FAMILY 2026-2027
HANDBOOK

JRRCC is a 10 month program operating from September to June each school year.

JRRCC participates in the Canada Wide Early Learning and Child Care system.

Version Control: September 1st 2026



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Business hours:
Monday - Friday: 7:30 AM - 6:00 PM

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WELCOME TO JOHN ROSS ROBERTSON CHILD CARE (JRRCC)UPDATED 2026

WHO WE ARE - ENROLLED IN CANADA WIDE EARLY LEARNING& CARE SYSTEM

John Ross Robertson Child Care (JRRCC) started operations in 1985 as a non-profit, school age day care centre for Grades 1 to 4 and was located in various buildings and portables . Its capacity at that time was for 84 children. Now, the child care centre has grown to include 40 preschool children, attending full-time and part time, a before and after school programs for children consisting of 52 kindergarten and 120 school aged children for a total of 212 children.

CORPORATE STRUCTURE

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



SHARED SPACE WITH TDSB

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



CHILD CARE REGULATIONS

The Ontario Ministry of Education regulates the provision of childcare service throughout Ontario. The Child Care and Early Years Act (CCEYA) contains the statutory requirements, policies and procedures a child care must comply with to obtain an operating license. The license is renewed after a visit from a Program Advisor. Additionally, all centres located in Toronto District School Board (TDSB) buildings are required to have a "Purchase of Service" agreement with the City of Toronto Children's Services. TCS and JRRCC partner to provide our community service and delivery of quality child care programs. Through annual unscheduled visits the consultant and Program Advisor support our busy early learning environment. Toronto Fire, Toronto District School Board and Toronto Public Health officials also support our program on a regular basis. Furthermore, our playground is inspected daily, monthly and seasonally. Annual inspections are completed by a qualified third-party inspector.

MISSION STATEMENT

"TO PROVIDE THE HIGHEST QUALITY OF EARLY CHILDHOOD EDUCATION AND CARE PROGRAMS FOR CHILDREN AND THEIR FAMILIES LIVING IN NORTH TORONTO."



HOURS OF OPERATION

NON-INSTRUCTIONAL DAYS (PD DAYS, SCHOOL BREAKS)

- The Extended Day Program operates from 7:30 a.m. to 6:00 p.m. on all non-instructional days -10 month program operating Sept -June. We are closed the months of July and August.

- The Full time Preschool Program is open 7:30 am to 6:00 p.m Monday to Friday, Sept- June -10 month program with the exception of the observance of all statutory holidays and a one week during the Winter break in December.

- The Part time Preschool preschool is from 9:00 am -3:00 p.m Monday to Friday, Sept- June- 10 month program with the exception of the observance of all statutory holidays and a one week during the Winter break in December.

STATUTORY HOLIDAYS/ CLOSURES

The Child Care Programs including Extended program is closed on the following statutory holidays:

• Family Day - Monday February 16, 2026
• Good Friday - April 3, 2026
• Easter Monday - April 6, 2026
• Victoria Day - Monday May 18th, 2026
• Canada Day - CLOSED JULY 1st to September 7th, 2026 exclusively
• Labour Day - September 7th, 2026
-First day back- September 8th, 2026
-Thanksgiving Day- October 12th, 2026
-Winter break closure- December 24th -January 3, 2027
• Family Day - Monday February 15th , 2027
• Good Friday - March 26th , 2027
• Easter Monday - March 29th , 2027
• Victoria Day - Monday May 24th, 2027
• Canada Day - CLOSED JULY 1st to September 6th, 2027 exclusively



The centre is open during PA days and March Break

REGISTRATION PROCEDURE

Upon enrolment, non-subsidized parents must complete a registration package and pay a deposit of the last month's fees. (See fees below) Parents of children returning to the Centre must also update personal information as changes occur. The registration package contains; an emergency form, a health profile and immunization record and the Identification of Member agreement as well as information regarding persons other than parents who are allowed to pick up the child. The JRRCC PAD form and a direct deposit or Void cheque from your bank is needed for all payment processes. All information contained in the registration package is confidential and cannot be released without prior consent by the parent. Siblings get first priority, as long as the first child is enrolled in the program at the time of registration.



FEE POLICIES

Fees are collected monthly via preauthorized debit. JRRCC does not accept cash or cheques or Credit Card as payment. Families will receive an invoice/receipt upon fee collection.
A deposit is collected upon the start of the program. The deposit is equal to the monthly fee and will be used when the child is formally withdrawn from care. Under the Canada Wide Early Learning and Child Care System, future fee reductions for preschool and kindergarten will be adjusted and applied to the following months fee. Where a withdrawal notice has been received in the 60 day timeframe, parents will received a reimbursement cheque to capture the difference. Failure to provide 60 days withdrawal notice, will result in withholding of deposit fee.

*Updated fees and are listed on page 35.

FEE DEPOSITS & REGISTRATION- NEW CLIENTS

Parents who have been newly offered a space in the Child Care Centre must submit a registration package and a PAD form, along with a one-month deposit payment (fees are paid via signed pre-authorized debit forms/ VOID cheque). In July, prior to that academic year, or whichever month a client is registered to start, a pre-authorized payment will be withdrawn and will continue to be withdrawn monthly beginning September or the month they will begin, until 60 day notice of withdrawal is made in writing by email to the Director. The deposit fee and our regular monthly fees are considered base fees, which are fees charged for the provision of child care, including fees for services of items required by Ontario Regulation 137/15. Non base-fees are any fee charged for optional items or optional services including any fees charged where the parent fails to meet the terms of the agreement with the licensee. example are charges for NSF and late fee charges.

FAMILIES RECEIVING A FEE SUBSIDY FROM TORONTO CHILDREN'S SERVICES ARE EXEMPT FROM FEE DEPOSITS



REIMBURSEMENT OF FEES / NOTICE OF WITHDRAWAL

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

NOTICE OF WITHDRAWAL BY PARENT/GUARDIAN:

Once service has begun, JRRCC requires written notice of no less than two months (60 days) prior to withdrawal. As previously mentioned, for those children leaving the program in June and do not plan on returning to the child centre in September, the fee deposit will not be refunded without a 60 day written withdrawal email. In the case of withdrawal on short notice (less than 2 month) fees remain owing for the subsequent month and JRRCC will retain the "deposit." In order for the 60 days written withdrawal policy to be followed, parents must email in writing to the Director, no later than **June 30th**, that they are withdrawing for the September school year, in order for the fee deposit to be reimbursed. Parents who withdraw a child from JRRCC may place their child's name on the waiting list for future admissions.



NOTICE OF WITHDRAWAL BY CHILDCARE CENTRE:

The childcare centre will give parent members of JRRCC a minimum of one month's written notice if for any reason it becomes necessary to terminate the service to a family. Termination may be due but not limited to recurring non payment of fees, or a grievous noncompliance with the Parental Code of Ethics or for not adhering to policies and procedures set out in this Parent Handbook. In each case, families will have the opportunity to meet with the director or designate, or a member or members of the Board, where deemed appropriate to discuss or appeal such notice of termination. The Director can provide alternate community program in consultation with Toronto Children's Service.

WITHDRAWAL FROM CHILD CARE & FEE DEPOSIT PAYMENT:

NOTE: July and August is excluded in determining the 60 days notice. Parents who give less than 60 day notice of withdrawal in the summer months of July and August are still required to pay September 1st fees, hence the deposit will cover the month.
The Director has discretion to granting full or partial refunds for those withdrawing from the childcare, taking into consideration whether a vacated childcare spot can be quickly filled without financial loss to the centre.

VACATION POLICY

Full fees will be charged while child is away. Subsidized Families may take up to 35 days of holiday or sick time over the course of the year. For further details consult the City of Toronto's Children's Services.

SUBSIDIZED PARENTS

Who require summer care elsewhere (we are closed all of July and August for Preschool, after school kindergarten and school age children) must first contact the alternate centre to secure a potential space and then arrange for an official transfer through their City of Toronto intake worker. Please let your intake worker know that you will be returning to our centre in September if that is your plan.

COMMUNICATION WITH THE CENTRE

Parents can communicate via; in person, email, voice message or Storypark for Preschool Parents.



