



**Miles Nadal JCC**  
Downtown Toronto

# Parent Handbook

THE LIBBIE COWAN CHILDCARE CENTRE  
&  
THE THOMAS & MARJORIE SCHWARTZ PRESCHOOL  
CENTRE

**EARLY CHILDHOOD EDUCATION AT THE MNJCC**

## CONTENTS

|  |    |
|--|----|
| OUR HANDBOOK .....                               | 4  |
| CONTACTS .....                                   | 4  |
| ECE AT THE MNJCC .....                           | 4  |
| OUR DAYS AND HOURS OF OPERATION .....            | 5  |
| OUR PHILOSOPHY .....                             | 5  |
| PROGRAM STATEMENT .....                          | 6  |
| OUR STAFF .....                                  | 12 |
| A COMMITMENT TO CONTINUOUS IMPROVEMENT .....     | 13 |
| ACCESS CARDS .....                               | 13 |
| ATTENDANCE RECORDS, ARRIVALS AND DEPARTURES..... | 13 |
| APPLICATION AND ENROLLMENT PROCESS .....         | 14 |
| PRIORITY APPLICATIONS.....                       | 14 |
| MNJCC WAITLIST POLICY .....                      | 15 |
| FEES, ADMISSION AND DISCHARGE POLICY .....       | 15 |
| GENERAL POLICIES.....                            | 16 |
| LATE FEES.....                                   | 17 |
| FIRST TIMERS .....                               | 17 |
| PARKING .....                                    | 18 |
| SMOKING AND DRUG POLICIES .....                  | 18 |
| FIELD TRIPS AND EXCURSIONS .....                 | 18 |
| SMOG ALERT, HEAT AND SUN SAFETY POLICY .....     | 18 |
| ECE SLEEP POLICY .....                           | 19 |
| SNACKS AND LUNCH.....                            | 19 |
| FORMS .....                                      | 20 |
| PARENTAL INVOLVEMENT .....                       | 20 |
| BEAUTIFUL JUNK.....                              | 20 |
| HOME TOYS .....                                  | 20 |
| CLOTHING .....                                   | 20 |
| DIAPERS .....                                    | 21 |
| CUBBIES (CHILDCARE AND PRESCHOOL).....           | 21 |
| BIRTHDAYS.....                                   | 21 |
| CLASS LISTS .....                                | 22 |

|  |    |
|--|----|
| TOILET TRAINING .....  | 22 |
| COMMUNICATION.....   | 23 |
| CALLING EMERGENCY MEDICAL SERVICES (EMS) .....                   | 24 |
| SWIMMING (PRESCHOOL).....  | 24 |
| SWIMMING (TODDLERS) .....  | 24 |
| HEALTH MATTERS AND ADMINISTRATION OF DRUGS.....                  | 24 |
| ILLNESS .....  | 25 |
| IMMUNIZATION POLICY .....  | 26 |
| ALLERGIES AND MEDICATION .....                                   | 26 |
| ANAPHYLAXIS POLICY .....   | 27 |
| BEHAVIOUR GUIDANCE POLICY.....                                   | 29 |
| INCLUSION POLICY.....  | 31 |
| MNJCC SEXUAL EDUCATION POLICY .....                              | 31 |
| SERIOUS OCCURRENCES.....   | 32 |
| CHILD ABUSE .....  | 33 |
| ANTI-BULLYING POLICY .....                                       | 33 |
| CODE OF CONDUCT FOR PARENTS.....                                 | 33 |
| TECHNOLOGY USE/STAFF WORKING FOR PARENTS OUTSIDE OF SCHOOL ..... | 34 |
| SUPERVISION OF STAFF, VOLUNTEERS AND PLACEMENT STUDENTS.....     | 35 |
| COMPLAINT AND CONFLICT RESOLUTION POLICY .....                   | 35 |
| SAMPLE DAILY SCHEDULES.....                                      | 38 |
| ADDED VALUE AT THE MILES NADAL JCC.....                          | 39 |

## OUR HANDBOOK

Welcome to the ECE programs at the MNjcc. We look forward to a wonderful year with you and your child. This handbook is meant to give you information about our school. In it you will find out about our policies, as well as information regarding our day-to-day program. Please note that some policies and procedures in this Parent Handbook are overridden by the COVID-19 Guidelines mandated by Toronto Public Health.

## CONTACTS

### EARLY CHILDHOOD EDUCATION AT THE MNJCC

Cheri Szereszewski | Director, Early Childhood Education  
cheris@mnjcc.org • 416.924.6211 x 6119

### LIBBIE COWAN CHILD CARE CENTRE

Tiffany Bien, Assistant Director of Early Childhood Education and Supervisor of the LCCC  
tiffanyb@mnjcc.org • 416.924.6211 x 6247

### THOMAS & MARJORIE SCHWARTZ PRESCHOOL CENTRE

Sara Zamikoff Pavars, Supervisor  
sarap@mnjcc.org • 416.924.6211 x 6277

### JCAMP AND AFTERSCHOOL PROGRAMMING

Anna Somers, Manager  
annas@mnjcc.org • 416.924.6211 x 6389  
Danielle Ariss, Interim Coordinator  
daniellea@mnjcc.org • 416.924.6211 x 6615

## ECE AT THE MNJCC

The ECE programs at the MNjcc are open to children and families from all faiths and cultures. The MNjcc is home to Childcare and Preschool programs serving children ages 18 months-5 years. The schools are divided into the Libbie Cowan Childcare Centre (Childcare) for toddlers (18 months- 30 months) and the Thomas & Marjorie Schwartz Preschool Centre, which includes the JK program (ages 2.5-5 years). The Childcare runs 12 months per year and the Preschool runs from September to June.

Our licensed Afterschool Program is available for children aged 5-10. Staff pick up children from surrounding schools. Ratios of 1:15 will be followed in our Afterschool program.

The ECE programs at the MNjcc are licensed annually by the Ontario Ministry of Education and meet or exceed all Child Care and Early Years Act (CCEYA) regulations. This includes staff qualification requirements and staff: child ratios, which are 1:5, for toddlers 1:8 for Preschoolers and 1:10 for Junior Kindergarten. Please feel free to ask for information on any standards of the CCEYA and the Ministry of Education. Licenses can be found on our bulletin boards.

We also offer a summer camp. The Ministry of Education licenses our summer camp for 2.5-3 year olds. In each licensed room there will be, at minimum, one RECE in each camp cohort that is licensed. Please note that any child who is enrolled in the Libbie Cowan Childcare Centre and turns 2.5 years of age by June

30, will be strongly encouraged to move on to our camp over the summer and then on to Preschool in September. This period is a wonderful opportunity for children to prepare for the transition to Preschool.

## **OUR DAYS AND HOURS OF OPERATION**

The Childcare Centre operates on a year round basis. The Preschool and Afterschool programs follow the school year and run from September to June. During the months of July and August the TMSPC space becomes J Camp. Staffing changes to summer staff however our camp for children under the age of 4 follows Ministry of Education regulations, including having a Registered Early Childhood Educator (RECE) in each room. Although summer camps for ages over 4 are not required to be licensed by the Ministry of Education, we do maintain most Ministry regulations as they support an environment of safety and well-being.

The Preschool begins the day after Labour Day (with some exceptions), and ends the third week of June. We are closed for the Jewish holidays of Rosh Hashanah, Yom Kippur and the week of Passover. We are closed on all statutory holidays, two weeks winter break, Family Day and the Friday preceding Family Day. There will be one Professional Development day during the year.

The Childcare will be closed on Rosh Hashanah, Yom Kippur, the week between December 25 and January 2, Family Day and the Friday preceding Family Day, the first 2 days of Passover (if they fall on weekdays), the last week in August and all statutory holidays.

A calendar of all school holidays and events are provided to parents each year. Dates are subject to change.

The Afterschool program runs from September to June (following the school calendar) and is closed for Rosh Hashanah and Yom Kippur and all statutory holidays.

### **Our Hours of Operation Are:**

#### **LCCC**

**Toddlers – 18 months to 30 months | 7:30 am – 5:30 pm**

#### **TMSPC**

**Preschoolers and Junior Kindergarten – 2 ½ to 4 years (by December 31<sup>st</sup>) | 9 am -3:45 pm**

Early Morning and After Care options from 7:30 am-5:30 pm are available. Please see our application form for the breakdown of fees.

#### **Afterschool (School Age):**

**Grades Junior Kindergarten-Grade 6**

**3 pm – 5:30 pm**

## **OUR PHILOSOPHY**

At the Miles Nadal JCC Early Childhood department, we understand that choosing the right early childhood experience for your child is one of the most important decisions parents make. What happens in a child's life in these early years can positively or negatively affect healthy development. We want to assure you that your child's well-being and education is extremely important to us as well.

The educators at the MNjcc early childhood program are experienced, passionate, warm and nurturing. Their strong commitment to professionalism reflects their belief in our centre's philosophy and our program statement. Our educators encourage each child's positive image and guide them to develop problem solving, time management, self-help and social skills.

Our program is child-directed, therefore demonstrating to children that they are an important part of our world. Children learn best through their own hands-on experiences. Our educators foster a learn-through-play environment where children are offered endless opportunities to play productively. Teachers offer guidance and assistance when necessary to ensure that children are gaining all that is possible through their activities and experiences. Curiosity will be stimulated while we guide children to be empathetic, moral beings.

The MNjcc offers a warm, welcoming, and conveniently well-located place for your children to spend their day laughing and learning.

