

MNjcc  
Parent Handbook and Program Statement

**The Thomas &  
Marjorie Schwartz  
Preschool  
Centre And  
The Libbie Cowan  
Childcare Centre (ECE  
programs at the MNjcc)  
  
Parent Handbook**

# MNjcc Parent Handbook and Program Statement

## ECE at the MNjcc

The ECE programs at the MNjcc are open to children families from all faiths and cultures. Our hours of operation are:

Toddlers: 7:30 am – 6 pm

Preschoolers: 9 am -3:45 pm. Options from 7:30 am-6pm are available. Please see our application form for the breakdown of fees.

After School: 3 pm – 6 pm

Deposits are required upon receipt of application and are non-refundable. All of our activities take part in the MNjcc (with the exception of After School).

Toddlers and Preschoolers do not generally leave the premises for field trips except in the event of evacuation. There may be exceptions to this where children go to local parks or, libraries or shops. School agers and camps do go to nearby parks and on field trips. For these outings mandated ratios are followed and most often exceeded.

Children who attend our After School program (ages 6-10) will be picked up and walked over to the MNjcc (where applicable).

## OUR HANDBOOK

Welcome to the ECE programs at the MNjcc. We look forward to a wonderful year with you and your child. This handbook is meant to give you information about our school. In it you will find out about our policies, as well as information regarding our day to day program.

## OUR PHILOSOPHY

Our program:

- Encourages each child's positive image
- Guides children to develop problem solving, time management, self-help and social skills
- Is child-directed, therefore demonstrating to children that they are an important part of our world
- Fosters a learn through play environment. Children learn best through their own hands-on experiences. They are offered endless amounts of opportunities to play productively. Teachers offer guidance and assistance when necessary to ensure that children are gaining all that is possible through their activities.
- Stimulates curiosity
- Guides children to be empathetic, moral beings

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## AGES SERVED

The MNjcc is home to a Childcare/Preschool servicing children ages 18 months-5 years. The schools are divided into the Libbie Cowan Childcare Centre for toddlers (18 months- 30 months) and the Thomas & Marjorie Schwartz Preschool Centre/JK (ages 2.5-5 years). The Childcare runs 12 months per year and the Preschool runs from September- June. Our summer camp for 3 year olds will be licensed by the Ministry of Education. There will be at minimum 1 RECE in the camp group that is licensed.

Please note that any child who is enrolled in the Childcare and turns 3 years of age by July 1, will be strongly encouraged to move on to our camp over the summer and then on to Preschool in September. This transitional period is a wonderful introduction to Preschool.

We also offer an After School Program for children aged 6-10. Children are picked up by staff from surrounding schools.

## PREPARING YOUR CHILD FOR SCHOOL

Your child's first few days at school may or may not be stressful for him/her. This holds true for the parents as well. Prior to school starting talk about all the fun things that your child will be doing at school. Explain the routine of your child's day so he/she knows what to expect. i.e. "first you will have breakfast....\_\_\_\_\_ will take you to school....lunch...nap...play....then\_\_\_\_\_ will pick you up". Always remind your child that he/she will ALWAYS be picked up at the end of the day. If your child is anxious we do encourage parents, if you are able, to stay at school for a short while. Once your child seems more relaxed we will ask you to leave for a short period and then return. This helps for your child to build trust that you will return as promised. Some children adjust quickly to school and others may take a few days. Please be patient with the initial progress. This may all be new to the children and the fear of the unknown is justifiably frightening at times.

## LICENSING INFORMATION

The ECE program at the MNjcc is licensed annually by the Ministry of Education and maintains its consistent guidelines including staff: child ratios which are 5:1 for toddlers 8:1 for Preschoolers and 10:1 for Junior Kindergarten. Ratios of 1:15 will be followed in our After School program. Please feel free to ask for information on any standards set out by the above Ministry. Licenses can be found on our bulletin board.

## OUR STAFF

All of our teachers are carefully chosen to ensure that they are the right fit for our school. Teachers must be nurturing and be team players. **Teachers** are licensed by the College of Early Childhood Educators (RECE) and possess a diploma in Early Childhood Education (ECE). Some staff may be **Teaching Assistants** (EA) but all have the right personality traits to fit in with our centre. All staff are certified in CPR and First Aid and have completed a police reference check.

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#### ACCESS CARDS

We have a security system at the school doors to ensure the safety of all the children. Please visit our MNjcc Information Desk to obtain a card. Each family will be given 2 free cards. Additional or lost cards may be purchased for \$10.00 each. Please understand that it is important to bring your card with you as **the staff at the Information Desk will not allow anyone access to our school without approval from the Preschool Director.**

#### ARRIVALS AND DEPARTURES

Please note that children can stay on a one off basis in our before, mini extended care or aftercare program if space allows (Preschool only). Charges for the one-offs are \$20.00 per day for before or mini care and \$40.00 for aftercare. Please advise the staff in advance if your child will be staying the extra time. Please note this does not apply to our school age program.

#### DAYS OF OPERATION

The Childcare operates on a yearly basis. The Preschool and After School programs run from September to June. For the months of July and August the staffing will change to summer staff but Ministry regulations will continue to be adhered to in the 3-year-old room. Exception to this will be our camps for children aged 4-7. Although (most) Ministry regulations will be followed for these ages, the camp will not be staffed by Early Childhood Educators.

