

YESHIVA YESODEI HATORAH

ישיבה יסודי התורה

77 Glen Rush Blvd. • Toronto Ontario • M5N 2T8
T: 416-787-1101 • E: preschool@yesodeihatorah.ca



Dear Parents, שיח"י

Welcome to the Yesodei Hatorah Preschool. We hope that you and your family are well and enjoying a relaxing summer.

Our goal is to share with you your child's emotional and physical growth. Each child is unique and gifted in his own special way. Our preschool program is geared to help each child reach his potential in a secure and safe environment. Our professional and experienced Morahs are tuned in to meet the needs of each student and work devotedly in instilling a warmth and love for אידישקייט.

Enclosed you will find a preschool handbook to help familiarize you with pertinent information regarding the preschool program and schedule, a school calendar and information about the nut-free environment in the school.

Keep in mind that it can take a week or two to for all to adjust to each other. With a little time and patience, your child will acclimate beautifully to his new environment.

Remember, an open line of communication can only benefit your child. We are available to assist you. If you have any concerns, feel free to contact me or your teacher through the school office.

We daven to the עולם של רבונו for סייעתא דשמיא to help us accomplish and reach our goals.

Wishing you ברכה והצלחה and a lot of נחת.

Sincerely yours,

Sarah Malka Bornstein

School Calendar

Junior Kindergarten - Grade 8

תשפ"ג-תשפ"ד | 2023-2024

First Day of Yeshiva Pre-1A – Gr. 8	Wednesday, August 30	P-Gr. 8: Begin at 9:00 (מנין סו) P: Dismissal 12:15 Gr. 1-8: Dismissal 2:00
First Day of English Pre1A – Gr. 8	Tuesday, September 5	P: Dismissal 3:00 Gr. 1-5: Dismissal 4:20 Gr. 6-8: Dismissal 5:00
First Day of JK & K	Tuesday, September 5	JK & K: Begin at 9:00 Dismissals: JK-K: 2:30
סליחות	Sunday, September 10	Gr. 6-8: מנין 8:30, P- Gr. 5: Begin 9:30
	Mon, Sept 11 – Thurs, Sept 14	Grades 6-8: מנין 7:25
ערב ראש השנה - ראש השנה	Fri, Sept 15 – Sun, Sept 17	No Yeshiva
צום גדליה	Monday, September 18	Grades 6-8: מנין 7:25 JK – Gr. 5: Begin 8:45, JK – Gr. 8 Half Day Dismissal
סליחות	Tuesday, September 19 - Friday, September 22	Grades 6-8: מנין Begin 7:25 JK – Gr. 5: Begin 8:45
ערב יום כיפור - יום כיפור	Sun, Sept 24 – Mon, Sept 25	No Yeshiva
סוכות	Wednesday, September 27	JK – Gr. 8: Half Day Dismissal
	Thurs, Sept 28 – Mon, Oct 9	No Yeshiva
First PTA	Tuesday, November 21	Details to Follow
חנוכה	Thurs, Dec 7 – Mon, Dec 11	No Yeshiva. *Program available upon request
	Tues, Dec 12 – Thurs, Dec 14	Gr. 6 – 8: Dismissal 4:20
עשרה בטבת	Friday, December 22	Half Day Dismissal
Off Shabbos	Friday, Feb. 2 - Mon, Feb. 5	JK – Gr. 8: No Yeshiva
Second PTA	Tuesday, February 27	Details to Follow
תענית אסתר	Thursday, March 21	JK – Gr. 8: Half Day Dismissal
פורים - שושן פורים	Friday, Mar. 22	JK – K: No Yeshiva
	Sun, March 24 – Mon, March 25	JK – Gr. 8: No Yeshiva
פסח	Fri, April 19 – Wed, May 1	JK – Gr. 8: No Yeshiva
ל"ג בעומר	Sunday, May 26	Dismissal 2:00
ערב שבועות	Tuesday, June 11	JK – Gr. 8: Dismissal 2:15
שבועות	Wed, June 12 – Thurs, June 13	No Yeshiva
אסרו חג שבועות	Friday, June 14	JK – 5: Begin 9:30 Grades 6-8: מנין 8:30
Last day of JK & K	Friday, June 21	Regular Friday Dismissal
Camp Schedules Begins	Monday, June 24 - Wed, July 31	Details to Follow
*2nd Session Camp Schedule Begins	Thursday Aug 1 - Fri, Aug 30	Details to Follow
First Day of ישיבה 2024-25	Tuesday, September 3	

*Pending CWELLCs approval.

DAILY SCHEDULE:



School Hours

GRADE	MONDAY - THURSDAY	FRIDAY
Preschool	8:00 – 3:00	8:00 – 12:00
Kindergarten	Sunday - Thursday 8:00 – 3:30	8:00 – 12:00

Please keep the enclosed calendar for future reference. Also, please check your child’s briefcase daily for any notification of updates or changes that may occur.

TAKE NOTE...