## PROGRAM STATEMENT

### OUR MISSION

It is our belief that every child has the right to an early education. We welcome children of all backgrounds and celebrate diversity. We believe that children, families and staff are capable, competent, curious and rich in potential. We are committed to collaborating with children, their families and with each other as educators to create high- quality early learning and care environments that take a strengths-based approach to learning and development in which children, parents and educators are co-learners.

### *How Does Learning Happen?*

Using the framework articulated in How Does Learning Happen? Ontario's pedagogy for the early years, our Centre will support the children to achieve the following **goals** and will meet the **expectations** for our programs building on the four **foundations** for healthy growth and development.

| Foundations | Goals for Children   | Expectations for Programs   |
|-------------|--|---|
| Belonging   | Every child has a sense of belonging when they are connected to others and contribute to their world.    | Cultivate respectful relationships and connections to create a sense of belonging among and between children, adults and the world around them. |
| Well-Being  | Every child is developing a sense of self and health and wellbeing.                                      | 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 their 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 themselves in many ways.                    | Foster communication and expression in all forms.   |

## 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 wellbeing of children.

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

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

You will see:

- Photographs and names of all the staff posted;
- Well organized environments, with lots of materials that are easily accessible to the children – the children don't have to ask for everything that they need;
- A process to sign your child in and out of the program, to ensure they are safely supervised;
- Morning and afternoon snacks and lunches that are healthy, dairy menus, that follow Canada's Food Guide;
- Children and staff washing their hands frequently throughout the day to promote good hygiene and to reduce the spread of illness;
- Water is available to the children throughout the day;
- At mealtimes, educators sit and eat with the children and there is lots of conversation;
- Children serve themselves as much as they are capable of and are encouraged but never forced to try new foods;
- Lots of opportunities for gross motor play and outdoor play; children are encouraged to use their entire bodies to explore the world;
- Children will be reminded when necessary to walk indoors to avoid any accidental falls;
- Positive language that emphasizes accomplishment and effort;
- The Centre is kept clean throughout the day, and is professionally cleaned on a nightly basis;
- All staff and parents will have an access card to the school area;
- All visitors are required to register at the Information Desk. If the visitor does not have an access key, the Director or classroom teacher will be contacted to ensure that the visitor is welcome to enter the school area;
- Based on current research related to children and screen time, there are no televisions or video games in the programs for the children. Classrooms do have tablets used by the teachers for observing and documenting children's learning. The staff may assist children to look up information on the internet to expand or enhance their play and learning; and
- Educators follow the health and safety guidelines set out by the Ministry of Education, the City of Toronto Health Department and the City of Toronto Children's Services Division.

**Healthy Food and Active Play Make a Difference**

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

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

You will see:

- During the process to enroll your child at our Centre, the director or designate will provide you with a tour of our facility, introduce you and your child to the educators, and compile information about your child's specific needs, likes and dislikes, and what comforts your child. This will allow staff to begin to build an understanding of your child's individual needs;

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

### **Strategies to Support and Strengthen Positive Interactions**

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

Questions educators ask themselves:

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

### **Supporting Children to Manage their Behaviour**

Children benefit socially, emotionally and physically from our positive approach. Educators focus on helping the children understand their feelings and emotions and provide support to help children regulate their behaviour. We adhere to the CCEYA mandate for positive behaviour management strategies. These are further elaborated in this document under the Behaviour Guidance Policy.

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

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



**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, modelling clay/dough and other art and creative/sensory materials;
- Telling or writing stories;
- Singing;
- Dancing;
- Talking with educators;
- Talking with other children;
- Building with blocks and other building materials;
- Conducting experiments;
- Solving problems; and
- Visiting other parts of the MNjcc and be visited by people employed in different parts of the MNjcc to encourage a sense of belonging in the community.

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

You will see:

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

**Supporting Healthy Development and Learning**

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

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

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

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

You will see:

- Times when the child takes the lead in planning the activity and times when the educator builds on observation to develop and implement activities that support each child to stretch his/her skills and abilities.
- Weekly program plans posted with a variety of 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 is limited; children do not spend a lot of time lining up or waiting for activities to take place.

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

You will see:

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

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

You will see:

- Well stocked toy shelves and creative materials available to the children;
- Quiet comfortable spaces for reading or quiet individual activities or rest;
- Children engaged in a range of different activities throughout the day;
- Children taking the lead; actively shaping their play;
- Educators listen and learn from the children as much as the children listen and learn from them;
- Educators encouraging children to explore nature and their natural environments;
- Children will be offered the opportunity to swim in our MNjcc pool at least 1 time per week;
- Children have use of the two outdoor playgrounds 2 hours per day to encourage physical fitness;
- During inclement weather, children will have access to the gymnasium or other appropriate spaces;
- Quiet activities are provided for children who do not require a nap during rest times.

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

You will see:

- Educators seek out opportunities to talk with parents without ignoring the needs of the children;
- Daily information will be provided using the Kaymbu parent communication app by the educators for parents;
- 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;
- 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 families including long commutes, time pressures and the busyness inherent in raising a family.

Strategies include but are not limited to:

- An “open door” policy that welcomes parents to drop off and pick up at the times that work best for their family within the hours that the Centre is open and allows them to drop in to observe whenever convenient for the parent;
- We will not prohibit a parent from having access to their child or accessing the premises when their child is in care unless there are reasonable grounds to believe that the parent does not have a legal right of access; if the parent could be dangerous to the child; or the parent is behaving in a disruptive way;
- Informal discussions on a daily basis;
- Posted documentation of activities, interactions and engagement;
- Parent/educator (and sometimes child) interviews;
- Sharing resources and materials about community supports and activities;
- Inviting parent participation in the development of curriculum;
- Inviting and encouraging parents to participate directly in the day to day activities of the Centre;
- Social and open house activities;
- Ongoing communication via the Kaymbu app;
- Explanation of celebrated holidays through songs, rituals and celebrations;
- Family/parent events scheduled two times per year and;
- Using technology to help families participate when appropriate.

Key ideas and messages we share with parents:

- Our program is play and inquiry-based because research tells us that this is how 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 in many different ways. We will be sharing our learning with and about your children in many different ways;
- Educators will inform parents of the developmentally appropriate goals for their children and what we will be doing to support their child to support the achievement of these goals;
- Educators will work closely with parents to determine what they feel is important that they know about their child to support their well-being and;
- We will find ways to support your engagement with our program so that you feel that you belong.

### **8) 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 and are encouraged to drop in when and if they have time to do so;

- Visiting other rooms/people in our community Centre for gym, music and other one-off events;
- Use of community partners as a resource and support to families, children and staff.

**9) 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 (RECE) are required by their membership in the College of Early Childhood Educators (CECE) to commit to their own ongoing professional learning;
- New ideas and strategies to support children's development introduced throughout the program;
- Materials and research shared with parents; and
- Program based on ELECT, How Does Learning Happen? and Sheva (a JCCA-inspired framework)

**Continuous Professional Learning for Educators**

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

In addition,

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

**10) Use many methods to document and review the experiences of the children and the educators in order to:**

- Provide an ongoing record of development;
- Tools to enable educators to reflect on the impact of their activities and strategies; and
- 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 tell and show you what the children are doing;
- Different methods of recording observations about what the children are accomplishing.

## **OUR STAFF**

All of our educators are carefully chosen to ensure that they are the right fit for our school. Educators must be nurturing and be team players. RECEs are licensed by the College of Early Childhood Educators (CECE) and possess at least a diploma in Early Childhood Education (ECE). Some staff may be Early Childhood Assistants (ECA) but all have the right personality traits to fit in with our centres. All staff are certified in CPR and First Aid and have completed and maintained an up to date police reference check.

## A COMMITMENT TO CONTINUOUS IMPROVEMENT

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

## ACCESS CARDS

The Miles Nadal JCC has a number of security measures in place in order to make our facility a safe environment for your children. As part of your registration in the Early Childhood Education program at the MNjcc, we are happy to provide each family with two free security access cards. These cards enable you to access the ECE Program areas during pick-up hours. These cards are name-specific and are non-transferable. Additional cards may be purchased at a cost of \$10(+tax) each. Please visit our MNjcc Information Desk to obtain your card on the first day of the program.

Please understand that it is important to bring your card with you as **the staff at the Information Desk will not allow anyone access to our school without approval from the Director of Early Childhood Education, Assistant Director of Early Childhood Education or Supervisor.**

## ATTENDANCE RECORDS, ARRIVALS AND DEPARTURES

Each day the parent/guardian of each child registered in our Childcare and Preschool/Junior Kindergarten must check in with the classroom teachers upon arrival.

For children attending our After School program, children will be picked up directly from school by our teachers.

Many children register for early morning and aftercare in the Preschool and JK for the school year. If a child is not registered, the child may stay on an occasional basis in our before or aftercare program if space allows. Charges for the one-offs are \$40.00 per day for before care and \$40.00 for aftercare. Please advise the staff in advance if your child will be staying the extra time. This does not apply to our toddler or afterschool programs.

Your child's safety is our primary concern. You will be asked to provide us with the names of anyone who may be picking up your child throughout the year. Children will only be released to people who have been given written consent by their parents/guardians. Should you wish to have your child picked up by anyone other than those people on your list, we require that you advise us in writing. Anyone picking up your child must be a minimum of 16 years of age. Anyone picking up your child from the program for the first time, with parental consent, will be asked to provide identification.

