



brightpath

EARLY LEARNING & CHILD CARE

Millrise Moments December 2017



Dear Parents,

"How we give is more important than how much we give." Unknown

Christmas: The only time of the year in which one can sit in front of a dead tree and eat candy out of socks!

BrightPath Millrise always has an Open Door Policy.

Thank you to the parents and children who participated in National Child Day and wore the color blue. It was a great success and a wonderful way to acknowledge the children of the future.

Christmas is almost here, so now is the time to think of others who are less fortunate in our city. We are going to have a "food bank" box close to our tree on the main floor. It would be so wonderful if we could deliver a full box of food. Also, as in the previous years we ask parents to donate mitts, hats, blankets etc. to hang on our Christmas tree. Just before Christmas, we will donate them to THE MAGIC OF CHRISTMAS. If anyone has old jackets we would also like to donate them to the Drop in Centre.

We would love it if any parent can share different ways they celebrate Christmas from their culture.

We are having our annual Christmas Party on December 19th from 3:30 pm to 5 pm. Everyone is welcome to join us for some treats and a to do a special craft with your children. Santa will be joining us in the front foyer and hand out a little surprise gift.

We would like to remind parents that the daycare closes at 6:00 pm. Please ensure you leave enough time to travel the distance it takes to get to the centre to ensure you are not late.

We would like to wish all the children and staff who celebrate their birthdays in December a Very Happy Birthday...

Policy of the Month: Inclusion Policy.
Please see attached.

Recipe of the Month: Baked/Breaded/Herbed Chicken
Please see attached.

Approved Statutory Holidays for 2018: Please see attached.

Frog Street Pre-School: Theme 4: Choices, for the first three weeks because we take break over Christmas holidays. Please see attached.

Frog Street Toddlers: Theme 4: Opposites, we do not have a break with over Christmas for toddlers. Please see attached

Frog Street Nursery: Developing Your Baby's Color Palette

We will be posting a Christmas Vacation Sheet outside each of the rooms in order for you to let us know if your child/children will be absent during Christmas and New Years. This will help in giving staff the opportunity to spend time with their families.

SEE THE LIST OF CLOSURES BELOW:

December 25th Christmas Day

December 26th Boxing Day

January 1st New Year's Day

The snow has arrived and it is very important that your children have winter gear at the centre daily. All walking children need to have a warm jacket, snow pants, hat, mitts and boots. We go outdoors daily. Please ensure all walking children also have a pair of indoor shoes that need to stay at the centre. It is vital that all winter gear is labeled in order for it not to be misplaced or taken home by another child/adult.



Cybertip.ca's 15th anniversary

On September 26th the Canadian Centre marked the 15th anniversary of Cybertip.ca – Canada's tipline for reporting the online sexual exploitation of children.

In addition to receiving, processing and forwarding tips from the public, Cybertip.ca is committed to providing the public with information and resources to help keep themselves and their families safe while online. Over the past 15 years, more than 14.5 million pieces of child protection educational materials have been distributed across Canada.

Educators play an important role in preventing and disrupting child sexual abuse. By

teaching the Kids in the Know program, teachers can provide students with skills and knowledge to increase their personal safety – both online and offline. And by completing online training about child sexual abuse, teachers can better prepare themselves to recognize and report concerning behaviour.

Dates to Remember:

December 1st- Eat a Red Apple Day

December 5th - International Volunteer Day

December 13th- First Day of Hanukkah

December 19th - Christmas Party 3:30 PM to 5 PM Santa Coming!!

December 20th - Last day of Hanukkah

December 21st - First Day of Winter

December 24th - Christmas Eve

December 25th - Christmas, Daycare Closed

December 26th - Boxing Day, Daycare Closed

January 1st - New Year's Day, Daycare Closed



New website helps parents keep their kids safe while online

The Canadian Centre for Child Protection, with the support of TELUS, recently launched ProtectKidsOnline.ca. The new online safety site features information about the ever-changing online interests of young people, the potential risks they face and proactive strategies for helping to keep them safe while online.

Check out the new site at protectkidsonline.ca.

Help us let parents know about this important new site by visiting protectkidsonline.ca/spreadtheword and sharing on social media.

We also do Scholastic Books Order once a month, I usually send the order off about midmonth.

We are always looking for paper. Any donations would be greatly appreciated.

On behalf of all the staff here at BrightPath Millrise, we would like to wish you and your families best wishes for the holiday season.

Kindest Regards
Millrise Staff



Inclusion Policy

Purpose

The purpose of this Policy is to ensure the **full participation of all children**. They are accessible to all children and families which may include differences in culture, diversity, and additional needs.

Policy

The Centre strives to create a program that **truly reflects** the **lives** of children, families, Centre Personnel and community.

It is the policy of the Centre to promote a **commitment to human rights, dignity of the individual and social justice**.

Centre Personnel will make every effort to provide culturally responsive childcare by affirming human differences and the right of people to make choices about their lifestyle.

This policy puts in place a set of procedures that:

- Provides opportunities for families of children with **additional needs to discuss** their child's requirements with the Centre Director **before an offer of enrolment** is accepted;
- Provides opportunities for families and the Centre Director to determine **if placement in a group care environment is in the best interest of the individual child**;
- Provides the Centre with the opportunity to make an assessment of **resources** and services required to **facilitate the inclusion of a child** with an additional need.
- In respect to challenging behaviours, it is the policy to **document and communicate** to the Director and Area Manager any situations where a child is exhibiting any **unusual or challenging behaviours**.