The Preschool begins the day after Labour Day (with some exceptions), and ends the third week of June. We are closed for the Jewish holidays of Rosh Hashanah, Yom Kippur, Sukkot, Shemini Hatzeret, Shavuot, and the week of Passover. We are closed on all statutory holidays, 2 weeks winter break, Family Day and the Friday preceding Family Day. There will be one Professional Development day during the year.

The Childcare runs annually and will be closed on Rosh Hashanah, Yom Kippur, the week between December 25 and January 2, the Friday before Family Day, the first 2 days of Passover, the last week in August and all statutory holidays.

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

The After School program runs from September to June (following the school calendar). We are closed for Rosh Hashanah and Yom Kippur.

#### LATE FEES

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

Children picked up after enrollment time:      \$1 per minute

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## PARKING

Metro Foods has kindly offered us free short term parking to allow you time to drop off and pick up your child. Passes will be mailed to you in your July package. Please ask the Preschool Director/Childcare Supervisor if you require more than 1 pass. The pass must be placed in your window sill while using the lot. PLEASE ensure that you do not block any cars and do not abuse the times listed on the card. We want to be able to maintain this privilege. Please note that Metro Stores will not be responsible for any loss or damage that may be incurred while you are parked in the lot.

## STROLLER PARKING

Due to fire regulations we are not permitted to leave strollers in the hallway. Strollers may be parked in the East Aerobics Studio, located past the security doors near the Information Desk. It is very important that you fold your stroller and place it on one of the hooks provided. If all the hooks have been used, please fold the strollers and leave them as close as possible to the walls. This room is also used for our 3-year-old naps so we need as much space as possible for the children.

## SNACKS AND LUNCH

We offer a dairy menu that is wholesome and follows the Canada Food Guide for children. Our catered lunch program is mandatory for all children in our Preschool and Childcare programs. Foods are catered by Wholesome Kids Catering.

**CHILDCARE:** Children in the Childcare are served a morning, afternoon snack and catered lunch. No outside food is permitted.

**PRESCHOOL:** Children in preschool are served PM snack and catered lunch. Please send in a snack for your child for the morning if you so desire. We suggest healthy choices for snack. All foods brought in must include a list of ingredients. This is due to Ministry of Education regulations. Please label all containers. **Please note that our school is PEANUT AND NUT SENSITIVE. Please no foods containing these foods or their by-products.** You will be notified of any other food allergies in the class.

**AFTER SCHOOL:** Children in the After School and Schools Out programs will be offered a PM snack. If foods are brought in from home, they must include a list of ingredients. This is due to Ministry of Education regulations.

## ALLERGIES

Any foods containing peanuts or tree nuts are strictly prohibited in our school. In addition to these, an email will be sent out at the beginning of the school year regarding any other anaphylactic allergy that we may have in the school that year. For the safety of the affected child(ren) please do not send in any foods containing these ingredients. Any child who has an anaphylactic allergy will have their picture posted in each of the rooms with instructions on what to do in the case of exposure and reaction to the allergic food.

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#### ECE SLEEP POLICY

**Toddlers:** (ages 18-30 months) All toddlers will have individual cots stored with their sheets on them. The cots will be labeled to ensure that they are used by the correct child. Sheets will be sent home each Friday or when soiled to be washed. Toddlers will be offered 2 hours to sleep unless otherwise instructed by a parent.

**Junior Preschoolers** (ages 2 ½) All Junior Preschoolers will have individual cots with their sheets on them. The cots will be labeled to ensure that they are used by the correct child. Sheets will be washed by the MNjcc laundry service each Friday or when soiled. Junior Preschoolers will be offered 1.5 hours to sleep or rest. If children wake up early or are unable to sleep, they will be given books on their cots to read.

**Preschoolers** (age 3) All Preschoolers will have individual cots to rest on during the sleep period. Sheets from cots will be washed by MNjcc staff weekly or when soiled. Sleepers from this room will sleep in East Aerobics Studio with the appropriate number of staff to adhere to ministry ratios. Sleepers will be offered a maximum of 2 hours to sleep. Non-sleepers will be provided with quiet activities.

**Senior Preschool Room/JK** (ages 3.75-5) All children in Senior Preschool Room/JK room will have 30 minutes of quiet time to rest or do a quiet activity. Children will not be sleeping in this room.

Please note that 2/3 ratios will be followed during rest/nap time. This is in accordance with the Ministry of Education requirements. Children who are sleeping will be monitored on a consistent basis. Official recordings of monitoring will be done each ½ hour by staff.

#### THINGS TO SEND TO SCHOOL WITH YOUR CHILD

- Labeled knapsack
- Labeled blanket if your child will be sleeping.
- Complete extra set of clothing in a labeled box. Please replace clothes if they are sent home. **If it happens that your child needs to be changed and he/she does not have extra clothing at school, we will give him/her school clothing to wear. Please return all used clothing as soon as possible.**
- Labeled bathing suit if you wish your child to swim with us. We will keep the bathing suits at school. (Preschool only)
- Disposable diapers and wipes if needed (Room A only and Toddlers)
- Sippy cups or water bottles
- Labeled slippers or shoes.

#### PARENTAL INVOLVEMENT

Our school has an open door policy. Please feel free to come in whenever you like. If you would like to volunteer to help out with certain projects, i.e. baking or preparation of dough, making play dough, etc., please let us know. If you have a job/hobby that you think the children would enjoy hearing about, please let me know and we can find a time that is suitable for you to come in.