The teachers take attendance of all children on a daily basis and records are kept for 2 years. Teachers record all reasons for absent children (vacation, sick, home days).

If your child is going to be away, please let us know by e-mailing your child's classroom and the following:

**LIBBIE COWAN CHILD CARE CENTRE** Tiffany Bien, tiffanyb@mnjcc.org

**THOMAS & MARJORIE SCHWARTZ PRESCHOOL CENTRE** Sara Zamikoff Pavars, sarap@mnjcc.org

**JCAMP & AFTERSCHOOL** Anna Somers, annas@mnjcc.org / Danielle Ariss, daniellea@mnjcc.org

## APPLICATION AND ENROLLMENT PROCESS

Initial Visit - All prospective parents are welcome to book a tour and visit our Centre. During your tour, you will view the classrooms, meet some of the teaching faculty and discuss our Early Childhood Department's core values and our philosophy of education. We encourage you to tell us about your family and child as we take this opportunity to highlight our facility and faculty. When you have decided that you may want to send your child to one of our programs, please visit our website <https://www.mnjcc.org/schools>.

Send us your information via the contact page. Please note the contact page for the Libbie Cowan Childcare Centre and Thomas & Marjorie Schwartz Preschool Centre (including JK) are separate. It will ask you for your name, your child's name, date of birth, address, phone number, email address, and preferred start date.

*No deposit is necessary at this time.*

If the Preschool/JK is full, you may place yourself on the waitlist through our online system called Amilia. Our Supervisor will be able to assist you with this once we receive your information. To be placed on the Toddler waitlist, the Supervisor will do so internally (not through Amilia) once we receive your information.

**For Toddlers:** Once a spot becomes available, you will be contacted. At that time, you will be given 48 hours to decide if you would like to accept the spot. If you do decide to send your child, a deposit is due with the application and the signed financial contract. This process guarantees a spot in our program. The deposit will be used towards your final month's payment.

The Libbie Cowan Child Care Centre (toddlers) operates 12 months of the year. At 2 ½ toddlers can choose to remain in their current class or transition to J Camp for the summer. Children turning 3 by June 30<sup>th</sup> will not be able to stay in the toddler room. These children can register for J Camp or be off for the summer.

**For Preschoolers/JK:** Registration will open the fall of the previous year you want your child to attend. You must re-register each year. Spots will be offered first to those with priority.

The Thomas & Marjorie Schwartz Preschool Centre (preschool and JK) operates from September to June. Preschool and JK children remain in their classes for the full school year. During July and August, Preschool and JK children are encouraged to register for J Camp.

**For Afterschool:** Applications will be sent out in the spring for the upcoming September you want your child to begin. Spots will be offered on a first-come, first-serve basis with the receipt of completed application forms.

## PRIORITY APPLICATIONS

Please note that spots will be offered in a sequence of place on the list. The exception to this would be for children who are offered priority for the spot. These include:

1. \*currently enrolled children
2. \*children of alumni families
3. children of MNjcc employees
4. open (public) enrollment

\*(Libbie Cowan Childcare Centre, Thomas & Marjorie Schwartz Preschool Centre and Paul Penna DJDS)

If anyone with priority requests a spot once we are filled, they will be placed at the top of our waitlist. Remaining spots will be offered on a first-come, first-serve basis with the receipt of completed application forms.

**Any inquiries about our programs will be kept confidential. We will be unable to give you specific answers as to when and if a spot will be available. We will not divulge any information of names or any personal information of children on our list or in attendance.**

### **MNJCC WAITLIST POLICY**

The Thomas & Marjorie Schwartz Preschool Centre and the Libbie Cowan Childcare Centre hope to be able to offer spots to all those that apply. Unfortunately, due to Ministry restrictions on numbers and room sizes, this is not always possible.

**WE DO NOT ACCEPT NAMES OF BABIES WHO HAVE NOT YET BEEN BORN. PLEASE WAIT UNTIL YOUR BABY IS BORN TO CONTACT US.**

### **FEES, ADMISSION AND DISCHARGE POLICY**

Once it is determined that there is an available spot, parents/guardians will be contacted and they will have 48-hours to submit the deposit.

Deposits are required upon receipt of the application and are non-refundable.

#### **CHILDCARE CENTRE FEES** (subject to additional CIF (Capital Improvement Fund) tax)

The monthly fee as of **September 1, 2022** is \$1854.00

- A deposit of 1 month's fee will be used towards your final month's payment.
- You will be billed on the last day of each month for the following month.
- You may cancel at any time and finish out the next month that you have already paid for with your deposit.
- No deposit is required until you receive confirmation of a spot for your child(ren).
- Deposits are non-refundable once you have accepted a spot in the program.
- There are no deductions in tuition for days absent due to illness, vacations, holidays, community/national emergencies or program closures due to weather, natural disasters or utility outages.
- If any charges to the credit card provided are declined upon processing for any reason whatsoever, the MNjcc will automatically charge a \$40.00 decline fee.
- In the event that a declined payment is not paid within 30 days, the child will be subject to withdrawal from the Childcare Centre and any other programming and/or membership at the MNjcc unless alternative arrangements have been made with the Finance Department. Re-entry into the Childcare Centre will require payment in full of the outstanding balance.
- MNjcc reserves the right to change these conditions with 60 days' notice.

#### **PRESCHOOL/JK FEES** (subject to additional CIF (Capital Improvement Fund) tax)

Fee Schedule for the **2022-2023 School Year**

Total amount: **\$14,250.00**

Deposit **\$1,187.50**

11 Installments of **\$1,187.50**

Early Morning Care 8:00 **\$2280.00** (per school year)

After Care Until 5:30 **\$3640.00** (per school year)

- 1 month written notice is required for withdrawal from program. No deposit is required until you receive confirmation of a spot for your child(ren).
- Deposits are non-refundable once you have accepted a spot in the program; there are no fee deductions for absences. There are no deductions in tuition for days absent due to illness, vacations, holidays, community/national emergencies or program closures due to weather, natural disasters or utility outages.
- If any charges to the credit card provided are declined upon processing for any reason whatsoever, the MNjcc will automatically charge a \$40.00 decline fee.
- In the event that a declined payment is not paid within 30 days, the child will be subject to withdrawal from the Preschool Centre and any other programming and/or membership at the MNjcc unless alternative arrangements have been made with the Finance Department. Re-entry into the Preschool Centre will require payment in full of the outstanding balance.
- MNjcc reserves the right to change these conditions with 60 days' notice.

**SCHOOL AGE (AFTERSCHOOL) FEES** (subject to additional CIF (Capital Improvement Fund) tax)

**Please check the website for current fees. These vary depending on the option chosen.**

- The Application is non-refundable and non-transferable.
- As of September 1, we require one (1) full months' written notice of withdrawal. Fees will be owing for 1 full month after written withdrawal notice is received by MNjcc staff. Withdrawals at any time are subject to a \$30.00 Withdrawal Fee. Refunds (if applicable) will be processed within approximately 30 days from when the withdrawal notice is provided.
- Program fees cannot be prorated based on attendance or usage. In addition, there are no deductions in tuition for days absent due to illness, vacations, holidays, community/national emergencies or program closures due to weather, natural disasters or utility outages.
- For monthly installments: Payments will be charged on the first of each month.
- If any charges to the bank account and/or credit card provided are declined upon processing for any reason whatsoever, or in the event of a returned cheque, the MNjcc will automatically charge a \$40.00 decline fee.
- In the event that a declined payment is not paid within 30 days, the child will be subject to withdrawal from the Afterschool Program and any other programming and/or membership at the MNjcc unless alternative arrangements have been made with the Finance Department. The MNjcc will attempt to charge the full outstanding amount along with any other current charges during the next billing cycle. Re-entry into the Afterschool Program will require payment in full of the outstanding balance. The MNjcc may send any outstanding balances to outside sources for collection.
- Late fees will be charged, per child, to families who arrive late for pick up. Late fees are billed at \$2 per minute commencing at the child's designated pick-up time.
- The MNjcc reserves the right at any time to modify the above policies when deemed in the interest of the Agency.

## GENERAL POLICIES

### SCHOOL CLOSINGS

The MNjcc is located in a Jewish community centre. As such there are a number of Jewish holidays on which we are closed. These include (among other holidays) Rosh Hashanah and Yom Kippur.



**In addition, we are closed in November for one professional development day for staff as well as on all statutory holidays. The full schedule for the school year can be found on the school calendar sent home each year. Please note that there are early closings the day before any Jewish holiday closures.**

Halloween: We realize that most children will be going out on Halloween but we do not celebrate the holiday at school. Children are welcome to dress in costumes that day but we will not be having a party. We will have costume day on Purim, which falls in late winter. On that day, we hope that all children will dress up.

Christmas and Easter: We do not celebrate Christmas or Easter at our school. We are always eager for children to share their experiences about their holidays.

Chinese New Year: We celebrate this holiday with stories, food and decorations.

Valentine's Day: We do not celebrate this holiday in our programs. As a program based on Jewish values, we incorporate the ideas of being part of a caring community and treating each other with kindness and respect on a daily basis. Having a day where the children have to bring in valentines to give to each other when there is no actual context or meaning for them does not help them to understand the values of *B'rit* (belonging and building relationships), *Tzelem Elohim* (treating each other with respect and dignity) and *Tikkun Olam* (helping each other and the broader community). There are always opportunities throughout the year to shine a light on these ideas in an age-appropriate way for the children in our programs. We encourage children to bring friendship notes and show other forms of *B'rit* any and every day of the year.

