will be called first, followed by contact with parents.

Preschool and Kindergarten Nutrition

Preschool children receive either one or two snacks depending on the number of hours attended. All preschoolers receive a nutritious morning snack daily. Snack time may vary according to morning activities but is usually between 9:30 and 10:15 a.m. Preschool children who attend beyond 11:30 AM are served a catered lunch at noon and another snack between 3:00-3:40 p.m. Food menus are posted on the parent bulletin boards and are based on a four week rotation with seasonal changes occurring two or three times per year. Substitutions should they occur, are marked on a form next to the menus. Children attending full day kindergarten do not get a catered lunch from the daycare but do receive an afternoon snack if attending the childcare after school program.

Food for all groups is included in their monthly fees. On PA days, Winter Break and March Break snacks will be served both morning and afternoon. From time to time children may prepare their own meals or snack as a special activity under staff supervision.

School Aged at Lunch

The child care does not supervise kindergarten or school age children at lunch. This is done by staff hired by TDSB, some of whom also work at our centre at different times of the day. JRR School has contracted with an outside catering company to supply lunch by subscription to any children attending the school or they bring their own from home. In the past a small number of school age daycare children were able to purchase a lunch provided by the natural food catering company that supplies our preschool program. However minimal order requirements from the caterer meant that we needed a certain number of subscribers. Therefore we may only be able to offer this program to school age children if thresholds are met.

Special Occasions (Birthdays)

Due to our nut free policy parents will not be allowed to bring in snacks on special occasions) whose ingredients cannot be verified to be safe. Products clearly labeled peanut/nut-free are acceptable.

Outdoor Play

is a necessary part of any child's daily developmental play program. The Child Care and Early Years Act 2014 states that all children attending a child care centre for 6 hours or more, receive at least two hours of outdoor time daily weather permitting while children attending before and after school programs enjoy a minimum of 30 minutes daily except during non-school days when they will go out for two hours over the longer course of the day. The Kindergarten and Nursery School groups use the fenced-in play area on the east end of the school building while school age children use the larger structures and field on the North side of the building. Occasionally activities are planned for the lawn areas on the perimeter of the school as well or in the larger school yard where we store wheeled toys and toboggans. Children who wish to use the climbing structures must have shoes with proper support and treads. Sandals and "party shoes" are not allowed as they do not grip adequately and cause children to slip. Planned or spontaneous neighbourhood walks or visits are a regular feature of our program for Nursery and Kindergarten children and occasionally for school agers who spend much less time in program.

Appropriate Apparel and Sunscreen

The children must be dressed appropriately for the weather if they are to be taken outdoors to play. During the colder months, all children must have a hat, mittens or gloves, boots, snow pants or suits, or waterproof windbreaker pants for older children. Please avoid outerwear with lots of dangling strings as they may catch on playground equipment and cause a choking hazard. In warmer months, the children must have a sun hat and a bottle of sunscreen labeled with their name and kept at the centre. Staff will assist children with sunscreen application. It is our policy that the ECE's in each program will monitor both the **UV index and smog alerts** and plan outdoor activities accordingly. Staff will also bring out thermos jugs of water to minimize risk of dehydration and at the same time avoid constant re-entry into the building by children. If staff members are unsure about whether to go out or stay in, the final decision will rest with the supervisor. There may also be days in the winter months when a combination of cold and unsafe ground conditions makes it impossible to go outdoors. We are fortunate to have daily access to the gym so that children may still engage in safer active play if conditions outside are inclement.

****A copy of our **SUN, SMOG and EXTREME COLD GUIDELINES** is posted on the bulletin boards.

Extra Clothes

Preschool and Kindergarten children must have a complete set of extra clothes in their cubby. This clothing should be appropriate for the season. If the child has "accidents" regularly it is necessary to keep additional underwear, socks and tops.

All other children should keep an extra change of clothes, including socks and mittens, in the Centre for use after outdoor playtime during cold and wet weather seasons. The Centre has a dryer and is able to dry wet socks, mittens, hats, etc.