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## BEAUTIFUL JUNK

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

## HOME TOYS

**We DO NOT allow home toys to be used at school.** Exception to this is a sleep toy if your child is napping at school. Toys can be lost and broken, resulting in children being disappointed and upset. The school will not be responsible for lost or broken toys.

## CLOTHING

We recommend easy to remove clothing for children to wear in order to encourage independence i.e. overalls are difficult for children to remove to use the washroom. Appropriate outdoor clothing is necessary. Please send in a labelled set of extra clothing for your child to keep at school.

## DIAPERS

Due to Board of Health regulations diapers will only be permitted in Room A and in all toddler rooms. If your child is in diapers, please send him/her with a supply of diapers and wet wipes. Please check your child's supply to ensure that there is enough of everything.

## CUBBIES (Childcare and Preschool)

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

## EMERGENCY SCHOOL CLOSING and EVACUATION

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

There may be circumstances where we may need to close the school once the children have arrived.

Examples of potential causes for school closures and evacuations include but not limited to:

Power failure, water shortage, gas leak, chemical release, or other threat to the health and safety to persons working in or using services provided by the MNjcc building.

**There are no deductions in tuition for days absent due to illness, vacations, holidays,**

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**community/national emergencies or program closures due to weather, natural disasters  
or utility outages.**

## **OUTDOOR PLAY**

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

The building has 2 playground options, one on main floor of building and one on the building rooftop. On the rooftop there are 2 emergency stairway exits and 1 elevator. Children will be brought up and down from rooftop either via stairs or elevator. Ratios will be maintained at all times.

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

## **BIRTHDAYS**

If you would like to come in to school to celebrate your child's birthday, please let us know. Any birthday treats sent in to share with the children must be NUT AND PEANUT FREE. Individual treats such as pre-cut fruit, mini cupcakes, Rice Krispie squares, etc. are preferred. It is often difficult for us to serve a whole cake in a timely fashion. We encourage healthy birthday treats. Please note that in consideration of all the preschool children we will not pass out birthday invitations at school. Please feel free to pass them out to parents at school if you so desire.

## **EMAIL AND WEBSITE**

Email will be used as a source of communication. **Please insert our email [cathyi@mnjcc.org](mailto:cathyi@mnjcc.org) for Preschool, [tiffanyb@mnjcc.org](mailto:tiffanyb@mnjcc.org) for Toddlers, [alishas@mnjcc.org](mailto:alishas@mnjcc.org) for After School and [annas@mnjcc.org](mailto:annas@mnjcc.org) for Camps into your account to avoid the group mailings from going into your junk folder. If you do not have an email account, please let us know and a hard copy of all messages will be left in your child's cubby.**

In order to be as paper-free as possible, we try and send home as little as possible of hard copies. Our website is [www.mnjcc.org](http://www.mnjcc.org).

We use an app called Kaymbu for on-going communications with families. Pictures of your children will also be on this app.

## **SWIMMING (Preschool)**

Your child will have the opportunity to swim one time per week. We encourage parents to join their children in the pool. Due to safety reasons we will take down a limited number of children who are unattended by their parent/caregiver. All children will be required to wear a



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life jacket. More information on times will follow. If you would like your child to participate in our swimming program, please send in a labeled bathing suit. We will dry the suits weekly and keep them at school. If your child does not want to go swimming, he/she will stay in the class with other children and teachers. Activities will go on as usual for these children.

**Children will not be permitted to go swimming without a signed waiver from the parents.**

**To assist us in making clothes changing quick after swim we ask that the children do not wear tights on swimming day.**

### SWIMMING (Toddler)

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

**Children are the sole responsibility of the parent/guardian until they are received by their classroom teachers after their swim.** Toddler teachers do not participate in the swim.

**Children will not be permitted to go swimming without a signed waiver from the parents.**

### TOILET TRAINING

For children in Room A who are not yet toilet trained, we will work with you to help your child in learning to use the toilet.

It is very important that we have consistent parent/guardian cooperation throughout the process. If we work together, then we can help your child achieve these goals.

Some signs your child is ready for toilet training include:

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

### HEALTH AND ADMINISTRATION OF DRUGS

The *Child and Early Years Act* stipulates that prior to admission; each child must be immunized as recommended by the local medical officer of health. If a child is to be exempt from this, the parents must fill in an affidavit which must be witnessed and signed by a Justice of the Peace. A child may be exempt due to religious or personal beliefs.

The staff will not administer medication to the children, unless in the case of a life- threatening

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illness, allergy and/or asthma or if the medication has been prescribed by a physician. In these cases, the Director or ECE staff will take the responsibility for administering the appropriate drug with the **written authorization of the parent that outlines:**

- 1) the circumstance(s) under which the medication is to be administered
- 2) the prescribed dose
- 3) the method of administration

The medication must be:

- 1) clearly labeled with the child's name
- 2) kept in its original container
- 3) stored in a readily accessible location for the Director/ECE teacher, that is inaccessible to all children.
- 4) form signed by parent must be in the possession of the school in order to administer the medication

## ILLNESS POLICY

In accordance with the procedures outlined by *Toronto Public Health*, the staff will call a parent to take a child home if the illness:

- 1) Prevents the child from participation in the program activities.
- 2) Results in greater need for care than the staff can provide.
- 3) Is infectious or communicable.
- 4) They have a body temperature at or exceeding 38 °C
- 5) They are vomiting.
- 6) They have 2 or more episodes of diarrhea.

Please note that we will be sending children home who we feel may have lice or nits.