Mother's Day/Father's Day: All families are different and we want to recognize that in our programming. For this reason, children will not be making cards/presents for these holidays. We will celebrate all parents and guardians together at a different event.

We are happy to celebrate any other cultural (not religious) holidays.

## **LATE FEES**

Please be aware that in fairness to the staff and other families, late charges will be incurred when your child is picked up after their designated dismissal time. Your account will be billed automatically.

**Children picked up after dismissal time (LCCC and TMSPC): \$1 per minute**

**Children picked up after dismissal time (Afterschool): \$2 per minute**

There are no deductions in tuition for days absent due to illness, vacations, holidays, community/national emergencies or program closures due to weather, natural disasters or utility outages.

## **FIRST TIMERS**

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

## PARKING

Metro Foods has kindly offered us free short term parking to allow you time to drop off and pick up your child. Passes will be sent to you in your July package. Please ask the Director/Assistant Director if you require more than one pass. The pass must be placed in your windowsill while using the lot. PLEASE ensure that you do not block any cars and do not abuse the times listed on the card. We want to be able to maintain this privilege. Please note that Metro Stores will not be responsible for any loss or damage that may be incurred while you are parked in the lot.

## SMOKING AND DRUG POLICIES

Smoking, vaping or consumption of substances affecting impairment are not permitted in the MNjcc building, the school playground or within 9 metres of the building. MNjcc ensures compliance with the Smoke-Free Ontario Act. We ask that parents/guardians refrain from carrying a visibly lit or unlit cigarette or cigarette package while on or within 9 metres of the premises.

## FIELD TRIPS AND EXCURSIONS

Toddlers remain on-site at all times. They do not attend any off-site activities. Preschool/JK children may go on excursions during the year to local merchants such as the grocery store or the library, etc. Parents will be informed in advance and will need to sign off giving authorization for their child to participate. Parents may wish to participate and supervise their child (will not be counted in ratio). Children not permitted to attend would stay home and can join their class once they have returned to school after the trip. Staffing does not permit children to remain at the school during the trip.

Children who attend our Afterschool program from other schools will be picked up and walked over to the MNjcc by School Age staff (where applicable). Ratios will be maintained at all times.

## SMOG ALERT, HEAT AND SUN SAFETY POLICY

ECE department at the MNjcc monitors weather conditions throughout the day. If a smog alert or heat alert has been announced by the Toronto Health Department or Environment Canada the following will be adhered to:

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

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

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

Alternate play location during inclement weather if it is too cold, too hot, too humid, too icy the classes are able to use additional activity rooms within the building for gross motor activities.

## ECE SLEEP POLICY

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

Parents will be advised of the Sleep Policy and Procedures at the time of registration and when their child starts in care. Parents will be consulted respecting a child's sleeping arrangements at the time the child is enrolled and at any other appropriate time.

**Toddlers:** (ages 18-30 months) All toddlers will have individual cots with their sheets on them. The cots will be labeled to ensure that they are used by the correct child. Sheets will be washed on site at MNjcc weekly or when soiled. Blankets will be sent home each Friday or when soiled to be washed. Toddlers will be offered 2 hours to sleep unless otherwise instructed by a parent. Toddlers will be placed head to foot or toe to toe when sleeping. Toddler children who are sleeping will be supervised at all times while they are sleeping.

**Junior Preschoolers** (ages 2 ½) All Junior Preschoolers will have individual cots with their sheets on them. The cots will be labelled to ensure that they are used by the correct child. Sheets will be washed on site at MNjcc weekly or when soiled. Blankets will be sent home each Friday or when soiled to be washed. Junior Preschoolers will be placed head to foot or toe to toe when sleeping. Junior Preschoolers will be offered 1.5 hours to sleep or rest. If children wake up early or are unable to sleep, they will be given books on their cots to read.

**Preschoolers** (age 3) All Preschoolers will have individual cots or mats to rest on during the sleep period. Sheets will be washed on site at the MNjcc weekly or when soiled. Blankets will be sent home each Friday or when soiled to be washed. Sleepers will be offered a maximum of 1.5 hours to sleep. Non-sleepers will be provided with quiet activities.

**Senior Preschool Room/JK** (ages 3.75-5) All children in the Senior Preschool Room/JK room will have 30 minutes of quiet time to rest or do a quiet activity. Children will not be sleeping in this room. Please note that 2/3 ratios will be followed during rest/nap time. This is in accordance with the Ministry of Education requirements.

## SNACKS AND LUNCH

We offer a dairy menu that is wholesome and follows the Canada Food Guide for children. Our catered lunch and snack program is mandatory for all children in our licensed Summer Camps, Preschool/JK and Childcare programs. Afternoon snack and lunch are catered by Alphabet Kids Catering and we supply the morning snacks from a local grocer. You will be notified of any other food allergies in the class and will be provided with a copy of our menu.

**AFTERSCHOOL:** Children in the Afterschool and Schools Out (PD Day and Holiday) programs will be offered a lunch and 2 snacks daily.

In the event that the caterer or centre cannot accommodate specific dietary restrictions, these children will be permitted to bring food from home. A letter from a medical practitioner must be sent in to be kept in our files.

Please label all containers. Please note that our school is PEANUT AND NUT FREE. No foods containing these foods or their by-products or other noted allergies will be permitted. We suggest healthy choices for food from home. All foods brought in must include a list of ingredients. This is due to Ministry of Education regulations.

More information is detailed in our Anaphylaxis Policy.

## FORMS

The Ministry of Education and Toronto Public Health requires a number of forms be completed by parents/guardians. You will be asked to send in the following forms PRIOR to your child's first day at school: Health Form, Immunization Form, General Permission Form, Contact Information Form, Emergency Contact Information Form, Withdrawal Policy Sign-off Form and Over the Counter Product Authorization.

**Please note that your child will not be able to attend any of our programs if we do not have all the required forms prior to the first day of their attendance.**

## PARENTAL INVOLVEMENT

Our school has an open-door policy. If you would like to volunteer to help with certain projects, i.e. baking or preparation of dough, making play dough, etc., please let us know. If you have a job/hobby that you think the children would enjoy hearing about, please let the Director of Early Childhood Education know and we can find a time that is suitable for you to come in. Parents volunteering on a regular basis will require an up-to-date Vulnerable Sector Screening.

## BEAUTIFUL JUNK

We love materials that we can use for crafts. CD containers, baby food jars, wood, cardboard, fabrics, etc., are always appreciated. **PLEASE, NO EGG CARTONS or TOILET PAPER ROLLS.**

## HOME TOYS

**We DO NOT allow home toys at school.** The exception to this is a sleep toy if your child is napping at school. Toys can be lost and broken, resulting in children being disappointed and upset. In addition, it can be difficult for children to share home toys and this can create conflict in the classroom. The school will not be responsible for lost or broken toys.

**For Afterschool Children:** Please make sure all your child's belongings are clearly marked and identifiable, such as backpacks, jackets, sweaters, books, notebooks, etc...

Please DO NOT send toys, jewellery, electronic games or devices, tape players, dolls, special sports equipment etc., to the Afterschool Program. If your child is bringing one of the above-listed items to school, the item must remain in the child's backpack during the program.

## CLOTHING

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

be kept at school. Any articles of clothing that are sent home should be replaced the following day.

We recommend easy to remove clothing for children to wear in order to encourage independence i.e. overalls are difficult for children to remove to use the washroom.

Outdoor play is an important part of our program. We ask that all children come dressed appropriately. All outer clothing, boots and shoes must be clearly labeled.

The MNjcc early childhood department is happy to offer families a way to support the early childhood department. We ask that all items sent from home (clothes, shoes, water bottles, etc.) are labelled with your child's name. Oliver's Labels sells all types of labels that are excellent quality and we have partnered in a great fundraising effort. Every time you purchase labels the ECE department receives 20% of the total. This is truly a win-win. You get something you would be buying anyway and we earn money to purchase items for the classrooms to enhance the program. Use this referral link: [www.oliverslabels.com/mnjccece](http://www.oliverslabels.com/mnjccece). Feel free to share the referral link with your friends!

## DIAPERS

If your child is in diapers, please send them with a supply of diapers and wet wipes. Please check your child's supply to ensure that there is enough of everything. Please ensure that everything is labelled.

## CUBBIES (CHILDCARE AND PRESCHOOL)

Your child will be assigned a cubby. Notes and artwork will be placed in your child's cubby for you to collect at pick-up or drop-off times. Please check the cubby daily. Spare shoes can be left in your child's cubby.

## OUTDOOR PLAY

Children will be able to go outside most days of the year except in extreme cold or inclement weather. Please dress your child accordingly. Please note that in the event of inclement weather the children will be kept inside. It will be at the discretion of the staff to determine whether the children will be going out on that day. Please note that our playground is windy so warmer clothes are suggested. For safety reasons, we would prefer that your child not wear a scarf for outdoor play. Crocs and open-toed shoes are not recommended.

## AFTERSCHOOL HOMEWORK

A designated area for children to complete homework assignments will be provided from 4:30pm to 5:30pm and your child should choose this option on days when needed.

## BIRTHDAYS

Birthdays are special and we treat them as such.