WHEN DOING YOUR SCHOOL CLOTHING SHOPPING,
PLEASE CONSIDER THE FOLLOWING:

- ✓ ARE THE FASTENERS AND BUTTONS EASY TO MANAGE?*
- ✓ DOES THE ZIPPER GLIDE EASILY?*
- ✓ LOOK FOR EASY ON/OFF SHOES AND BOOTS - PREFERABLY WITH A VELCRO CLOSURE.*
- ✓ ARE THE GARMENTS EASY TO MANAGE IN THE BATHROOM (I.E. BELTS)*
- ✓ CHILDREN WHO ARE OVERDRESSED (E.G. SNOW PANTS) TEND TO GET UNCOMFORTABLE AND IRRITABLE WHILE WAITING FOR THEIR CARPOOLS.*
- ✓ SHORTS, IF WORN, SHOULD BE $\frac{3}{4}$ LENGTH.*
- ✓ SOCKS ARE MANDATORY, EVEN WHEN WEARING SANDALS.*



HOW TO ENSURE A HAPPY DAY FOR YOUR CHILD



- ☺ Make sure he/she gets up on time to eat a healthy breakfast and avoids rushing to school.
- ☺ Sufficient rest and sleep, usually ten or eleven hours for preschoolers, are suggested.
- ☺ Be understanding if your child's clothing gets dirty during art time. Our paints are washable.
- ☺ Dress you child appropriately according to changing seasons and weather. Provide sweaters and jackets for the cool, fall days.
- ☺ Please take the time to label all your child's possessions as this will ensure that lost items will be returned to you. This includes coats, jackets, sweaters, boots, backpacks, hats, scarves and gloves. Also, please send along an extra change of clothing.
- ☺ Show interest in what he/she is learning and doing in school. He has put effort and enjoyment into his projects.
- ☺ Encourage him/her to discuss daily interactions with friends without pressure.
- ☺ Keep in contact with his/her Morah to better understand your child's development.

Above all, enjoy the pre-school years of your child.

Excellent

Great
Job!

EMOTIONAL READINESS

The three to six year old child is a very sensitive individual. How he/she feels about things, himself, and other people, affect the way in which he/she gets along in school.

You can help you child develop an emotional readiness for school in the following manner:

- ✓ Give him/her opportunities to be independent at home.
- ✓ Provide opportunities for him/her to play with other children
- ✓ Encourage him/her to make short visits away from home without either parent.
- ✓ Assure him/her that school is a friendly happy place to be.
- ✓ Avoid comparing him/her with another child. Help build his/her confidence in himself.
- ✓ Expect him/her to do no more than his/her rate of growth will permit. Do not force him/her to do what he/she is not ready for yet.
- ✓ Praise him/her for tasks well done.
- ✓ Treat his/her ideas with respect.



SOCIAL READINESS

Social readiness for school implies that the child has achieved certain personal skills and habits which make it possible for him/her to be on his/her own and be accepted as a member of his/her group.

You can help your child develop social readiness by teaching him/her to do such things as the following:

- ✓ Dress and undress themselves.
- ✓ Attend to their toilet needs.
- ✓ Be tidy in eating.
- ✓ Meet adults with ease.
- ✓ Hang up clothes and care for their own property.
- ✓ Put away toys when not needed.
- ✓ Share toys and take turns.
- ✓ Play fairly in a group setting.
- ✓ Be polite and courteous.
- ✓ Perform certain home chores regularly.
- ✓ Know full name, parents' names and home address and telephone number.
- ✓ Know where father and / or mother work.
- ✓ Avoid accepting food and gifts from strangers.

MISCELLANEOUS

☞ Please notify the teacher if you're leaving town without your child for an extended period of time. This would be helpful, so that she can assist your child to get through, what may be a difficult time for him/her.

☞ **CHILDREN MUST BE COMPLETELY TOILET – TRAINED** in order to enter the junior kindergarten. The definition of toilet trained is as follows: children must be fully aware when they need to use the washroom and be able to do so with minimal assistance. **Please send along an extra change of clothing.**

☞ Birthday “celebrations” should be scheduled for Fridays or **פרידאג**. Please notify the teacher in advance when planning one. You can bring in store-bought cupcakes, cookies or donuts. Another alternative is to donate a book or toy to the class in honour of your child's birthday.

☞ All food and drinks bought into the school must have a reliable hechsher. **All products must be Pas Yisroel and all dairy products must be Cholev Yisroel.** For your child's well being, please include healthy snacks and appropriate portion size for preschool children. Please send only small water bottles with cap tops or juice boxes.

☞ **Please Take Note:** In following with the Ministry regulations, **JK and SK students** will be served snacks and hot lunches.

SAFETY



Teaching your child safe behavior is part of getting him/her ready for school. To guard your child's health, teach him/her to act safely at school just as he/she does at home. If he/she has formed the habit of practicing simple safety rules, he/she will be ready to manage himself and look out for his/her own safety in many situations.

SOME OF THESE RULES ARE:

- ✓ Walk facing traffic.
- ✓ Look to the right and left before crossing the street.
- ✓ Use the proper car seat.
- ✓ Walk - instead of running - around corners of buildings.
- ✓ Obey traffic signals at street crossings.
- ✓ Know how to give someone your name and address when necessary.
- ✓ Do not play with matches.
- ✓ Do not leave toys on the floor and stairs.
- ✓ Avoid disinfectants, insecticides, fuel oils and other poisons.

READINESS FOR LEARNING



Children differ in the ages at which they are ready to read, just as they vary in cutting teeth and in beginning to talk and walk.

To help your child build this readiness, you can try doing some of these things:

- ✓ Help him/her learn to listen to what is being said.
- ✓ Read him/her stories and poems.
- ✓ Let him/her tell original stories to you or retell stories that you have read to him/her.
- ✓ Give him/her different kinds of experience, such as a trip to the zoo, to the airport, to a farm, or a train ride.
- ✓ Encourage him/her to talk about things he/she does and sees.
- ✓ Speak to him/her in sentences. Discourage baby talk.
- ✓ See that he/she has picture books of his/her own and have him/her tell you stories about pictures.
- ✓ Provide opportunities for him/her to sing, to play musical and 'sound' games, to hop, skip, march and jump in time to music.
- ✓ Answer his/her many questions.
- ✓ Provide a variety of activities through which coordination may be developed.



