

LJT Childcare Academy's

LITTLE ACADEMY



Go On This Learning Journey Together



PARENT HANDBOOK

1A Caroline Drive St. Catharines, ON L2T 3E9
7112 Dorchester Rd Niagara Falls, ON L2G 5V6
4465 Drummond Rd Niagara Falls, ON L2E 6C5

LJT Childcare Academy's – Little Academy and Kinder Academy Childcare Centres, are licensed by the Ministry of Education. The license is renewed yearly and on display in the Centre.

Program Statement

LJT Childcare Academy's, we believe going on this Learning Journey Together, nurturing, celebrating, and teaching every unique child with love, curiosity and community as they grow and explore the world. Where every child's journey is filled with joy, growth and care. Providing an inclusive, safe, engaging environment where children flourish, families connect and educators inspire. LJT Childcare Academy's will turn every day into an adventure of discovery, growth and friendship.

This program statement is consistent with Ontario's policy statement: How does learning happen? Ontario's Pedagogy for early years (2014) as the document for guiding the childcare program.

Admissions

LJT Childcare Academy's is a not-for-profit Childcare Corporation.

Children from 18 months to twelve years of age will be admitted for full day care, and before and after school care. Each child must submit an up-to-date medical form and proof of immunizations prior to admission. Parents must fill out and sign the Enrollment Registration form, and Fees Policy.

Our program Little Academy at Briardale will offer full day childcare within the hours of 7am to 6pm, Monday to Friday year round.

Kinder Academy program is offered 9am to 230pm Monday to Friday, beginning the second Monday of September to the third Friday of June each year.

Little Academy at James Morden offers after school care on school days only.

All centre closures are listed below. Closures and all reminders will be messaged through independent centres Instagram.

Base Fees 18 months to 5 years	\$22 a day <i>All locations</i>
Base Fees age 6 to 12 PD days /Summer	\$45 a day <i>Briardale location only</i>
Before and After School age 3 to 5	\$22 a day <i>Briardale location only</i>
Before and After School age 6 to 12	\$25 a day <i>Briardale location only</i>
Before School Only age 3 to 5 7am until school bell	\$10 a day <i>Briardale location only</i>
Before School Only age 6 to 12 7am until school bell	\$12 a day <i>Briardale location only</i>
After School Only age 3 to 5 last school bell until 6pm	\$12 a day <i>Briardale & James Morden</i>
After School Only age 6 to 12 last school bell until 6pm	\$15 a day <i>Briardale & James Morden</i>

Parents are required to pay for all days registered for their child regardless of whether they attend or not due to your choice or illness. Their spot is secure and guaranteed. All stat holidays listed at the end of the document will also be paid in full. No fee will be charged when centre is closed for educator breaks. **Payments are to be made by e transfer by the last Friday of the month for the commencing month of care.**

Non-Base Fees otherwise known as late fees:

Late Payments **\$5 per day**

This fee will be added if payment is after due date. Payments are due by the last Friday of each month

Late Pick up **\$2 a minute**

This charge begins every minute after 6pm or 2:30pm at Kinder Academy. If your child is registered as part time, then this fee will be applied after designated time of pickup has passed. **Fee must be paid in cash at pick up.**

Registration fee

This one-time fee totalling 2 weeks of your enrolment is required at registration and will be returned if you remove your child from our program with proper 2 weeks notice or when completing their care duration with us, example age out of the program. If registration is at the same time as of the start date the 2 weeks amount will be added to the regular monthly fees. 2 weeks paid notice must be given if you are removing your child from our program.

Off Premise Activities

Educators and staff plan activities for all children (all groups) which are conducted either inside or outside in our approved play yards. Please note we do not have planned activities off the premises.

Meals/Nutrition

Our program offers a variety of nutritious foods for lunch and snacks. Food selected promotes good health, incorporates Canada's Food Health Guide and provides an opportunity for children to try new foods and establish ongoing positive eating habits. Weekly snack menus and monthly lunch menus are posted for your information. All allergies are posted. We do allow special occasion snacks, but they must be store bought and school safe. We are a nut-aware centre. Kinder Academy preschool families are required to pack your child a lunch, snacks are provided.

Parents Responsibilities

Each article of clothing must be marked with the child's name, including boots. The child must be dressed appropriately for outdoor play each day. I.e. splash pants in the spring/fall, snow suits in the winter.