Telephone Voicemail

If you cannot reach us on the regular line please call the landline number (416) 484-4825

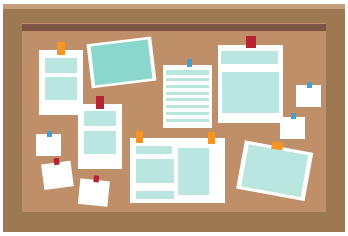
E-Mail

Please do not use email alone in regard to issues that need immediate attention since there is no guarantee that the email will be read on time. Instead, please send your email well in advance and if there has been no response, please follow up with a phone call. Call 416-484-4825. Your child's teachers email will be provided to you before your child's start date.

Newsletters

Newsworthy letters are distributed via email as needed, throughout the year by staff of individual programs or by the director to all parents and staff of JRRCC. Watch for notices on the STORYPARK APP

Parent Bulletin Board



The Parent Bulletin Boards, located in main child care space, contain general information about the Centre; its fees, list of Board members, newsletters and parenting information. Please check them on a regular basis.

Private Appointments and Informal Conversation

Parents who wish to meet privately with the Directors or Staff, are asked to book an appointment via email- In person is preferred. We respectfully remind parents that for the safety of children, conversations with on duty staff should be brief, as staff must be in supervision of all children.

Late Pick Up



The daycare closes at 6:00 PM. All children must be picked up before 6:00 PM. The penalty for late pick-up is **$10.00 for the first minute and a $1.00 a minute** after for each minute. The parent is expected to sign off in the late book at the time of pick up. Late fees will be charged to the parents monthly fee at the end of the month. Consistent lateness of more than 3 times will result in a meeting with the Director. Fees are subject to change and doubled after more than 3 times of tardiness at pick up. Consistent late pick up can result in the Director withdrawing your child's registration and the parent(s) finding alternative care.

NSF Payments

A $30.00 administrative charge will apply to each NSF transaction. This charge will be added to the monthly fee on the 15th, when the JRRCC accountant withdraws the total amount again.

Income Tax Receipts

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

Orientation

New parents and children will be allowed to visit the program by mutual arrangement. Additionally, an orientation open house for parents and children will be held in the spring and Summer , which includes a tour of the facility, to welcome, acquaint and inform incoming Pre-school School clients about our programs. Summer tours depend on availability of child care space.



Philosophy



It is our belief that children learn naturally through play and through real life participation in daily routines and lifecycle events. We believe that children, families and staff are capable, competent, curious and rich in potential. We are committed to collaborating with children, their families, and with each other as educators to create high quality early learning and care. In which children, parents, and educators are viewed and seen as co-learners.

Program Statement

John Ross Robertson strives to foster a **positive sense of self, well-being and healthy development** in each child while recognizing the **various perspectives** of the linguistic, cultural and social values of families within our diverse community. The centre's belief in the individuality of the child is nurtured and promoted. It is based on the Ministry guided, shared premise that children are: **"rich in potential, competent, capable of complex thinking, possess a natural curiosity and the ability to make connections"**. Children will thrive in environments that value their **individuality**, their multiple forms of **expression** and recognize their evolving and **emerging abilities**. This shared vision of **competency, capability and curiosity** is extended to **families and educators** who share their diverse perspectives, wealth of **experience and knowledge**. It is our goal that all (children, parents, staff, community) will be actively **engaged** and experience a sense of **well-being** and **belonging** as valued **contributors,** free to **express** their ideas & perspectives in our learning environment in meaningful ways.



Two complimentary and inter-related Ontario Ministry of Education documents are the foundation of our Early Learning Centre. These documents, working in unison, guide our program to achieve a "seamless transition" for children from our early learning centre into kindergarten programs within our province.

Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings (2007) (ELECT) provides foundational knowledge about children. It offers educators and families a shared language and understanding, Six Guiding Principles, optimal conditions for learning and development and a continuum of development

How Does Learning Happen? Ontario's Pedagogy for the Early Years (2014). (HDLH) This document offers a pedagogical approach for learning and development, a shared view of children, families and educators, Four Foundations for optimal learning, goals for children and expectations for programs.

Please visit the provided websites to view the documents in full.
http://www.edu.gov.on.ca/childcare/pedagogy.html



“HOW DOES LEARNING HAPPEN?”

A recent pedagogical document created by the Ontario Ministry of Education - after much new research- is the foundation of our program. This document is enshrined in the Child Care and Early Years Act 2014 and is the basis for setting up early years programs of all types in Ontario. The CCEYA replaced the long-standing Day Nurseries Act.
Using the common framework articulated in **How Does Learning Happen?** JRRCC will support the children to achieve the following **goals** and will meet the **expectations** set out in the 2014 created legislation for programs building on the four **foundations** for healthy growth and development that the document outlines.

IMPLEMENTATION OF THE FOUR FOUNDATIONS OF HOW DOES LEARNING HAPPEN PEDAGOGY

Sense of Belonging: Cultivating Authentic Relationships and Connections

01

Sense of Belonging foundation*- related to importance of children feeling safe in their environment in order to learn, importance of developing trusting relationships with educators and other children, importance of seeing themselves in the classroom environment to feel they belong, engaging families in a relationship of trust to form partnerships with educators for the goal of working together to ensure the best care for their child*



Goal for Children:
Every child has a sense of belonging when he or she is connected to others and contributes to their world

Program Expectation:
Early Childhood Programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.

Registered Early Childhood Educators provide a warm, supportive, nurturing atmosphere for children and families based on the establishment of positive, trusting relationships. This trust allows the child to begin to explore and expand the world beyond their home while it frees the family to engage in a productive work life in the knowledge that their child is happy and engaged. Connection to family and community is recognized as vital. Families are the heart of our shared common interest, the child. Each family is valued and respected for the unique contributions they bring to the program. Positive partnerships with families and community strengthen our connections and our ability to meet diverse needs. As children observe and engage in positive parent-teacher interactions their sense of trust is enhanced. They recognize the adults in their lives collaborate on their behalf and in their best interest.

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

As individuals, children are influenced by multiple factors and experiences that contribute to their unique perspective, spirit and character. Observing how individual children develop relationships with one another assists educators in identifying the nature of interactions, supporting acquiring social skills and enhancing a sense of belonging.






Children are competent, capable of complex thinking skills

Active exploration and discovery are integral to the curious learner. As competent individuals, capable of complex thinking children often have a plan or goal in mind. Recognizing this, the educator values the child's strengths and abilities, offering support as the child experiences challenges and success within the learning process in individual and social situations.

The social-emotional and cognitive connections of integrated development result in a holistic approach in supporting the child. Key to this is an exciting learning environment ("Third Teacher") that motivates the learner and supports active investigation in individual and interactive situations.

- **Helping children become self-regulating**, able to modulate emotions and resiliency occurs in a warm, responsive environment in which trusting and caring relationships exist among children, parents, staff and community members. This trust and feeling of security enhance the child's confidence and allows for self-expression, experimentation and growth. A positive approach is essential to healthy development and well-being.
- **Adult support and guidance** must always promote positive self-esteem. An emotionally healthy and self-confident child will develop an optimistic outlook.
- **The ability to regulate emotions** allows the child to focus on challenges with persistence and to practise new skills. The child will engage in the various learning opportunities with enthusiasm and the confidence to experiment and test limits. This leads to the acquisition of ego-strength and autonomy and is a recipe for connecting and developing positive relationships with others.
- **Responding to the child with acceptance and encouragement** to notice positive interactions and connecting those interactions with pro-social behaviour such as cooperativeness, helpfulness, generosity, kindness, empathy, and modelling social competence helps the child to recognize their feelings and respect the feelings of others.
- **Accepting the child's need to resist** is recognized by the educator who offers affirming support, positive interactions and pro-social behaviour.
- **Permitting the child the time to test limitations** assists the child in developing logical problem solving strategies that identify and respond to needs, seek possible solutions, support appropriate actions and evaluate results. - In the spirit of cooperation, the adult and child approach situations with the intent of attaining positive outcomes.
- **Recognizing appropriate interactions for individuals** and the group assists the child in experiencing a sense of belonging as s/he negotiates and collaborates within situations. The child comes to understand that everyone has rights. Educators who are sensitive and responsive to the feelings, needs and unique circumstances and who engage in meaningful interaction focus on the child's strengths.

