

Parent Handbook

The Monkey See Monkey Do Mission statement...

“Tell me, and I’ll forget.
Show me, and I might remember.
Involve me, and I will learn.”

Our website...

www.monkeybizz.ca

Monthly classroom newsletters & calendars on our website and are
viewing on the 1st of every month. Register for the parent login online
to gain access to your Childs classroom program and events

Please know if you don’t have access to the Internet. We would be more
than happy to provide you with a printed copy of our newsletter.

Your Newsletter will be emailed to you every month to keep you well
informed and up-to-date with what’s happening at the centre.

If you would like to contact the Owner/Operator for any reason please do so at
deanna@monkeybizz.ca .

Glen Abbey Campus Oakville

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Unit 16 & 17
Oakville, ON
L6M 3B2
Tel: 905-469-2944

Supervisor: Sarah Smith R,ECE
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Appleby Line Campus Burlington

1940 Appleby Line
Unit 14 &15
Burlington, ON
L7L 0B7
Tel: 905-333-6522

Supervisor: Ashley Azzopardi R,ECE
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Beacon Hill Campus Burlington

2501 Guelph Line Road
Unit 13
Burlington, ON
L7M 2A3
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Supervisor: Keisha Black R,ECE
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Welcome to Monkey See Monkey Do Childcare and Development Centre's.

ams...

s licensed by the Ministry of Education.

atio (6 weeks-18months)
ratio (18months -2 ½ years)
s 1:8 ratio (2 ½ - 4 years)

that each child learns at his/her own pace therefore offering
but not overwhelming programs is essential for furthering
development.

ntegrated centre, therefore we also offer care for children with
ds. We work alongside a variety of specialized services within
on that aid in the integration process.

ve recommend 'visiting' with your child prior to his/her first day
e. Gradual entry into the program will help your child become
the centre while you are close by for security. Please let us
our schedule is like to arrange for your child's visits!

ing...

ers, wipes, cream if applicable
anges of clothing
ket for sleep/rest time
er/straw cup with lid (toddler) for drinking water in class
door clothing based on the season
es/soothers if needed (toddler)
or shoes or slippers for the classroom

Please label all personal belongings!!!



Hours of Operation...

Monkey See Monkey Do operates from 7:00 a.m. to 6:00 p.m.
Monday through Friday and both full and part-time care
52 weeks of the year.

The centre is open all year round with the exception of all sta
holidays, Christmas Eve & Easter Monday. Please note that
closes early for our staff Christmas party and New Years Eve
responsible for your child's fees for all of the days listed below.

Our Center will be closed on the following days:

September	Labour Day
October	Thanksgiving
December	Christmas Eve Christmas Day & Boxing Day
January	New Years Day
February	Family Day
March/April	Good Friday, Easter Monday
May	Victoria Day
July	Canada Day
August	Civic Holiday

*****The centre closes at 4:00 pm on New Year's Eve
annual staff holiday party- date to be confirmed.**

ies and Evacuation...

have to evacuate the centre for any reason we will children to a designated indoor nearby. This place of been approved by the Ministry of Education. If we evacuate, you will be contacted for immediate pick up. sure to let the teachers know of any change in employment and any contact numbers. It is mandatory able to reach you at any time.

angements...

and as a parent or guardian in your children's file will even access to the children without question. If there custody arrangements then the centre must be notified. rt order must be on site and in the child's file. All staff

tal Reports...

rtakes in 2 developmental report cards. These reports pmental milestones that have been met and areas of further Of course, if you ever have any questions about your gress please feel free to speak to the teachers at any time. ke to arrange an interview please contact your supervisor.

Late Pick-up...

The centre closes at 6:00pm each day. If you are going please advise the centre as quickly as possible. A implemented after 6:00 pm.

The centre doors should be closed and locked at 6p. staff can leave their shift on time. Anyone who arr lingering within the building after 6p.m. will be charg for the first 5 minutes and an additional \$1 per mi 6:05pm.

If nobody can be reached after 6:30pm, it will be assum emergency has occurred and the police will be contacted of temporary custody means for your children. It is very that you keep your children's files up to date in c emergency.

Priority Waiting List...