All children must have indoor shoes or slippers to wear in the Centre during the wet or cold months. Shoes or slippers with non-slip treads should be left in the child centre and not carried back and forth to class unless the child is old enough to remember to do so. Bare feet or socks without shoes are not permitted.

Playground Issues – (See more detailed Playground Policy)

Staff members are responsible for inspecting the playground areas daily for hazards and documenting concerns. Towels are brought out to wipe slides or poles dry after wet weather. The playground and yard are also inspected more thoroughly each month for structural

problems, seasonally for weather related issues and annually by an accredited playground inspector who leaves a detailed report about the condition of our play areas and recommendation for compliance with the latest CSA standards. The annual report is shared with the school when safety concerns are noted so that repairs may be ordered from the school board. Our climbing structures are not used once the ground cover surrounding them is frozen and hard. Effectively this means that we are off the playscapes for most if not all of the winter months during day care hours. The surrounding yards are utilized for hockey, soccer, basketball, shoveling snow, building forts and snow people etc.

Please note that the school board does not necessarily follow these rules when children are under their jurisdiction. When non-compliance issues arise we attempt to have them repaired and in the meantime our action plan is to monitor those areas more closely or restrict use of them until compliance is achieved.

'After 4' and Other Non-Daycare Programs

Many children attend After Four, International Language programs or participate in sporting events located in the school building. If your child is registered for one of these programs, please send us a letter which explains when your child should attend the program and when we should expect the child back at the centre if at all. Parents who pick up their children directly from a non daycare program must inform the centre each time they do so unless that is the constant arrangement detailed in the note to the centre. The centre's staff will liaise with after four or special activity co-coordinators to ensure those kindergarten children or those with special needs have a safe method of return to the centre.

Children who attend programs outside of the centre are not the responsibility of JRRRCC until they are signed back in. Please inform our staff if your child is on a team that will be playing a game away from JRR School on a given day.

Bussing

School Age children who attend a special/gifted program outside of JRR School are admitted to JRRCC on a discretionary basis. Usually they are clients whose children have been attending JRR School and daycare for several years and were then admitted to a program outside of JRR. Children who are bussed to or from our centre are on their own until they are signed in or after they sign out to catch the bus. JRRCC cannot be responsible for children as they walk from the bus to the child centre or vice versa. The centre will endeavour to track the child's whereabouts if they do not arrive within 10-15 minutes of their usual time. First the centre will call the parent to verify that the child has not actually been picked up or ill at home. If the parent is reached we will ask the parent to look into the child's lateness so that teachers can resume their normal responsibilities. If a parent cannot be reached, the centre will call the bus company and or the child's other school to discern the problem. It is the parent's responsibility to supply the centre with all relevant and up to date information that will help us locate the child. The name and phone number of the bus company and its proper division, the contact person or persons, the bus route number and driver name are important. Additionally, it would be wise to include the name and phone number of the school that the child attends and a contact person at the school who is likely to know whether the child was in attendance and got onto the bus.

Photography, Film or Videos by Outside Sources

If an outside group or media outlet plans to take photos, film or video of children attending JRRCC, a special consent form will first be given to the parent to gain permission for each child's inclusion. Please be aware that photos and videos being taken by parents or other family members at special events such as open house, orientation, or at plays and concerts will not be controlled in this way. Parents may however, choose for their child not to be involved in a given activity where photos or videos are likely to be taken. The centre will advise parents of special occasions in advance and it is the parents' responsibility to let us know in writing that they want their child excluded.

JOHN ROSS ROBERTSON CHILD CENTRE SERIOUS OCCURRENCE POLICY

Revised March. 2017

(JRRCC=John Ross Robertson Child Centre)

JRRCC is committed to taking a pro-active approach to prevent serious occurrences through:

- Ongoing observation of the children in JRRCC's care;
- Professional education with respect to early identification, effective response and adherence to legal obligations, including reporting;
- Keeping abreast of developments in legislation and relevant issues;
- Communication with and support of the child and family; and
- Working with other community service providers as appropriate.