If the child is ill, they must be kept at home. If your child has vomited or has diarrhea or a high fever, they are to stay home for at least 24 hrs after the last episode. If your child is ill with a cold or sinus infection they must remain home until secretions are clear, please do not send your child with green or yellow mucus from their nose or eyes, as those symptoms are likely contagious. If your child shows symptoms while in our care, you may be asked to pick up your child. We will not dispense medication for the child unless a chronic condition exists, i.e. Asthma or Anaphylaxis. In this case, the medication must be brought to us in its original container, with the doctor's instructions for dosage, etc. A medication administration form and an Anaphylaxis Emergency Plan form must be filled out and signed by parent/guardian. Parents are asked to arrange for an interview with the Supervisor if there are any special health concerns or any other problems.

If an emergency arises and the parent will be late picking up the child, and regarding absences or illness a message must be sent to us by using direct message on Instagram.

Sleep time is from 12:30pm to 2:30pm. Please arrange to pick up the child before or after these hours, to keep their schedule consistent. We would also ask that you bring in and pick up your child as close to the same time every day as possible, as routines are very important to the child in their early years. Children will be released only to the specified people on the registration form, authorized pick-up form or emergency contact unless we are otherwise notified. All messages can be communicated with the Educator, also sent by DM on Instagram if any person not listed will be picking up. Any special needs or problems must be discussed with the Educators in your child's group and the supervisor. If you wish an individual interview regarding your child's progress, please DM us for an appointment. Personal toys, books, etc. are difficult to share. We have ample play materials and activities. Personal belongings should be left at

home. A special sleep buddy and blanket can be brought in for nap/rest time and will stay stored with your child's cot. Kinder Academy does not have a required sleep schedule.

Parent Issues and Concerns Policy and Procedures

Purpose

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

Policy

Parents/guardians are encouraged to take an active role in our 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, Educators and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our Educators 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 everyone at LJT Childcare Academy's – Little Academy 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, by DM on Instagram 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 3 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/childrensaaid/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</p> <p>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 Educator directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised - arrange for a meeting with the parent/guardian within 3 business days. <p>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 - 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>General, Centre- or Operations-Related</p> <p>E.g: childcare 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. 	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p>
<p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that put 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.</p>	<p>Parent Handbook with centre's policies and procedure are emailed to every parent.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 3 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
<p>Student- / Volunteer-Related</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the supervisor and/or licensee. <p>-</p> <p>All issues or concerns about the conduct of students and/or volunteers that put 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.</p>	<ul style="list-style-type: none"> - Monitor and notify the supervisor of any misconduct of the policies and procedures - If issue between staff/volunteer or staff/student or child/volunteer, child/student arises such as not complying with our procedures, a sense of feeling unsafe or dislike of them, Supervisor will start monitoring closely and a discussion will happen to ensure the understanding of the situations. Suggestions and recommendations will be followed to be able to continue in the program.

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:
		<ul style="list-style-type: none">- If resolution cannot be made removal from the program may be necessary

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 email to hello@ljtchildcareacademy.ca

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:

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

Lisa Horth: 905-358-4193 horthlisa@gmail.com

Site supervisor: hello@ljtchildcareacademy.ca

Sleep & Quiet Time

Children are encouraged to lie quietly on their cots with their special buddy and cozy blankets. Some children will sleep, while others just rest. Sleep time is roughly 12:30-2:30pm each day. If children are not asleep after the first hour, they are permitted to get up and find a quiet activity while their friend's sleep. Each child has a folder with a "sleep room visual checklist" sheet, that staff document information about child's sleep experience each day. If staff notice any changes during sleep time, the parents will be notified at pick up and by DM on Instagram. Kinder Academy does not have a sleep time.

Behaviour Management

We believe that children learn best when they are given reasonable limits, freedom to choose, and when the adults are loving, firm, and consistent. No corporal punishment, derogatory comments or restrictive measures will be used. Discipline will be planned to assist the child to become a self-disciplined person using choices and logical consequences. A prepared environment will allow the child to learn through play and through guidance by a highly qualified, caring staff. The child will be placed with children at their own development level and will proceed at their own individual rate of growth and development.

Prohibited Practices

Under section 48 of the Child Care and Early Years Act the following are prohibited practices and are grounds for dismissal:

- corporal punishment of the child
- 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

- locking the exits of the child care centre for the purpose of confining the child, or confining the child in 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
- 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
- inflicting any bodily harm on children including making children eat or drink against their will.

