PARENT HANDBOOK

JRCC PRESCHOOL AND DAYCARE

FOR AGES: 0 MONTHS TO 6 YEARS



FOR MORE INFORMATION CONTACT:

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WELCOME TO JRCC PRESCHOOL AND DAYCARE

General Information -JRCC Daycare is a non-profit day care Centre that was established in 1994 to fill the need for a licensed, kosher day care in Toronto. JRCC Daycare is administered by the Jewish Russian community Centre Board of Directors.
JRCC Daycare is licensed by the Ontario Ministry of Education under Child Care and Early Years Act and is associated with Toronto Children Services. JRCC Daycare provides a stimulating educational program in a traditional Jewish environment that combines a complete **infant, toddler, pre-school and KG programs** with a challenging Jewish curriculum emphasizing traditions, values and customs.
JRCC Daycare Program and curriculum is based/guided on a professional learning resource guide **"How Does Learning Happen?** - Ontario's Pedagogy for the Early Years.

JRCC Daycare Philosophy (Goals)

JRCC Daycare provides a warm, inclusive and caring environment for children with the highest level of education as well as the best Jewish values and ethics. Our program not only covers the areas of language, cognitive, social/emotional, fine motor and gross motor development, but also provides for the holistic child.
JRCC Daycare believes that children are competent, capable and curious, and have great potential.
JRCC Daycare will provide an inclusive and enriched childcare environment, which honors and respects all children's beliefs, cultures, languages, and experiences acquired from their family and community.
Families are encouraged to share their culture, language and home experiences with the center.

JRCC Pre-School-Daycare believes in staff forming trusting relationships and partnerships between parents and staff working together to provide children with the best possible opportunity in achieving their dreams, goals and expectations and providing everyone with a **sense of belonging.** Staff provides parents with the opportunity to discuss their child's progress through on-going discussions, and parent meetings if necessary or requested.

We aim to provide a diverse program that reflects both group and individual needs. Through ongoing observations, documentations and evaluations, we provide enriching experiences that reinforce, encourage and promote learning, development and play.
JRCC Daycare believes capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children. Staff will support all children's ability to self-regulate, with the goal of this support being that children feel comfortable and confident with the learning environment.
JRCC daycare will promote children's **engagement** and foster children's exploration through play experiences and guidance. By specially trained Staff, the children are exposed to situations that will stimulate: communication and social skills through child-child and adult-child interactions; fine motor development; gross motor development through physical activity and outdoor play; self-esteem, problem solving, creative thinking and decision-making capabilities; curiosity, initiative and independence as a key goal in the classroom.
Engagement suggests a state of being involved and focused.

We strive to provide a stimulating program that offers services to children, families and the community, within the framework of the Child Care and Early Years Act and ideologies in Ontario's Pedagogy for the Early Years ("How Does Learning Happen).
JRCC Daycare will also promote children's **health and well-being** by providing daily nutritious, healthy and kosher food based on Canada's food guide, daily opportunities for children to be physically active and incorporate opportunities to practice self-care skills, based on Toronto Public Health practices and procedures.

We are committed that children learn to: care about other people, understand other's feelings, cooperate and share. Children are encouraged and provided opportunities for **expressing** and sharing their opinions, resolving conflicts, and developing self-competence, self-worth and self-regulation.
Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behaviour. Language-rich environments support growing communication skills, which are foundational for literacy.

We treat each child as an individual with love and respect, providing caring, nurturing and trusting environment that promotes each child's learning, development, self-esteem and individuality, thereby ensuring them present and future success, but also to encourage Jewish practice and observance.

Days and Hours of Operation

Both full and part-time care is provided 52 weeks each year. Full-time care is offered between **7:30 a.m. and 6:00 p.m.** The Baby room hours are **8:30am-5:00pm.**

The daycare is closed for statutory holidays and some Jewish holidays Yom Kippur, Pesach, Shavuot etc.

Our Programs- Specially designed for each age group.

Each child is encouraged to participate in a variety of activities within a safe, secure, and stimulating environment.

Our enriched program offers:-Art, Music, Creative movements, Jolly Phonics, Enriched summer camp program**.** We hope to make you feel a part of our family as the JRCC Pre-School-Daycare is a place where parents, and indeed, the entire family, play an integral part of the education process. Through holiday celebrations, newsletters, conferences, social activities and PTA functions, your family will become a significant part of our JRC community.

Fee Policy- Fees are due by the first of the month. Fees are charged via credit card on the first of the month.

Late fee will be charged if payments are not made on time. A Yearly receipt will be given for income tax purposes. Subsidized services may be available to eligible families. For Families who live in City of Toronto, we work with Toronto Child Care Fee Subsidy. Parents can check eligibility online.

Fee Schedule:

JRCC Daycare is enrolled in the Canada-Wide Early Learning and Child Care System.

Infant/Toddlers-$22.00-daily, **$478.50-monthly**

PS/KG-$21.62-daily, $470.24-monthly,

BASE FEES: The daily tuition fee for infant and toddler is $22 per day. The daily tuition fee for preschool and kindergarten is $21.62 per day. A refundable security deposit of $330 per child is required. If your child is withdrawn within 3 weeks notice, the security fee can be prorated to the lasts month tuition or a cheque.