If you are a current family enrolled in our school and wou have a sibling attend, your request is considered a priori addition, if you are interested in a transfer to another car please notify your centre supervisor.

the person's full name and relation. It is ideal that they be list emergency contact sheet. Anyone on this list will be asked for identification to verify identity. If the centre does not receive c you, then your children will not be released to anyone other th

Occurrence...

Ministry of education has introduced a new requirement that requires licensed child care centre's to report information about serious occurrences. Directors of licensed child care centres work diligently to provide a safe, creative and nurturing environment for each child. In spite of the best precautions, serious occurrences sometimes take place. A serious occurrence is posted on our parent communication board and online for your perusal when existing.

Parent Weather...

Directors will aid in determining centre closure. For example, local public/separate/private school closure, road reports, weather forecast, safety, etc.

When a decision is made to close the school due to weather a message will be left on the centre voicemail by 6:30 am and an email to all parents will be sent. It is the parents' responsibility to phone the child care centre in order to become aware of any closures. **PLEASE DO NOT LEAVE A MESSAGE.**

When a decision is made to close the school while classes are in session, the centre will contact you. Every effort must be made to pick up by the scheduled time. If for any reason you cannot pick up your child, you will have to make alternate arrangements.

Parents will be responsible for their children's tuition fees for up to 2 consecutive days of closure (weather, fire, flood, etc). If the school is closed for more than 2 consecutive days, your child's tuition will cease until the school is reopened.

Immunization Records...

In order to attend daycare or school, children must have the legally required immunizations, as outlined in the provincial [Immunization of School Pupils Act \(ISPA\) \(external link\)](#). The Halton Region Health Department enforces ISPA on behalf of the Province. This helps keep our students and schools healthy by protecting our children from many deadly diseases easily spread in schools. All immunization records are collected during registration and sent to the Halton health department. We ask that you update your child's student file when immunizations are updated throughout the year.

To make it easy to further update and report your child's immunizations to the Health Department, we have several options. You can:

- [Report immunization online -https://webaps.halton.ca/SelfServiceWebApp/Request.mvc/immunrpt/Details?step=1](https://webaps.halton.ca/SelfServiceWebApp/Request.mvc/immunrpt/Details?step=1)
- **Call** with the information: Dial 311
- **Send updated history by:**
 - **Mail or drop off to** Halton Region Health Department , 1151 Brock Road, Oakville Ontario, Canada, L6M 3L1
 - **Fax (secure fax line)** 905-465-3403

Before you begin the online submission, gather the following

- Up-to-date immunization record/information
- [Ontario Health Card number](#)

In order to ensure our records are up-to-date and consistent with provincial requirements, we include health card numbers in our records. They are kept confidential.

Behavior Guidance Policy...

Behavior guidance is always an important issue for parents. You want to feel comfortable with the methods that your childcar... guide your child towards positive behaviors without undermining his/her self-esteem and self-worth. This is also very i... r Behavior Guidance policy has been written to clearly define our expectations of our teachers for when they have to... situation in the classroom. Our teachers undergo regular training sessions and workshops to learn new techniques a... m with other teachers in the field. Our teachers also review our policies on an annual basis along with regular observ... ment in their dealings within the classroom.

to:

Have a thorough understanding of age appropriate actions, which aid in having only realistic expectations of each indiv... d to respect this uniqueness

Provide a consistent environment for the children so they always know what to expect in order to minimize any anxiety... fer age appropriate choices and limits when applicable.

Provide only natural or logical consequences as a result of an inappropriate action, and to model the appropriate beha... (most of all), respect each child as a unique person. Cherish and protect their self-esteem because once that is broken... difficult to help it grow again

Plan for Positive Outcomes. Plan for the needs of children according to their personalities and developmental level.

Be Flexible. Rules can change if it's sensible and appropriate.

Point Out Natural Consequences and use redirection. Clarifying natural or logical consequences can help children dev... understanding and self-discipline. Engage the child in determining the consequences when appropriate.

Give Praise, Compliments and Encouragement. Praise children for what they accomplish, whether directly or through r... eans like a smile, a nod, and a pat on the shoulder. Sincere praise and compliments can reinforce children's food fee... emselves.

Avoid Reinforcing Inappropriate Behavior. This behavior could include yelling, swearing or bullying. Ignore this type of... ssible, but intervene if necessary.