Parents as Partners Promotes a Sense of Belonging for Parents



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



A strong, respectful and equitable relationship with parents is key to our ability to fully engage as co-learners with the children and with their families. To this end, we seek out ways to engage parents in a way that meets their needs and builds on strengths while respecting the challenges that face young families: including long commutes, time pressures and the busyness inherent in raising a family.

Monitoring Implementation of Promoting Positive, Responsive Interactions

> Educator's commitment to this approach is monitored. Staff will develop and submit sample documentation of best practices and interactions with children in a manner that is consistent with the program statement.



Monitoring Prohibitive Practices **(see policies in Appendix A)**



Prohibitive practices protect the emotional and physical well-being of children. They support the belief that children benefit from a positive, affirming approach. In accordance with the Child Care Early Years Act, Prohibitive Practices Policies and Procedures are reviewed with all staff, volunteers and students prior to and annually thereafter commencement of employment and any other time substantive changes have been made to the policies and procedures. Monitoring will be documented at these times and a copy of the monitoring will be maintained in the staff file.

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

- Corporal punishment of child
- Physical restraint of child, such as confining the child to a highchair, 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 his or herself or someone else and is used only as a last resort- only until the risk of injury is no longer imminent.
- Locking the exits of the child centre for the purpose of confining a child or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the emergency management policies and procedures.
- Use of harsh or degrading measures or threats or use of derogatory language directed at/or used in the presence of a child- that would humiliate, shame, or frighten the child or undermine their respect, dignity, or self worth.
- Depriving the child of basic needs including: food, drink, shelter, sleep, toilet use, clothing and/or bedding.
- Inflicting any bodily harm on children, including making children eat or drink against their will.



In the event of any violation of the behaviour management expectations as described above, educators and/or staff will be subject to a Progressive Discipline Policy.

02

Well-Being: Nurturing Healthy Development and Well-Being

Well Being Foundation- includes how we will ensure the physical and emotional well being of your child by : promoting teaching of self regulation skills to manage emotions, engage children in conflict resolution skills, learn healthy coping skills to manage negative emotions, to promote children's learning about how to keep their body safe, healthy through nutrition education, importance of physical activity to a healthy body.*



Goal for Children:
Every child is developing a sense of self, health and well-being

Program Expectation:
Early Childhood Programs nurture children's healthy development and support their growing sense of self.

Physical Health & Nutrition

Promoting Physical Health:

- Fresh Air
- Exercise and opportunities to practice Gross Motor skills such as:
  - Jumping
  - Running
  - Throwing
  - Balancing
  - Riding Tricycles, etc. are vital for BRAIN development
- Self Regulation
- Mental Health
- Physically Healthy Bodies

Our outdoor play space focuses on the children's creative use of materials while they gain confidence in their developing skills. Educators' observe emerging abilities and interests and are proficient in extending classroom learning concepts by providing exciting activities focusing on the physical domain and the natural outdoor learning environment.

Our beautiful school grounds offer an array of possibilities for active exploration over the four seasons. This connection with the natural world further enhances development and well-being in body, spirit and mind.

Healthy Active Play and Rest Make a Difference

Additionally, opportunities for rest and a balance between active and more reflective play are strategies that will be implemented to support positive interactions and facilitate healthy development.

This is particularly true for our preschool children, who attend the centre for 6 or more hours per day and require a combination of stimulation, good nutrition, and de-stimulation. We will follow the regulation in the new Child Care and Early Years Act in respect to spending two hours outdoors (weather permitting) when children are in program 6 or more hours daily.

Additionally, children who do not need a rest period, may be encouraged to have some quiet time. However, they will be given alternate quiet activity choices if it is demonstrably in their best interest or if requested specifically by parents





Nutrition

In addition, offering nutritious meals, snacks and beverages and responding appropriately to individual hunger levels and physiological needs sets the foundation for learning to occur.

Discussion and curriculum content related to learning about healthy foods and how they play a role in building strong, healthy bodies is an important knowledge piece that will impact children's abilities to make good food choices as they continue to grow and develop throughout their life.

Supporting Children to Manage and Self Regulate their Behaviour -Well Being

Self regulation involves the ability to manage one's emotions (self control), understand emotion vocabulary, self awareness of how emotions affect physical body, understanding coping skills to manage negative emotions such as anger, frustration, disappointment, shame, humiliation etc. , engaging in positive thoughts, using encouragement phrases to promote intrinsic motivation for engaging in pro-social behaviours such as helpfulness, empathy, kindness, cooperativeness, team work, positive connections with both adults and other children, respectful behaviours, etc.

Children from Preschool to school age are supported in their BIG emotions by co-regulation- keeping calm, acknowledging their feelings while directing them to a safe, calming area of the classroom to release their emotions in a safe way. Coping skills such as learning belly breathing techniques to calm the brain, STAR method for preschool age-Stop, Take a deep breath, and Relax, Five finger breathing for school age to reduce emotions so the brain is calm and the child can recover and use problem solving skills to determine what the problem was that resulted in a negative emotion.





Emotion posters, books, puppets, discussions about emotions, recognizing facial expressions and body language to read how people are feeling and learning ways to show empathy, words that can be used to express emotions, needs, communicate, to solve conflicts using the 6 steps to conflict resolution are all strategies used by educators to support children's learning in developing self control, becoming emotionally intelligent. These tools are critical for developing positive relationships, emotional well being , and learning to be accountable for their behaviour and resolving conflicts on their own.

The centre works closely with a network of Early Intervention and Support Services through Toronto Children's Services

Engagement: Creating Contexts for Learning through Exploration, Play, and Inquiry

03

Educators are knowledgeable of the sequence of development & recognize all aspects of development are interconnected. As reflective practitioners, skilled in integrating theoretical frameworks and research in curricula delivery, they offer a supportive and positive approach for children to explore and expand their world. Integral to the process is the "third teacher", the learning environment.



Goal for Children:
Every child is an active and engaged learner who explores the world with body, mind and senses.

Program Expectation:
Early Childhood Programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play and inquiry.

- The child and educator are active participants, engaged collaborators and co- constructors of knowledge in the process of discovery.
- Play is the work of children and is the primary activity that promotes active engagement and learning for all children. How does learning happen pedagogy supports the brain research and theoretical frameworks of Piaget to outline the importance of Play in early learning environments.
- A Child Centered approach is the fundamental approach for all curriculum related to How Does Learning Happen Pedagogy. Children drive the learning, play is child led and engages their interests and use of all 5 senses which contributes to maximum learning potential.
- Open-ended, purposeful high-quality play is recognized as the major vehicle for learning. Play is mediated by the educator who identifies the child's level of progress, values and responds to expressed ideas and challenges abilities.











Educators observe the learning that is happening with children through their play and engagement with materials and expands on that learning to create additional projects to expand on the child's interests and learning they observed. This comes naturally and enthusiastically from a rich, active play life which utilizes concrete experiences and opportunities to test theories, modify actions, experience success and consolidate learning.

Through on-going interaction, observation and collaboration, the emerging skills of the learner are identified as the basis for future objectives and experiences.

Catching the Teachable Moment' is viewed as an ideal opportunity to augment the educational value of play and inquiry.

Informal play is thus supported with "purposeful play" as the educator engages the child and extends the natural learning experience. In the process the educator's knowledge is enhanced.

The educator discovers "why" specific aspects of practice are meaningful to the child and "how" her actions impact the child and the family.



The reciprocal child- parent-educator active collaboration enhances learning. These opportunities may take the form of a "small-group time", "circle time", or the spontaneity of an exploration or an unintended discovery. Developmentally appropriate concepts and potential learning outcomes are embedded in experiences as the educator mediates and guides the child's engagement in play/inquiry-based discovery and knowledge is co-constructed.

Loose materials allow full exploration for children to increase their learning potential about properties of objects, representation of ideas they have to create using a variety of loose materials. Freedom to develop play ideas, create using variety of art materials that is individual to their ideas and skill level as opposed to a teacher directed art which produces a product that needs to look like something is a focus of How Does Learning Pedagogy.

Large periods of uninterrupted indoor and outdoor play allows the child to sustain the action from idea to discovery.



Thought process and problem-solving skills develop as children engage in the opportunity to complete the learning experience.

An inquiry/play-based environment, rich in opportunities for exploration and discovery supports desirable learning outcomes. Children experience the joy of discovery as educators "support the development of strategies, dispositions and skills for life-long learning through play and inquiry."

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?