NON BASE FEES: Late fees $10 for every 10 minutes. Please note, if you are continuously late, we will have to charge this fee. Trips are included in our base fee.

Refund/Credit Policy:

Monthly tuition payments are done via credit card on the first of every month, unless an exception is made. In the rare occurrence that you were overcharged, or paid extra, we will refer that amount for the next months tuition. Please let us know if you would prefer a refund instead. Receipts of payments are given in February of every year for tax purposes.

Access and Equity policy-JRCC daycare is committed to the principles of equity. We believe that ethno racial and linguistic diversity enriches and strengthens our community socially, culturally and economically and that racism creates barriers for children and families in community. JRCC daycare programs are based on three languages (English, Hebrew, and Russian) and free of racism and bias.

1.Individuals of various, cultural and racial background within the greater community have equal opportunity to access the JRCC programs and services, all of which have a Jewish philosophy focus.

2. Individuals of diverse Jewish cultural and racial heritages are represented by the members of the board of Directors and any of its committees.

3. JRCC daycare ensures that children and families have equitable access to racially sensitive and culturally appropriate services.

4. In case of racial accidents occurring appropriate procedure is carried out according to anti-bias policies and procedures.

5. Children of the JRCC community, staff and supporters will have an enrolment Priority.

Inclusion-JRCC Daycare does and will work to meet the needs of all children. Children with special needs will be accommodated whenever possible and all children will be treated equally. We have also SNR consultations from Humber College available, which will assist us to improve our services.

Admission and withdrawal policy and procedure:

-An interview will be arranged to familiarize the family and their child with the surroundings, answer questions, and complete admission forms prior to enrolment. Family will then make an appointment with a Rabbi of the JRCC, where the family will be introduced to the unique program of JRCC day Care, its philosophy, will be registered and familiarized with the JRCC Community and its many programs.

All applications must be submitted with required **security deposit.** If your child is withdrawn within 3 weeks notice, the security fee can be prorated to the lasts month tuition or a cheque.

-Transition: On the first day, you will be asked to come at 9:15am with your child for breakfast, and stay for one hour. The second day, you will bring your child at the same time, and leave them on their own for 2 hours. If all goes well, the third day the child can stay until after lunch. The Fourth day we can try nap. Transition normally takes between a few days to 2 weeks. Each child to their own.

-Your child's eligibility based on his/her age and his/her ability to cope with program. The JRCC reserves the right, after parental consultation, to ask a child to be removed from the program, if in the opinion of the staff and the supervisor, the program does not meet the child's needs.

-If the parent(s) does (do) not fully carry out the parental responsibilities set out in the parents' contract and in the Handbook, the child will be withdrawn from the program. Withdrawal procedure followed for all families. Written notice of withdrawal required from the daycare to parents due to the center's inability to accommodate the child's needs, the procedure will include:
-Documentation of meetings with parents and use of support services; -Notification of Children's Services Consultant;
-Notification of Board; -Referral to other services;
- In Special Cases the JRCC reserves the right to a have a child withdrawn immediately.
- Parents expected to treat teachers, their child, other children and other parents in respectful manner.
- Daycare may terminate services if policies are not followed, fees are not paid on time, and child's behavior is not appropriate.
- Written notice of permanent withdrawal from the parents must be given one month in advance. If notice is not received, security deposit fee will be
- A permanent space cannot guarantee if you wish to temporarily withdraw your child. Therefore, your child will be placed on a waiting list.

Waiting List Policy and Procedure:

Policy: JRCC Daycare strongly encourages anyone who thinks their child may in the future need a space in our Daycare to fill out an application and put their child's name on the waiting list. Most families put their child's name on our waiting list often right after birth of their child. There is a no fee to put your child on waiting list. Children signed up on JRCC Daycare wait list will be given priority on a first come first signed priority.
Priority also will be given to children with siblings already attending the center, JRCC Daycare employees, and members of JR Community Centre.
Parents' status of the wait list will be shared at the parents' request in a manner that protects personal and confidential information of other children but will also allow families to see where their position on the wait list is.

Waiting list Procedure:

1. Call or visit JRCC Daycare to add your child's name to the waiting list.
2. Provide all the required information for your child on the waiting list:
- Your expected start month, be mindful and strategic of your expected start month.
3. Each age group has its own waiting list.
4. JRCC Daycare offers a centre tour to learn more about our programs and policies.
5. If there are any changes to your contact information please contact the centre to update your file.
6. There is no specified length of time that you need to be on the list to be offered a space.
7. Spaces are created when a family or child leaves the centre. There is no specific time however the months of July, August and September have the most movement; spaces can be available at any time during these months of the year.
8. We are usually able to contact families 4-6 weeks before any given space, as parents are only required to give us 3 weeks notice of their withdrawal.
9. Only once the withdrawal is confirmed in writing can we begin to find a family for the space.
10. Once the spaces available JRCC Daycare Supervisor will call all families that are eligible to start in their age group. All parents who are waiting for a particular month are contacted when spaces are available. Even if the month you specified has already passed if your child is still within the age group of the room you will be offered a space.
11. Once a family from the waiting list is called they are given 1 week time frame to return the call and express continued interest in the space available.
12. Once the families that return our call within the specified time, the family with the highest seniority date will have first official available space.
13. Once a place for your child has been confirmed, you will be required to complete a registration package for your child, including a medical form with a record of immunization, emergency contact form, allergy form, consent forms etc.
14. If you are called for a space and do not wish to take it at the time, your place/seniority on the waiting list remains the same. You will remain on the centers list until you have asked us to take you off or your phone number is out of order (the client is then unreachable)
15. No family will be discriminated against on the basis of race, language, culture, gender or sexual orientation or special need.