The following policies and procedures are designed to make staff/student teachers/volunteers aware of their responsibilities for the recognition, documentation and reporting of serious occurrences, and the role of the Centre in supporting children and families when serious occurrences are reported.

Regulation 137/15

DEFINITION

- 1) The death of a child which occurs while participating in JRRCC's service while on or off the premises.
- 2) abuse, neglect or an allegation of abuse or neglect of a child while receiving child care on the premises of JRRCC.
- 3) A life-threatening injury to or a life-threatening illness of a child who receives child care at JRRCC.
- 4) An incident where a child who is receiving child care at JRRCC goes missing or is temporarily unsupervised
- 5) An unplanned disruption of the normal operations of the centre that poses a risk to health, safety or well- being of children at JRRCC such as flood, fire, gas leak, detection of carbon monoxide, disease outbreak, lockdown

Serious Occurrence Procedures

Actions to be taken if a serious occurrence happens or is suspected include the following:

- 1) A child will be provided with immediate medical attention when warranted.
- 2) Appropriate steps will be taken to address any continuing risks to the child's health or safety
Note: the need for the same or similar steps to address the health and safety of other children will also be considered, as appropriate.
- 3) In cases involving death, the Police and Coroner will be notified immediately.
- 4) The staff or any other person witnessing or having knowledge of the occurrence will report the matter to the director (except in the case of child abuse where the person witnessing or gaining information about abuse will report to the appropriate Children's Aid Society)
- 5) The director or designated person will immediately conduct a Serious Occurrence Inquiry. The purpose of the inquiry is to gather information regarding the actual or alleged occurrence(s).
- 6) All persons having knowledge of the occurrence will remain on the premises until the director or the designated person has interviewed them, or indicated that there is no need for their involvement at that point.

7) The inquiry information gathered by the director or designated person will form the basis of the later "Serious Occurrence Initial Report," and therefore, will include as many of the following details as possible:

(Details to be included in the Serious Occurrence Inquiry Report include)

- Description of the occurrence
- Child's allegation (if applicable)
- Date, time, place where it occurred
- Time occurrence reported
- Reason for the occurrence (if known)
- Weather Conditions
- People involved
- Staff/Child Ratio
- Action taken

Serious Occurrence Procedures continued

- Current Status
- Parties notified:
 - Coroner in all cases of death
 - Police/Children's Aid Society, as applicable
 - Parents/others, as appropriate
- Further action taken:
 - Specific to immediate situation; and/or
 - Related to potential underlying factors
 - Particular internal policy/procedure,
 - Review of programme/treatment plan for child,
 - Staff training and or,
 - Any modifications to the physical environment

8) If on the basis of the inquiry, there is reason to suspect that a child has been abused the witness will follow the procedures in JRRCC's Child Abuse Policy and ensure immediate contact with:

The Children's Aid Society and Police as appropriate; (In the case of a child, it is the person who has reasonable grounds to suspect that a child is or may be in need of protection, who is legally obligated to make a report to a Children's Aid Society)

9) When it is determined that the situation should be reported as a "Serious Occurrence" the following will apply:

SERIOUS OCCURRENCES REPORTING

Within 24 hours of becoming aware of a serious occurrence the Director or Assistant Director will provide a report of the incident to a Ministry of Education Program Adviser.

The Director, Assistant Director or designate will submit the report online using the Child Care Licensing System (CCLS)

Reporting to the City of Toronto Serious Occurrence phone line is no longer applicable. The online CCLS will automatically alert City Staff.

******If a situation is resolved within 24 hours and is eventually not deemed serious no further action is required.***

Who Does What?