04 Expression: Fostering Communication and Expression in all Forms

Educators value, accept and find meaning in the multiple methods of communication expressed by children. Children make social, emotional, cognitive and linguistic connections as they engage in reciprocal exchange, dialogue and creative representation with their peers and educators.



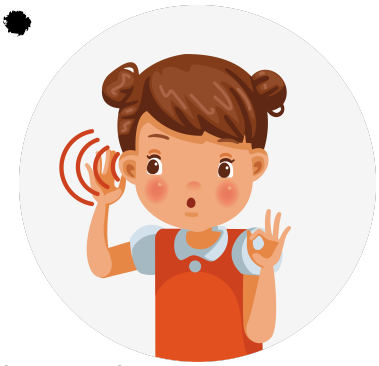
Goal for Children:
Every child is a capable communicator who expresses himself or herself in many ways.

Program Expectation:
Early Childhood Programs foster communication and expression in all forms.

The educator is attuned to the various forms of verbal and non-verbal communication and sensitivities. Based on the trusting relationship established with the child and family, the educator is proficient in reading and responding to the child's interests and needs. As the educator engages in authentic communication with the child and the child's peers, children recognize expressed ideas and opinions are valued.

This contributes to the child's growing sense of autonomy, appreciation of similarities and difference, the development of empathy as well as enhancing language acquisition and cognitive skills.





When educators are active listeners, respect the child's feelings, and offer a calm, helpful approach the child's ability to cope is enhanced.

Educators value, accept and find meaning in the multiple methods of communication expressed by children.



You will see:

Many ways for children to communicate their ideas, thoughts and feelings including:

- Painting, drawing, modelling with clay, and many other art and creative/sensory materials
- Telling or writing stories or reading
- Singing
- Dancing
- Acting or dramatic play
- Talking with educators
- Talking with other children
- Building with blocks and other building materials
- Conducting experiments
- Solving problems or doing board games
- Planned neighbourhood excursions to promote children's connection to their local community
- Language- enriched music, story and rhyme activities are interwoven throughout the day.
- Quiet, listening times are balanced with active, exchanges of ideas as children enact, plan and implement.



Acknowledging negative expressions of stress and behaviours is also important.

By understanding what the child hopes to achieve and offering supportive guidance the child learns acceptable behaviors and appropriate alternatives. Recognizing that social rules vary in complexity, the educator gears expectations to the child's level of understanding. This assists the child in modulating emotions, gaining resilience and self-regulation.

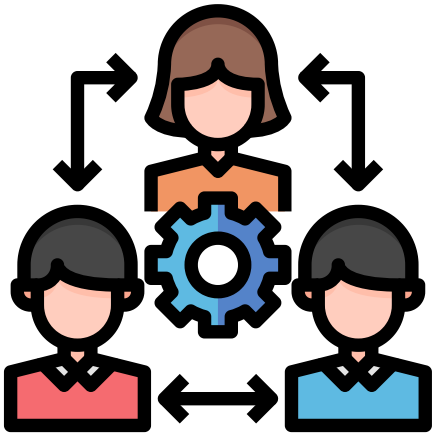
In time, the child is able to identify needs, engage in problem-solving, test alternatives, seek solutions, accept responsibility and achieve appropriate outcomes

Ongoing, open and honest communication with parents enhances the experience. The progress and joyful moments of the day are captured and shared with parents. Learning is made visible within the classroom environment and daily documentation postings.

Organization Structure

Management

Board of Directors are elected to govern the Center and oversee all aspects of its operation



Executive Director and Executive Assistant are responsible for the operations of the Center

Program Staff

John Ross Robertson program staff are registered members of the Ontario College of Early Childhood Educators or registered members of the Ontario College of Teachers or Child & Youth Workers for the Before and After School Programs.

Educators have a background in child development and early education. They are selected based on their training and experience. Program staff are responsible for providing direct care to the children and for planning and implementing developmentally appropriate curricula guided by the *Continuum of Development of Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings and How Does Learning Happen? Ontario's Pedagogy for the Early Years*.

Program staff gain additional insight by engaging in reflective practice as they assess, observe, document and discuss with their peers and parents. Shared observations and knowledge contribute to developing strategies for program planning, implementation and documentation. Individual interests and an understanding of development of the children are thus reflected in program goals. Pedagogical documentation is submitted for approval and posted for parent review.

Early Childhood Education Assistants provide support services in the program. These staff may be recent graduates and are registered members of the College of Early Childhood Educators or may be continuing their studies in Early Education. They perform many of the necessary tasks involved in the daily operation of the program and assist in the supervision of the children in collaboration with a program teacher. Assistants must also be knowledgeable of the *Continuum of Development of Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings and How Does Learning Happen? Ontario's Pedagogy for the Early Years*.

Continuous Professional Development-mandated by Ministry of Education for All Registered Early Childhood Educators

Ontario Regulation 137/15 58(1) requires child care staff to engage in ongoing professional learning. The College of Early Childhood Educators' framework for Continuous Professional Learning offers educators comprehensive professional development opportunities to remain current of the ever-changing early education landscape.



This may involve courses, seminars, workshops, webinars etc. in order to fulfil Ministry of Education and Ontario College of Early Childhood Educators requirements or to enhance their individual teaching skills.

All child care centre employees must have a valid certificate in standard first aid, including infant and child CPR, issued by a training agency recognized by the Workplace Safety and Insurance Board.





In accordance with Section 57 of the Child Care Early Years Act, John Ross Robertson employees undergo a health assessment before commencing employment and have received immunization as recommended by the local medical officer of health. Immunization exemption may apply as per Section 57(3) CCEYA. All preventative health measures including exclusion are in accordance with John Ross Robertson Occupational Health Policies and Toronto Public Health Region. A copy of staff health assessments and immunization records is on file within the centre.

Hiring: (Vulnerable Sector Police Reference Checks)

Prior to being hired at JRRCC prospective employees will undergo an interview process with the Director and/or Executive Assistant. The prospective employee will submit a resume and cover letter prior which includes contact information of references. Volunteers are also required to provide a VSC when with children onsite and for field trips. Once a job offer is made by the centre, the employee must submit to a Vulnerable Sector Police Reference Check. If the prospective employee has already done a check prior, it must not be older than 6 months. If it is older a new check must be initiated.



Because results in Toronto can take many weeks to come back, an employee may be hired by the centre in the interim with the following conditions:

1. Proof from the Police that the employee did apply for the screening.
2. The employee must attest in writing that they do not have any previous convictions under the criminal code of Canada and as referenced in section 9 of the CCEYA.
3. The employee will not be left alone unsupervised with children until the police check is obtained. Once a clear police check is received the employee will sign an attestation form annually no later than 15 days after the annual anniversary date stating that there have been no criminal convictions since the clear check was received. The same procedure will apply up to and including the 4th year since the police check was received. In the 5th year each employee will reapply for a brand-new Vulnerable Sector Screening Police Check.
4. The employees VSC form will be kept on file in a locked file cabinet and available only to the Director and Assistant Director.
5. An employee's VSC file will be kept for a minimum of three years after employment with our centre is terminated.

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

You will see:

- Staff encouraged and supported to attend professional development.
- Registered Early Childhood Educators are required by their membership in the College of Early Childhood Educators to commit to their own ongoing professional learning/portfolios.
- New ideas and strategies to support children's development introduced throughout the program.
- Materials and research shared with parents.



Documentation by Early Childhood Educators

RECE's use many languages to document and review the experiences of the children in order to:

- Provide an ongoing record of development.
- Provide tools to enable educators to reflect on the impact of their activities and strategies.
- Provide a visual and oral record that enables parents to review and explore the developmental trajectory of their child.
- Documentation is accessible – HiMama is only used for Preschool Program.

Special Occasions (Birthdays) - No food from home for Preschool classrooms.

Due to our nut free policy and severe allergies, parents are not permitted to bring snacks on special occasions, as the ingredients cannot be verified to be safe and nut free. We will provide snacks/products that clearly are labelled peanut/nut-free.

CLOTHING

Your child's safety and comfort are important considerations when selecting appropriate clothing for child care. Health Canada advises parents to **remove** drawstrings and warns parents of the dangers presented with loose fitting clothing.





Simple clothing, free of complicated fasteners helps to foster the child's sense of independence. Young children engage in a variety of sensory activities. Comfortable, washable clothing is recommended.