Sleep Supervision Policy: JRCC Daycare will ensure that all children have appropriate opportunities sleep, rest and relax for up to 2 hours or in accordance with their individual needs. All children have individual sleep and rest requirements. Children need a comfortable, safe, well supervised and relaxing environment to enable their bodies to rest.

JRCC Daycare will provide beds and cots that comply with Canadian Standards.
JRCC Daycare will consult parents respecting child's sleeping arrangements at the time the child is enrolled in the program.
The infant room has 2 tracks: children who have 1 nap (12:00-2:30), and children who have 2 naps: (10-11am, 1-2:30pm).

Arrivals and Pick-ups: Children may not enter or leave the Center unless accompanied by an adult.
-Please be sure that a staff member is fully aware (per verbal communication) that your child is arriving or leaving. These times can get chaotic when there are several families arriving all at once, so for the safety of all please verbally communicate with the staff member on duty to ensure that your child is being signed-in or signed-out.
-We ask parents to bring children to the Center no later than 9:00 am each day they attend, due to the welfare and happiness of all the other children. When children arrive late it is a disruption for the other kids that are focused on a project or in the middle of a circle time.
-Children will not be sent home with unauthorized person(s). Parent must send a signed note of consent or call to give the name when someone other than the authorized person is scheduled to collect the child. ID's will be checked.

Late pick-up is any time after 6:00 p.m for all rooms, (5:00pm for baby room) on regular days or designated closing time on days prior to holidays. There will be a charge of $1.00 per minute of any late pick up. Please note, if you are late more than one hour past closing time to pick up your child (-ren) and have not notified the centre, Children's Aid Society will be contacted as per the mandate set by Ministry of Education and Community and Social Services.
Parking- We kindly ask you to park your car behind the building in visitor parking and walk your child through their playground into their room. If parking in the front of the building, please make sure other cars can pass, Do not leave your car unattended for more than 2-3 minutes.
Nutrition-Nutritional, kosher, hot mid-day lunch and morning and afternoon snacks will be provided. Children's special dietary needs and allergies are posted in the cooking and service areas. Monthly menu plans are sent on procare/whatsapp and printed on the class bulletin to assist you in menu planning at home. All food is to be provided by the daycare. We do not take food from home.
Baby Milk/Formula: Mothers have the option to come and breast-feed their child at any time. Parents can also send their frozen breastmilk in labeled bags for their child. Formula for babies is to be brought from home. If Non-dairy, it needs t have a certified Kosher symbol on it. If Dairy, it needs to be Chalav Yisrael. If a parent cannot source this formula on their own, the daycare will provide the cans for a base fee. In the case where a parent cannot have their child on the Chalav Yisrael Formula, we will use the one they provide, but we will need the parent to provide a separate bottle brush, and these bottles will be washed in a separate sink.
Attendance and Absence-Please inform the Daycare if your child will be absent for any reason before 10a.m. There are no refunds for illness or temporary absence. Full fee will be charged.
All children attending daycare are expected to participate in outdoor play. Please do not send your child to school unless he/she is well enough to participate in outdoor activities.
For subsidized parents' 50 absent days per calendar are allowed (20 days consecutive maximum). Absent days include when a child is on vacation, sick or absent for any other reason. Parents are responsible for assessed fees on absent days.
Full fee is charged for vacation time for families that are not on City of Toronto Subsidy. A child who takes a long vacation, and parents wish not to pay for this time, will be treated by the Daycare as a withdrawal and re-registration, which could mean the child potentially losing the spot.

Health Policy-No child can enter the program without complete medical information.
Please do not bring your child to the daycare if your child is not well enough to participate in both indoor and outdoor programming. If your child becomes sick during the day, a staff member will call you and ask you to arrange to pick up your child as soon as possible. A child must be kept out of school until he/she is 24-hours symptom-free when he/she is suffering from a temperature, bad cold, diarrhea, vomiting, unusual rashes, stomach pains, nausea etc. Before returning after an illness, the daycare requires a doctor's note stating your child's ability to return to care, after being absent for more than 3 days. Please ensure that you have the note, as your child cannot be accepted back without it.
Pacifier use Policy -If your child uses a pacifier, parents are asked to provide a labeled one. Children in the Toddler room who use them will have a pacifier only in the morning, to make the separation period less stressful for the children and at nap time. Toddlers will not be allowed to walk around the classroom with a pacifier during the day for the following reasons: it is not healthy for a child to pick up a pacifier off the floor once dropped and put back into their mouth; another child may put someone

else's pacifier in their mouth; it is difficult to understand a child who is trying to talk with one in his/ her mouth; and, the muscles in their mouth and tongue need to learn how to work when talking without a pacifier in it.

Medication-All medications given to your child, during their day must be accompanied by permission to Administer Medication Form, available from the staff.