Provide Time for Reflection. When a child demonstrates the need for personal time for reflection or to cool off, allow hi... e opportunity to do so.

Promote Discussion. Let children "own" their own problems. If they are in a dispute, help them talk and listen to each o...

Behavior Guidance Policy continued...

Permitted Methods of Discipline:

Employee shall not at any time:

Use spanking or any form of corporal punishment on any of the children. This would include rough handling, shaking a child, holding a children on a chair, sitting a child down quickly and abruptly, dragging a child by his arm, ear, etc.... to a specific area.

Deliberate use of harsh or degrading measures that would humiliate a child or undermine a child's self-respect. Yelling, sarcasm and embarrassing a child in front of his peers are considered to be undermining of a child's self respect.

Deprive a child of basic needs including shelter, food, clothing or bedding, and toys.

Use a lockable room to confine a child. This would include confining a child to his cubby or isolating a child in the office for a long period of time with nothing to do. No one place or chair shall be labeled as the "time out" place.

Use a lockable exit to keep a person in or out of an area.

Prohibited Methods of Discipline:

Centre supervisor will carry out both daily and scheduled observations to ensure that the behavior management policy is followed.

Employee shall contravene the Permitted Methods of Discipline and perform a Prohibited Method of Discipline, the employee will be given a verbal reprimand followed by a written notice and will be dismissed. Parents of the child will be notified and an occurrence report will be filed with the Ministry of education.



and communicable disease:

Centre has any communicable diseases that will directly affect the health and well being of your child, yourselves and others will be notified and all protocols will be adhered to.

If you suspect your child has a communicable disease that may affect others, please keep your child at home and away from school and contact your family doctor for a diagnosis.

Below is a list of viruses/ diseases commonly found in our centres.

Rashes- Any suspicious rash must be looked at by a doctor. A child may only return with a doctor's note.

Sneezy Nose- If discharge is thick, green and mucous like and lasts for more than 2 days we recommend that you consult your doctor.

Fever- Pick up is required if temperature is 101 or above. 24 hour exclusion fever free.

Chicken pox- Exclusion for 5 days or if spots have not crusted over.

Pink eye- the child must be on eye drop or cream for 24 hours prior to his/her return. If pink eye is present while at school, immediate pick up is required.

Diarrhea/vomiting- after two bouts you will be notified for pick up. Exclusion from the centre for 24 hours from the last bout, or otherwise stated by the health department.

Strep throat- Until antibiotic treatment prescribed by a doctor is taken for 1 full day.

If your child experiences symptoms at the centre, the child is to be picked up within the 1 hour after the parent is contacted.

Home Toys...

Please refrain from bringing in any of your child's toys from home (not including sleep toys and blankets). The teacher is unable to supervise the use of these toys which could result in lost or broken items. Each child will have the opportunity to bring in something special for "show and share days".

and pick up...

When picking your child off at Monkey See Monkey Do, you are responsible for bringing your child into the classroom under the supervision of a teacher. **Your child must be signed in daily.**

Make sure your child be here for 9:00 am. Each classroom has special times for Yoga, Music, and Martial Arts. If you arrive during one of the special classes, you will be asked to wait outside until the class is over.

When picking your child up please remember to let the teacher know you are leaving the centre. **Your child must be signed out**

Illness/Late drop off....

Please notify us by 9:00 am if your child is going to be away or late. If your child is absent due to illness please notify us of the symptoms so we can be aware in case other children exhibit the same ones.

Special Features...

All our teachers are Registered Early Childhood educator or Educational Assistant with up-to-date immunization, health assessments and criminal records checks.

PR-level C and **Standard** first aid certification is mandatory for all employees.

High quality care (Clean, Healthy and Safe Environment)

Licensed by the Ministry of Education.

Our outdoor play area offers many opportunities for teacher and child interaction through various planned and spontaneous activities. We are an arts focused centre with an emphasis on music, theatre, visual & creative arts.

All children are introduced to a variety of musical instruments and hands on practice with the aid of an outsourced music teacher who is specifically educated in teaching music to young children.

We offer a Yoga and Martial Arts program. Children learn about good health & body image, healthy eating and safety.

Special off-site day trips i.e. Zoo, hiking, theatre, fire/police department, museums, farms, indoor gyms, etc.