Duty to Report

Under section 72 of the CFSA every person including persons who perform professional or official duties with respect to children, such as health care workers, teachers, operators or employees of child care programs or centres, police and lawyers, who has reasonable grounds to suspect that a child is or may be in need of protection must promptly report the suspicion and the information upon which it is based to a CAS. It is not necessary to be certain that a child is or may need protection to make a report to CAS. "Reasonable grounds" refers to the information that an average person, using normal and honest judgment, would need to decide to report. The CFSA specifies that a person who acts in accordance with the duty to report is protected from civil actions, unless the person acts maliciously or without reasonable grounds for the suspicion.

Staff & Student Supervision

LJT Childcare Academy's welcomes both placement students and volunteers at Little Academy locations only into the various programs offered in our program. We believe it is a valuable part in gaining experience in a childcare environment. Volunteers and students also play an important role in supporting staff in the daily operation of childcare programs.

The policy in place provides supervising staff, students and volunteers with a clear understanding of their roles and responsibilities.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding volunteers and students for childcare centres.

Students and volunteers will always be supervised by an employee and never permitted to be alone with any child or group of children who receive childcare.

Students and volunteers will not be counted in staff to child ratios.

Safe arrival & Dismissal

LJT Childcare Academy's will ensure that any child receiving care at the centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization to the centre whom their child may be release to. Parent can use Instagram to update educator if another person will be picking up their child different from authorized or emergency contacts.

- LJT Childcare Academy's - Little Academy will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- A parent/guardian may request that a child who is 10 years old or older be released from care without supervision. Parents/Guardians must provide written and signed authorization and instructions for the release of the child including the time of dismissal.
- Where a parent/guardian provides written instructions for the release of their child from care without supervision, such as walk home with a classmate or relative attending school with them the parent/guardian is aware that the care is no longer responsible for that child upon their dismissal.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out on the next page.

Procedures

Accepting a child into care

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

Where a child has not arrived in care as expected

1. Where a child does not arrive at the centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - commence contacting the child's parent/guardian no later than 30 minutes of the scheduled time of the scheduled arrival. Staff shall first send a message on Instagram and wait 10 minutes for a response, if no response call the parent number on file. If no answer proceeds to call all emergency contacts and authorized pick up in the child's file.

2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

Releasing a child from care

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

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

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up the Educator will message on Instagram wait 10 minutes and then call the parent/guardian. The message should advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must make sure they leave a voice mail for the parent. Also, if the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions and leave a voice message to contact the centre.
 - Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall proceed to contact all other emergency contacts and authorized individuals.

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

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up. There is a late fee as per our policy of \$2 a minute.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual; the staff shall contact them.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall leave voice messages asking to be contacted.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file or the emergency contacts by 6:10 the staff shall proceed with contacting the local Children's Aid Society, at 905-937-7731. Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Where a parent/guardian has provided written authorization for their child to be released from care without supervision, one staff in the program must be responsible for dismissing the child from care. Prior to dismissing the child from care, the staff shall review the written instructions for release provided by the parent/guardian and release the child at the time set out in the instructions. The staff shall document the time of departure from care and as well as their initials on the attendance record.

Inclusion Resource Model

Niagara Region is excited to share a new approach to better support children, families, and educators in our childcare and early years programs. Beginning January 1, 2026. Special needs resourcing model will be replaced with the Inclusion Resource Services Model (IRSM). This model shifts from focusing solely on children with special needs to strengthening how we work together so that all children are included, supported, and thriving in their learning environments.

What is the Inclusion Resource Services Model (IRSM)?

The IRSM is an approach that provides the right level of support to children based on their individual needs while also increasing in-class coaching and collaboration with educators ensuring all children benefit from high-quality, inclusive environments.

The IRSM uses a team-based approach that includes:

Early Childhood Educator (ECE): Your child's educator supports them daily. In this model they help identify when a child may benefit from additional supports and work closely with both families and the IRSM team.

Inclusion Quality Coordinator (IQC): IQCs work directly with children, families, and educators by modeling strategies, providing classroom resources, creating goal plans, and bringing in other practitioners when needed. Niagara's IQC services are provided through Bethesda and Niagara Children's Centre.

Community Pedagogical Advisor (CPA): CPAs support educators, supervisors, and IQCs by offering resources, helping identify professional learning needs, and ensuring learning environments align with Ontario's early learning pedagogy.