Staff cannot administer the medication unless it's prescribed BY THE DOCTOR and it must be in the original container, with a pharmacy label describing the prescription number, date, child's name, time, and amount of medicine to be given. If there are any discrepancies with prescription, the medication will not be administered. Medication must be given directly to a staff member.

JRCC Daycare is committed to the safety and wellbeing of children enrolled in our program **who are at risk of anaphylaxis.** We are committed to providing:

-an environment where the risk of exposure to anaphylactic agents is reduced.

-communication plan for parents, staff, students and volunteers including information on life-threatening allergies including anaphylactic

-an individual plan for each child with an anaphylactic allergy that includes emergency procedures in respect of the child, updated every 6 months.

-training for staff provided by the parent on the procedures to be followed in the event of a child having an anaphylactic reaction, how to recognize the signs and symptoms of anaphylaxis and how to administer the medication and Epi-Pen

Contagious Diseases -Please inform the daycare in the event of a communicable disease i.e. chicken pox, conjunctivitis (pink eye), lice, hand, foot and mouth virus, scarlet fever (strep), impetigo, ringworm, measles etc. Sending a child to school with any sign of any communicable disease puts other children at unnecessary risk. This can easily be avoided by keeping the child at home and consulting a physician.

Smoke-Free policy-Every parent, teacher, student or volunteer of JRCC Daycare are advised that smoking or handling a cigarette in the daycare or playground is prohibited whether or not children are present, as per smoke-free Ontario Act.

Prohibited disciplinary Practices:

JRCC Daycare will not permit, with respect to a child (which may include but is not limited to hitting, spanking, slapping, pinching);

a. corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);

b. physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);

c. locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;

d. use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, share or frighten the child or undermine their self-respect, dignity or self-worth;

e. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or

f. inflicting any bodily harm on children including making children eat or drink against their will.

g. sexual abuse, sexual misconduct or engaging in a prescribed sexual act, as those terms are defined in the Early Childhood Educators Act, 2007.

Child abuse policy in JRCC daycare.-Professionals and officials who are in contact with children on a daily basis are required by law to report suspected cases of child abuse. Abuse can mean both actively hurting a child and passively failing to take proper care of a child. If a staff member suspects that a child is being abused, he/she will collect and record as much information as possible about the child including the reasons for suspicions, time and date first noticed. The staff is responsible for speaking to Children's Aid JF&CS and is to inform the supervisor/ assistant supervisor of the situation.

Consent forms-Consent form includes fieldtrips, emergency medical attention, prescription medication, photo/media, release a child to someone other than a parent.

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

Field Trip Plan-A part of educational experience includes exploring the world around us. Different age-appropriate trips will be organized throughout the year. Children will be transported via school bus to the location, and will be supervised by our staff members throughout their stay. A notice will be sent home in advance informing you about the destination, time and date. Consent form must be obtained from parents before a child will be taken on field trips.

Clothing/Diapering-Your child must have two complete sets of clothing at the Daycare at all times. Your child also needs a pair of shoes for indoors, and a blanket and pillow. Please provide also: Diapers for your child, wipes and diaper cream. Please dress your child appropriately for outdoor play. Labels on coats, hats, scarves, and boots minimize loss and confusion. We are not responsible for lost items.

Toys and Valuable Items-Parents should not allow their children to bring toys or any valuable items to the Pre-School - Daycare (unless the teacher requested that they do so for "Show and tell" or other such activities) due to the health and safety issues.

Holidays-JRCC Daycare will provide a calendar to each parent at the beginning of the school year, in which parents will find information about holidays, closing times and early dismissals.JRCC Daycare is closed for Jewish holidays(Sukkot, Pesach, Shavuot)

Parent Involvement-All parents/ families have the opportunity to be involved in everyday life of the daycare in general and their child's life in particular. Orientation for children and parents is provided. The arrival and departure of the children are used as opportunity to share the information in a warm and positive manner. Written communication is provided through newsletters, notes send home, flyers posted in the center etc. Parents are encouraged to visit and participate in special social meetings, workshops that reflect the culture and interest of the families. Information of interest to the parents:-daily activities, menu, name of the teachers; educational websites, community resources etc -accessible for the parents on the parent bulletin board.

Volunteers, Participating Parents, and Placement Students- JRCC Preschool and Daycare may have volunteers, parents and/or Early Childhood Education students working within the organization along with staff throughout the year**.** At all times, volunteers and placement students will be under the direct supervision of JRCC Daycare's staff and are not permitted to be left alone with any child. No child or children will be supervised by someone who is not an employee of JRCC Preschool and Daycare. Only employees of JRCC Daycare will have direct access to children.

Outdoor Time policy-The Toronto Children Services requires that all children in licensed child care programs spend time outdoors every day, weather permitting with the guidelines as established by Public Health Canada and Safe Kids Canada. In order to keep us in line with child care practices across the City, we practice to reflect the following:

Safe weather for outdoor play:

Cold Weather: Temperature: The children should remain indoors if the temperature falls below -10* C.

Wind Chill: The children should remain indoors, regardless of the temperature, if the wind chill factor is reported as -10* C or greater

Warm weather: Heat and smog air quality conditions that pose a significant health risk shall be identified by announcements from local health authorities. Please do not send your child to school unless he/she is well enough to participate in outdoor activities.