Special on-site visitors i.e. Magicians, reptiles, various characters, Clowns, Humane Society, etc.

Monthly cooking classes for all ages

Annual Monkey See Monkey Do family gatherings –Holiday concert, mother's day tea party. Father's day breakfast.

Spring & Graduation ceremonies

Why See Monkey Do Program Statement

Curriculum:

Our facility offers a safe, happy and healthy environment for children to flourish in all aspects of life. We offer care for ages 6 weeks to 5 years in our Infant, Toddler, and Preschool classrooms. Our philosophy is based on educational experience enhanced by creative arts, fine and gross motor activities, circle time, sensory play, play based learning, music, science, phonics, physical education, martial arts and hands on cooking. We help the children achieve optimum learning through play, social interaction with staff and peers as well as emotional support and intellectual stimulation.

Our personal philosophy joined with the Ministry of Education's "How Does Learning Happen", has filled the gaps to further help educators and children. *It is a Framework for Ontario's Early Childhood Settings* that describes how young children learn and develop. It serves as a guide for curriculum in Ontario's Early Childhood settings, including child care centres. It is intended to compliment, not replace, the Early Learning Act.

We are committed to providing a curriculum that contributes to each aspect of a child's development while ensuring their safety and security. We provide a supportive atmosphere for the children to grow emotionally, physically and intellectually. We also believe that building a child's feelings of self-worth is paramount to a positive early childhood experience. Through encouragement and genuine affection, we encourage each child to embrace themselves as unique individuals and to become self-respectful; learning to respect others in the process. We consistently provide a nurturing environment where your child will feel welcome and confident while building on their self-esteem.

Throughout the year the children will be engaging in a variety of stimulating educational activities that are spontaneous or planned and based off of the child's interests and developmental milestones. Such activities will be provided throughout the year, with a new objective each week allowing the child to build upon their skills and thus leading them down a bright and educational path. As we all know, children develop at their own paces, therefore all of the activities will be adapted to accommodate specific individual needs and developmental stages.

Learning programs and activities foster learning and enhance development.

Play:

There are 2 hours of outdoor play per day, unless a physician or parent of the child advises otherwise in writing. All classrooms go outside 1 hour in the morning and 1 hour in the afternoon.

- Children may go for walks within the neighborhood surrounding the centre. Infants and toddlers use wagons and strollers.
- The outdoor play ground on site is divided per age group with appropriate equipment
- Variety of gross motor and outdoor equipment, games and toys are available and accessible during outdoor play
- Children will not go outside during inclement weather and indoor offered gross motor activities as an alternative.

Gross motor/active play:

- With consideration to individual needs of children gross motor activities are planned
- Includes daily indoor and outdoor activities
- Promotes good health and development of growing young children
- Develops balance and co-ordination, social skills, sharing and taking turns
- Variety of equipment available, balls tunnels, hula hoops, etc.
- Large group game such as duck-duck-goose, hokey pokey, etc.
- Karate, physical education programs

Rest/quiet time:

- Children are offered a rest or sleep time with consideration to individual needs of children.
- Children have a labeled crib/cot and are assigned a bed per child
- Children are no longer required to sleep or rest but can engage in quiet activities
- Children are comforted and provided assistance during nap time
- Children are welcome to bring comfort blankets and soft toys
- Lights are turned off and lullabies are played
- Reduced ratios are followed during these times.

Arts and Crafts: Our classrooms provide a variety of art activities and open ended crafts every day

- Art area stocked with paper, glue, scissors, markers, pom-poms, feathers etc.
- Art available during free play
- Materials can be brought outside
- Children have freedom to create whatever they would like

Cognitive Circles: We believe that the getting the children involved is the best way to learn!

- The circles are not scheduled
- They are open ended and based off the children's interests
- All children are encouraged to participate but it is not mandatory
- Cognitive circles may include but are not limited to: songs, dancing/gross motor, stories, the use of props & visuals, experiments.

circles can take place anywhere in the classroom as well as outdoors.

Phonics: In our Preschool classrooms we implement The Jolly Grammar.

Includes engaging the children in activities that will teach them the letters of the alphabet and the sound each letter makes.

Letter/number and sound recognition along with printing and sight words will be accumulative throughout the months.

The Phonics Program is implemented every day.