The following designation may be made for SO reporting purposes. If the Director is present he will expedite all information gathering and reporting procedures. In the absence of the Director, the Assistant Director will expedite the gathering of information and contact the Director providing all relevant

information. The Director will then either expedite the on line reporting procedure or instruct the Assistant Director to do so including making a call to our Ministry of Education Program Adviser in the event that the online system is for any reason inaccessible. In the absence of both Directors the RECE left in charge, will expedite the gathering of information surrounding the serious occurrence, she will then make every attempt to contact either the Director or Assistant Director by phone, text or email and if neither director can be reached or if directed to do so the designated RECE will follow the same reporting steps as outlined above for the Director and or Assistant director.

In the event that staff of John Ross Robertson Child Centre is unable to access CCLS within the required time period, the JRRCC staff will call their assigned Ministry of Education Program Advisor directly by telephone at 416-325-0652 or by calling the Help Desk 416-325-0562.

The Program Advisor will follow up with the JRRCC Director or designate for details. During this follow up JRRCC will be reminded to add updates in CCLS within 7 working days of the initial report and to update the posted parent notification. (see below)

JRRCC staff will post a summary of the report generated by the CCLS in a prominent location for a minimum of 10 days. And if there is follow up with new information at any time after the initial notice is posted another updated notice will be posted for an additional 10 days. (see below)

SERIOUS OCCURRENCES Posting

As mentioned previously all child care centres will be required to post information about serious occurrences in a visible area of the child care centre. Therefore it is now the policy of JRRCC that any time a serious occurrence is reported the report and follow up information which includes steps taken to resolve any serious situation or complaint be posted in a visible area such as the hallway bulletin board near the child centre entrance for a minimum of ten days. The notice is intended to give a transparent picture of issues that could affect all children and parents at the centre. This summary public posting requirement includes allegations of child abuse and neglect but will not include any identifying information. And if there is follow up with new information at any time after the initial notice is posted another updated notice will be posted for an additional 10 days. (see below)

Annual Summary & Analysis Reports

An annual summary and analysis report of all serious occurrences will be generated by the CCLS. The report will reflect the Serious Occurrence Record from the previous year, January -December. This allows the operator(JRRCC) to reflect on any improvements or operational changes that might be appropriately required to prevent any occurrences in future and allows Ministry or City staff to analyse any patterns that may suggest the need for training, support or internal policy modifications, and the identified steps to address any of these needs. This report is filled out and filed at the centre and made available for review with the Ministry of Education Program Advisor at the licensing visit and will be kept on file for 3 years.

Monitoring:

Generally speaking JRRCC is expected to monitor itself with respect to reporting, management and follow-up of serious occurrences following all legislative procedures outlined in the Child Care and Early Years Act.

Before commencing employment, volunteer work or student field placement, Child care staff, volunteers and students will be asked to sign an acknowledgement form stating that all the policies and procedures with respect to serious occurrences and other significant policies have been read, understood and will be followed. Updated policies and procedures will be reviewed each year and brought to the attention of all staff, volunteers etc. for their advisement and signature. It is generally understood that volunteers, students or new staff are unlikely to be the persons reporting a serious occurrence but may be central in supplying information required for an initial or follow up report. Any contravention of the policy will be dealt with by following the steps in our **separate policy titled: "Monitoring Procedure for JRRCC Policies, Procedures and Individualized Plans"**

Appendix:

Reportable Serious Occurrences Category 1 –

Death of a Child Definition: The death of a child who received child care at a child care centre. For greater clarity, a death of a child must be reported as a serious occurrence where there may be a relationship between the child's death and the child's care in the licensed program. The following provides some examples of what would and would not be considered a serious occurrence under this category.

Examples of Reportable Serious Occurrences: (Copied from Licensing Manual)

A child was unresponsive and not breathing while receiving child care. The child was later pronounced dead by emergency medical staff.

A child developed a severe illness while at the child care centre or home child care premises and later passed away in hospital.

A child developed a high fever at the child care centre or home child care premises and was sent home. The child later passed away.

A child incurred fatal injuries from an accident while on a field trip from the child care centre.