We are working with our caterer, Alphabet Kids Catering Inc. to provide cupcakes that are delivered to us. Once you have confirmed the date with your child's teachers, please reach out to Sara or Tiffany and let them know the date, whether you want chocolate or vanilla cupcakes (or a mix), and how many. You will be billed through your Amilia account \$1.25 plus tax per cupcake.

Please note that in consideration of all the children, we will not pass out birthday invitations at school. Please feel free to pass them out to parents at school if you so desire. If you wish to send birthday party invitations home through the class cubbies, every child in the classroom must be invited.

We ask that parents do not send loot bags for the children. We will not hand loot bags/gifts to the children. Parents can send stickers for the children if you would like.

## CLASS LISTS

Class lists will be provided to families in each classroom in order for families to communicate with each other. Information is only included for those who have given prior consent. Lists are updated and sent out as needed. Class lists are not to be used for advertising a business or communication that is negative, harassing or goes against the Code of Conduct.

## TOILET TRAINING

For children who are not yet toilet trained, we will work with you to help your child in learning to use the toilet. It is very important that we have consistent parent/guardian cooperation throughout the process. If we work together, then we can help your child achieve these goals. Some signs your child is ready for toilet training include:

- Dry "pull up" for extended periods of time (overnight or for 4 hours)
- Communicates that they want to "use the potty/toilet."
- Wants to sit on the toilet
- Tells you that his/her diaper is wet or soiled

When you think your child is ready, please speak with the Preschool or Childcare Supervisor.

## EMERGENCY MANAGEMENT, EVACUATION AND PROGRAM CANCELTION

The ECE department has a written Emergency Management policy that all staff are required to read and understand. This includes serious illness, serious accidents, lockdown and evacuation procedures.

Parents will be contacted by email (or text) via Kaymbu by 7:00 AM in the event of a school closing due to inclement weather or other unforeseen circumstances. Any unexpected closures will be communicated to you via our Kaymbu app. Please check for emails or texts regarding this information.

There may be circumstances where we may need to close the school once the children have arrived. Examples of potential causes for school closures and evacuations include but are not limited to: Power failure, water shortage, gas leak, chemical release, or other threats to the health and safety of persons working in or using services provided by the MNjcc building.

If the MNjcc Afterschool program needs to be cancelled before the start of the program, the MNjcc will first contact your child's school to make arrangements with the Paul Penna School Principal to accommodate your arrival for pick up. You will be contacted once arrangements are made. In the event of a lockdown, parents will be notified once we are given the all-clear to resume regular activities.

The building has two playground options, one on the main floor of our building and one on the building rooftop. On the rooftop, there are two emergency stairway exits and one elevator. Children will be brought up and down

from the rooftop either via the stairs or the elevator. Ratios will be maintained at all times.

Every month we conduct mandatory fire drills. When the weather permits, we do these drills outside. During the winter months we do inside drills. At some point during the year, the whole building participates in an evacuation drill. Please note that during all drills, the children cannot get their outdoor clothing on. We must be prepared for any emergency evacuation that can occur.

Bi-monthly, After School conducts fire drills from the rooftop and monthly for camps on the rooftop.

We also conduct annual lockdown drills with the children. If there were ever a real evacuation or lockdown, parents would be notified as soon as possible using the Kaymbu app or email once we arrive at our emergency evacuation site and it is safe to do so.

### **ROOFTOP PLAYGROUND EVACUATION PROCEDURES FOR MINISTRY LICENSED PROGRAMS**

Staff and children are to exit through the North stairwell if possible.

All people present will exit through the same stairwell.

Go to the Ground floor and exit through Spadina doors. Walk right on Spadina Ave  
Evacuate to: 720 SPADINA AVE, 1<sup>ST</sup> FLOOR LOBBY TO THE RIGHT PAST THE ELEVATORS

PLEASE be advised, in the event of an evacuation it is very important that you do NOT come up the stairs to retrieve your child from the rooftop playground. All children will be brought down the stairs in the event of an evacuation and brought to our evacuation site (720 Spadina Avenue). To avoid any confusion children will be dismissed to their parents at our evacuation site once attendance has been done.

### **COMMUNICATION**

Email is used as the primary source of communication. Each classroom also has its own email address, this information will be shared with you prior to your start date. If you do not have an email account, please let us know and a hard copy of all messages will be left in your child's cubby. Please add our email addresses to your contact list to avoid group mailings from going into your junk folder.

Director of Early Childhood Education [cheris@mnjcc.org](mailto:cheris@mnjcc.org)

Assistant Director of Children's Education, Supervisor of LCCC [tiffanyb@mnjcc.org](mailto:tiffanyb@mnjcc.org)

Supervisor of TMSPC [sarap@mnjcc.org](mailto:sarap@mnjcc.org)

Manager of JCcamp [annas@mnjc.org](mailto:annas@mnjc.org)

Interim Coordinator of Afterschool and JCcamp [daniellea@mnjcc.org](mailto:daniellea@mnjcc.org)

Kaymbu is a communication tool used for purposes of observation and documentation to ensure that programming is developmentally appropriate for the children. It is also a communication tool that we use providing parents with daily/weekly reports as well as updates or emergency messages. Pictures of your children will also be on this app.

Prior to your child's start date, you will be provided with information about the app and parents will be added to the Kaymbu platform so they can receive messages from the teachers.

## CALLING EMERGENCY MEDICAL SERVICES (EMS)

The health and safety of the children are paramount. In the event of a serious health issue or accident, EMS will be contacted immediately. Parents will be contacted after EMS. There may be times when it is undecided whether EMS should be contacted. In these cases, we would err on the side of caution and contact EMS. If EMS thinks that the child should go to the hospital and a parent is not there, one of the staff would escort the child in the ambulance and wait until a parent or family member is at the hospital before leaving.

For this reason, it is very important that the school has in our possession:

- Up to date home/work/mobile telephone numbers;
- Names and telephone numbers of at least two other adults we can contact in an emergency.

## SWIMMING (PRESCHOOL)

Your child will have the opportunity to swim one time per week. We encourage parents to join their children in the pool. Due to safety reasons, we will take down a limited number of children who are unattended by their parent/caregiver. All children will be required to wear a life jacket. More information on times will follow. If you would like your child to participate in our swimming program, please send in a labelled bathing suit. We will dry the suits weekly and keep them at school. If your child does not want to go swimming, they will stay in the class with other children and teachers. Activities will go on as usual for these children.

**Children will not be permitted to go swimming without a signed waiver from their parents/guardians. To assist us in making clothes-changing quick after swim, we ask that the children do not wear tights on swimming day.**

## SWIMMING (TODDLERS)

As part of our Toddler program, we offer a swim program for you and your child. All children will be required to wear a life jacket. In order to participate, each child must have a parent or guardian accompany them in the change room before and after swimming, as well as in the water. More information on times will follow. If your child does not go swimming, they will stay in the class with other children and teachers. Activities will go on as usual for these children.

Children are the sole responsibility of the parent/guardian until they are received by their classroom teachers after their swim. Toddler teachers do not participate in the swim. Children will not be permitted to go swimming without a signed waiver from their parents/guardians.

## HEALTH MATTERS AND ADMINISTRATION OF DRUGS

The following are regulated health policies enforced by the City of Toronto Public Health Department. In some situations, the MNjcc Childcare and Preschool Centre's Health Policies may take priority over the doctor's instructions. This is due to the fact that we have a large group of children that we do our best to keep healthy. If your child is not well enough to participate in both indoor and outdoor daily programming, we ask that you keep them at home. Not only does your child require rest, but we do not want to put the other children in our care at risk. If your child becomes sick during the day, you will be contacted to pick up your child as soon as possible.



If your child experiences a temperature at or exceeding 37.8°C, bad cold, diarrhea or vomiting, head lice or nits or any other contagious illness, it is necessary to keep them at home until they are symptom-free for a minimum of 24 hours. In the case of an outbreak as defined by Toronto Public Health the exemption time may increase to 48 hours symptom-free.

Children will not be permitted re-entry to our programs until they:

- No longer exhibit any signs of being contagious for at least 24 hours (one full day);
- Are not a health risk to the other children and staff and;
- Are well enough to participate in all school activities, including outdoor play.

It is the parent/guardians responsibility to provide alternate care for an ill child. Please note that in the event of an outbreak, children will not be permitted to return to school until they are symptom-free for at least 48 hours.

## **ILLNESS**

### **Conjunctivitis (pink eye)**

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

### **Hand, Foot & Mouth**

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

### **Chickenpox**

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

### **Lice**

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

### **Scarlet Fever or Strep Throat**

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

### **Impetigo**

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

### **Ringworm or Scabies**

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

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

## IMMUNIZATION POLICY

The *Child Care and Early Years Act* stipulates that prior to admission, each child must be immunized as recommended by the local medical officer of health. Parents are required to provide updated immunization records each time their child receives a vaccination. Parents of children with missing or overdue vaccinations are required to communicate in writing when expected immunizations will be given. The immunization record must include:

- Name of child
- Child's birth date
- Parent/guardian name and address
- Vaccine administration dates
- Date of issue
- Name and address of physician

If a child is to be exempt from this, the parents must fill in an affidavit which must be witnessed and signed by a Justice of the Peace. A child may be exempt due to religious or personal beliefs.