Includes a series of workbooks and lessons.

Our classrooms focus on diversity in the following ways:

Classrooms offer a belonging board which showcases people/ places/things from around the world.

Educators have members to resource centres such as THRC where they can rent items from around the world to utilize in our classrooms.

Play materials are within the classroom (Books, dress-up clothing/ costumes, art materials).

Classrooms have multicultural visuals throughout the classroom.

Offer a cooking class once a month in every classroom.

Learning lessons about cultures and countries.

Classrooms celebrate all holidays.

Nature: Science and Nature encourages children's interest in the natural world and community around them. It teaches early math, theoretical and practical concepts. The Educators will:

Provide every child the opportunity to experience and explore nature through hands-on science.

Implement a minimum of one science activity with the children once a month.

Allow child to embark on nature walks around their community to observe their surroundings.

Provide the children opportunities to bring nature indoors to further investigate with tools.

Provide learning lessons about science and nature.

Use science and nature visuals and materials throughout the classroom.

Field Trips are an exciting time for the children; they can go and explore new places and people within our community. Each year we have several outings that are age appropriate and exciting. We encourage the children should have many opportunities to explore their community. As parents, you are given the opportunity to volunteer and have a chance to be a part of our program and your child's day. We provide transportation from our destinations by school bus, which is quite an exciting experience!

Baking: Our educators plan a cooking/baking activity for the children once a month based off their interests.

- The baking is completed by the children with the assistance from the educators.
- The experience encourages reading skills by listening to and following out simple instructions.
- The experience encourages math through the measurement and understanding quantities.
- The experience encourages fine and gross motor skills through stirring and measuring the liquids and solids.
- Cleanliness and hand washing routines are followed before and after the process so the children can enjoy the final product.

Child initiated and supported experiences (Play based learning):

- Program plans are based on the children's interests.
- Observation of the children's interests and development is noted daily by staff and used as a guide for programming.
- Staff interact and play with the children and help the children explore toys, materials and everyday surroundings.
- Open ended questions during free play and thought provoking questions amongst children.
- During free play children inquire are further supported by educators to provide assistance, guidance and ongoing communication.

Table Toys & Play Areas:

- Develops fine motor skills, and shape concepts, mathematical concepts and problem solving capabilities.
- Allows children to work independently and/or co-operatively.
- Encourages Children to take responsibility and satisfaction in their achievements.

Sand & Water Play:

- Provides opportunities to explore, create, feel and discover the properties of water and sand.
- Develops an understanding of math and physical concepts such as size, shape, volume, floating and sinking, as well as full and empty.

Dramatic Arts

- Includes dress-up center, housekeeping area, and workbench with tools.
- Provides opportunities for the child to learn his/her own feelings and experiment with expressing themselves.
- Develops language through self-expression and role play.

Music and Movement

- Encourages self-expression, creativity and fun.
- Develops an awareness of sounds, tones, and rhythm.

Book and quiet Area:

- Provides an area private space to relax.

os stimulate imagination through stories and pictures and allows
growth in concentration
velops early language and literacy skills

and Literacy

le time Introduces children to other languages, first words and
ports language development through songs, puppets, rhymes
story time.

ren will learn their alphabet, numbers, shapes, colors, calendar
es and new songs
ormal reading during play time.

a
ks help children develop motor skills and hand-eye coordination,
ial skills, a capacity for creative, divergent thinking, social skills,
language skills.

ren can integrate their own constructions into pretend play
nario and explore creativity.

ck-play is linked with advanced math skills and cognitive
elopment

Environment Is a Teacher:

ors design the classroom layout based on the “Environment
e” tool and set out toys, materials, equipment, furnishings and
are age appropriate to better support children’s learning and
eds/temperaments. ***Please reference Self-Regulation for
environment details.***

Child:

ake choices and plan in the best interest of the child within the
e see children as “**competent, capable of complex thinking,
d rich in potential**”. Our educators understand that children
amilies with diverse social, cultural, and linguistic perspectives.
should feel that he or she belongs, is a valuable contributor to his
undings, and deserves the opportunity to succeed.

rs will:
ract with all of the children throughout the day (Open-ended
stions)
ement child-based, developmentally appropriate programming
pond to inquires
e observations and document reflections
erstand that every child is unique
e the children the opportunity to explore and experience things in
r own way
e the children new opportunities and choices

ctions:

Together we make learning a priority to help enhance caregiver/child
interactions. This partnership further assists the skill set needed to
milestones within our centre, through cognitive, gross motor, fine
language enriched activities. These experiences lead to positive
in the classroom. **The four foundation’s of Belonging, Well Being,
Engagement and Expression** help our centre focus on what really
regardless of the child’s age, ability, culture or language.