- NON-SLIP, CLOSED SHOES ARE COMPULSORY.
- SANDALS/FLIP FLOPS ARE NOT CONSIDERED SAFE FOOTWEAR.
- PLEASE CLEARLY LABEL ALL CLOTHING AND PERSONAL ITEMS

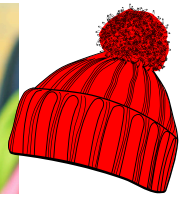
Clothing suitable for the weather is required on a daily basis.

EXTRA CLOTHING

Preschool and Kindergarten children must have a complete set of extra clothes in their cubby. This clothing should be appropriate for the season. If the child has "accidents" regularly it is necessary to keep additional underwear, socks, pants, and tops. All other children should keep an extra change of clothes, including socks and mittens, in the Centre for use after outdoor playtime during cold and wet weather seasons. All children must have indoor shoes or slippers to wear in the Centre during the wet or cold months. Shoes or slippers with non-slip treads should be left in the child centre and not carried back and forth to the classroom, unless the child is old enough to remember to do so. Bare feet or socks without shoes are not permitted.







It is necessary for each child to have a complete change of appropriate clothing available. Items should be clearly marked to prevent loss or confusion with the belongings of other children. If it is necessary for your child to borrow child care clothing it is the responsibility of the parent to return the freshly laundered items to the centre on the next scheduled attending day. It is a Public Health requirement that parents launder soiled clothing.

APPROPRIATE APPAREL AND SUNSCREEN - WE ARE AN ALL WEATHER CENTRE



The children must be dressed appropriately for the weather when they head outdoors to play. During the colder months, all children must have a hat, mittens or gloves, boots, snow pants or suits, or waterproof windbreaker pants for older children. Please avoid outerwear with lots of dangling strings as they may catch on playground equipment and cause a choking hazard. **JRRCC is an all weather centre**



In warmer months, the children must have a sun hat and a bottle of sunscreen labeled with their name and kept at the centre. Staff will assist children with sunscreen application. It is our policy that the ECE's in each program will monitor both the UV index and smog alerts and plan outdoor activities accordingly.

Staff will also bring out thermos jugs of water and disposable cups to minimize risk of dehydration and at the same time avoid constant re-entry into the building by children. If staff members are unsure about whether to go out or stay in, the final decision will rest with the Executive Director/Supervisor. There may also be days in the winter months when a combination of cold and unsafe ground conditions makes it impossible to go outdoors. We are fortunate to have daily access to the gym so that children may still engage in safer active play if conditions outside are inclement. A copy of our **SUN, SMOG and EXTREME COLD GUIDELINES** is posted on the bulletin boards.

TOYS FROM HOME

We discourage children bringing toys, gum, candy, money, trading cards etc. from home. These personal items tend to create confusion about ownership and sharing and more importantly can present safety & operational difficulties. We are very fortunate to have an extremely well-equipped child care centre. Our materials have been carefully selected for their educational and play value. We therefore ask you to support our request regarding costumes and toys except on posted special occasion days.

We make exception for toys or items which have special emotional significance for the child. Examples of such items are soft teddy bears, books or blankets which may help the transitioning child to feel comfortable when away from his/her familiar surroundings.



INCLUSION AND EQUITY

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







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



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



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

Emergent and Play-Based Curriculum for All Programs

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

Additionally:

The curriculum is based on program plans developed by the RECE's and their assistants. Each team of RECE's with input from assistant staff, plans and implements an early childhood curriculum for their designated "grouping" that complements the learning that takes place at school rather than duplicating it. Duplication may, however, be used to improve essential skills if deemed advisable.

The curriculum is consistent with the development and skills (i.e., physical, emotional, cognitive, and intellectual) of each child in the group. The curriculum plans are then incorporated into a daily program and schedule of activities.



All program plans are made according to the group's needs and interests in an age-appropriate manner. Our program reflects our children and their community while introducing the children to new ideas and challenges. Some program themes expand the children's knowledge and appreciation of different languages, cultures and backgrounds while others emphasize math and sciences.

The activities and support materials in the centre promote a non-sexist, racially tolerant and culturally equitable environment. The younger children learn how to play, share and interact, in groups, as well as how to play, learn and rest on their own. For the school age children, more emphasis is placed on independence, choice, socialization and recreational activities.



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

FULL DAY PRESCHOOL DAILY SCHEDULE

A childcare centre for 6 hours or more, receive at least two hours of outdoor time daily weather permitting according to Ministry requirements; scheduled/unscheduled toilet time



7:30-9:00 a.m- Morning Snack
9:30-10:30 a.m- Outdoor Play(Group 1 or 2)
10:30-11:30 a.m- Indoor Free Play
11:30-12:00- Story /Music /Getting ready for lunch
12:00-12:30- Lunch
12:30-2:30- Sleep Time
2:30-3:00- Afternoon Snack
3:30-4:30 -Outdoor Time
4:00-6:00- Indoor Free Play



KINDERGARTEN AND SCHOOL AGE PROGRAM- KG TO GR 1 THROUGH TO 6

SCHEDULE

Kindergarten and School age programs share spaces with classrooms .

7:30 am to 9:00 am and 3:15 pm/3:30-6:00 p.m

KG and SA children enjoy some structured activities, such as homework club, crafts and cooking, but the environment is arranged so the children can have independent access to a variety of educational and recreational equipment and interest centres. The wide age range and diverse interests within the group lends itself to an eclectic mix of block play, arts and crafts, science experiments, computer games, sports, drama, math games, literacy activities, group activities and private space to read or have some quiet time. A space to do homework is made available each day and staff will help children if they are able too.

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

Kindergarten and School age children are required by the Ministry to have a min of 30 min of outdoor play everyday and 1 hour on PA Days/March Break. Weather permitting.

<u>Note:</u> The Schoolage climbing structures are used during the school day, and are typically not used during child care hours due to safety protocols. Planned or spontaneous neighbourhood walks or visits are a regular feature of our program for Preschool and Kindergarten children. Occasionally as well for school agers who spend much less time in the program.



HEALTH, SAFETY AND NUTRITION

Smoke Free Policy

Please be advised that all Toronto District School Board Property is designated by law, to be a non-smoking area. The John Ross Robertson Child Care Centre located on TDSB property automatically falls into this category. Additionally, the John Ross Robertson Child Centre has mandated that no individuals, whether visitors, parents nor staff, smoke anywhere on or within sight of our playgrounds, school parking lot or in front of entrances/ exits. Staff who wish to smoke must do so off the School/Child Centre's premises

Allergies (Anaphylaxis)

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



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





HEALTH, SAFETY AND NUTRITION



Food and Food Restrictions

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

Nut Free Zone-Be Nut AWARE

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



The centre may***, instead, designate one day a month to celebrate all birthdays in that period*** and we will supply the treats. Treats that are packaged with all ingredients listed and guaranteed to be peanut and tree nut free may be the exception if prearranged with staff.



Where a child requires special foods and/or feeding arrangements at meal times and/or snack times, it is important that the expectations and responsibilities of both the licensee and the parent are clearly set in writing.

For each ***child identified as having special feeding or dietary arrangements,*** written instructions from a parent of the child will be kept in the child's records. Parents need to make the ***Executive Director aware when there are any changes to the written instructions.***



HEALTH, SAFETY AND NUTRITION

Physicians' Note

A physicians' note may be required for children who have been home for an extended period of time with, pneumonia, chicken pox, measles etc stating the child is fit to return to the child care centre and/or any accommodations that may be needed.



Illness During School Hours

Children who become ill or injured while they are at school, will be notified by the school of the child's illness and arrangements will be made to pick up the child while they are at school. During child care hours, ill children will be isolated and made comfortable in the Centre until they are collected. The child ***must be picked up*** within one hour of the call to the parent.

Parents picking children up directly from school, must also notify the childcare that the child will not be in attendance when they are usually expected.



Please inform both school and day care about medical and dental appointments that will cause absenteeism for any part of the operating day as well.

Children who are sent home with symptoms of fever, vomiting or diarrhea will be excluded from attending the childcare for 48 hours. Children and Staff with such symptoms must be free of symptoms for 24 hours before returning to the centre. We understand the difficulty parents face when children become ill, but the centre cannot take care of children who are already ill before coming to the childcare.