We all realize that it is not in the best interest of any of the children for a sick child to be at school. It is for this reason that we ask parents to not send their children in if:

- They have a body temperature at or exceeding 38 °C
- They are vomiting.
- They have diarrhea
- They have head lice or nits
- They have any other illness that is contagious

**Children will not be permitted re-entry our programs until he/she does not exhibit any signs of being contagious for 24 hours, is not a health risk to the other children and until the child is well enough to resume school activities. It is the parents' responsibility to provide alternative care for an ill child.**

**Please note that in the event of an outbreak children will not be permitted to return to school until they are symptom free for 48 hours.**

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## LICE POLICY

The ECE programs do not permit children who have nits or live lice to stay in school. Although it is not a health hazard, it can be a stressful issue for adults and children. Since it is so easily transmitted, parents will be contacted at any indication that their child has lice. The child can return as soon as he/she has been treated. A staff member will check the child for the proceeding 2 weeks to ensure that all lice/nits have been removed.

## MILES NADAL JCC IMMUNIZATION POLICY

All children entering the MNjcc ECE Centres (Thomas& Marjorie Schwartz Preschool Centre and the Libbie Cowan Childcare Centre) must have an immunization record on file prior to admission.

The immunization record must include:

- Name of child
- Ontario Health Card number
- Child's birth date
- Parent/Guardian name and address
- Vaccine administration dates
- Date of issue
- Name and address of physician

Parents are required to provide updated immunization records each time their child receives a vaccination. Parents of children with missing or overdue vaccinations have 14 business days to submit an updated copy of their child's immunization record or submit a Provisional Admittance Request with proof of a scheduled appointment. Failure to comply within 14 business days will result in the child being excluded from the MNjcc ECE Centres until the child is caught up.

### Medical Exemption

If a licensed physician certifies in writing that the child or staff has a health condition which is a valid contraindication to receiving a specific vaccine, then a permanent or temporary exemption may be granted. This statement must specify those immunizations which may be detrimental and the length of time they may be detrimental. Parents would then bring this letter to a Commissioner of Oath and receive a notarized affidavit exempting the child from specific immunizations. In the event that any child at the centre contracts a disease that children are generally immunized against, medically exempt children or staff will be excluded from care to avoid potential complications of the disease. The length of exclusion will depend upon the incubation period of the particular disease but can be up to 21 days. The Department of Health will be consulted if an outbreak does occur.

### Religious Exemption

A child or staff may be exempt from vaccination if the child's parent(s) or guardian holds genuine and sincere religious beliefs which are contrary to the practice of immunization. Parents must appear before a Commissioner of Oath and get a notarized affidavit for exemption. In the event that any child at the centre contracts a disease that children are generally immunized against, medically exempt children and staff will be excluded from care

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to avoid potential complications of the disease. The length of exclusion will depend upon the incubation period of the particular disease but can be up to 21 days. The Department of Health will be consulted if an outbreak does occur.

## BEHAVIOUR MANAGEMENT POLICY

Our goal is to teach good judgment and self-control. We try and have as few rules as possible, but must consider maintaining a safe and healthy environment for the children. At certain times certain specific rules will be imposed to ensure the safety of the children.

Children are not directed in negative terms but rather helped to become socialized human beings. Children are encouraged to see that we hold their rights sacred but they learn that in a group, other people's rights are also sacred; and that their freedom stops when another child's freedom is threatened. The teachers are to be sensitive to the dynamics in the classroom and are to intervene and support when the child loses this control.

Children in our ECE programs will not under any circumstances:

Prohibited practices:

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

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

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

## BITING AND OTHER EXCESSIVE BEHAVIOURAL ISSUES POLICY<sub>12</sub>

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We recognize that biting isn't "abnormal" in the sense that young children, especially those of toddler age, may bite. Young children may bite for many different reasons, and not all respond to the same type of intervention.

Our staff understand that parents are concerned and can be upset when their child is involved in a biting incident.

We realize biting is a disturbing and potentially harmful behaviour that we must discourage from the very first incident. The staff will work with the child who has bitten to try and get a better understanding of why this occurred and look for ways to try and avoid these triggers.

If the biting does continue in excess, we may need to ask that the child take a break from our program until we know that the situation has been corrected. Often times this means that we will slowly reintroduce the child to the group setting. Please keep in mind that we will try many steps before coming to this solution to help remedy the issues.

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

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

### OBSERVANCE OF HOLIDAYS

Being a school set in the Jewish Community Centre, we celebrate the Jewish holidays and Shabbat. These holidays are introduced in a non-religious fashion. We base the focus on the story rather than the religious aspect of the holiday.

We welcome information from other cultures and will happily talk to the children about other cultural (not religious) holidays as well. **We have big celebrations for Chanukah, Purim and/or Passover. Please book these times off on your calendar (dates found in your school package) as they are a really enjoyable time for all child's special needs effectively.**

### OTHER HOLIDAYS

Given that we are located in a Jewish Community Centre and we also serve a diverse population please read on our policies regarding the following days:

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

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

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

Valentine's Day: Please feel free to send your child in with Valentine's Day cards for their classmates. If they are bringing in cards please ensure that there are enough for the whole class and please do not label who the cards are for, just who they are from. There will be bags available for you to put the cards in.

Mother's Day/Father's Day: All families are different and we want to recognize that in our programming. For this reason, children will not be making cards/presents for these holidays.