Yeshiva Yesodei Hatorah Policy on Peanut/ Nut Sensitivity
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on Peanut/ Nut Sensitivity

Yeshiva Yesodei Hatorah wishes to provide a safe environment for its talmidim. It is known that within our student body and throughout the community there are a number of children who are highly and deathly allergic to peanuts and nut products. Some of these children are so allergic that even the smallest trace of a substance, containing nuts, can have a potentially fatal reaction.

Therefore, in order to make Yesodei Hatorah a safer place, we have instituted a strict “peanut/nut sensitive” policy in our school. Similar policies are already in effect in schools throughout the public and private sectors. This policy is in effect for any organized use of the school or its grounds by any group when school is in session.

Parents may not send children to school with **ANY foods containing peanuts or nuts**, in particular peanut and other nut butters. We regret any inconvenience that this may cause; however, we hope that all will understand the dangers that we are trying to avoid. **Anyone who will be preparing your child’s lunches must be notified of this policy.** Please be especially careful to check the ingredients on chocolate snacks.

Since the school does not have the resources to monitor or control all foods brought in the building, we are dependent on the vigilance and cooperation of the parents to comply with this important guideline. The school and the families of the allergic children acknowledge that it is impossible to create an absolutely safe environment for children who have these life-threatening allergies, notwithstanding the school’s best efforts. **However, we must insist that there be no intentional non-compliance with this “peanut / nut sensitivity” rule.** Keep in mind that strict compliance with this rule may avert a possible tragic occurrence within the school.

GUIDELINES

1. The school will only provide foods that are acknowledged or represented to be peanut/ nut free.
2. The school will stress the importance of compliance with this rule and remind parents on a regular basis.
3. Each class will have a discussion on the importance and repercussions of not following this rule.
4. Parents of allergic children are required to:
 - a. Provide “epipens” in case of any emergency (to have available in the office).
 - b. Provide an “emergency- alert form” with a picture for display in the classroom and in the school office.
 - c. Contact the office to receive additional information ASAP.
5. While students may not bring peanuts or foodstuff expressly containing nuts into the school, they may bring items that have the warning “may contain traces of nuts or nut products” for personal consumption. Because of this, we ask parents to reinforce the policy of not sharing foods on school grounds.
6. In regard to items brought into the school for purposes of sharing e.g., siyumim, or class parties, bakery items **must** be purchased from a “nut-free” establishment such as, Hermes, Isaac’s, Grodzinski’s and Amazing Donuts. In regard to packaged items, they must be totally nut- free and not have the warning “may contain traces of nuts or peanuts”.

NO HOME BAKED FOODS ALLOWED FOR ANY CLASS PARTIES OR SIYUMIM UNDER ANY CIRCUMSTANCES.

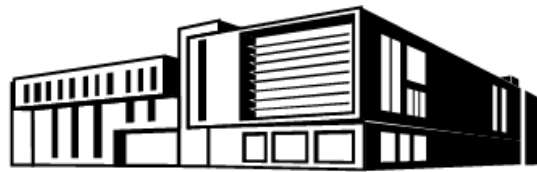
Compliance with this policy will create a safer environment for our students. We wish to thank the parents, staff and leadership who worked to create this important policy.

Thank you in advance for your cooperation.

Policies

&

Regulations



YESHIVA YESODEI HATORAH

ישיבה יסודי התורה



YESHIVA YESODEI HATORAH
 ישיבה יסודי התורה

School Year: 2023-24
 September 5 – June 26

Tuition and Fees

	Annual Tuition*	Registration Fee	Food Fee	Book Fee*
Preschool	\$4,650 (reduced CWELCCs price)	\$250*	\$350*	\$150*
Kindergarten	\$12,100	\$250**	\$350**	\$150**

*Base Fees
 **Non Base Fees

Canada Wide Early Learning and Child Care

We are pleased to announce that we have chosen and have been approved to participate in the Canada Wide Early Learning and Child Care Program. This means that we are partnering with the Government of Canada to make our childcare centre affordable for all families.

This partnership should lead to a fee reduction for parents of 25% for the previous year, 2021 - 2022 (retroactive,) and an even larger percent for this current year, 2023-2024. We will continue to be in touch with you as this program is rolled out and more information is available.

For more basic information about this CWELCCS program please visit: <https://www.toronto.ca/community-people/community-partners/early-learning-child-care-partners/canada-wide-early-learning-child-care-agreement-cwelcc/>

CARPOOL PROTOCOLS

Safe drop-off and pick up of our children is a primary concern. To do our utmost to ensure the safety of our children, every parent must adhere to the following guidelines;

- All cars must be in “park” positions before dropping off or picking up children.
- Parent should wait in the car while carpool monitors bring the children into the car.
- When driving up the front driveway for pick up, please go forward as much as you can, allowing for other cars to drive up and pass.
- Children must enter and exit cars only from the passengerside.
- The speed limit in the driveway is 5mph.

SAFETY

Please understand that for the safety of our children it is important that the school always knows about all the children's whereabouts. Only with all parents adhering to the guidelines, can the school keep tabs on all the students, thereby enhancing their safety.

EMERGENCY-MANAGEMENT STATEMENT

YYH has an emergency management policy and procedure in place. Parent/guardian would be contact via telephone or text message.

SCHOOL VISITS

During school hours, parents and visitors may not go beyond the front office unless given permission by the Hanhala. This includes all school grounds and classrooms.

OFF-PREMISES ACTIVITIES

Although there are many extra-curricular activities that your son could benefit from, Yeshiva Yesodei Hatorah does not promote any through the school.