Educators will ensure to...

- Play with the children at ground or table level and outdoor
playground.
- Express affection toward children by smiling, being in physical
proximity, hugging, hand-holding, providing warm, responsive
physical contact.
- Bending down while speaking to children at their level throughout
day
- Engage frequently with children particularly at meal times, arrival
departure and as they work and play.
- Actively seek meaningful conversations with children about
work & play, family, self, and events of importance, etc.
- Be attentive and responsive to children’s individual needs and
respond to children in distress.
- Encourage children to share experiences, ideas and feelings.
Educators will listen to them with attention and respect.
- Are aware of the activities of the entire group even when working
a smaller group. They will position themselves strategically
up often from involvement.
- Speak with children in a friendly, positive and courteous, manner.
They will call children by name.
- Converse frequently with children and encourage them to
practice communication skills.
- Ask ongoing open ended questions to expand on learning
opportunities.
- The staff will include children in conversations within the play
and describe actions, experiences, and events and will respond to
comments and suggestions.
- Treat children of all sexes and all races, religions, family
backgrounds and cultures equally with respect, attention,
consideration. They provide children of both sexes with equal
opportunities to take part in all activities.
- Use a pleasant, calm voice and simple language while making
contact
- Follow the child’s lead and interest during play
- Help children understand your expectations by providing
clear explanations (not by directing)
- Take the time to engage children in the process of resolving
problems and conflicts, rather than reiterating classroom
rules.
- When children’s behavior is challenging and disruptive, talk
where and how they might have more success and redirect
there

...er thoughtfulness and caring by listening to children and by
...uraging them to listen to others and share ideas
...genuine in acknowledging children for their accomplishments and
...rt by clearly saying what it is they have done well

Children self regulate: The following strategies are how MSMD
will implement self-regulation within their classroom:

nt:
...ned areas of interest
...sive visuals/materials (PECS, adaptable materials, assistive
...nology)
...ate control
...stable lighting
...d-sized equipment
...materials
...e indoor and outdoor play space
...nfortable sleep-time with soothing music/sounds
...d displays (artwork, pictures, belongings)

...os children identify emotions and feelings through interactions
...conversations and role modelling
...o children becomes more self-aware
...ch coping mechanisms in order to return to being calm and
...sed
...e children language to help express themselves verbally and non-
...ally
...irect children and encourage prosocial behaviours and skills

ng:
...n-ended playtime
...ourage make-believe play (interest area, props, open ended
...stions)
...ic, sign language, physical education, martial arts
...king classes
...ety of activity group sizes (small group, large group, independent
...)
...door activities based on the children's interest
...ntaneous programming based off of children's interest and social
...s (no timed schedule)
...vidual program plans

Communication: There are a variety of ways that we ensure proper
...ion with families which include the following

...ssroom white boards for daily updates and reminders

- The daily sign in/out binder with teacher notes to parents
documentation about the child's day
- parent and teacher communications by phone
- meeting with supervisors or classroom teachers are avail
time
- weekly program plans are posted in each classroom
- monthly classroom newsletters and calendars that are en
parents directly
- Emails-newsflash, reminders, memos, Centre newsletter
- Calendars of events are posted in each classroom and on
website
- daily verbal communication during drop off and pick up tim
- accident/incident & illness reports
- Office parent board with licensing inspection, serious occ
reports, events announcements and centre newsletter.
- Monthly Phonics reports
- Open door policy
- Semi-annual report cards with optional parent/educator in
- Social events (Mother's Day Tea, Father's Day Breakfast,
Graduation, Christmas Social)

Parents are to be aware of all communication efforts in order to be
informed of centre happenings and special days in your child's cla
she may want to participate in.

Health and safety: The approaches that are implemented in the
promote the health, safety, nutrition and well being of the children
followed...