### **SOCIAL NETWORKING POLICIES**

While we recognize the popularity and positive uses of Facebook, Twitter, and other social networking, it is important to remember that once something is out on the internet, there is no "getting it back". Please do not post any photographs of the children taken at any of the MNjcc ECE programs without first getting permission from the staff and the parents. Also, please do not discuss any of the children on any form of social networking. We must always respect the families' right to privacy and ensure the safety of all of our children.

We are also requesting that unless you have previously been "friends" with a teacher that you **do not** friend them while your child is part of our program.

### **INCLUSION POLICY**

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

There may be select times during the school year where we may ask that you accompany your child to certain school events.

We are committed to working with community partners that support exceptionalities. It is essential that teachers, parents and external professionals work together to ensure that our program is meeting your family's needs.

### **MNjcc SEXUAL EDUCATION POLICY**

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

The ECE department at the MNjcc is committed to raising sexually healthy children by teaching them values, responsibility and self-esteem pertaining to sexuality. The teachers are trained to ensure that everyone is sharing the same values and terminology with the children.

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

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

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

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

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

While "toilet talk" and "street language" are used by many of the children, they will be discouraged at the school. As previously discussed ECE staff will role model the appropriate language etc. be used including the appropriate words referring to body parts.

ECE staff will also notify parents on a case-by-case basis when there is a behaviour that raises concern and/or if the child continues a particular behaviour despite being asked to stop.

We strive to create an inclusive climate where everyone feels welcomed, appreciated and accepted. As such, children will have opportunities to play with toys, dress-up clothes, and make choices about the toys and peers that they play with. ECE staff attempt to provide toys that are non-biased and non-gender specific, Ample opportunities are provided for children to play with toys, books and other educational materials and to take part in play situations that are traditionally associated with the other gender.

ECE staff are trained in child development; as such they are aware of typical behaviours for children's exploration and play.

### **SERIOUS OCCURRENCES**

As required by the Ministry of Education, we will post Serious Occurrences on our school<sup>15</sup>

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bulletin board for 10 school days. A serious occurrence relates to any incident where a child incurs a life threatening injury, any evacuations or lock downs (other than drills), or any incident where 911 is called.

## CALLING EMERGENCY MEDICAL SERVICES (EMS) AND EMERGENCY PROCEDURES

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

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

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

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

We also conduct lock down drills with the children.

If there was ever a real evacuation or lock down parents would be notified as soon as possible.

## CHILD ABUSE

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

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

It will be up to Children's Aid (or JFCS) to investigate the allegations. This is done for the safety of your child.

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidd/reportingabuse/index.aspx>



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## **ANTI-BULLYING POLICY**

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

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

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

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

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

## **SMOKING and DRUG POLICIES**

Smoking, vaping or consumption of substances affecting impairment are not permitted in the MNjcc building, the school playground or within 9 meters of the building

## **EMERGENCY MANAGEMENT POLICIES AND PROCEDURES**

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

In the event of an unscheduled lock down or evacuation, parents will be notified via “Remind” of the incident. In the event of an evacuation, the notification will be sent out as soon as possible from evacuation site. In the event of a lock down parents will be notified either by email or “Remind” once we are given the all-clear to resume regular activities.

## **FORMS**

You will be asked to send in the following forms by your child’s first day at school. These forms are imperative to have on file to be licensed by the ministry.

- 1) Health Form
- 2) Immunization Form
- 3) General Permission Form

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- 4) Contact Information Form
- 5) Emergency Contact Information Form
- 6) Withdrawal Policy Sign Off Form

### CODE OF CONDUCT FOR PARENTS

The Miles Nadal Jewish Community Centre (MNjcc) aims to provide a tolerant environment for all people using and working at our JCC. The Board and management of the MNjcc expect all persons to behave in a manner consistent with this policy while using or attending our facility or school.

The laws of the Province of Ontario (including the Human Rights Code) apply to how the MNjcc conducts its programs and services and equally apply to how staff, parents and members behave while using MNjcc facilities.

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

- Is physically or verbally abusive to any MNjcc staff
- Knowingly disregards any MNjcc rule or regulation
- Deliberately causes damage to any MNjcc property
- Uses profanity while on the premises

Please report a breach of any of these rules immediately to a MNjcc staff person.

### SUPERVISION OF VOLUNTEERS AND STUDENTS

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

### MNjcc WAITLIST POLICY

The Thomas & Marjorie Schwartz Preschool Centre and the Libbie Cowan Childcare Centre hope to be able to offer spots to all those that apply.

Unfortunately, due to Ministry restrictions on numbers and room sizes, this is not always possible. Our wait list policy is as follows.

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

When you have decided that you may want to send your child to one of our programs, please send us full contact information for your child including your name, your child's name, address, phone number, address and email address. Please also include your child's date of birth and to which program you wish them to attend; toddlers, preschool (includes JK) or After School as well as your preferred start month and year.

No deposit is necessary at this time.

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

**For Preschoolers:** applications will be sent out in the fall of the previous year you want your child to attend. Applications must be sent in each year. Spots will be offered first to those with priority. Priority is awarded as follows:

- returning children
- children from the toddler rooms
- siblings
- children of Paul Penna DJDS staff

Please note that if anyone with priority requests a spot once we are filled they will be placed at the top of our waitlist.

Remaining spots will be offered on a first come first serve basis with the receipt of completed application forms.

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

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

Please note that if anyone with priority requests a spot once we are filled they will be placed at the top of our waitlist.

Remaining spots will be offered on a first come first serve basis with the receipt of completed application forms.