Examples of Incidents that are not reportable Serious Occurrences

A child died following a known illness/disease/medical condition (e.g., cancer).

A child died due to an automobile collision while in the care of the parents.

Child Custody Orders

The parent with a court ordered custody document must file a copy with the centre if he or she wishes to restrict the non-custodial parent from picking up or visiting the child at the centre. A detailed letter of intent must be filed which outlines what the parent expects of the staff based on the order of the court. The only person allowed to visit or pick up a child, will be the custodial parent or persons designated by the custodial parent in writing. Should a custodial parent wish to share file information with another individual or organization, they must do so by filling out appropriate forms available at the centre, authorizing this request.

Child Abuse Policy

The Centre has a detailed Child Abuse Policy, which is available at the office and may be posted on our Bulletin Board as well.

The essence of that policy is the obligation of staff to maintain an awareness of the needs of children in their care and to report to the Children's Aid Society any suspicion of abuse or neglect based on disclosure of information from the child (ren) in question a third party or through observation and experience of events. If a staff member observes or receives information that leads to a suspicion of sexual, physical or other abuse, including neglect caused by a lack of food, shelter, clothing or other necessities of life, it is that person's obligation to call CAS and have them investigate the allegation. All aspects of the suspicion must also be put in writing in the witness's own words.

Further details can be discerned by reading the policy.

Confidentiality

All children's files are confidential and are only used by the professional staff working at the centre in the exercise of their professional duties. Should a child develop an illness or injury while in care, staff will share medical information with paramedics, nurses or doctors relevant to the circumstances. Information will include allergies, immunization dates, medication in use, health conditions, and names of parents or guardians.

Occasionally, parents will ask to contact others for play dates or birthdays. Contact information including names, addresses, phone numbers and e-mail will only be shared if permission is first

given by the client to be contacted. We will only create and distribute lists that have been approved by each client named. The right of each parent to keep this information confidential will always be respected by JRRCC staff.

In the best interest of children and their families, staff of the daycare routinely shares information with the school teachers and assistants about obvious and non-confidential issues relating to children that we have in common. We cannot however share information considered confidential unless permission is granted by a parent. School and child care staff are frequently called upon to meet together to discuss children who require emotional or other supports in order that a consistent and seamless plan may be implemented. A consent to share file information form will be distributed to parents to facilitate such often valuable communication. If parental consent is not given in such a form, parents will be asked on a case by case basis to give consent for such information sharing between JRRCC and the school or other authorities involved with the child.

Client–Staff Conflicts of Interest

Because of recently identified legal issues that may give rise to conflict of interest staff of John Ross Robertson Child Centre will not be allowed to work for current clients of the child centre at any time during the operating year which runs from September 1 to June 30 each year.

Accessibility for Ontarians with Disabilities Act (AODA)

John Ross Robertson Child Centre has created policies to be compliant with recent Provincial Legislation intended to provide quality services to Ontarians with disabilities in a manner that promotes and respects dignity, independence, integration and equal opportunity.

JRRCC is dedicated to insuring all programs and services are accessible to clients and their children in accordance with Ontario Regulation 429.07 Accessibility Standards for Customer Service. As such Employees of JRRCC will be trained ongoingly, to provide flexible services when dealing with clients who have disabilities.

We are fortunate that JRR School is already accessible to wheel chairs and other assistive conveyances that might require ramps, elevators or accessible washrooms. Additionally, every effort will be made by staff of JRRCC to provide alternate methods of communication to written information when necessary and requested. Such occasions may include but not be limited to information for the sight impaired who may need information in Braille or voice technology when accessing our web site.

In all cases staff will display sensitivity and tact when dealing with persons who have a disability and will always ask the individual person what method of communication they prefer.

Service animals will always be allowed on the premises as long as the owner has proof of animal vaccinations as required under the Day Nurseries Act. Additionally, forms will be provided upon request for the purpose of getting feedback and suggestions from clients about our services. More detailed information is available in the policy which is available on our bulletin board or by request.