Head Lice



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



Medication

In accordance with the CCEYA all medications (including external creams and over-the-counter medications) on the premises of a day care must be securely stored. Children over the age of six can carry their own inhaler asthma medication (often called a "puffer") or emergency allergy medication (e.g., EpiPens®) upon parental consent. Parents must inform the Supervisor that their child will carry one of these medications by completing the Centre's authorization form indicating the type of medication and the conditions for its use. A medical form is included with your registration package.

EMERGENCY INFORMATION

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

Please note that parents or other designated adults must be reachable at all times should their child become ill or hurt. Please inform staff when you or others will not be available at the usual phone numbers and leave information, which will allow us to reach you or other responsible adults. Parents with cell phones should ensure that they are working and turned on if that is the only method of available communication.

*We strongly recommend work colleagues be informed of your whereabouts in case of an emergency..



A current health profile and immunization record for preschoolers must be submitted to the Centre upon enrolment and whenever updates occur. Please **notify the Centre immediately** of any changes to your child's health or immunization status.

Parents wishing Exemption from Immunization for reasons of health must submit a letter from their doctor documenting their reasons and must fill out a form signed/stamped by a Commissioner of Oaths/Notary Public. Parents who object for reasons of conscience or religious belief must submit a letter indicating such on a form also signed/stamped by a commissioner of Oaths/Notary Public. If an outbreak of disease occurs for any of the conditions immunized against, non-immunized children may be exempted from attending the program until proof of immunization is tendered or health authorities deem the outbreak over.

EMERGENCIES AND SCHOOL EVACUATION

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

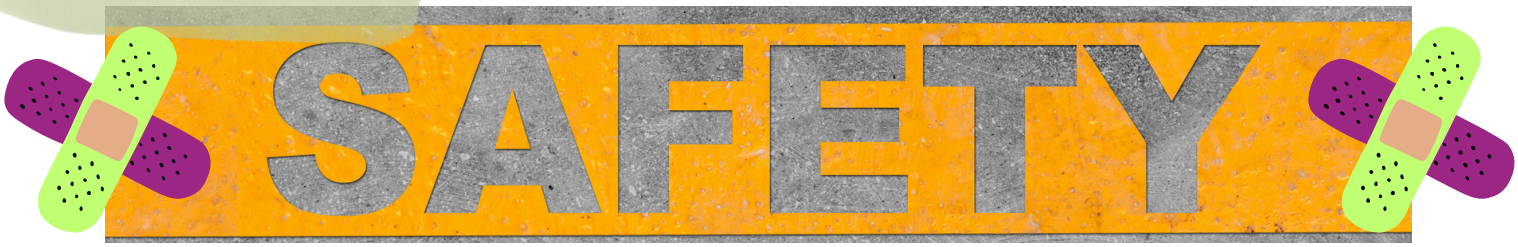
Once we arrive at a safe site, staff will endeavour to contact parents to pick up children as soon as possible, within 1 hr of becoming aware of emergency. Teachers carry emergency info, cell phones, first aid supplies and extra supplies for emergencies. Please make sure that your work and mobile numbers are always up to date and that your phones are turned on during our operating hours, so that contact may be made in a timely manner.



- The centre has emergency management procedures that include coordination with the policies and procedures set out in the JRR Public School's Emergency Guidelines. During School hours the child centre will follow procedures and/or instructions emanating from the TDSB's Emergency Unit. During off school hours emergency evacuation is executed following our emergency evacuation procedure posted at most exits. Once we reach our alternate evacuation site (Glenview Senior School or Lawrence Collegiate), the Director, Assistant Director, or designated staff in charge will email all parents informing where we are and asking parents to pick children up immediately. In order for individual medical needs, if any, can be met, our emergency bag contains any EpiPens. Benadryl, or other medications will always accompany staff. Should the program include a child with mobility challenges, the Director, Asst Director, or designated staff will accompany the child to the nearest exit that minimizes difficulty leaving the building as quickly as possible. Once each group in the centre is safely outside, all groups will convene near the portables and take attendance, reporting any issues to the Director, Asst Director or Senior Staff. (if applicable) Mobile phones will be used to call 911 if TDSB staff have not already done so or if additional medical or emergency issues arise.
- Once the emergency condition has passed, staff will speak to children and parents alike if needed, discussing what happened, what went well, and what procedures, if any, can be changed or improved.
- Resuming normal operations will depend on the severity of the emergency. For the most part, the centre will follow TDSB protocols and procedures, and we will request therapeutic support for children from TDSB or from our own sources, if TDSB support is slow in coming forth.

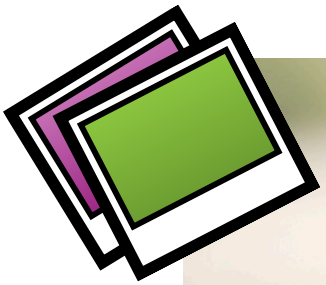
INDIVIDUAL CHILD EMERGENCIES

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

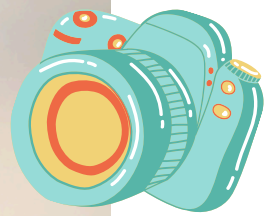


GENERAL SAFETY

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







PHOTOGRAPHY, FILM OR VIDEOS BY OUTSIDE SOURCES

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

APPENDICES

Appendix I-
2026-2027 Base Fees Child Care Fees:

Preschool Full-Time CWELCC Base Fee =$22.00

Preschool Part-Time CWELCC Base Fee = $21.73

Kindergarten Before School CWELCC Base Fee =$8.74

Kindergarten Before & After School CWELCC Base Fee = $15.29

Kindergarten After School CWELCC Base Fee = $12.00

Before School Monthly Public Fee Rate for Grades 1 to 6 =$225.00
Before & After School Monthly Public Fee Rate for Grades 1-6 =$590.00

This Childcare Centre participates in the Canada Wide Early Learning & Child Care System (CWELCC). The CWELCC Fee for eligible children is a 52.75% reduction of the approved fee for Preschool and Kindergarten Aged children (to a minimum of $12.00 per day) Effective Jan 1 2025, CWELCC Fees capped at $22.00 per day.

CONTACT

John Ross Robertson Child Centre

130 Glengrove Avenue West
Toronto, Ontario M4R 1P2

https://jrrcc.ca/
director@jrrcc.ca
(416) 484-4825

APPENDICES

Appendix A- Safe Drinking Water Act

The childcare centre complies with directives and regulations set out by the Ontario Ministry of Environment regulation 170/03 (Drinking Water System) pertains to municipal and non-municipally owned drinking water systems including systems that serve susceptible populations such as school or child care facilities, where drinking water is collected from a well or cistern.

Water Flushing
Subsection 6-1.1 -Frequency of Sampling
John Ross Robertson Public School has been issued a DWIS Number (Drinking Water Information System). The school is serviced by a municipal water source. Plumbing was installed after January 1, 1990. Lead sampling is conducted annually and results shared with the child centre. To date non of the results have exceeded the drinking water standard for lead.

The Ministry of Environment and Climate Change filed an amended O. Reg. 243/07. These amendments were effective July 1, 2017 as O. Reg 243/07 (Schools, Private School and Child Care Centre's. To further protect children from lead in drinking water, the amendments included updates to lead sampling, filter and flushing requirements.

Safe Drinking Water Policy:

- Plumbing is flushed on the first day of the week prior to opening by JRR school caretaker.
- This flushing continues until the temperature of the water stabilizes.
- Flushing occurs prior to opening each day. The initial flushing period is for 5 minutes, followed by a 10 second flush.
- Flushing is recorded and includes the date, length of time and name of person who performed the flushing.
- This record is kept for five years and must be filed in the child care office.

Flushing:
Flushing the tap at the end of each branch of plumbing for 5 minutes remains as a requirement. Only certain drinking facilities need to be flushed for 10 seconds. These are all drinking water fountains and any taps that provide drinking water to children or are used in the preparation of food or drink for children. In addition to the current regulatory exemptions from flushing, flushing is not required at a drinking water fountain or tap if: the most recent standing sample from that location is at or below 1ug/L, or the fountain or tap has a filter that is certified for lead reduction and has a standing sample at or below 1ug/L.