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

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

- present students
- siblings of prior or present students
- children of staff members
- siblings of those attending Paul Penna DJDS

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

### COMPLAINT AND CONFLICT RESOLUTION POLICY

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

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

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

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

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

This policy involves 3 steps. Complaints of a more serious nature will follow step 2a which requires the Director to bring the concern to the attention of the Executive Director (or Assistant Director) of the MNjcc. The Executive Director will determine if the matter needs to go to the Board of Directors.

#### 1. Reporting

- The first resource available to families with a concern or complaint is the centre staff; if any complaint arises the complainant is encouraged to discuss the issue with the staff prior to bringing the issue to the attention of the Director. Staff are directly involved in the program and are often best able to provide explanations and resolutions.
- Any concern or complaint submitted to the Supervisor or Director will be acknowledged by the Supervisor or Director within 3 business days to assure the complainant that their concern is being addressed. This will include advising the complainant if the issue requires involvement of the Executive Director, the Board of Directors, or an external agency. Concerns and complaints can be brought to the Supervisor or Director's attention in person, via email, by phone or voice messaging system.

#### 2. Director Review

- The Director will receive details surrounding the complaint from all parties

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involved, including proposed resolutions. If the Director sees fit, an investigation may be conducted to add clarity to the case or to determine additional details.

- The Director will consider the course of action or decision, made by the staff member, relative to the complaint.
- The Director will determine resolutions, including steps for prevention when necessary.
- The Director's review and resolution will be documented, and findings will be communicated to both the staff and the complainant.
- If the Director cannot reach a conclusion which satisfies the needs of both parties or if the complaint is of a serious nature it will be brought to the attention of the Executive Director (or Assistant Director).

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

In rare circumstances when the Director is unable to resolve the situation, the Director brings the matter to the attention of the Executive Director of the MNjcc. The Executive Director will review the case including details initially provided by staff and complainant, their proposed resolutions, prior cases of a similar nature, and the Directors conclusion. Specific options will be determined by the Executive Director, documented, and implemented. Should the Executive Director feel the circumstances are serious enough to warrant, he/she will bring the matter to the Board of Directors.

### **3. Resolution**

- When a resolution has been determined both parties will be notified. Potential resolutions may include:
  - Altering a policy or procedure
  - Putting into place prevention strategies
  - Providing an explanation to the complainant, to an effected group, or to all members of the centre community
  - Changing the decision initially made by staff
  - Maintaining a decision made by staff
  - Retraining staff involved, or if deemed necessary retraining all centre staff
  - Determining that the centre can no longer meet the needs of the family. In this case the centre will make every effort to assist the family in finding alternative care.

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**Complaint Resolution Form –To be filled out by office**

Name of Complainant: \_\_\_\_\_

Name of Staff involved: \_\_\_\_\_

Reason for Complaint:

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**Complainant**

Provide details relative to the complaint:

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Proposed resolution:

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Was the complaint brought to staff's attention?

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Yes \_\_\_\_\_ No \_\_\_\_\_ If  
no, why not?

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**Staff**

Provide details relative to the complaint:

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Proposed resolution:

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**Director**

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Does the Board of Directors, or any other outside agency need to be contacted? \_\_\_\_\_  
Is an investigation necessary? (If yes attach information from investigation)?

Yes \_\_\_\_\_ No \_\_\_\_\_

Resolution:

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Have both parties been contacted?

Yes \_\_\_\_\_

No \_\_\_\_\_

Further action required:

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**Date complaint received:** \_\_\_\_\_

**Date complaint acknowledged:** \_\_\_\_\_

**Date complaint resolved:** \_\_\_\_\_

**Directors Signature:** \_\_\_\_\_

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## Daily Schedule Room A

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8:30 am	Early Arrival
9:00 am	Arrival
9:00 – 10:00 am	Outdoor play
10:00 - 11:30 am	Free play including: <ul style="list-style-type: none"><li>• Art activities</li><li>• Sand and water play</li><li>• Science activities</li><li>• Dramatic play</li><li>• Cognitive toys</li><li>• Puzzles</li><li>• Science</li><li>• Cooking</li></ul>
11:30 – 12:00 pm	Group time
12:00 – 12:30 pm	Lunch
12:30 – 2:00 pm	Nap time
2:00 – 3:00 pm	Wake up, washroom, free play
3:00 - 3:30 pm	Snack and group time
3:30 pm	Dismissal for full day children (except extended care)
3:30 - 4:30 pm	Outdoors
4:00 - 5:30 pm	Dismissal for extended care
Mondays:	Yoga on alternate weeks
Thursdays:	Music 10:30 am
Fridays:	Swim 9:00 am Shabbat 11:30 am



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## Daily Schedule Room C

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8:30 am	Early Arrival
9:00 am	Arrival
9:00 – 10:00 am	Outdoor play
10:00 - 11:30 am	Free play including: <ul style="list-style-type: none"><li>• Art activities</li><li>• Sand and water play</li><li>• Science activities</li><li>• Dramatic play</li><li>• Cognitive toys</li><li>• Puzzles</li><li>• Science</li><li>• Cooking</li></ul>
11:30 – 12:00 pm	Group time
12:00 – 12:30 pm	Lunch
12:30 – 2:00 pm	Nap time for sleepers
12:30 – 1:00 pm	Quiet activities for non-sleepers
1:00 - 2:00 pm	Free play for non-sleepers
2:00 – 3:00 pm	Outdoor play
3:00 - 3:30 pm	Snack and group time
3:30 pm	Dismissal for full day children (except extended care)
4:00 - 5:30 pm	Dismissal for extended care
Mondays:	Yoga on alternate weeks
Wednesdays:	Swim PM
Thursdays:	Music
Fridays:	Shabbat 11:30 pm