- Child to adult ratio is followed at all times.
- Classroom is child-proofed
- All employees obtain standard first aid and CPR-
training
- Children are closely supervised in the classroom
playground
- Playground policy is followed accordingly and pla
inspection is completed daily, monthly, seasonally
annually.
- Health inspection are completer quarterly by the
health department
- Classroom inspections are completely regularly.
- Health and safety policies are reviewed and adhe
all staff, i.e. cleaning, sanitation procedures, diap
procedures, food handling etc.
- The centre is a nut free facility and there are no c
or drink with the centre.

- All parents are advised on the allergy policy at the centre upon enrolment.
 - All staff, and volunteers, resource consultants review child emergency medical plans.
 - If the child experiences ill symptoms at the centre, the child is to be pick-up within the 1 hour after the parent is contacted.
 - All illness are monitored, posted, recorded.
 - In the event of an outbreak parents will be notified and to the health department be contacted to facilitate further action if required
 - Illness and medication policies are in place and followed by staff.
- Our Menu Follows the Canada food guide and is approved

Children will receive a nutritious morning snack, lunch and an afternoon snack while in our care.

Children are offer further servings during lunch and snacks. And it is also avible upon request or needs of the child.

Water is accessible available throughout the day.

Milk is offered to all students during morning snack.

Water is served with lunch & afternoon snacks.

Our menus are always posted online as well on our parent bulletin board and in each classroom for review.

The menu rotates every 4 weeks and reflects each season.

We also attempt to offer a variety of multi-cultural food options that are child friendly.

Should your child have any dietary needs or allergies other than nuts, it is suggested that you make arrangement with the administrator and provide the centre with all appropriate meals/ substitutions such as homo milk, formula or pureed foods for infants.

Our educators ensure that the children's well-being is at all times by completing the following:

- Children Clothes are changed when dirty or soiled
- Frequent Hand washing to stop the spread of illness
- Personal care needs are met, changing diapers, cleaning noses, hands and mouths.
- Children are kept from harm and child safety feature are in place in the classroom
- Children are provided food and water

- Children are provided emotional support and app affection.
- Children confidence is encouraged and valued b
- Children a respected as individuals

ELECT-Early Learning for Every Child Today:

The Early Learning for Every Child Today (ELECT) is based on extensive review of early childhood curriculum and pedagogy res findings, and the collective professional expertise.

Our centre has created a new program plan based upon the **ELE** approach. The **ELECT** tool will allow us to help every child to bec leader in achieving their social, intellectual, economic, physical an emotional potential. The purpose of the ELECT is to guide and su curriculum's being used in our centre. It also provides direction fo programs and features a continuum of developmental skills and a language that will support early childhood practitioners.

It is organized into five sections, including...

1. Social,
2. Emotional
3. Communication, Language and Literacy
4. Cognitive
5. Physical.

The **ELECT** is implemented in the following ways:

- Weekly programming based on the children's interests
- Educators select skills chosen from the ELECT document implement goals based on these developmental mileston daily activities, classroom environment, play based learni routines.

Inclusion and community Partners:

Monkey See Monkey Do is a centre of inclusion. We believe that deserves to be treated with dignity, respect and equality. It is our ensure that any child with special needs is given the opportunity t flourish physically, socially, mentally and academically.

Upon admission the family is asked to fill in a questionnaire that v better assist the family and their specific needs.

Statement of rejection:

At no time will Monkey See Monkey Do reject any child or family v needs.

Monkey see monkey do will ensure that the program is so structu will accommodate the individual support plan of each child with sp needs.

Activities:

Enrolled with special needs is welcome to participate in all activities offered by our centre. Some of these activities may not be offered during certain times or enrollment (check calendar). If for any reason a parent does not wish their child to participate for whatever reason, the centre will respect the parent's decision and will provide alternative care.

If a parent or support worker wishes to help the child partake in the activity, appropriate arrangements be made with the supervisor and or teacher. If a child requires additional support need to have a parent volunteer or support worker to partake in offsite activities.

Participation:

All parents to assist us both in the classroom and outside of the classroom. MSMD has an open door policy. However, if they become overwhelmed they will no longer be welcome.