COMMUNICATION

Parents are asked not to come to school to see a Rebbe/Teacher during school hours. Please call the school office and leave a message for the Rebbe/Teacher to contact you. Communication between the home and the Yeshiva is essential for effective Chinuch. Please advise us of any physical, educational, or family circumstances that may impact your child's studies or behavior.

Supervision of Volunteers Policy & Procedures

RATIONALE:

As part of Yeshiva Yesodei Hatorah's (YYH) commitment to the promotion of the safety and well-being of children while participating in school, YYH will ensure that there exists a policy that clarifies the responsibility for supervision of volunteers assisting our regular staff, as well as the parameters of the working environment for the volunteer(s).

POLICY:

1. Responsibility:

- ☑ The Early Childhood Director (ECD) has overall responsibility to ensure that policies and procedures that affect staff and volunteers are up to date and implemented.
- ☑ In addition, the ECD has the day-to-day responsibility to ensure that staff and volunteers are adhering to the policies and procedures.
- ☑ The ECD has the discretion, when necessary, to temporarily delegate the aforementioned responsibilities to a staffmember.

2. Restrictions:

- ☑ Only employees will be left alone with children. Volunteers will not be left alone with children in YYH programs.
- ☑ At no time will a child be left alone with a person under 18 years of age.
- ☑ Volunteers will not be counted in staffing ratios.

PROCEDURES:

3. Orientation and Review

- ☑ All volunteers, prior to placement in the YYH program, will participate in an orientation meeting with the ECD and/or designated staff member(s) apprising them of YYH program policies, particularly those policies and procedures related to the YYH program statement, prohibited practices, and measures used to deal with policy contraventions.
- ☑ In addition, all volunteers will undertake an annual review of these policies and procedures.

4. Ongoing Supervision:

- ☑ The ECD will be in contact on a regular basis with volunteers to ensure they are receiving the appropriate guidance within the parameters allowed.

5. Policy Review

- ☑ This policy and its procedures will be reviewed by all staff before they begin work/provide care/supervision, as well as on an annual basis afterwards

Parent Issues & Concerns Policy & Procedures

Name of Child Care Centre: Yeshiva Yesodei Hatorah

Date Policy and Procedures Established: March 19, 2018

Date Policy and Procedures Updated: March 19, 2018

Purpose

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

Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Staff: Individual employed by the licensee (e.g. program room staff).

Policy

General

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing

communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

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

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

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

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the “Duty to Report” requirement under the *Child and Family Services Act*.

For more information, visit <http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx>

Procedures

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
<p>Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly or - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised or - arrange for a meeting with the parent/guardian within two business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern;
<p>General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Staff-, Duty parent-, Supervisor-, and/or Licensee-Related	Raise the issue or concern to - the individual directly or - the supervisor or licensee. All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	Ensure the investigation of the issue/concern is initiated by the appropriate party within 2 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.
Student- / Volunteer-Related	Raise the issue or concern to - the staff responsible for supervising the volunteer or student or - the supervisor and/or licensee. All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.	

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

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.

Contacts:

Preschool Director, Mrs. Sarah Bornstein: 416-787-1101 x 116

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

Enrollment and Discharge Policy

When a firm commitment can be made to place your child in Yeshiva Yesodei Hatorah, we ask that you fill out an application form, pay a \$250.00 non-refundable fee, and make a commitment regarding a starting date. Public Health and Ministry regulations require that you complete a medical form. Note that it is especially important that the dates of all immunization shots be recorded, health card number, physician's name, addresses and phone number. The centre's staff will make every effort to meet the individual needs of each child enrolled in the program. There may be situations, however, where we may not be able to meet these needs. The parent(s) will be kept informed of all efforts and areas of concern through formal and informal discussions with teachers and the principal. All meetings with parents will be well documented. The Board reserves the right to withdraw services for any of, but not limited to the following reasons; lack of payment of fees, conduct that is injurious to the physical emotional or intellectual wellbeing of others in the centre; lack of compliance with the parental/guardian responsibilities outlined in the policies of the centre; behavior that creates a potential safety hazard to children and staff; verbal abuse, harassment, or threatening of children/staff; inability of the centre's program and staff to meet the child's individual needs and individual needs of a specific child that interferes with those of other children or puts other at risk. In the event the Board withdraws a child from the centre due to the above circumstances, children's services consultant will be notified if applicable

Prohibited Practices

RATIONALE:

Yeshiva Yesodei Hatorah (YYH) is committed to ensure practices to protect the emotional and physical well-being of children. Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behavior.

PROCEDURES:

No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care:

- (a) corporal punishment of the child, such as hitting, spanking, slapping, pinching
- (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 depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
- (e) inflicting any bodily harm on children including making children eat or drink against their will

Waiting List Policy & Procedures

Purpose

This policy and the procedures within provide for waiting lists to be administered in a transparent manner. It supports the availability of information about the waiting list for prospective parents in a way that maintains the privacy and confidentiality of children.

The procedures provide steps that will be followed to place children on the waiting list, offer admission, and provide parents with information about their child's position on the waiting list.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for a child care centre that maintains a waiting list to have related policies and procedures.

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

Policy

General

- ☑ Yeshiva Yesodei Hatorah will strive to accommodate all requests for the registration of a child at the child care centre.
- ☑ Where the maximum capacity of a program has been reached and spaces are unavailable for new children to be enrolled, the waiting list procedures set out below will be followed.
- ☑ No fee will be charged to parents for placing a child on the waiting list.

Procedures

Receiving a Request to Place a Child on the Waiting List

- ☑ The licensee or designate will receive parental requests to place children on a waiting list via Telephone

Placing a child on the Waiting List

☑ The licensee or designate will place a child on the waiting list in chronological order, based on the date and time that the request was received.

- Once a child has been placed on the waiting list, the licensee or designate will inform parents of their child's position on the list.