### **Medical Exemption**

If a licensed physician certifies in writing that the child or staff has a health condition, which is a valid contraindication to receiving a specific vaccine, then a permanent or temporary exemption may be granted. This statement must specify those immunizations that may be detrimental and the length of time they may be detrimental. Parents would then bring this letter to a Commissioner of Oath and receive a notarized affidavit exempting the child from specific immunizations. In the event that any child at the Centre contracts a disease that children are generally immunized against, medically exempt children or staff will be excluded from care to avoid potential complications of the disease. The length of exclusion will depend upon the incubation period of the particular disease but can be up to 21 days. The Department of Health will be consulted if an outbreak does occur. Discounts or refunds for fees will not be provided during the time of exclusion.

### **Religious Exemption**

A child or staff may be exempt from vaccination if the child's parent(s) or guardian holds genuine and sincere religious beliefs that are contrary to the practice of immunization. Parents must appear before a Commissioner of Oath and get a notarized affidavit for exemption. In the event that any child at the Centre contracts a disease that children are generally immunized against, medically exempt children and staff will be excluded from care to avoid potential complications of the disease. The length of exclusion will depend upon the incubation period of the particular disease but can be up to 21 days. The Department of Health will be consulted if an outbreak does occur. Discounts or refunds for fees will not be provided during the time of exclusion.

## ALLERGIES AND MEDICATION

**A child with an allergy or illness or other diagnoses that could require at-school medication or other treatment will not be permitted to start in our program or remain in our program if we do not have the proper forms, consents and medication on site as of the child's first day in our program. This is for your child's health and safety and is a requirement of the Ministry of Education.**

It is the parent/guardian's responsibility to inform the Centre of any allergies or medical needs their child requires upon registration. If your child requires prescription medication to be administered, a Medication Administration Form will need to be filled out and signed by the Parent/Guardian. We will administer Emergency Medications

that are required for allergic reaction/asthma. Medication/Anaphylaxis forms will be provided to parents/guardians to complete. This information will be recorded in the child's file. Staff will review and sign off.

All non-emergency medications are kept locked up at all times but will be stored in a readily accessible location for the Director/Assistant Director/Supervisor or ECE staff.

All medications will be inaccessible to children. Epi-pens and puffers are kept in the pencil case of the class binder.

In the case of a life-threatening illness, allergy and/or asthma or if the medication has been prescribed by a physician, the medication will be kept with the staff at all times. The Director/Assistant Director/PS/JK Supervisor or RECE staff will take the responsibility for administering the appropriate drug with the written authorization of the parent that outlines:

The circumstance(s) under which the medication is to be administered:

- The prescribed dose;
- The method of administration;
- The medication must be clearly labelled with the child's name;
- The medication must be kept in its original container and be accompanied by a current prescription; medications that have been removed from their original package or transferred into a different container will not be accepted or administered to children;
- We must receive a form signed by a parent/guardian in order to administer the medication;
- Non-prescription medicine will be administered ONLY if it is in the original bottle and accompanied by a current doctor's note detailing the dosage to be given.

Some over-the-counter products can be administered with a blanket authorization. These include sunscreen, moisturizing skin lotion, lip balm, insect repellent, hand sanitizer and diaper cream. A form will be provided to parents/guardians upon registration and will be updated annually. Any new products provided throughout the year will require additional sign off with the Director/Assistant Director/Supervisor.

## ANAPHYLAXIS POLICY

Anaphylaxis is a serious allergic reaction that can be life-threatening. It requires avoidance strategies and immediate response in the event of an emergency. These policies and procedures are intended to help meet the needs and save the lives of children with severe allergies and provide relevant and important information on anaphylaxis to parents, staff, students, volunteers and visitors at the childcare centre.

This policy is intended to fulfil the obligations set out under Ontario Regulation 137/15 for an anaphylactic policy for childcare centres.

- Before attending the childcare centre, parents must complete a detailed medical form for their child. In the event of anaphylaxis allergies, the Director/Assistant Director/Supervisor will speak with parents to obtain more information about the specifics of the allergy.
- Before a child attends the childcare centre or upon discovering that a child has an anaphylactic allergy, an individualized plan and emergency procedures will be developed for each child with anaphylaxis in consultation and collaboration with the child's parent, and any regulated health professional who is involved in the child's care that the parent believes should be included in the consultation.

- All individualized plans and emergency procedures will include a description of symptoms of an anaphylactic reaction that are specific to the child and the procedures to be followed in the event of an allergic reaction or other medical emergency based on the severity of the child's symptoms.
- The individualized plan and emergency procedures for each child will include information for those who are in direct contact with the child on a regular basis about the type of allergy, monitoring and avoidance strategies and appropriate treatment.
- All individualized plans and emergency procedures will be made readily accessible at all times to all staff, students and volunteers at the childcare centre and will be posted in each classroom and food preparation area as well as each classroom binder.
- **All** individualized plans and emergency procedures will be reviewed with a parent of the child yearly or if there are any changes to ensure the information is current and up to date.
- Every child's epinephrine auto-injector must be carried everywhere the child goes.
- Expiry dates of epinephrine will be checked on a monthly basis and parents will be informed if a new one is required.
- Parents of children in the schools will be alerted about allergies and what foods need to be avoided in the classrooms.
- The caterer will be informed of any children with allergies. Labelled foods will be sent by the caterer for the children with allergies. All ingredients where there is an anaphylactic in the class will not be used by the caterer.
- Any allergens will be eliminated from any form of sensory play including containers containing those foods used in dramatic play.
- Only foods that have known ingredients will be served. Any foods with "may contain (if they are an anaphylactic allergy), will not be served.
- In cases where a child has food allergies and the meals and snacks provided by the childcare centre cannot meet the child's needs, parents are required to supply snacks/meals for their child. Instructions for diet provided by a parent will be implemented. A note from a medical practitioner must be sent in with details of allergies.
- Parents must label food brought to the childcare centre with the child's full name and the date the food arrived at the childcare centre.
- Where food is provided from home for children, appropriate supervision of children is maintained so that food is not shared or exchanged.

### **Communication Plan**

The following is our communication plan for sharing information on life-threatening and anaphylactic allergies with staff, students, volunteers, parents and families.

- Parents will be encouraged not to bring foods that contain ingredients to which children may be allergic.
- A list of all children's allergies including food and other causative agents will be posted in all cooking and serving areas, in each play activity room, and made available in any other area where children may be present.
- Each child with an anaphylactic allergy will have an individualized plan and emergency procedures that detail signs and symptoms specific to the child describing how to identify that they are having an allergic reaction and what to do if they experience a reaction.
- Each child's individualized plan and emergency procedures will be made available and accessible wherever the child may be present while receiving child care.
- The caterer, and any individuals who collect groceries on behalf of the childcare centre and/or other food handling staff, where applicable, will be informed of all the allergies at the childcare centre, including those of children, staff, students and volunteers. An updated list of allergies will be provided to the

caterer or cook as soon as new allergies are identified. The supervisor or designate will communicate with the caterer/cook about which foods are not to be used in food preparation for the childcare centre and will work together on food substitutions to be provided.

- The childcare centre will communicate with the Ministry of Education by reporting serious occurrences where an anaphylactic reaction occurs in accordance with the established serious occurrence policy and procedures.
- This communication plan will be continually reviewed to ensure it is meeting the needs of the childcare centre and that it is effectively achieving its intended result.

### **Drug and Medication Requirements**

Where drugs or medications will need to be administered to a child in response to an anaphylactic reaction, the drug and medication administration policy will be followed. Parents must complete a parental authorization form to administer drugs or medications.

Emergency allergy medication (puffers and epinephrine auto-injectors) will be allowed to remain unlocked or carried by children with parental authorization so that they can be administered quickly when needed.

### **Training**

The Director of Early Childhood Education or designate will ensure that all staff, students and volunteers receive training from a parent of a child with anaphylaxis on the procedures to follow in the event of a child having an anaphylactic reaction, including how to recognize the signs and symptoms of anaphylaxis and administer emergency allergy medication.

Where only the Director or designate has been trained by a parent, the Director or designate will ensure training is provided to all other staff, students and volunteers at the childcare centre.

Training will be repeated annually, and any time there are changes to any child's individualized plan and emergency procedures.

A written record of training for staff, students and volunteers on procedures to be followed for each child who has an anaphylactic allergy will be kept, including the names of individuals who have not yet been trained. This will ensure that training is tracked and follow-up is completed where an individual has missed or not received training. Records of all training are kept in each staff member's file.

### **Confidentiality**

**Information about a child's allergies and medical needs will be treated confidentially and every effort will be made to protect the privacy of the child, except when information must be disclosed for the purpose of implementing the procedures in this policy and for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).**

## **BEHAVIOUR GUIDANCE POLICY**

Our goal is to teach good judgment and self-control. We try to have as few rules as possible but must consider maintaining a safe and healthy environment for the children. At certain times, certain specific rules will be imposed to ensure the safety of the children. Children are not directed in negative terms but rather helped to become socialized human beings. Children are encouraged to see that we hold their rights sacred but they learn that in a group, other people's rights are also sacred; and that their freedom stops when another child's freedom is threatened. The teachers are to be sensitive to the dynamics in the classroom and are to intervene and support when the child loses this control.

**Prohibited practices:**

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

All staff, student teachers and volunteers have signed an agreement to abide by this policy. The staff are monitored on an ongoing basis. They are officially monitored annually. If any of the stated persons above behave in contradiction to this policy, they will be subject to appropriate consequences.