Activities are conducted with parents and our educators before the child starts. Meetings are soon after an assessment or in some situations when the staff feel that a meeting is required to benefit the development and progress of the child after registration and a referral is made to access community services. The child will undergo an assessment. Together staff and parents plan goals for the child in the program that is consistent and appropriate for the program.

Program plans:

Programs are to have up-to-date individual program plans created to better meet the needs of the child in the program. This program plan is created by the educator, resource consultants, and parents. This program plan is then implemented in the classroom environment in designated areas and is to be reviewed and updated accordingly by all staff in the classroom. Children names are not to be written in the IPP, only their initials.

Each child assigned a resource consultant have an individual program plan. This plan contains the child goals and personal information regarding the child's strengths and observations. Educators are required to track the child's progress and carry forward action plans to meet the goals that have been set for the program.

Support Aids

Monkey Do is open to all support services and aids in the community. We do train staff, contribute to Individual program plans or work in the classroom to provide additional support in the classroom. Staff will cooperatively work with support aids in a personal partnership with all services in place for the wellbeing of the child with special needs. Service coordination meetings are required to be held to set up goals and discuss what is in the best interest of the child with special needs. All agencies in the community and constantans, therapist and support aids must provide valid file requirements under the CCEYA.

Staff will work with support aids one on one in an inclusive environment. Support aids can also assist in the program providing more opportunity for the child to engage with the child and meet personal needs. With a parent written

consent a child may work with an IBI therapist in private and work in the classroom or centre for therapies.

Professional Development:

All Monkey See Monkey Do educators participate in the **ELECT**, **Teach, Feel, Act**, **Learning Happens**, and **Teach, Feel, Act** training and implement this framework into our program. Our educators embrace the pedagogy of **Learning Happens** in our program by personal reflection regarding their practices, program plans and caregiver interaction as well as relationship building with parents/guardians. **How learning happens** and **Teach, Feel, Act** were introduced during the orientation and reviewed annually with educators. These are carried out in our everyday practice and procedures, child interaction, reflections, ongoing staff training, coaching conversation with administrators and staff meetings/workshops.

Educators and administrators part-take in continuous professional development and self studies through Quality first /THRC and Halton Regions workshops. It is also mandatory for all educators to take 2 additional workshops per calendar year and are encouraged to unlimited training.

Other professional development workshops and training may include but not limited to...

- Standard first aid and CPR-C
- Safe food handling
- Health and safety
- Duty to report –Child abuse
- Anaphylaxis training.
- Special needs training, speech and language, behaviors management.
- And more...

Quality First:

Monkey See Monkey Do is a **Quality First** centre. **Quality First** is an initiative within Halton that supports early childhood programs to further develop the level of quality care and education they offer to young children and their families.

Quality first is based on the following indicators of quality childcare:

- **Environment/Curriculum:** are appropriate learning opportunities and experiences available for children in a safe and secure environment?
- **Supervision/Administration:** does the Supervisor supervise the staff team?
- **Professionalism:** do teachers participate in professional development activities and life-long learning?

Inclusion: does the childcare have policies that support the inclusion of children with special needs? Does the childcare support diversity?

Adult/Child Interactions: do teachers interact with children with sensitivity?

Support for Early Childhood Education Students: does the centre accept Early Childhood Education students and support them as a field placement site?

are supported through an ongoing process which includes: and evaluation of the program, self-evaluation and goal setting, professional development, resources and support from a consultant. Quality First to Quality is an ongoing process. By participating in Quality First we have made a commitment to increase and maintain the quality of learning we provide to the children and families of **Monkey See**.

Invite Parents to ask us more about Quality First and our progress reports. Please refer to the Quality First poster located in the classroom for the materials we have provided. For more information and a list of Quality First Centres in Halton please visit www.mcrc.on.ca/thrc/ and click on Quality First.

Program Statement Implementation

The program statement is to be adhered to at ALL times. It is to be implemented in every aspect of your programming and daily interactions, every day. Staff are to describe the approaches that will be implemented in the program and review the impact strategies set out in its program statement on children and their families. Your supervisor will ensure the program statement is being adhered to by:

Weekly Review classroom communication book

Monthly program plan checks

Monthly classroom inspections

Quarterly Classroom meetings

Ongoing classroom supervision and observations

Regular reflection questions asked verbally

Bi-annual Staff Meetings