APPENDICES

Sampling

Child care Centre's and schools offering instruction to students in JK to grade 3. Every drinking fixture* not yet sampled under O. Reg. 243/07 must be sampled by January 1, 202; at least 1/3 of all required samples must be completed in 2017 and another 1/3 in 2028.
All child care Centre's and schools multiple samples may be taken at one facility on the same day, provided specific conditions are met. Sampling of non-drinking water taps is not required. The sampling window of May 1 to October 31 remains unchanged. Current annual or reduced sampling rules resume once sampling of al drinking water fountains and taps is complete.

Appendix B- Hand Hygiene:
Proper hand hygiene (or hand washing) removes dirt and kills germs that may be on your hands. At JRRCC this can be done in 2 ways:

1. Using soap and water
2. Using an alcohol-based hand rub (hand sanitizer)

Hand washing is practiced constantly and monitored. Children are expected to wash hands with water and soap upon entering the classroom, before and after meals, wiping their noses and visiting the washroom.

Additionally, hand washing will occur, when necessary, after sensory based activities (i.e Painting, outdoor play, sensory play, etc).

Staff/Teachers are also expected to wash their hands before any food preparation and will wear gloves when required in the process of handling food directly.

Staff also follow the Health Department's guidelines for hand washing and the proper use of gloves when assisting children with toileting, or other sanitary practices.

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Appendix C- Behaviour Management and Self Regulation Policy

All staff members are required annually, to sign a behaviour management statement and are given an assessment by the director that clearly outlines the type of guidance that can and cannot be used in the Centre. Strategies to improve the quality of guidance are discussed by staff and board members throughout the year.

The Centre's goal is not to discipline, but rather to guide and redirect the child's inappropriate or unacceptable behaviour, in a positive and dynamic manner. The JRR School's rules and procedures are incorporated into the childcare's Program statement Policies (where practicable) in order to maintain consistency. The Centre is designed to encourage the children to feel in control and independent in their environment.

The teaching staff is consistent and fair in demonstrating and explaining what acceptable behaviour is and what is not. Within these boundaries, the children understand they have a great deal of freedom to express themselves, while respecting the rights and feelings of others. The children are given opportunities to show their feelings and to work out hurt and anger by learning to verbalize and discuss the problem. The teachers, by their behaviour, demonstrate to the children that the adults in the Centre can be trusted with their feelings and will encourage them to learn to make good choices and accept responsibility and consequences for their actions.

While most children tend to display a fairly normative range of behaviours the centre provides care to all children with a variety of needs and developmental levels. In rare cases a child may get violent to a degree that may require a minimal amount of physical restraint to prevent harm or injury to the child or others nearby. Our Behaviour Management Policy includes guidelines titled "Deescalating Volatile Situations" to help staff in dealing with this type of very rare incident.

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Appendix D- Sanitary Food Control- Policy

At John Ross Robertson Child Center, lunches are catered by a third party, off–premises company and delivered in thermal containers. Kitchen staff receive snacks and lunches daily and immediately take and record the temperature of the food upon receipt and again prior to serving it ensuring that temperature of the main dish reaches a minimum of 140 degrees Fahrenheit.

Temperature of food is logged on a tracking sheet. If there are any problems with temperature, they will be reported to the supervisor who will contact the catering company.

If food has spoiled before the serving period, the centre may order pizza and/or prepare food for emergency purposes. All other foods received, such as fruit and vegetables or other non-perishable items that are servable, will accompany Lunches as part of the days menu.

The Centre maintains the food temperatures by using preheated overs and maintaining temperatures of all freezers and refrigerators to ensure that any stored foods are kept appropriately cold or frozen. Should a plug disconnect and food thaw, food will be thrown out and new supplies purchased.

Staff members who handle food in the kitchen area hold a Toronto Public Health Food Handlers Certificate.

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Appendix E- Parent Issues and Concerns Policy and Procedures

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

Definitions
Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator)
Staff: Individual employed by the licensee (e.g. program room and staff RECE and Assistants)

Parents/guardians concerns and or request will be discussed with the appropriate individual(s) -Child Care Staff, Child Care Administrator and or Child Care Board of Directors with the aim of a resolutions.

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

All issues and concerns raised by parents/guardians are taken seriously by the child care staff and administration and will be addressed as soon as possible. Every effort will be made to address ad 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 parents/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 seven (7) business days. The person who raised the issue/concern will be kept informed throughout the resolution process.

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

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

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

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

Concerns about the Suspected Abuse or Neglect of a Child:
Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

if a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

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

http://www.children.gov.on.ca/htdocs/English/chidrensaid/reportingabuse/index.aspx

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 Childcare Administration then Childcare Board of Directors.

Issues/concerns related to compliance with requirements set our in the Child Care and Early Years Act, 2014 and Ontario Regulation 137/15 may 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 of Ontario, Ontario College of Teachers, College of Social Workers etc.) Where appropriate.

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It is hoped that resolving the issue within the child care centre will negate the need to involve outside regulatory bodies except as a last resort where resolution or seriousness of the issue requires this level of escalation.

Contacts: Executive Director or Assistant Director at 416-484-4825
Email: director@jrrcc.ca

College of Early Childhood Educators, 416-961-8558, info@college-ece.ca

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

Regulatory Requirements: Ontario Regulation 137/15

Parent Issues and concerns
45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,
(a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee; (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by the parent; and
(c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s.31

Parent Handbook
45.(1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include.
(a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

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Appendix F- Sleep Supervision

Purpose:
To foster children's physical, mental, and overall well-being the JRRCC incorporates a schedule and physical space for children to rest, sleep, or engage in quiet activity. This is provided on a daily basis for all preschool children who attend the centre for six or more hours. While not all children need a mid-day nap, young children benefit from periods of quiet relaxation 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 week to week.

The policy was also created to coincide with section33.1 of the Ontario Child Care and Early Years Act, 2014. It ensures the following:

- JRRCC staff will perform direct visual checks of sleeping/resting children by being physically present and checking for indicators of distress or unusual behaviours.
- (no loose strings, blankets, scarves or the like, are wrapped around a child's body, including areas where choking and suffocation could take place; children's cots are placed in a safe area away from small objects that may cause choking; pillows, soft sleeping toys are kept safely away from the child's airway and does not have menacing items attached to them;
- child will keep shoes on during rest period)
- **There is sufficient lighting in the sleep room or area to conduct the direct visual check.**

Therefore, after the lunch period and washroom routine, children will be assigned to individual cots that are clearly labeled with the child's name. A freshly laundered cot sheet will be placed on each cot at the beginning of the week. To align with health and safety practices cots are not to be shared. Children may bring a soft sleep toy or soft object to help them rest during this time.

For hygienic purposes, sheets will be laundered at a minimum of at least once a week. * This may increase depending on illness, transmission of disease and soiled sheets. Similarly, preschool cots must be disinfected at least once per week. Cots will be disinfected more often if they become soiled with bodily fluids.
Cots will be arranged to support sleepers and non-sleepers.
Cots will be arranged in a head to toe formation to limit the transmission of unknown illness'.

Instruction for Parents:
During the enrolment process, parents will have the opportunity to provide any special instructions to support their child and their child's sleep or rest/quiet time. Instructions an be adjusted as needed. JRRCC staff will work with parents to accommodate sleep requests, where possible.

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The CCEYA, section 47.1(a)(b) Every licensee shall ensure that the program in each child care centre it operates is arranged so that,
(a) each child is a licensed toddler or preschool group who receives child care for six hours or more in a day has a rest period not exceeding two hours in length; and

(b) a child in a licensed toddler, preschool or Kindergarten group is permitted to sleep, rest or engage in quiet activities based on the child's needs.

Further, a minimum of 2/3 staff ratio must be maintained during the two hour rest period.

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Appendix G- Emergency Management Policy & Procedures

Name of Child Care Centre: John Ross Robertson Child Centre
Date Policy and Procedures established: March 2019
Date Policy and Procedure updated: March 2021

Policy:
This policy was created to ensure in the event of an emergency, staff and children are aware of procedures & evacuation protocols. To take immediate action & ensure their safety of all children and staff in the child care centre.
The following is our off-site meeting place in case of evacuation:

- Glenview Middle School - 401 Rosewell Ave 416-393-9390 (due North)
- Lawrence Park Collegiate- 125 Chatsworth Drive 416-393-9500 (due North)
- Allenby Public School -391 St. Clements Ave 416-393-9115 (due south)

Procedures: Emergency at JRRCC means an urgent or pressing situation in which immediate action is required to ensure the safety of children and adults in the centre/school.