Determining Placement Priority when a Space Becomes Available

☑ When space becomes available in the program, priority will be given to children who are currently enrolled and need to move to the next age grouping, siblings of children currently enrolled, children of staff..

☑ Once these children have been placed, other children on the waiting list will be prioritized based on program room availability and the chronology in which the child was placed on the waiting list.

Offering an Available Space

☑ Parents of children on the waiting list will be notified via Telephone that a space has become available in their requested program.

☑ Parents will be provided a timeframe of 30 Days in which a response is required before the next child on the waiting list will be offered the space.

☑ Where a parent has not responded within the given timeframe, the licensee or designate will contact the parent of the next child on the waiting list to offer them the space.

Responding to Parents who inquire about their Child's Placement on the Waiting List

- Preschool Director will be the contact person for parents who wish to inquire about the status of their child's place on the waiting list.

- Preschool Director will respond to parent inquiries and provide the child's current position on the list and an estimated likelihood of the child being offered a space in the program.

Maintaining Privacy and Confidentiality

- The waiting list will be maintained in a manner that protects the privacy and confidentiality of the children and families on the list and therefore only the child's position on the waiting list will be provided to parents.

☑ Names of other children or families and/or their placement on the waiting list will not be shared with other individuals.

Glossary

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

Parent: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family (all references to parent include legal guardians but will be referred to as "parent" in the policy).

Emergency Management Policy & Procedures

Name of Child Care Centre: Yeshiva Yesodei Hatorah

Purpose

The purpose of this policy is to provide clear direction for staff and licensees to follow to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved.

Clear policies and procedures will support all individuals to manage responses and responsibilities during an emergency, resulting in the safest outcomes possible.

Definitions

All-Clear: A notification from an authority that a threat and/or disaster no longer pose a danger and it is deemed safe to return to the child care premises and/or resume normal operations.

Authority: A person or entity responsible for providing direction during an emergency situation (e.g. emergency services personnel, the licensee).

Emergency: An urgent or pressing situation where immediate action is required to ensure the safety of children and adults in attendance. These include situations that may not affect the whole child care centre (e.g. child-specific incidents) and where 911 is called.

Emergency Services Personnel: persons responsible for ensuring public safety and mitigating activities in an emergency (e.g. law enforcement, fire departments, emergency medical services, rescue services).

Evacuation Site: the designated off-site location where shelter is obtained during an emergency. The evacuation site is used when it is deemed unsafe to be at or return to the child care centre.

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Meeting Place: the designated safe place near the child care centre where everyone is to initially gather before proceeding to the evacuation site or returning to the child care centre if evacuation is not necessary.

Staff: Individual employed by the licensee (e.g. program staff, supervisor).

Unsafe to Return: A notification from an authority that a threat and/or disaster continue to pose a danger and it is unsafe to return to the child care premises.

Policy

Staff will follow the emergency response procedures outlined in this document by following these three phases:

Immediate Emergency Response;

Next Steps during an Emergency and Recovery.

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation.

For situations that require evacuation of the child care centre, the **meeting place** to gather immediately will be located at: Tifferes Bais Yaakov – 85 Stormont Ave. Toronto ON M5N 2C3

If it is deemed ‘unsafe to return’ to the child care centre, the **evacuation site** to proceed to is located at: Tifferes Bais Yaakov – 85 Stormont Ave. Toronto ON M5N 2C3

Note: all directions given by emergency services personnel will be followed under all circumstances, including directions to evacuate to locations different than those listed above.

- For any emergency situations involving a child with an individualized plan in place, the procedures in the child’s individualized plan will be followed.
- If any emergency situations happen that are not described in this document, The Principal or Executive Director will provide direction to staff for the immediate response and next steps. Staff will follow the direction given.
- If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed. All emergency situations will be documented in detail by Pre School Director in the daily written record.

Additional Policy Statements

- YYH Preschool program shall conduct periodic drills to help be prepared for the event of an actual disaster.

Procedures

Phase 1: Immediate Emergency Response

Emergency Situation	Roles and Responsibilities
<p>Lockdown When a threat is on, very near, or inside the child care centre. E.g. a suspicious individual in the</p>	<ol style="list-style-type: none"> 1) The staff member who becomes aware of the threat must inform all other staff of the threat as quickly and safely as possible. 2) Staff members who are outdoors must ensure everyone who is outdoors proceeds to a safe location. 3) Staff inside the child care centre must: <ul style="list-style-type: none"> • remain calm; • gather all children and move them away from doors and windows;