In the event that a child enrolled in the Centre is continuously disruptive to the program and the well-being of other children, the Director/Assistant Director/Supervisor will meet with the parents to discuss strategies and a plan of action to diminish the problem. If these strategies are not implemented at home and/or they do not appear to be working, the Director/Assistant Director/Supervisor reserves the right to consult assistance in evaluating the child. The results of this evaluation may result in a child requiring a 1:1 shadow. The families would be responsible for covering the cost of the shadow. The parents will be informed of this beforehand. If the parents do not give permission to have their child assessed, the child may be asked to withdraw from the program.

It is understood that children may at times display behaviours that are disconcerting for parents. The staff work very closely with the children and parents to discover the root of the problem and to determine the most effective solutions. Our expectations are clear and consistent.

We are proactive in our strategies to avoid any ongoing issues. These include, but are not limited to:

- Having realistic expectations of children based on their ages and developmental level;
- Understanding that each child has their own needs;
- Setting up the environment to encourage positive behaviours;
- Planning an age and developmentally appropriate program that is of interest to the children;
- Having clear rules for the children to follow, keeping them to a minimum;
- Adults model positive behaviours and expectations.

If our attempts at resolving the challenges do not reach our goals, then parents will be contacted about other resolutions. This may include, but not be limited to:

- Having meetings with parents to ensure that we are using the same techniques that are being used at home. The methods used at home must comply with our moral standards, the Code of Ethics set out by the College of Early Childhood Educators and laws set out by The Children's Aid Society (CAS) and Jewish Family and Child Services (JF&CS). We will not be able to follow methods that do not comply with the above. It is our hope that we will come to a mutual compromise that will prove the most beneficial for the child.

- Having outside consultants observe the child and consult regarding the unresolved issues. When using Toronto Community Services and their consultants, fees will be paid by the City of Toronto. If other external services are required, then this will be at the expense of the families.
- In very rare situations, where children are at harm or putting others at harm, a child may be required to leave the program for the rest of the day, until issues resolve, or on a permanent basis.

We recognize that biting isn't "abnormal" in the sense that young children, especially those of toddler age, may bite. Young children may bite for many different reasons, and not all respond to the same type of intervention. Our staff understand that parents are concerned and can be upset when their child is involved in a biting incident.

We realize biting is a disturbing and potentially harmful behaviour that we must discourage from the very first incident. The staff will work with the child who has bitten to try to get a better understanding of why this occurred and look for ways to try to avoid these triggers. If the biting does continue in excess, we may need to ask that the child take a break from our program until we know that the situation has been corrected. Often times this means that we will slowly reintroduce the child to the group setting. Please keep in mind that we will try many steps before coming to this solution to help remedy the issues.

If your child is bitten or bites another child, you will be notified by the school. If your child bit or was bitten and there is evidence of broken skin, it is important to call your child's physician to ensure that your child was immunized against Hepatitis. The staff are instructed to not discuss with either parent the identity of the other child involved in the incident. This information is considered confidential and cannot be disclosed.

Please note that this policy may also apply to excessive behavioural issues that can affect the safety of the child, other children or staff.

## INCLUSION POLICY

We believe that all children benefit from an environment that promotes diversity and encourages respect for differences amongst individuals. We feel that inclusive programs provide opportunities for children to participate with others who have diverse learning goals and abilities. We welcome children with exceptionalities and integrate all children into our full program. There may be certain situations, however, where our teachers may need extra support from early intervention specialists or support workers offering one-to-one assistance for the child (this to be funded by the parent).

There may be select times during the school year when we may ask that you accompany your child to certain school events. We are committed to working with community partners that support exceptionalities. It is essential that teachers, parents, and external professionals work together to ensure that our program meets your family's needs.

## MNJCC SEXUAL EDUCATION POLICY

Sexuality is an important part of every human being. It includes the physical, physiological, psychological, social, emotional, cultural and ethical dimensions of sex and gender. Sexuality is a basic need of being human, which cannot be separated from other aspects of life. It influences our thoughts, beliefs, feeling, actions and interactions. Sexuality is intrinsic to all of us.

The ECE department at the MNJcc is committed to raising sexually healthy children by teaching them values,

responsibility and self-esteem pertaining to sexuality. The teachers are trained to ensure that everyone is sharing the same values and terminology with the children.

Children have the right to learn and grow in a bias-free, sexually healthy environment. As childcare staff act as positive role models for children and families, they will teach appropriate sexuality language by using dictionary terms for body parts.

Children have the right to privacy and to be treated with respect. ECE staff respond to children's questions and comments about sexuality with honesty and openness. Children are clearly and directly told what is and what is not appropriate behaviour without making them feel ashamed. Children are encouraged to tell each other how they feel and to speak up for themselves.

The ECE department at the MNjcc encourages families to maintain an open dialogue with their children and the child's staff so that we can work together to foster healthy sexual development in the children. Some information and particular topics around sexuality are best addressed by families in their own way at home. However, if staff are asked such questions, information will be shared with the children based on their chronological and social-emotional developmental age. Parents will be notified when such issues or questions arise for their children so that they can further facilitate discussions at home.

Gentle, non-obtrusive touches that support positive feelings of self and others are encouraged between childcare staff and children (i.e. hugs). Staff provide equal opportunities for boys and girls to feel valuable and capable; gender role stereotypes are discouraged, and the use of sexist and homophobic language is not tolerated. Children are provided with the appropriate language and reminded of the negative impact of using sexist and homophobic language. Incidents will be addressed on a case-by-case basis and parents will be notified if their child has been involved in an incident. If children persist in using inappropriate language, they may be asked to leave the school as per the MNjcc Code of Conduct.

ECE staff will remind children in a gentle manner that self-pleasuring is a private matter that needs to take place in privacy. Children are taught that their bodies are private and not to be touched by anyone without their permission.

While "toilet talk" and "street language" are used by many of the children, they will be discouraged at the school. As previously discussed, ECE staff will role model the appropriate language, etc. to be used including the appropriate words referring to body parts. ECE staff will also notify parents on a case-by-case basis when there is a behaviour that raises concern and/or if the child continues a particular behaviour despite being asked to stop. We strive to create an inclusive climate where everyone feels welcomed, appreciated and accepted. As such, children will have opportunities to play with toys, dress-up clothes, and make choices about the toys and peers that they play with. ECE staff attempt to provide toys that are non-biased and non-gender specific. Many opportunities are provided for children to play with toys, books, and other educational materials and to take part in play situations that are traditionally associated with another's gender. ECE staff are trained in child development; as such, they are aware of typical behaviours for children's exploration and play.

## **SERIOUS OCCURRENCES**

As required by the Ministry of Education, we will post Serious Occurrences on our school bulletin board for 10 school days. A serious occurrence relates to any incident where a child incurs a life-threatening injury, any evacuations or lockdowns (other than drills), or any incident where 911 is called. The Serious Occurrence Policy is posted on the Childcare, Preschool and School-Age Parent Boards.



## CHILD ABUSE

All ECE staff, student teachers, and volunteers at the MNjcc are obligated by law to report any form of alleged abuse on a child. This includes physical, sexual, neglect, and emotional abuse. We will always err on the side of caution and report any incident that comes to our attention. Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly. It will be up to Children's Aid (or JF&CS) to investigate the allegations. This is done for the safety of your child. For more information please visit <http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>.

## ANTI-BULLYING POLICY

The goal of our school is for everyone to feel safe while in our care. This includes children, staff and parents. Bullying of any kind will not be tolerated.

- Bullying involves one or more persons exerting power or dominance over another or others;
- Bullying behaviour is deliberate, unwelcome, uninvited and usually repeated;
- Bullying involves behaviour that is physical, verbal, psychological or social/relational;
- Bullying includes a wide range of conduct that causes another person to feel embarrassed, offended, hurt, humiliated, insulted, ridiculed, angry or afraid;
- Bullying can have a serious long-term effect on the health and well-being of those being victimized.

If an incident of bullying is reported, the issue will be investigated by the Director. Input from the teachers, the child or adult that has been bullied and the accused will be taken into account.

If the matter involves an adult and the matter cannot be rectified, then the Human Resource Director will be informed.

If the matter involves a child, the Director/Assistant Director/Supervisor and Teachers will work together to find strategies to alleviate the behaviours.

## CODE OF CONDUCT FOR PARENTS

The MNjcc is built on a strong foundation of community service and trust. We provide programming in a safe and welcoming environment where everyone is entitled to feel that they belong, and where all members, guests, volunteers and staff are treated with dignity and respect at all times. To help maintain this environment, we expect that everyone who uses our facility or participates in our programs, observes this Code of Conduct. To read the full Code of Conduct please click on this link: [https://ccd8866a-62f1-430a-a1e9-20fa94d20092.filesusr.com/ugd/e982ab\\_186a482ecaad46f5a3f25dd220149652.pdf](https://ccd8866a-62f1-430a-a1e9-20fa94d20092.filesusr.com/ugd/e982ab_186a482ecaad46f5a3f25dd220149652.pdf)

The Libbie Cowan Childcare Centre, the Thomas & Marjorie Schwartz Preschool Centre, our Afterschool program and JCC camps maintain high standards for positive interaction, communication and role modelling for children. This Code of Conduct refers to

- management and staff members;
- children;

- parents/family members/guardians of children currently or previously enrolled;
- all others in contact with children and staff in the Centre.

The MNjcc reserves the right to terminate a child's enrollment in either the Libbie Cowan Childcare Centre or the Thomas & Marjorie Schwartz Preschool Centre, our Afterschool programs and JCC Camps or to remove from the premises any staff, parent or member, who:

- is physically or verbally abusive to any MNjcc staff;
- knowingly disregards any MNjcc rule or regulation;
- deliberately causes damage to any MNjcc property;
- uses profanity while on the premises.