The IRSM model is broken down into three tiers of support:

Tier 1: Focuses on providing universal support for all children. Classrooms will receive ongoing support from the IQC and CPA to create inclusive, welcoming spaces for children of all abilities. This includes adapting environments, offering resources, and embedding inclusive practices into everyday routines.

Tier 2: Focuses on providing individualized support for some children. If an educator identifies your child as needing additional support, they will discuss this with the IQC and with you, the family. Together you will collaborate to create goals that support your child. The IQC may also engage the CPA to provide additional professional learning or resources to support the teaching team in meeting the needs of your child and other children with similar needs. In some cases, additional wrap-around support may be provided through Pathstone Mental Health Behaviour Consultants.

Tier 3: Focuses on providing intensive support for individual children. For children who require more intensive support or specialized assistance, the educator and IQC will work with families to connect with appropriate community services (e.g., speech and language therapy, occupational therapy, and/or behaviour consultant support).

How Your Child Benefits from This Model

- Your child is part of a learning environment that is inclusive to individual and diverse needs
- Your child's educator is equipped with the resources and strategies to properly support the individual needs of all children
- A strong collaborative approach connecting families, educators, and community partners
- Preparation for school through early support and goal-focused planning where needed

What to Expect

Beginning January 1, 2026, Niagara Region will introduce the new IRSM model. If your child is identified as needing additional support through Tier 2 or Tier 3 services, a member of the IRSM team will reach out to you. Before any services begin, you will be provided with clear information and invited to share your consent. This consent helps ensure you understand the purpose of the services, how information will be used, and how you can be involved in supporting your child.

If you have any questions about the Inclusion Resource Services Model, please reach out to Niagara Region Children's Services at 905-980-6000 ext. 3897.

Our Vision of Learning

LJT Childcare Academy's believes in providing an environment where we all are on this Learning Journey Together. We will nurture every child with love, curiosity, belonging and community as they grow and explore the world. We commit to provide a safe, meaningful, nurturing, inclusive and engaging environment. We will combine play-based learning and structured activities to expand on all children's unique abilities and interests guided by "How Does Learning Happen" (HDLH) pedagogy. Activities will include exploration, diversity, sensory, literacy, imagination, and technology. Our centre is accessible to all children. We strive to deliver exceptional programming to nurture curiosity, confidence, a sense of belonging and to inspire and support learning along the way.

The following pages set out our Goal, Approach and Staff Expectations.

GOAL

- A. promote the health, safety, nutrition and well-being of the children
- B. support positive and responsive interactions among the children, parents, childcare providers and staff
- C. encourage children to interact and communicate in a positive way and support their ability to self-regulate
- D. foster the children's exploration, play and inquiry
- E. provide child-initiated and adult-supported experiences
- F. plan for and create positive learning environments and experiences in which each child's learning and development will be supported
- G. incorporate indoor play, as well as active play, rest and quiet time, into the day, and consider the individual needs of the children receiving care
- H. foster engagement of and ongoing communication with parents about the program and their children
- I. involve local community partners and allow those partners to support the children, their families and staff
- J. support staff who interact with children in relation to continuous professional learning
- K. document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families

APPROACH

A

- A healthy snack and lunch are a mandatory component in our program; snack is provided in the morning and afternoon
- Lunch is prepared onsite following the Canada food guide
- Kinder Academy families provide a packed lunch
- For special occasions we do allow treats such as cupcakes, but they must store bought, packaged and nut free. Homemade treats are not permitted as we cannot be known of any unaware, unintentional cross contamination.
- Each student shall wash their hands prior to snacks and lunch. There will be proper steps to washing hands in the bathrooms so children can follow along by themselves and model the children in visual pictures.

B

- Instagram will be a mode of communication regarding our program, what children are learning and asking about, and what parents feel about certain topics being explored at the centre.
- Engage in authentic, reciprocal communication with children allowing children to be initiators and equal partners.

C

- A key component to the program is to allow children to have time, space and materials which enhance opportunities to share, play as a team, collaborate and work independently.
- Soft spots or quiet areas will be enforced in times of difficult behaviour to allow for cool down time to think and reflect.

D

- A selection of provocations will be available with time for exploration and questions from children along with varied materials in the centers for construction, and ample art forms for creativity.
- A Daily Routine (Flow of the Day) will be used to ensure there will be open-ended materials used for investigating and prompting questions with large blocks of time to do so.