<p>building who is posing a threat.</p>	<ul style="list-style-type: none"> • take children’s attendance to confirm all children are accounted for; • take shelter in closets and/or under furniture with the children, if appropriate; • keep children calm; • ensure children remain in the sheltered space; • turn off/mute all cellular phones; and • wait for further instructions. <p>4) If possible, staff inside the program room(s) should also:</p> <ul style="list-style-type: none"> • close all window coverings and doors; • barricade the room door; • gather emergency medication; and • join the rest of the group for shelter. <p>5) A Teacher will immediately:</p> <ul style="list-style-type: none"> • close and lock all child care centre entrance/exit doors, if possible; and • take shelter. <p>Note: only emergency service personnel are allowed to enter or exit the child care centre during a lockdown.</p>
<p>Hold & Secure When a threat is in the general vicinity of the child care centre, but not on or inside the child care premises. E.g. a shooting at a nearby building.</p>	<p>1) The staff member who becomes aware of the external threat must inform all other staff of the threat as quickly and safely as possible.</p> <p>2) Staff members who are outdoors must ensure everyone returns to their program room(s) immediately.</p> <p>3) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all window coverings and windows in the program room; • continue normal operations of the program; and • wait for further instructions. <p>4) A Teacher must immediately:</p> <ul style="list-style-type: none"> • close and lock all entrances/exits of the child care centre; • close all blinds and windows outside of the program rooms; and • place a note on the external doors with instructions that no one may enter or exit the child care centre. <p>Note: only emergency services personnel are allowed to enter or exit the centre during a hold and secure.</p>
<p>Bomb Threat A threat to detonate an explosive device to cause property damage, death, or injuries E.g. phone call bomb threat, receipt of a suspicious package.</p>	<p>1) The staff member who becomes aware of the threat must:</p> <ul style="list-style-type: none"> • remain calm; • call 911 if emergency services is not yet aware of the situation; • follow the directions of emergency services personnel; and • take children’s attendance to confirm all children are accounted for. <p>A. Where the threat is received by telephone, the person on the phone should try to keep the suspect on the line as long as possible while another individual calls 911 and communicates with emergency services personnel.</p> <p>B. Where the threat is received in the form of a suspicious package, staff must ensure that no one approaches or touches the package at any time.</p>
<p>Disaster Requiring Evacuation A serious incident that affects the physical building and requires everyone to leave the premises. E.g. fire, flood, power failure.</p>	<p>1) The staff member who becomes aware of the disaster must inform all other staff of the incident and that the centre must be evacuated, as quickly and safely as possible. If the disaster is a fire, the fire alarm pull station must be used and staff must follow the centre’s fire evacuation procedures.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • gather all children, the attendance record, children’s emergency contact information any emergency medication; • exit the building with the children using the nearest safe exit, bringing children’s outdoor clothing (if possible) according to weather conditions; • escort children to the meeting place; and • take children’s attendance to confirm all children are accounted for; • keep children calm; and • wait for further instructions.

	<p>3) If possible, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>4) Designated staff will:</p> <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to and wait until emergency personnel arrive and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>5) If possible, the site designate must conduct a walk-through of the child care centre to verify that everyone has exited the building and secure any windows or doors, unless otherwise directed by emergency services personnel.</p>
<p>Disaster – External Environmental Threat An incident outside of the building that may have adverse effects on persons in the child care centre. E.g. gas leak, oil spill, chemical release, forest fire, nuclear emergency.</p>	<p>1) The staff member who becomes aware of the external environmental threat must inform all other staff of the threat as quickly and safely as possible and, according to directions from emergency services personnel, advise whether to remain on site or evacuate the premises.</p> <p>If remaining on site:</p> <p>1) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room immediately.</p> <p>2) Staff must immediately:</p> <ul style="list-style-type: none"> • remain calm; • take children’s attendance to confirm all children are accounted for; • close all program room windows and all doors that lead outside (where applicable); • seal off external air entryways located in the program rooms (where applicable); • continue with normal operations of the program; and • wait for further instructions. <p>3) Building Manager must:</p> <ul style="list-style-type: none"> • seal off external air entryways not located in program rooms (where applicable); • place a note on all external doors with instructions that no one may enter or exit the child care centre until further notice; and • turn off all air handling equipment (i.e. heating, ventilation and/or air conditioning, where applicable). <p>If emergency services personnel otherwise direct the child care centre to evacuate, follow the procedures outlined in the “Disaster Requiring Evacuation” section of this policy</p>
<p>Natural Disaster: Tornado / Tornado Warning</p>	<p>1) <i>The staff member who becomes aware of the tornado or tornado warning must inform all other staff as quickly and safely as possible.</i></p> <p>2) Staff members who are outdoors with children must ensure everyone who is outdoors returns to their program room(s) immediately.</p> <p>3) <i>Staff must immediately:</i></p> <ul style="list-style-type: none"> • remain calm; • <i>gather all children;</i> • <i>go to the basement or take shelter in small interior ground floor rooms such as washrooms, closets or hallways;</i> • take children’s attendance to confirm all children are accounted for; • <i>remain and keep children away from windows, doors and exterior walls;</i> • keep children calm; • conduct ongoing visual checks of the children; and • wait for further instructions.
<p>Natural Disaster: Major Earthquake</p>	<p>1) Staff in the program room must immediately:</p> <ul style="list-style-type: none"> • remain calm; • instruct children to find shelter under a sturdy desk or table and away from unstable structures;

	<ul style="list-style-type: none"> • ensure that everyone is away from windows and outer walls; • help children who require assistance to find shelter; • for individuals in wheelchairs, lock the wheels and instruct the individual to duck as low as possible, and use a strong article (e.g. shelf, hard book, etc.) to protect their head and neck; • find safe shelter for themselves; • visually assess the safety of all children.; and • wait for the shaking to stop. <p>2) Staff members who are outdoors with children must immediately ensure that everyone outdoors stays away from buildings, power lines, trees, and other tall structures that may collapse, and wait for the shaking to stop.</p> <p>3) Once the shaking stops, staff must:</p> <ul style="list-style-type: none"> • gather the children, their emergency cards and emergency medication; and • exit the building through the nearest safe exit, where possible, in case of aftershock or damage to the building. <p>4) If possible, prior to exiting the building, staff should also:</p> <ul style="list-style-type: none"> • take a first aid kit; and • gather all non-emergency medications. <p>5) Individuals who have exited the building must gather at the meeting place and wait for further instructions.</p> <p>6) Designated staff will:</p> <ul style="list-style-type: none"> • help any individuals with medical and/or special needs who need assistance to go to the meeting place (in accordance with the procedure in a child’s individualized plan, if the individual is a child); and • in doing so, follow the instructions posted on special needs equipment or assistive devices during the evacuation. • If individuals cannot be safely assisted to exit the building, the designated staff will assist them to a safe area in the building and ensure their required medication is accessible, if applicable; and • wait for further instructions. <p>7) The site designate must conduct a walkthrough of the child care centre to ensure all individuals have evacuated, where possible.</p>
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Immediate Emergency Response Procedures for Other Emergencies

Epidemic or student with contagious disease that was exposed to other students	1) Staff in the program room must immediately reach out to medical professionals on how to respond to children in the immediate threat to disease. Staff will follow medical advice.
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Additional Procedures for Immediate Emergency Response

All staff members in program room, shall assist the students in their program room. If their classroom is under control and the staff feel that they can assist with other program rooms, one staff member shall provide assistance to other program rooms shall there be a need.