Policies on Workplace Violence and Harassment

In compliance with Bill 168 passed by the Provincial Government in June 2010, JRRCC has updated its Anti-Violence and Harassment Policies affecting all members of the JRRCC Community. Another update was made in September 2016 to reflect further legislative changes. Policies are on our bulletin board and are available as email attachments or hard copy upon request.

Volunteers and ECE Placement Students at JRRCC:

Please see our detailed policy statement available at the centre

Highlights:

1) Volunteers over the age of 18 will be subject to a Police Background Check prior to commencement of placement at JRRCC

2) No volunteer shall be left alone with a child or children unless it is a parent with their own child or children.

3) Volunteers/Students will not be part of the normal child staff ratios. They will be above and beyond those regulated ratios of 1 staff for 8 preschoolers and one staff for 15 school age children.

4) Volunteers/Students; Will be given an orientation by an ECE Staff or Supervisor and all relevant policies pertaining to health (ie. anaphylaxis) general safety, behavior management, child abuse will be covered.

CODE OF CONDUCT: (Parents and Staff)

At JRRCC we strive to create a friendly, caring, supportive, family-like atmosphere in which the program is a reflection of both home and community. We believe that parents/guardians and child care staff must work together in order to meet the needs of our children.

Any deliberate, harsh or degrading measures directed towards staff will not be tolerated. Nor will we tolerate similar behaviour directed by staff towards parents/guardians.

We ask that parents/guardians direct any concerns you may have first to your child's teacher or teachers and if necessary to the Director or Assistant Director.

If after reasonable and respectful discussion the centre's staff are unable to meet your parental needs, or our standards do not meet your requirements, we respect your right to choose alternative facilities. Our withdrawal policy requiring one month's written notice will be in effect.

The management of JRRCC reserves the right to terminate childcare services if parents choose to ignore, or not to respect our core values, policies and procedures. In the event that contravention of the latter should occur, parents may be given a month's notice of service termination. Please note that the June fee deposit will not be used to pay for any month other than June should termination be applied prior.

The following behaviours by children, staff, parents and others involved in our centre are unacceptable and could lead to termination of employment or termination of child care services at JRRCC.

- all forms of bullying (physical, verbal, emotional, social or cyber), including comments, actions or visual displays that are intentional, hurtful and repetitive
- harassment, including behaviour that degrades, demeans, humiliates or embarrasses someone that a reasonable person would know is unwelcome
- all forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise
- discrimination against any person or group because of their race, color, ancestry, nationality or place of origin, ethnic background, religion, age, gender, sexual orientation, marital and family status, source of income, political belief and physical or mental disability
- actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone

PARENT HANDBOOK TABLE OF CONTENTS

HISTORICAL BACKGROUND	PAGE 2
NEW FDK PROGRAM ADDED 2014	PAGE 2
PHILOSOPHY AND PROGRAM STATEMENT	PAGE 3-15
INCLUSION AND EQUITY	PAGE 15
ADMISSION DENIAL (SPECIAL NEEDS)	PAGE 15
CHILD CARE REGULATIONS	PAGE 16
OWNERSHIP OF SPACE	PAGE 16
CORPORATE STRUCTURE	PAGE 16
GENERAL MEMBERS	PAGE 16
BOARD OF DIRECTORS	PAGE 16-17
EXECUTIVE DIRECTOR/ SUPERVISOR	PAGE 17
PROFESSIONAL STAFF	PAGE 17
HIRING: (VULNERABLE SECTOR POLICE CHECKS)	PAGE 17-18
PARENTS AS PARTNERS	PAGE 18
CURRICULUM	PAGE 18
BEHAVIOUR MANAGEMENT	PAGE 18-19
PROHIBITED ACTIONS BY ADULTS AT JRRCC	PAGE 19
GROUPINGS	PAGE 19-21
NURSERY, PRESCHOOL, KINDERGARTEN, SCHOOLAGE	PAGE 19-21
REST/QUIET TIME	PAGE 21
SLEEP ROOM POLICY (NEW 2016)	PAGE 21-22
SCHOOL AGE EXPANSION	PAGE 22-23
OUTDOOR PLAY	PAGE 23
DATES OF OPERATION	PAGE 23
PROFESSIONAL ACTIVITY DAYS & MARCH BREAK	PAGE 23
HOURS OF OPERATION	PAGE 23-25
MORNING ARRIVALS	PAGE 25
ABSENCES	PAGE 25
DEPARTURES	PAGE 25-26
FEES	PAGE 26
FEE DEPOSITS®ISTRATION&WITHDRAWALS	PAGE 26-28
LATE PICKUP CHARGES	PAGE 28
REIMBURSEMENT OF FEES	PAGE 28
N SF CHEQUES	PAGE 28
INCOME TAX RECEIPTS	PAGE 28
WAITING LIST POLICY	PAGE 28
PRIORITY LIST	PAGE 29
REGISTRATION PROCEDURE	PAGE 29
WITHDRAWAL OF SERVICES	PAGE 29
VACATION POLICY	PAGE 29
SUBSIDIZED FAMILIES	PAGE 29-30
COMMUNICATION	PAGE 30
VOICE MAIL, CELLULAR,	PAGE 30
COMMUNICATION BOOKS, E-MAIL	PAGE 30

NEWSLETTER	PAGE 30
BULLETIN BOARDS	PAGE 30
PRIVATE APPOINTMENTS	PAGE30
ORIENTATION	PAGE 30
HEALTH, SAFETY AND NUTRITION	PAGE 30
SMOKE FREE POLICY	PAGE 30-31
ALLERGIES /ANAPHYLAXIS	PAGE 31
FOOD RESTRICTIONS	PAGE 31
SANITARY FOOD CONTROL	PAGE 31
NUT FREE ZONE-NO HOMEMADE FOOD	PAGE 32
SAFETAP WATER-LEAD FREE POLICY	PAGE 32
HAND WASHING	PAGE 32
ILLNESS	PAGE 32
PHYSICIAN'S NOTE	PAGE 32
ILLNESS DURING SCHOOL HOURS	PAGE 33
HEAD LICE	PAGE 33
MEDICATION	PAGE 33-34
EMERGENCY INFO &IMMUNIZATION HISTORY OR EXEMPTIO	PAGE 34
EMERGENCIES AND SCHOOL EVACUATION	PAGE 34
INDIVIDUAL CHILD EMERGENCIES	PAGE 35
GENERAL SAFETY	PAGE 35
PRESCHOOL AND KINDERGARTEN NUTRITION	PAGE 35
SCHOOL AGE CATERED LUNCH	PAGE 35
SPECIAL OCCASIONS (BIRTHDAYS)	PAGE 35
OUTDOOR PLAY	PAGE 36
APPROPRIATE APPAREL AND SUNSCREEN	PAGE 36
PLAYGROUND ISSUES	PAGE 36-37
AFTER 4' AND OTHER NON-DAYCARE PROGRAMS	PAGE 37
BUSSING	PAGE 37
PHOTOGRAPHY, FILM OR VIDEOS	PAGE 37
BY OUTSIDE SOURCES	PAGE 37
SERIOUS OCCURRENCE POLICY PROCEDURE	PAGE 38-41
CHILD CUSTODY ORDERS	PAGE 41
CHILD ABUSE	PAGE 41
CONFIDENTIALITY	PAGE 41-42
CONFLICT OF INTEREST	PAGE 42
AODA(Accessibility for Ontarians with Disabilities Act)	PAGE 42
WORKPLACE VIOLENCE AND HARASSMENT POLICY	PAGE 42-43
VOLUNTEER AND STUDENT PLACEMENT POLICY	PAGE 43
PARENT-STAFF CODE OF CONDUCT	PAGE 43