E

- A shift from adult monthly themes towards what children are interested in exploring as a starting point for planning.

F

- Exploration and provocations will foster all areas of learning. Literacy, Cognition including math and science, Social, Physical, Fine Motor, and Gross Motor focusing on what draws children's attention for exploration.
- All Children, including children with individual plans will be included in all learning experiences and support will be given to enrich experiences and any adaptations recommended by family for the child will be executed to ensure full inclusion of activities and participation.

- Role model inclusive behaviour, listen to children to create opportunities they are interested in.

G

- Blocks of time will be used for active play with various activities/equipment such as balls, blocks, trains, cars, yoga and dance.
- Music and movement also allow for active play through movement
- Soft spots or a Quiet Zone will be readily available
- Cots are available for children to nap
- Outdoor play area
- School Gym available

H

- Daily communication through direct message on Instagram
- Supply accurate modes of technology such as iPad, cell phones

I

- Accessible information on resources for families to aid in specific health concerns will be available such as dental clinics, and immunization clinic in our information area at the front doors.
- A list of workshops/classes available to parents/guardians/educators will be sent home when received by ECCDC.
- IRSM will be used along with correlating resources.

J

- All staff members will be members of the ECCDC upon hire at the expense of LJT Childcare Academy's.
- All staff are required to attend scheduled staff meetings to accept/welcome and discuss positive criticism and offer such to others.

K

- The approaches must be adjusted if not suitable for the children/families as frequently as needed.
- Daily Observations and documentation of children's engagement and when they are most engaged allow for proper approaches to be attained for the set goals.
- Staff involvement in creating our program statement and where recommended changes to the program statement are offered by persons who directly interact with the children, and their families will be considered so full support of the vision and success of our program is successful.
- Share the program statement as a living document where the implementation of goals and approaches are monitored

Staff Expectations

A

- All toys, equipment and utensils are inspected daily by the cook and staff.
- Staff will ensure proper hand washing before children eat.
- Staff will make sure doors are locked when children are in the Centre.
- The cook and at least one member of staff per group is required to have a Food Handling Certificate.

B

- A daily report will be sent home at the end of each day to document children's learning experiences at school via Instagram to allow for an open forum of communication
- Staff will act as coaches to find the right words and modelling skills rather than speak for the child.
- Staff will focus attention on allowing the child to initiate conversation rather than using close ended questions that direct the conversation.

C

- Positive acknowledgement from staff is encouraged.
Allowing children to take time to explain their needs or abilities.
Ex: Time to get dressed for home on their own and praise when completed.
- Staff will use encouraging words, being calm in response, supporting self-soothing practices that allow children to manage their arousal states.

D

- Staff must follow the flow of the daytime allocations to allow for sustained complex, play and inquiry.

E

- Active adult play with children will be thought provoking.
Rather than "Let's build a Castle", language such as "What shall we build today", "What happens here", "What does this feel like", "Have you seen this outside of school?" will be encouraged by staff.

F

- Instagram app will be used to document such learning experiences and allow staff to plan for further learning provocations with questions that may arise.
- Children will be listened to and communicated with to enhance their learning experiences so teachers can incorporate what the children are interested in and plan activities together with the children to develop activities.
- Children with individual needs will be assisted and adjustments will be made so full inclusion is possible.

G

- Staff will recognize and be in tune with the mood of the class or individuals who need more allotted time for active play or rest.

H

- Staff must use Instagram as a documentation tool to keep parents informed learning partners.
- Daily photos and documentation will be sent via Instagram by DM to the parents

I

- Staff must attend scheduled meetings
- Staff must take an active role in locating/researching local partners that may aid a family in their request.

J

- Staff will be trained in offered institutes
- Staff will attend professional learning workshops/classes when requested at a mutually agreed upon time span.
- Staff must attend mandatory staff meetings.

K

- Staff are encouraged to keep messages on our Instagram and respond to questions/concerns.
- Staff must present any concerns with the current strategies as they occur or present them:
- Staff are always invited to communicate, give opinions, feedback and perspective as well as ideas to change, add to and support the program statement.



I Am A Child

I was not built to sit still, keep my hands to myself, take turns, be patient, wait in line, or even keep quiet...ALL OF THE TIME!

I need motion, novelty, adventure and to engage in the world with my whole body.

LET ME PLAY! (trust me I'm still learning)