Serious Occurrence Policy- Serious occurrence- will be reported online using the Ministry of Education's CCL System. The Serious Occurrence Protocol must be followed by the Supervisor if one of the following has occurred:

1. Any death of a child while in attendance at JRCC Preschool and Daycare.
2. Any life-threatening injury or life-threatening illness to a child while in attendance at a JRCC Daycare and Preschool
3. Abuse, neglect or an allegation of abuse or neglect of a child within the meaning of the *Child and Family Services Act* by a staff member of a JRCC Daycare or by any other person while the child is attending the JRCC Preschool and Daycare.
4. An incident where a child is missing, or is temporarily unsupervised.
5. Disaster or an unplanned disruption of the normal operation occurring on the premises of a JRCC Daycare (e.g. fire, flood, power outage) that poses a risk to the health, safety or well being of the children attending JRCC Daycare**.**

The Serious Occurrence Notification form will be posted in a conspicuous place highly visible to parents for at least 10 days from the date of the final update.

Safe Arrrival and Dismissal Policy

- JRCC Daycare will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.
- JRCC Daycare will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures.

For the full safe arrival and dismissal policy, please refer to the back of this handbook.

Additional Policy Statements

Children may only released to an adult, or to person who is older than 12 years with written authorization

Parent Issues and Concerns Policy and Procedures

Purpose-The purpose of this policy is to provide a transparent process for parents/guardians and JRCC Daycare staff to use when parents/guardians bring forward issues/concerns.

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

All issues and concerns raised by parents/guardians are taken seriously by JRCC Daycare and will be addressed as soon as possible. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

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

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

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

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

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the Children's Aid Society (CAS) directly at 416-924-4640.

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.

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to - the classroom staff directly or - the supervisor.	- Address the issue/concern at the time it is raised Or- arrange for a meeting with the parent/guardian within the next 2 business days. Document the issues/concerns in detail. Documentation should include: - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to - the supervisor.	

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to - the individual directly or- the supervisor. All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
Student- / Volunteer-Related	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or- the supervisor and/or licensee. All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

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 General Manager of JRCC Daycare.

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 agencies.

Contacts: JRCC Daycare General Manager-Mendel Zaltzman-416-222-7105

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

Toronto Children Services- 416-392-5437 Toronto Public Health-311 or 416-392-2489 after hours/statutory holidays

Ministry of Labor-416-326-7600 College of ECE's -416-961-8558

Emergency Management Policy and Procedures is to provide clear direction for JRCC Daycare staff to follow when they have to deal with emergency situations. The procedures of this policy set out steps for staff to follow to support the safety and well-being of everyone involved, to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible. If the students need to be evacuated, the staff members will guide them to JRCC Head Office located at 5987 Bathurst Street.

As soon as possible, JRCC Daycare Supervisor/Designate will notify parents/guardians of the emergency situation through different communication media: phones, emails, face book etc.

Where disasters have occurred that did not require evacuation of the child care center, JRCC Daycare Supervisor/Designate will provide a notice of the incident to parents/guardians within 24 hours.

If normal operations do not resume the same day that an emergency situation has taken place, JRCC Daycare Supervisor/Designate will provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined

JRCC PRESCHOOL AND DAYCARE PROGRAM STATEMENT



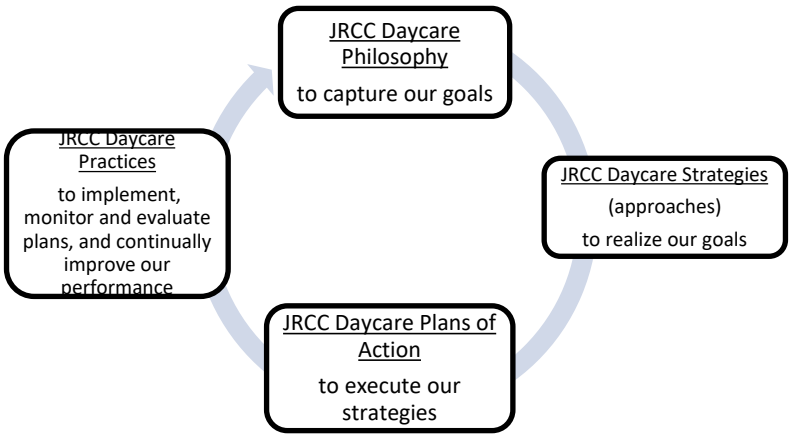
JRCC Program Statement captures the philosophy and goals that guide the program for our children. It describes the strategies we use to realize these goals, the plans of action to execute the strategies, and the practices to implement, monitor, and evaluate those action plans, and continually improve our performance

JRCC Daycare Program Statement Framework

JRCC Program Statement describes the following:

- The philosophy which captures our goals
- The strategies which are our approaches to realize our goals
- The plans of action which execute these strategies

The practices which implement, monitor and evaluate plans, and continually improve our performance.



JRCC Daycare Philosophy (Goals)

JRCC Daycare provides a warm, inclusive and caring environment for children with the highest level of education as well as the best Jewish values and ethics. Our program not only covers the areas of language, cognitive, social/emotional, fine motor and gross motor development, but also provides for the holistic child.