Roles and Responsibilities of Staff during an emergency:
Each Staff in each classroom will have a role to direct the children to safety.

- In the event of an emergency the supervisor, designate in charge, or senior staff will call 9-1-1 to alert the proper authorities of an emergency. The administration of the public school will be notified thereafter.
- Supervisor, designate in charge or senior staff will check the washrooms the child care uses to ensure all are alerted
- Staff A will calmly gather children within the classrooms, count/take attendance, to ensure all are accounted for.
- Staff B will collect all children's daily attendance record, emergency files, first aid kits, epi-pens and any medication that may be required for immediate attention.
- Staff will provide extra help to assist children with special needs if required.
- Supervisor or delegated staff will search the are to ensure all children were received.
- Staff will follow evacuation procedure and evacuate outside onto the back field area, wait for further instruction for emergency delegate team.
- Staff will take attendance with children again, once outside.
- Once designated shelter area is confirmed, staff will calmly guide

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- At emergency designated space, staff will supervisor children ensure safety and well-being.
- Supervisor, designate and Lead/Senior staff will start to contact/notify all families.

Providing Additional Support for any Child or Adult in need, in the event of an emergency (*including the consideration of special medical needs*):

- Staff will help assist any child/adult who requires extra support, whether by carrying the child or by providing a wagon easier for transportation. Based on the individual child's/adults needs, ensure safety and support.
- Supervisor, designate in charge or Lead RECE will collect refrigerated **medication for children.**

Ensuring Children's Safety and Maintaining Appropriate Levels of Supervision During an Emergency:

- JRRCC staff are aware of their responsibilities in the event of an emergency/evacuation before commencing work. All staff are responsible to read/review the policy and sign-off. Signing the policy shows proof of understanding and agreeing to adhere to the written policy.
- All staff is to supervisor all children and communicate between their team members.
- The supervisor or delegated staff will do a walkthrough at the child care centre to ensure all children are accounted for during/or shortly after evacuation outdoors.
- Emergency response teams, police, fire fighters etc. help with providing the staff support/direction as to next steps (eg. Evacuation) and the staff can calmly continue to provide/support children.

Communication with Parents:

- **In the event of an emergency that may or may not require the evacuation of the centre, such as fire, power outages, no heat, bomb threat, gas leak, flood, etc. Arrangements have been made to take the children to an alternate temporary designated location.**
- **Every attempt will be made to notify the parents that an evacuation has occurred.**
- **Supervisor and or delegated Staff will contact parents by phone and if available email/communication applications such as Story park and Bright Wheel will be used.**

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Contacting Appropriate Emergency Response Agencies

- The Supervisor, designate, school officials or staff member will contact the local fire, ambulance and police as required.
- All emergency contact information is located in every classroom, and accessible via classroom cell phone's if groups are outdoors.

Addressing Recovery from Emergency

- After the emergency and in recovery, management collaborates and evaluates the overall process/experience.
- Precautions that are discussed can be documented and put into place to help minimize the effects of an emergency moving forward.

Additionally:
After debriefing with staff, children and parents after an emergency, support resources will be used to assist with those struggling with the event/situation. This approach may be necessary before resuming to normal operation at the child centre.
Resuming normal operations will be determined by the Landlord, the Toronto District School Board and in some cases, by Toronto Children's Services and the Ministry of Education and Toronto Public Health.

Appendix H- Safe arrival and Dismissal Policy and Procedure
This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide parents, 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 Regulations 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 policy.

Policy:
General:
JRRCC will ensure that any child receiving child care at the 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 that child to.

-A parent/guardian may request that a child who is 10 years old or older be released from child care without supervision. Parents/Guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal.

-Where a parent or guardian provides written instructions for the release of their child from care without supervision, the parent/guardian is aware that the child care is no longer responsible for that child upon their dismissal.

-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 procedure set out below under 'Procedures'.

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Additional Policy Statements:
-In order to ensure the safe arrival of registered children, all children must arrive at the child care centre with an adult.
-Authorized persons must meet the age requirements of 18 years of age or older. Staff will no longer release children to anyone under 18 years of age.
-Children must be collected by the parent or guardian upon arrival at the child centre. Children will be noted as dismissed from the centre.

Procedures:
Accepting a child into care:
When accepting a child into care at the time of drop-off, program staff in the room must;
Greet the parents/guardian and child ask the parent/guardian how the child's evening/morning as 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/guardian will be picking up, the staff must confirm that the person is listed on the child's 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 or log book

-sign the child in on the classroom attendance record.

Where a child has not arrived into 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 Director, Assistant Director or Designate-in-charge, then commence contacting the child's parent/guardian no later than 10:00am.*
- *Staff will use the following methods to contact the parent regarding the child's sae arrival: Call the parent using the phone numbers on the emergency cared and email/message the parents via the program' app or standard email.*

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-Connect using 2 methods at least once, leaving a detailed message 'Hello _____, your child has not (or did not) arrive at the preschool/KG or SA program this morning. Please let us know if your child will be in care today, date)i.e. Tuesday November 14th)

-The goal is to make contact with an adult to confirm absence within a 30 min period.-If confirmation from the adult is not received within the hour, the center Director/Assistant Director or Designate-in-charge will continue attempting to connect with the parent/guardian.

-Where there is no confirmation of the child's absence within 1 hour in the morning or within 20 minutes after school, the centre will contact the police.
2. Once the child's absence has been confirm, 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/log book.

Releasing a child from care

1. *The staff who is supervising the child at pick-up shall only release the child to the child's parent/guardian or the individual that the parent/guardian has provided written authorization that the child care may release the child to. Children will be signed out at pick-up, leaving the classroom/playground their parent/guardian.*

2. Where the staff does not know the individual picking-up the child (i.e. parent/guardian or authorized individual).

a) confirm with anther staff member that the individual picking-up is the child's parent/guardian/authorized individual.

b) Where the above is not possible, ask the parent/guardian/authorized individual for photo identification ad confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child is not picked up as expected (before the centre closes)

1. *Where a parent/guardian has previously communicated with the staff a specific time or time frame that their child is to be picked up from care and the child has not been picked up (i.e. 15 minutes after regular pick up time, the staff member overseeing the child and/or the Director/Assistant Director or Designate-in-Charge shall contact the parent/guardian using two of the three methods listed: via telephone and/or text message and/or email, to advise that the child is still in care and has not been picked-up.*

a) Where the staff is unable to reach the parent/guardian, staff must call again and leave a second message for the parents/guardian. 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 parents/guardian's instructions or leave a voice

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message to contact the centre.
b) 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 the emergency contact listed on the child's form, wait until program closes and then refer to procedures below 'Where a child has not been pick up and the centre is closed'

Where a child has not been pick up and the centre is CLOSED!

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care has not arrived by 6:00 pm staff shall ensure the child is given a snack and activity, while they await their pick-up.

2. One staff member shall stay with the child, wile a second staff member proceeds with calling the parent/guardian to advise that the child is still in care and inquire about their pick-up time. In the case where the person picking-up the child is an authorized individual responsible for pick-up in 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 contact additional authorized individuals listed on the child's file

4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file, including emergency contacts by 6:30 pm, the staff shall proceed with contacting the local Children's Aid Society (CAS) 416-924-4646 or 1-866-527-0833. (or JCFS 416-638-7800 x 6234 or 1-800-404-1393) Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures:

Where a parent/guardian has provided written authorization for their child to be released from care without supervision, one staff member in the program must be responsible dismissing the child from care. Prior to dismissing the child from care, the staff shall review the written instructions for release provided by the parent/guardian and release the child at the time set out in the instructions. The staff shall document the time of departure from care and inform the parent of the child's departure via app.

Additional Procedures:

Parents of children 10 years and older who have made plans for children to walk home on their own, are welcome to call the child care or email your child's JRRCC teacher to let them know if plans have been changed. Parents must connect with the school/child care by 3:00 pm to inform us of any changes to walking home alone.

Conversely, if the child care is aware of any changes to the community, they will connect with the parents via telephone, text and/or email, between 3:00 pm and 3:30 pm to inform the parent of changes in the community. Upon receipt of this information the parent can request their child stay in care until they can pick them up. The staff in receipt of this information will record any changes in the log book.