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## Daily Schedule Room B

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8:30 am	Early Arrival
9:00 am	Arrival
9:00 - 10:30 am	Free play including: <ul style="list-style-type: none"><li>• Art activities</li><li>• Sand and water play</li><li>• Science activities</li><li>• Dramatic play</li><li>• Cognitive toys</li><li>• Puzzles</li><li>• Science</li><li>• Cooking</li></ul>
10:30 – 11:00 pm	Snack and group time
11:00 – 12:00 pm	Outdoor time
12:00 – 12:30 pm	Lunch
12:30 – 1:00 pm	Quiet activities for non-sleepers
1:00 – 1:30 pm	Free play
1:30 - 2:30 pm	Outdoor play
2:30 – 3:00 pm	Free play
3:00 - 3:30 pm	Snack and group time
3:30 pm	Dismissal for full day children (except extended care)
4:00 - 5:30 pm	Dismissal for extended care
Mondays:	Yoga on alternate weeks
Wednesdays:	Swim PM
Thursdays:	Music
Fridays:	SWIM AM Shabbat 11:00 am

## Daily Schedule After School

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3:45-4pm	Arrival and snack
4-4:30 pm	Outdoors
4:30-5:30 pm	Clubs
5:30-6pm	Departure

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## Libbie Cowan Childcare Centre

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7:30 am	The Centre opens
7:30-8:00 am	Early Arrival, <b>All</b> children from rooms 1+2+3 meet up in room 3. (Ratios permitting)
8:00-9:00 am	Room 1+2 are going upstairs and their drop off will continue in Room 1. Free Play-toys, creative, sensory, motor skills, cognitive, dramatic play
9:00-9:05am	Welcome! Rooms 1 and 2 children proceed to designated rooms.
9:05-9:20 am	Tidy up, and wash for morning snack
9:20-9:40 am	Snack time (eating +clean up)
9:40-10:00 am	Getting dressed to go outside
10:00-11:00am	Outdoor Playground (duration of time will depend on weather conditions)
11:00-11:30pm	Free Play-toys, creative, sensory, motor skills, cognitive, dramatic play
11:30-11:45pm	Wash hands for lunch, diaper routine, and circle time
11:45-12:25pm	Lunch Time
12:25-2:30pm	Nap/Rest time
2:15-pm-2:30pm	Starting with diapers with the awoken children
2:30 – 2:45	Diapers, Free play-toys on the carpet
2:45-3:00pm	Wash up & Afternoon snack to the children who have being changed. Gradually children will join the table for snack - will be provided to them individually
3:30pm-4:15pm	Heading out in groups of 5 when ready and dressed with one staff. Outdoor Playground (duration of time will depend on weather conditions)
4:15pm-5:00pm	Wash up from outdoors/ diaper/ free play
5:00pm-6:00pm	Dismissal, all children in Room 3 (ratios permitting)
6:00pm	The Centre closes

**MUSIC SPECIALIST THURSDAY Room #2 - 9:00-9:30 Room #1 - 9:30-10:00 Room #3 - 10:00-10:30**

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**PROGRAM STATEMENT**

**OUR MISSION**

It is our belief that each child has the right to a preschool education regardless of race, religion or financial ability.

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

**How Does Learning Happen? is the foundation of our program**

Using the common framework articulated in ***How Does Learning Happen?*** our centre will support the children to achieve the following **goals** and will meet the **expectations** for programs building on the four **foundations** for healthy growth and development: Our program statement shall reflect a view of children as being **competent, capable, curious** and **rich in potential**.

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

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## **Our Overarching Strategies**

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

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

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

You will see:

- Photographs and names of all the staff posted;
- Well organized environments, with lots of materials that are easily accessible to the children – the children don't have to ask for everything that they need;
- A process to sign your child in and out of the program, to ensure they are safely supervised;
- Healthy, dairy menus, that follow Canada's Food Guide;
- Children and staff washing their hands frequently throughout the day to promote good hygiene and to reduce the spread of illness;
- Snacks are available to the toddlers if they arrive early. Preschoolers will serve themselves snacks throughout the morning that they have brought to school. Water is available to the children throughout the day.
- At meal times, educators sit and eat with the children and there is lots of conversation;
- Children serve themselves as much as they are capable of and are encouraged but never forced to try new foods;
- Lots of opportunities for gross motor play and outdoor play; children are encouraged to use their entire bodies to explore the world;
- Children will be reminded when necessary to walk indoors to avoid any accidental falls;
- Positive language that emphasizes accomplishment and effort;

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- The centre is kept clean throughout the day, and is professionally cleaned on a nightly basis;
- All staff and parents will have an access card to the school area.
- All visitors are required to register at Information Desk. If the visitor does not have an access key, the Director or classroom teacher will be contacted to ensure that the visitor is welcome to enter the school area:
- Based on current research related to children and screen time, there are no televisions, or video games in the programs for the children: and
- Educators follow the health and safety guidelines set out by the Ministry of Education, the City of Toronto Health Department and the City of Toronto Children's Services Division.