JRCC Daycare believes that children are competent, capable and curious, and have great potential.

JRCC Daycare will provide an inclusive and enriched childcare environment, which honors and respects all children's beliefs, cultures, languages, and experiences acquired from their family and community.
Families are encouraged to share their culture, language and home experiences with the center.

JRCC Pre-School-Daycare believes in staff forming trusting relationships and partnerships between parents and staff working together to provide children with the best possible opportunity in achieving their dreams, goals and expectations and providing everyone with a **sense of belonging.** Staff provides parents with the opportunity to discuss their child's progress through on-going discussions, and parent meetings if necessary or requested.

We aim to provide a diverse program that reflects both group and individual needs. Through ongoing observations, documentations and evaluations, we provide enriching experiences that reinforce, encourage and promote learning, development and play.
JRCC Daycare believes capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children. Staff will support all children's ability to self-regulate, with the goal of this support being that children feel comfortable and confident with the learning environment.
JRCC daycare will promote children's **engagement** and foster children's exploration through play experiences and guidance. By specially trained Staff, the children are exposed to situations that will stimulate: communication and social skills through child-child and adult-child interactions; fine motor development; gross motor development through physical activity and outdoor play; self-esteem, problem solving, creative thinking and decision-making capabilities; curiosity, initiative and independence as a key goal in the classroom.
Engagement suggests a state of being involved and focused.

We strive to provide a stimulating program that offers services to children, families and the community, within the framework of the Child Care and Early Years Act and ideologies in Ontario's Pedagogy for the Early Years ("How Does Learning Happen).
JRCC Daycare will also promote children's **health and well-being** by providing daily nutritious, healthy and kosher food based on Canada's food guide, daily opportunities for children to be physically active and incorporate opportunities to practice self-care skills, based on Toronto Public Health practices and procedures.

We are committed that children learn to: care about other people, understand other's feelings, cooperate and share.
Children are encouraged and provided opportunities for **expressing** and sharing their opinions, resolving conflicts, and developing self-competence, self-worth and self-regulation.
Through their bodies, words, and use of materials, children develop capacities for increasingly complex communication. Opportunities to explore materials support creativity, problem solving, and mathematical behavior. Language-rich environments support growing communication skills, which are foundational for literacy.

We treat each child as an individual with love and respect, providing caring, nurturing and trusting environment that promotes each child's learning, development, self-esteem and individuality, thereby ensuring them present and future success, but also to encourage Jewish practice and observance.

Our Plan of action:
The Plans of Action in each of these topic areas are the means to execute our strategies:

Daily written and Visual Schedule
Program Plan
Learning experiences
Indoor physical environment
Displays
Art and Sensory
Books, language & literacy
Music and accessories
Physical play learning Experiences
Cognitive & manipulative
Science & nature
Block & Construction
Pretend play
Care Practices
Meals and Snack time
Cribs and bedding
Health & Safety
Toys & Play Equipment Hygiene
Staff & Children's hand Hygiene
Transitions and attendance verification
Positive Atmosphere
Supervision of children
Fostering Children's independence
Development of Self-esteem
Communication And Extending Children's learning
Menu and/or Snack Adaptations
Food Substitutions
Preparation, Handling and Transportation of Food
Health and Safety Kitchen and/or Food Preparation Area
Connecting and collaborating with local community and institutions

Our Practices

1. All new staff on hiring, and all existing staff (annually) will acknowledge and review the following:
    - This program statement document
    - All relevant and attached guidelines
2. Internal Rating (AQI) for each Plan of Action will be conducted annually for each program
3. Undertake monthly staff meeting. Always include in the agenda, items to discuss performance against the program statement and plan for improvements for next month.
4. Each monthly staff meeting will, on a rotation basis, include on the agenda, one of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured.
5. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
6. The annual employee performance review will include an assessment of the 11 key strategies to create the conditions promoted by the HDLH document.
7. Inclusive and enriched childcare environment
8. Honor and respect all children's beliefs, cultures, languages, and experiences acquired from their family and community

Our Strategies- ***Child Care and Early Years licensing manual section 46.3,***

Our strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). We understand that learning and development happens within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational conditions need to exist:

- A sense of Belonging,
- A sense of Well-Being,
- Opportunities and support for Engagement, and
- Opportunities and support for Expression.

We will incorporate the following **strategies** into our program statement.

1. Promote an environment which is healthy, safe, and supports general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environments and experiences
8. Incorporate indoor and outdoor play, active play and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners
11. Support others in relation to continuous professional learning

JRCC Daycare will not permit, with respect to a child receiving child care at JRCC the following prohibited practices:

a. corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching);
b. physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
c. locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;

d. use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, share or frighten the child or undermine their self-respect, dignity or self-worth;
e. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
f. inflicting any bodily harm on children including making children eat or drink against their will.

JRCC Preschool and Daycare

Safe Arrival and Dismissal Policy and Procedures

Name of Child Care Centre: JRCC Daycare
Date Policy and Procedures Established: June 5th 2026
Date Policy and Procedures Updated: Click here to enter text.