### **UNACCEPTABLE BEHAVIOURS**

The following behaviours are deemed unacceptable in our Centre. This would include behaviours by children, staff, parents/guardians, families and all others involved in our Centre:

- All forms of abuse (sexual, physical or emotional). Please be aware that if a child speaks of any alleged abuse of the child, CAS or JF&CS will be contacted. This is a requirement set out by the Province of Ontario. We would rather there be a false alarm rather than a child who could potentially be at risk. Our reporting does not reflect judgement on any person.
- Any form of harassment;
- Any form of violence;
- Any form of discrimination;
- Actions that put any individual in our program/building at risk, either physical or threats;
- Bullying.

### **CONSEQUENCES OF UNACCEPTABLE BEHAVIOURS**

- Mediation services;
- Contacting CAS or JF&CS to offer support to families or individuals;
- Suspension of a staff member, parents, family member, guardian, or child from our premises;
- Contacting police if the behaviour is illegal.

### **COMMENTS AND CONCERNS**

If you have any comments/concerns about our Code of Conduct, please feel free to contact the Director of Early Childhood Education or the Assistant Director of Early Childhood Education or the Supervisor at any time. Please report a breach of any of these rules immediately to an MNjcc staff person.

## **TECHNOLOGY USE/STAFF WORKING FOR PARENTS OUTSIDE OF SCHOOL**

No one is permitted to use technology to share family information, information regarding children, staff information or any photos of children other than their own without the express written consent from the child's parents/guardian or individuals who are involved. Staff are not permitted to be connected with families on any form of social media unless they were connected before the child began in our program or with the permission of the Director of Early Childhood Education. Staff are not permitted to work for families outside of the scope of their employment at the MNjcc if the employment is in any form related to working with children. Please refrain from asking staff to work for you, as in the event that they are found to be working for families, the staff member's employment at the MNjcc may be compromised.

## SUPERVISION OF STAFF, VOLUNTEERS AND PLACEMENT STUDENTS

This policy is to help support the safety and well-being of children in the MNjcc and to provide direction regarding the supervision of volunteers and placements students at the MNjcc Childcare and Preschool. Prior to beginning work/placement with the MNjcc ECE department, the following is expected for all staff, volunteers and placement students:

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

### **STUDENT & VOLUNTEER RESPONSIBILITIES**

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

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

Volunteers and students will be supervised by employees at all times and are not permitted to be alone with any child at any time. A Volunteer and Student Policy is available for further reference.

**Students and Volunteers are required to read and follow the Prohibited Practices Policies and behaviour management policies as outlined.**

All staff/volunteers/placement students are instructed on appropriate interactions with children. If an action is deemed prohibited the Centre's Child Abuse Policies will be adhered to, and all discipline procedures will be adhered to.

## COMPLAINT AND CONFLICT RESOLUTION POLICY

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

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

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal

reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

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

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch. Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

This policy involves three steps. Complaints of a more serious nature will follow step 2a which requires the Director of Early Childhood Education to bring the concern to the attention of the Executive Director (or Assistant Director) of the MNjcc. The Executive Director will determine if the matter needs to go to the Board of Directors.

### **1. Reporting**

- The first resource available to families with a concern or complaint is the centre staff; if any complaint arises, the complainant is encouraged to discuss the issue with the staff prior to bringing the issue to the attention of the Director of Early Childhood Education. Staff are directly involved in the program and are often best able to provide explanations and resolutions.
- Any concern or complaint submitted to the Director of Early Childhood Education or the Assistant Director of Early Childhood Education will be acknowledged within three business days to assure the complainant that their concern is being addressed. This will include advising the complainant if the issue requires the involvement of the Executive Director, the Board of Directors, or an external agency. Concerns and complaints can be brought to the Director of Early Childhood Education or the Assistant Director of Early Childhood Education's attention in person, via email, by phone or by voice messaging system.

### **2. Director Review**

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

### **3. Executive Director/Board of Directors Review**

In rare circumstances, when the Director of ECE is unable to resolve the situation, they will bring the matter to the attention of the Executive Director of the MNjcc. The Executive Director will review the case including details initially provided by staff and complainant, their proposed resolutions, prior cases of a similar nature, and the Director of Early Childhood

Education's conclusion. Specific options will be determined by the Executive Director, documented, and implemented. Should the Executive Director feel the circumstances are serious enough to warrant, they will bring the matter to the Board of Directors.

#### **4. Resolution**

Potential resolutions may include:

- Altering a policy or procedure;
- Putting into place prevention strategies;
- Providing an explanation to the complainant, to an affected group, or to all members of the Centre community;
- Changing the decision initially made by staff;
- Maintaining a decision made by staff;
- Retraining staff involved, or if deemed necessary, retraining all Centre staff;
- Determining that the Centre can no longer meet the needs of the family. In this case, the Centre will make every effort to assist the family in finding alternative care.

## SAMPLE DAILY SCHEDULES

Sample schedules reflect the general daily program. The actual schedule will vary depending on each room, ensuring a developmentally appropriate program and any specialties on a particular day. Parents will receive the daily schedule for their child's room prior to their start date (subject to change).

### LIBBIE COWAN CHILDCARE CENTRE

|                |   |
|----------------|---|
| 7:30 am        | The Centre opens  |
| 7:30-8:00 am   | Early Arrival - all children rooms 1+2 meet up in Room 1. (Ratios permitting) |
| 8:00-9:00 am   | Free Play in Room 1 and 2   |
| 9:00-9:20 am   | Tidy up, and wash for morning snack   |
| 9:20-9:40 am   | Snack time (eating and clean up)  |
| 9:40-10:00 am  | Get dressed to go outside   |
| 10:00-11:00 am | Outdoor Playground (duration of time will depend on weather conditions 11:00- |
| 11:30 am       | Free Play-toys, creative, sensory, motor skills, cognitive, dramatic play     |
| 11:30-11:45 am | Wash hands for lunch, diaper routine, and circle time                         |
| 11:45-12:25 pm | Lunch Time  |
| 12:25-2:30 pm  | Nap/Rest time   |
| 2:15-2:30 pm   | Quiet activities with the children who are awake.                             |
| 2:30-2:45 pm   | Diapers, Free play-toys on the carpet   |
| 2:45-3:00 pm   | Wash up, afternoon snack, change for outdoors                                 |
| 3:30-4:15 pm   | Go outside to Playground (duration of time depends on the weather)            |
| 4:15-5:00 pm   | Wash up from outdoors/ diaper/ free play                                      |
| 5:20-5:30 pm   | Dismissal   |
| 5:30 pm        | The Centre closes   |

### THOMAS & MARJORIE SCHWARTZ PRESCHOOL CENTRE

|                |   |
|----------------|---|
| 8:30 am        | Early Arrival // 9:00 am General Arrival          |
| 9:00-10:00 am  | Outdoor play                                      |
| 10:00-11:30 am | Free play – a variety of activities are available |
| 11:30-12:00 pm | Group time  |
| 12:00-12:30 pm | Lunch   |
| 12:30-2:00 pm  | Naptime   |
| 2:00-3:00 pm   | Wake up, washroom, free play                      |
| 3:00-3:30 pm   | Snack and group time                              |
| 3:30 pm        | Dismissal for full-day children                   |
| 4:00 - 5:30 pm | Dismissal for extended care                       |
| 5:30 pm        | The Centre closes                                 |

## **AFTERSCHOOL PROGRAM ACTIVITIES AND SCHEDULE:**

### **Kindergarten (JK/SK)**

Each day children will have the opportunity to participate in 30 minutes of outdoor play. Arts and recreational activities will be planned daily by our lead RECE staff.

|                 |   |
|-----------------|---|
| 3:45 pm         | Paul Penna DJDS arrival   |
| 3:45 pm-4:10 pm | Arrival of children from neighbourhood schools; Free play and snack |
| 4:10 pm-4:40 pm | Outdoor play  |
| 4:40 pm-5:30 pm | Planned group activity, Dismissal                                   |
| 5:30 pm         | Centre closes   |

### **Grade 1 to 6**

Every day children will be asked to choose one out of three or four activities they would like to participate in according to their grade level. This will allow the participants to be in the same classes as their friends. In every class, there will only be 10 to 12 participants in an activity with one to two staff members. Activities are subject to change throughout the year without prior notice.

|                |  |
|----------------|--|
| 3:30 pm        | Staff arrives at pick up schools   |
| 3:30 - 4:10 pm | Participants from outside schools are in transit to the MNjcc                  |
| 3:45 pm        | Paul Penna DJDS arrival  |
| 4:00 - 4:20 pm | Arrival of walking students at the MNjcc or Roberts Field (Weather Permitting) |
| 4:20 - 4:30 pm | Snack, put away bags and sign up for selected activities.                      |
| 4:30 - 5:30 pm | Selected activities, (Parents pick up children)                                |
| 5:30pm         | Centre closes  |

## **ADDED VALUE AT THE MILES NADAL JCC**

The Miles Nadal JCC ECE programs are part of the Sheva Learning Community supported by the Jewish Community Centre Association of North America. The Sheva framework promotes a dynamic vision of excellence in Jewish early childhood education in partnership with JCCs across North America. Specialized programs include music with Suzuki Early Childhood Education Music classes, yoga and swimming. Children have fun playing, learning, exploring and participating in organized activities.