Phase 2: Next Steps During the Emergency

- 1) Where emergency services personnel are not already aware of the situation, Preschool Director or staff member who first witness the incident must notify emergency services personnel (911) of the emergency as soon as possible.
- 2) Where the child care centre has been evacuated, emergency services must be notified of individuals remaining inside the building, where applicable.
- 3) If the licensee is not already on site, the site designate must contact the licensee to inform them of the emergency situation and the current status, once it is possible and safe to do so.

List of Emergency Contact Persons: [insert information (e.g. supervisor, licensee, on-site designate, board of directors, local authority)]

Local Police Department: 911
 Ambulance: 911
 Hatzolah: 416-256-1000
 Local Fire Services: 911
 Site Supervisor: Benjamin Septon
 Licensee Contact(s):647-835-7383

- 4) Where any staff, students and/or volunteers are not on site, Pre School Director must notify these individuals of the situation and instruct them to proceed directly to the evacuation site if it is not safe or practical for them return to the child care centre.
- 5) Pre School Director must wait for further instructions from emergency services personnel. Once instructions are received, they must communicate the instructions to staff and ensure they are followed.
- 6) Throughout the emergency, staff will:
 - help keep children calm;
 - take attendance to ensure that all children are accounted for;
 - conduct ongoing visual checks and head counts of children;
 - maintain constant supervision of the children; and
 - engage children in activities, where possible.
- 7) In situations where injuries have been sustained, staff with first aid training will assist with administering first aid. Staff must inform emergency personnel of severe injuries requiring immediate attention and assistance.

8a) Procedures to Follow When “All-Clear” Notification is Given

<p>Procedures</p>	<ol style="list-style-type: none"> 1) The individual who receives the ‘all-clear’ from an authority must inform all staff that the ‘all-clear’ has been given and that it is safe to return to the child care centre. 2) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals with returning to the child care centre. 3) Staff must: <ul style="list-style-type: none"> • take attendance to ensure all children are accounted for; • escort children back to their program room(s), where applicable; • take attendance upon returning to the program room(s) to ensure that all children are accounted for; where applicable; and • re-open closed/sealed blinds, windows and doors. 4) Pre School Director will determine if operations will resume and communicate this decision to staff.
<p>Communication with parents/guardians</p>	<ol style="list-style-type: none"> 1) As soon as possible, Pre School Director must notify parents/guardians of the emergency situation and that the all-clear has been given. 2) Where disasters have occurred that did not require evacuation of the child care centre, Pre School Director must provide a notice of the incident to parents/guardians by a 24 hr period from incident occurrence.. 3) If normal operations do not resume the same day that an emergency situation has taken place, Pre School Director must provide parents/guardians with information as to when and how normal operations will resume as soon as this is determined.

8b) Procedures to Follow When “Unsafe to Return” Notification is Given	
Procedures	<ol style="list-style-type: none"> 1) The individual who receives the ‘unsafe to return’ notification from an authority must inform all staff of this direction and instruct them to proceed from the meeting place to the evacuation site, or the site determined by emergency services personnel. 2) Staff must take attendance to confirm that all children are accounted for, and escort children to the evacuation site. 3) Designated staff who have assisted individuals with medical and/or special needs with exiting the building will assist and accompany these individuals to the evacuation site. 4) Pre School Director will post a note for parents/guardians on the child care centre entrance with information on the evacuation site, where it is possible and safe to do so. 5) Upon arrival at the evacuation site, staff must: <ul style="list-style-type: none"> • remain calm; • take attendance to ensure all children are accounted for; • help keep children calm; • engage children in activities, where possible; • conduct ongoing visual checks and head counts of children; • maintain constant supervision of the children; • keep attendance as children are picked up by their parents, guardians or authorized pick-up persons; and • remain at the evacuation site until all children have been picked up.
Communication with parents/guardians	<ol style="list-style-type: none"> 1) Upon arrival at the emergency evacuation site, Security Guard will notify parents/guardians of the emergency situation, evacuation and the location to pick up their children. 2) Where possible, Pre School Director will update the child care centre’s voicemail box as soon as possible to inform parents/guardians that the child care centre has been evacuated, and include the details of the evacuation site location and contact information in the message.

Additional Procedures for Next Steps During an Emergency

Staff members will reach out to available volunteers to bring snacks and water to the meeting place. Any accidents or injuries to children shall be documented.