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

General

- JRCC Daycare will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.
- JRCC Daycare will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Additional Policy Statements

Children may only released to an adult, or to person who is older than 12 years with written authorization

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
    - greet the parent/guardian and child.
    - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on emergency card or where the individual is not listed, ask the parent/guardian to provide authorization for pick-up in writing (e.g., note or email).
    - document the change in pick-up procedure in the daily written record.
    - sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
    - inform the supervisor and they must commence contacting the child's parent/guardian no later than 12 PM [Staff shall [call parent/guardian, send text message or email via program's communication app), must contact at least once and leave message,
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
    - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
    - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up [by 6 PM. , the supervisor shall contact the parent/guardian and advise that the child is still in care and has not been picked up.
    - Where the staff is unable to reach the parent/guardian, staff must call again and leave the message. Where the individual picking up the child is an authorized

individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.

- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall contact emergency contact, wait until program closes and then refer to procedures under "where a child has not been picked up and program is closed.

Where a child has not been picked up and the centre is closed

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6 PM, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contacting authorized individuals listed on the child's file, etc.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6.30 PM , the staff shall proceed with contacting the local Children's Aid Society (CAS) [4169244646 Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

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Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care program staff in writing can pick-up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

Regulatory Requirements: Ontario Regulation 137/15

Safe arrival and dismissal policy

50. Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,

(a) provides that a child may only be released from the child care centre or home child care premises,

(i) to individuals indicated by a child's parent, or

(ii) in accordance with written permission from a child's parent to release the child from the program at a specified time without supervision; and

(b) sets out the steps that must be taken if,

(i) a child does not arrive as expected at the centre or home child care premises, or

(ii) a child is not picked up as expected from the centre or home child care premises.

Program Statement: Goals + Approaches = s.46(3)(a)-(k)		
Strategies	Goals (What)	Approaches (How) WE:
Promote the health, safety, nutrition and well-being of the children	- support children's physically well being, keep children active, support children's ability to self-regulate -support children's growing independence and capacity for self-care -follow Toronto Public Health procedures and practices	- provide daily opportunities for children to be physically active (4 playgrounds that are inspected daily, Sportplay program etc.) - provide healthy meals (WW, whole grain foods) based on Canada's food Guide - positive eating environment -kosher meal, make healthy choices -safe food preparation, - responsive to child's needs(hunger/fullness), portion size, cue's - incorporate opportunities, safe environment and time to practice self-care skills, based on each child's capabilities -respond in a calming manner, teach strategies for staying calm, recognize emotions, reduce stressors - respect the child's biological needs for active play, rest etc. -incorporate washing hands and hand sanitizing procedures -observe children at the drop off time for possible illness, injuries
Support positive and responsive interactions among the children, parents, child care providers and staff	- establish caring, authentic relationships and connections to create a sense of belonging among and between children, adults, and the world around them. - let children feel they belong here when they are connected to others -develop a sense of self, value, uniqueness -able to recognize the unique identity of others	- offer safe, positive and responsive environment that offers consistency - provide positive attitude toward all: children, parents, staff and extended community members - take into consideration parents' perception of their child - help families know their child from the educator's point of view -ask questions, suggestions - ensure all teachers promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. -make smooth transitions between home and the centre; between daily routines, - ensure that families can contact the centre at any time during the hours their child is at the service. - ensure that procedures are in place for families of the service to obtain information about the health, welfare and conduct of their child. (i.e. day books, charts, portfolios, written messages and notes etc) - support relationships between children as they initiate, respond, and demonstrate care for others
Encourage the children to interact and communicate in a positive way and	-plan the day to allow consistency, self-regulation, minimizes negative behaviors.	-support children self-regulation abilities and skills by teaching them different feelings and emotions -provide environments to reduce stressors, -promote children's positive way of expressing themselves while identifying their own feelings

Program Statement: Goals + Approaches = s.46(3)(a)-(k)		
Strategies	Goals (What)	Approaches (How) WE:
support their ability to self-regulate	-identify, manage stress levels, engage in strategies for self-regulation	- be responsive to children's individual cues, -teach kids strategies for staying calm, make them aware of the effects of their actions on others - providing individualized support so children of all abilities can express themselves -use their first language to be heard - teach to identify feelings and emotions through daily activities - participate throughout daily activities on their own pace - use daily written/ visual schedule to support smooth transitions in daily routines
Foster the children's exploration, play and inquiry	-to let the child be an active and **engaged** learner who explores the world with body, mind, and senses. -to use the knowledge gained through observing and discussing with others, and their professional judgment to support children's learning, development, health, and well-being	- provide natural play environment -provide meaningful materials to foster children's interest and improve different skills - create cozy, inviting environment to encourage natural opportunities for language, literacy, social, gross motor play etc. - arrange the flow of the day (e.g., daily schedule, routines, transitions) so it will allow children to make choices (e.g., to engage in in-depth exploration over several days; to relax and do nothing; to reflect on their experiences)
Provide child-initiated and adult supported experiences	- provide learning experiences that promote the on-going learning opportunities and developmental growth for all children enrolled in the program.	- provide learning experiences based on the observations of the children -age appropriate learning opportunities - indoor and outdoor -provide wide variety open-ended materials, - use pedagogical documentation as a means to promote children's learning, engaging and thinking - expose children to an assortment of cultural music and musical genres - encourage children to question, problem-solve and experiment - value and protect children's first language, culture, and foster second-language acquisition - host birthday parties
Plan for and create positive learning environments and experiences in which each child's learning and development will be supported	-promote a positive and supportive approach to all interactions with all children and adults in the room - create opportunities for cognitive, emotional, and physical domains – thinking, feeling, and doing. - encouraging the creative expression of ideas, feelings, and interpretations	-provide small group/individual learning opportunities - be role-model - use different accessible props - provide art learning opportunities that are inclusive and changed regularly to reflect the recent interests - focus on what children are engaged and interested in as a starting point for planning - focus more on what children are doing with the objects: What questions children are asking through their play?