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

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

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

You will see:

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

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**Strategies to Support and Strengthen Positive Interactions**

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

Questions educators ask themselves:

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

**Supporting Children to Manage their Behaviour**

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

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



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**3) Encourage and enable children to interact and communicate in a myriad of ways with each other, with educators and with their communities.**

You will see:

- Many different ways for children to communicate their ideas, thoughts and feelings including:
  - Painting, drawing, modelling with clay, plasticine and other art and creative / sensory materials;
  - Telling or writing stories;
  - Singing;
  - Dancing;
  - Talking with educators;
  - Talking with other children;
  - Building with blocks and other building materials;
  - Conducting experiments;
  - Solving problems; and
  - Visit other parts of the MNjcc and be visited by people employed in different parts of the MNjcc to encourage a sense of belonging in the community.

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

You will see:

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

**Supporting Healthy Development and Learning**

At the MNjcc each child's specific strengths, needs and developmental goals are identified. Educators set goals through individual attention, inquiry play-based learning activities, and positive learning environments in which each child's learning and development is supported. Educators focus on children's social,

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emotional, physical, creative, and cognitive development in a holistic way. This approach will be strengthened by:

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

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

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

You will see:

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

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

You will see:

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

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

You will see:

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

Rest/nap time will be as follows:

- **Toddler rooms:** all children will be given mats covered with a sheet. Cots will not be shared with other children. Sheets will be sent home 1 time per week or more if necessary. Children will be given

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- up to 2 hours opportunity to nap and may engage in other activities if they don't sleep.
- Preschool Room A: all children will be given mats covered with a sheet. Cots will not be shared with other children. Sheets will be washed by the MNjcc laundry department 1 time per week or more if necessary. Children will be given up to 1 ½ hours opportunity to nap.
  - Preschool Room B. Children will have ½ hour quiet time after lunch and before afternoon activities begin.
  - Preschool Room C: Children who are still napping will go to a designated sleep room in the MNjcc. All children will be given mats covered with a sheet. Cots will not be shared with other children. Sheets will be washed by the MNjcc laundry department 1 time per week or more if necessary. These children will be given 1 ½ hours opportunity to nap. Children who do not nap will remain in classroom and given towels to rest on for 1 hour. Towels will be washed daily. If children are restless they will be able to do quiet activities after ½ hour of rest.

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

You will see:

- Educators seek out opportunities to talk with parents without ignoring the needs of the children;
- For Infants and Toddlers, daily information sheets will be completed by the Educators for parents;
- Educators assessing each child's development with the results being shared with parents;
- Opportunities, both planned and informal for parents and educators to share ideas about how best to support each child;
- Accident / Incident reports completed if your child has an accident to provide you with information as required.

#### **Parents as Partners**

Educators foster engagement and ongoing communications with families regarding the program and their children. We strive to build positive and responsive relationships with children and their

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families. We recognize and value each family for their unique strengths, perspectives and contributions to our program. Families are encouraged to participate in our program; we are partners in supporting the development of healthy, happy, capable and competent children.

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

- An “open door” policy that welcomes parents to drop off and pick up at the times that work best for their family within the hours that the centre is open and allows them to drop-in to observe whenever convenient for the parent;
- Informal discussions on a daily basis;
- Posted documentation of activities, interactions and engagement;
- Parent/educator (and sometimes child) interviews;
- Sharing resources and materials about community supports and activities;
- Inviting parent participation in the development of curriculum;
- Inviting and encouraging parents to participate directly in the day to day activities of the centre;
- Social and open house activities;
- On-going communication via Kaymbu
- Explanation of celebrated holidays through songs, rituals and celebrations
- Family/parent events scheduled 2 times per year.

Key ideas and messages we share with parents:

- Our program is **play and inquiry based** because research tells us that this is the way children learn best. A play based program provides the kinds of opportunities that children need to be fully **engaged** and to learn how to **express** themselves many different ways. We will be sharing our learning with and about your children in many different ways;

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- What do you think that it is important that I know about your child to support his/her **well-being**?
- These are our **goals for your children** and this is what we will be doing with your child to support the achievement of these goals (outline the program expectations); and
- How can we support your **engagement** with our program so that you feel that you **belong**? What works for you, your schedule and your family?

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

You will see:

- Parents are welcomed at any time and are encouraged to drop in when and if they have time to do so;
- Visiting other rooms/people in our community centre for gym, music and other one off events.
- Use of community partners as a resource and support to families, children and staff.
- Children visiting other departments in the MNjcc.

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

You will see:

- Staff encouraged and supported to attend professional development;
- Registered Early Childhood Educators are required by their membership in the College of Early Childhood Educators to commit to their own ongoing professional learning;
- New ideas and strategies to support children's development introduced throughout the program; and
- Materials and research shared with parents.
- Program based on ELECT, How Learning Happens and Sheva (a JCCA inspired program)

**Continuous Professional Learning for Educators**

Our early learning and child care centres are environments that support educators, and others who interact with children, to continually self-reflect, have discussions, foster ongoing collaboration, and engage in continuous professional learning, in order to provide the best possible learning environment for children.

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Staff are provided with many mandatory health and safety related training sessions, such as Standard First Aid and Infant Child CPR; Occupational Health and Safety training, and WHIMIS. In addition,

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

### **11) Use many languages to document and review the experiences of the children and the educators in order to:**

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

You will see:

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

### **A Commitment to Continuous Improvement**

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

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Thank you for taking the time to read through this booklet. If you have any questions regarding anything, please feel free to contact me any time.



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