Phase 3: Recovery (After an Emergency Situation has Ended)

<p>Procedures for Resuming Normal Operations</p> <p>E.g. where, applicable, reopening the child care centre, contacting the Ministry of Education Program Advisor, responding to media and community inquiries, contacting the insurance company, informing the caterer, temporarily relocating, etc.</p>	<p>After the center resumes to normal, the Executive Director shall contact the ministry to inform them of the incident. Should there be any damage or injuries, ED will be in contact with the insurance for any necessary claims. In the event that the media should inquire about the incident, the ED will cooperate and provide the requested information of the incident.</p>
<p>Procedures for Providing Support to Children and Staff who Experience Distress</p>	<p>Should the event cause any distress to any staff to student, ED will notify emergency response to help assist with the individual. The centre will stay in close contact with the member or family for updates on condition of patient.</p>
<p>Procedures for Debriefing Staff, Children and Parents/ Guardians</p> <p>Include, where, applicable, details about when and how the debrief(s) will take place, etc.</p>	<p>Executive Director must debrief staff, children and parents/guardians after the emergency.</p> <p>ED shall announce details of where and when the debriefing shall take place. ED shall reach out for professional services to help with the debriefing should the situation require additional professional services.</p>

Yeshiva Yesodei Hatorah

Early Childhood Program Statement

Yeshiva Yesodei Hatorah, an early childhood and elementary school, serves the Orthodox Jewish community of Toronto by delivering an outstanding secular education to its students while passing on the traditions specific to our history and culture.

Reverence for scholarship and universal literacy have always been central to our heritage. Our students study the ancient texts on which our belief is founded, adding that to the core curriculum of Ontario to give them the necessary education for today. YYH is committed to its students, both past and present, as well as to its continued role in the future.

YYH recognizes that the Minister of Education has named the document, "How Does Learning Happen?" (HDLH) as the common provincial framework to guide programming and pedagogy in licensed child care settings. YYH also shares the view that children are competent, capable, curious, and rich in potential. As such, this program statement document is both consistent with HDLH and reflects the people involved and values of YYH.

PROGRAM GOALS:

Using the pedagogical foundations within HDLH, YYH articulates its program goals and the approaches used to achieve them. The following table outlines these goals and approaches within the context of **HDLH** and Ontario Regulation 137/15, 46(3):

Foundation I Concept	Goal Description	Approaches
(1) Well-Being	Promote the health, safety, nutrition and well-being of the children	<ul style="list-style-type: none"> • Creating positive eating environments with a variety of healthy food and appropriate portion sizes. • Children are seated together to encourage social interactions. • Cleanliness maintained with a toy and room cleaning schedule. • Trained staff ensures the safety of the children. • Playgrounds are closed securely, and security guard monitors all doors.
(2) Belonging, Expression	Support positive and responsive interactions among the children, parents, child care providers and staff	<ul style="list-style-type: none"> • Weekly newsletters are sent to parents that include a review of the recent lessons, crafts, songs and activities. • Children are asked open ended questions allowing them to explore new ideas and problemsolve.
(3) Well-Being, Belonging	Encourage the children to interact and communicate in a positive way and support their ability to self-regulate	<ul style="list-style-type: none"> • Children are encouraged to communicate their needs, feelings and ideas. • Play partnering by following the children's lead facilitates self-regulation. • Through continuous observation and attention by our educators, children are supported in developing strategies to remain calm and regulate their emotions while recognizing the effects of their actions on others.
(4) Engagement	Foster the children's exploration, play and inquiry	<ul style="list-style-type: none"> • Including lessons, open ended equipment and activities which foster individual expression and creativity. • Children are offered experiences that pique their curiosity and engage them in active meaningfulplay. • Incorporating nature into the curriculum enables children to explore the world around them, which helps them investigate their hypotheses about the physical environment and make sense of their daily experiences.

<p>(5) Expression</p>	<p>Provide child-initiated and adult-supported experiences</p>	<ul style="list-style-type: none"> • Plans are modified according to children's interests and by taking note of how they interact with others and their environment. • Making objective, specific comments about children's activities that they are engaged in motivates children to expand their descriptive language and think about what they are doing.
<p>(6) Engagement</p>	<p>Plan for and create positive learning environments and experiences in which each child's learning and development will be supported</p>	<ul style="list-style-type: none"> • Weekly lesson plans focus on expanding an understanding of Judaism, Bible, morality as well as literacy and numeracy. • Activities are designed to strengthen children's motor, cognitive, social and emotional skills.
<p>(7) Well-Being</p>	<p>Incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and consider the individual needs of the children receiving child care</p>	<ul style="list-style-type: none"> • Warm, caring, and experienced educators who focus on each individual to create programs that actualize each child's potential. • Craft activities incorporate materials from nature such as leaves, snow, flowers, and birdnests. • Classrooms are equipped with reading areas, puzzles, and other activities for quiet time. • Outdoor active play includes ground chalking, ball playing and sports.
<p>(8) Belonging, Engagement</p>	<p>Foster the engagement of and ongoing communication with parents about the program and their children</p>	<ul style="list-style-type: none"> • Teachers have scheduled parent phone conferences with parents. • Parents are welcome to visit our program as well as join us for special occasions such as child's birthday or holiday party. • Parents are encouraged to call with any questions about their children or about the program.
<p>(9) Belonging, Well-Being, Engagement</p>	<p>Involve local community partners and allow those partners to support the children, their families and staff</p>	<ul style="list-style-type: none"> • Cultivating relationships with principals, faculty and teachers of YYH elementary and junior high school programs. • Partnering with local community agencies to support the children and families in our programs. • YYH early childhood staff develop learning opportunities by engaging the community in our programs.
<p>(10) Critical Reflection, Collaborative Inquiry</p>	<p>Support staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning</p>	<ul style="list-style-type: none"> • Staff is encouraged to attend courses offered periodically by Torah Umesorah Education Centre and other similar venues. • Collaborative Inquiry meetings take place for staff to reflect on different aspects of the program.
<p>(11) Pedagogical Documentation</p>	<p>Document and review the impact of the strategies set out in above clauses on the children and their families</p>	<ul style="list-style-type: none"> • At the culmination of the school year Early Childhood Director will review all strategies with school principal to determine the impact of each program.