Program Statement: Goals + Approaches = s.46(3)(a)-(k)		
Strategies	Goals (What)	Approaches (How) WE:
	using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity."	-ask open ended questions - foster imagination and symbolic play, including signs and symbols, - use observations, knowledge of child development and the children's cues to promote continuous learning opportunities - provide books, language & literacy materials, musical instruments -music classes and accessories to develop rhythm awareness, self-regulation and self-concept - displays artwork created by the children to promote well-being of the children - create a favorable climate for positive interactions. Use the language the child can interpret and physically get down to the child's eye contact - support individuality, praise, ask questions - experience through different mediums for children, creative art promotes self-expression and individuality - encourage children to express ideas, feelings, emotions - use a variety of materials, 2D, 3D materials
Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care	-Promote daily active physical play learning experiences for children	- developmentally appropriate learning opportunities that help children investigate, imagine, think, create, solve problems -safe inviting play equipment - incorporate opportunities based on each child's capabilities, respect child's biological needs for active play, rest -open-ended activities - encourage pretend play - encourage turn taking - engage kids in various social play to learn to get along and care for others (drama centre, block play, etc) -spend time outside every day-(2 hours weather permitting) - use getting ready to go outside time to practice their growing self-care skills as well as promoting self-regulation, persistence, and a sense of competence. - use developmentally appropriate and safe play equipment, furnishings, and learning environments
Foster the engagement of and ongoing communication with parents about the program and their children	- Staff will share with, and encourage families to be active participants in their child's care environment	-monthly newsletters -daily e-mails, reports - parent/teacher meetings - invite families to attend JRCC daycare gatherings, (Chanukah parties, Purim carnivals, Passover Seders, Mother's day parties, Graduation etc) -ask families to share their own interpretations - help to establish connections with other families in the daycare-parent networking, play dates etc

Program Statement: Goals + Approaches = s.46(3)(a)-(k)		
Strategies	Goals (What)	Approaches (How) WE:
		- exchange daily view of children progress, needs, improvements by sharing it daily through conversations using drop off, pick up times, emails, calls - encourage to take initiative, adapt to changes - educators engaging as co-learners with children and families - plan to support smooth transitions: between the home and the daycare - on a yearly basis conduct each child's developmental assessment. -posting all new information re: Ministry, City changes
Involve local community partners and allow those partners to support the children, their families and staff	-provide opportunities to engage with people, places, and the natural world in the local environment. -reach out to all families, including those who may be experiencing stressful and challenging circumstances, and help them to make connections to formal supports - help children, families and communities build connections, learn and discover. - fosters a sense of belonging to the local community	-invite monthly librarian from local library, musicians, shows, -attend playgrounds -water parks -community BBQ's - invite families to attend JR Community Centre gatherings- -introduce new comer families to the right programs in the community centres(JRCC and local communities) - introduce free dental program for kids -invite different community helpers –dentist, firefighter, policeman etc
Support staff who interact with the children at a child care centre in relation to continuous professional learning	Support staff in continuous growth and professional learning	- provide ongoing opportunities for teachers to attend workshop, seminars - lunch and learn programs - share websites that contains new ideas and opportunities for teachers to improve their programming - sharing new researches in relation to well-being and development of the children -monthly staff meeting to share the information gathered during workshops, meetings etc. -support teachers in relation to their continuous professional learning -first Aid, CPR, training
Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families	JRCC Daycare Supervisor and staff will assess and reflect practices and policies on a regular basis to ensure that the program is meeting the individual needs of the children and that the environment is set up according to the interests of the children taking into consideration the direction of the Child Care Early Years Act, 2014, The College of Early Childhood Educators Codes of Ethics and Standards of Practice and Public Health recommendations. JRCC Daycare Supervisor will observe staff interactions with children ensuring that they align with centre's program statement and beliefs in adult-child interactions.	

Program Statement: Goals + Approaches = s.46(3)(a)-(k)		
Strategies	Goals (What)	Approaches (How) WE:
	JRCC Daycare Supervisor will engage in conversation with the educators and children regarding how the children are learning, what they need to learn and what is the best means for this to happen. JRCC Daycare Supervisor will review weekly program plans and pedagogical documentation to ensure that they meet program statement requirements. JRCC Daycare Supervisor will conduct monthly staff meetings to reflect on the program statement to facilitate staff's understanding of the center's philosophy and practices and to find opportunities for improvement. It will be a time for us to reflect on the program statement to be sure whether or not we are achieving our goals or if new goals are necessary.	

If you have any questions or concerns regarding your child's education and your child's experience within the center, we welcome your input! Welcome to JRCC Daycare! We are pleased to have you with us!