Definitions

Inclusion: Being part of and participating in their environment. Inclusion means being with, learning with, playing with, communicating with, and socializing with peers. Inclusion means belonging.

Diversity: Understanding that each individual is unique and recognizing individual differences. Diversity may include gender, age, physical abilities, religions, etc.

Additional Needs: Particular educational or physical requirements resulting from learning difficulties, physical or medical disability, or social, emotional and behavioural difficulties.

Cultural Diversity: The existence of a variety of cultural or ethnic groups within a program, community, or society.

Stakeholder: A person, group or organization that has interest or concern in an organization. Stakeholders can affect or be affected by the organization's actions, objectives, and policies. For example, staff, parents, resource teachers, etc.

Self-Esteem: How much a person likes, accepts, and respects him/herself overall as a person.

Severe Challenging Behaviour: Behaviours which are in conflict with social norms such as aggression, self-injury, screaming, swearing, unusual habits, destroying property, withdrawn and unresponsive, extreme mood swings or causing physical harm. Although many children will exhibit one or more of these behaviours on occasion, when they occur regularly or often and intensely, they are cause for great concern.

Individual Behavioural Management Plan: A specific plan of action to help work through the challenging behaviours of a child and try to prevent them. This plan would include a definition of the behaviour, assessment of the behaviour, changes to the environment, teaching strategies, redirection and supports that would be put into place. This plan would be completed in collaboration with the Director, educator, family members and any other concerned parties or professional supports.

Procedure

1. **Cultural Awareness:** The Centre will offer an anti-biased approach which is sensitive to and inclusive of all cultural and ethnic backgrounds.

Centre Personnel will:

- a. Accept each child as a unique individual;
 - b. Respect the cultural and social backgrounds of each child, encouraging a sense of pride in their heritage;
 - c. Develop an **educational program** that reflects cultures – both past and present;
 - d. Foster **high self-esteem** and positive self-concept in children;
 - e. Introduce children to other cultures;
 - f. Provide children with **positive experiences** focussed on exploring **similarities** and **differences**;
 - g. Encourage children to **respect** other cultures; and
 - h. Work to ensure that children are **not discriminated against** on the basis of race, religion, language, culture, or national origin.
2. **Program development:** The educational program is developed to incorporate cultural diversity to benefit children and their families.
The diverse nature of the Canadian community will be reflected through:
 - a. The provision of **developmentally appropriate learning experiences** across all curriculum areas that reflect diverse cultures;
 - b. Ensuring that the **multicultural perspective** is not tokenistic, but permeates every aspect of the environment;
 - c. Ensuring all children have **opportunity to celebrate**, value and learn from all cultures, including the diversity of histories, cultures, languages, achievements and issues, past and present;

- d. The provision of **diverse, open-ended resources** and equipment to promote self-initiated play;
 - e. The provision of a range of **cultural/diverse activities**, books, toys and games, for to all children in care;
 - f. The use of **books** and other resources where the illustrations are reflective of children's environments and experiences, and ethnic and cultural backgrounds;
 - g. The use of books and other resources which **accurately depict images** of, and information about various cultural family lifestyles, styles of parenting and religious backgrounds;
 - h. The use of **musical** recordings and instruments reflective of different cultures; and
 - i. Activities and experiences **based on the interests of individual children** and the group as a whole.
3. **Languages:** Children with languages other than English are supported with resources to maintain, develop and extend their language within early childhood settings.
4. **Materials and equipment:** The Centre Director or Person In-Charge will ensure materials and equipment are culturally diverse and are **reflective of children attending the Centre.**

Associated Policies

Philosophy

Reference Information

New policy replacing Additional Needs, Equity and Diversity Principals & Cultural Awareness

Date: July 2017

Baked/Breaded/Herbed Chicken

Breading for chicken:

Ingredients:

Panko crumbs
Salt and pepper
Parsley
Oregano
Basil
Paprika
Garlic Powder
Onion Powder
Flour

Mix together in shallow container and set aside (Cook can vary spice selection):

Rinse and drain chicken pieces.

Use milk or water or combo egg and milk to moisten chicken and dredge into crumbs.

Put coated chicken pieces on parchment foil in covered roasting pan and cook at 350 degrees until done (74 degrees C).

APPROVED STATUTORY HOLIDAYS FOR 2018

New Year Day January 1, 2018

Family Day February 19, 2018

Good Friday March 30, 2018

Victoria Day May 21, 2018

Canada Day July 2, 2018, Day in Lieu

Heritage Day August 6, 2018

Labor Day September 3, 2018

Thanksgiving Day October 8, 2018

Remembrance Day November 12, 2018, Day in Lieu

Christmas Day December 24, 2018

Boxing Day December 25, 2018

New Year Day January 1, 2019



Choices

Week 1	I Make Choices
Week 2	Healthy Choices
Week 3	Healthy Habits
Week 4	Problem Solving



Our character education focus will be on developing the concepts of *fairness* and *confidence*.

Dear Family,

During the next four weeks, we will be learning about thoughtful choices, smart choices, healthy choices, safe choices, and kind choices. Children will begin to consider and evaluate the pros and cons of their actions as they make decisions. They will learn about the importance of maintaining healthy eating habits, daily exercise, strategies for relieving stress, and regular visits to the doctor and dentist.

Literacy

We will learn to sing this little song by Pam Schiller. It reminds us that when we have a choice to make, we need to think it through.

Choices

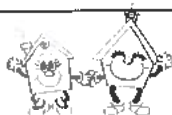
Tune: "Itsy Bitsy Spider"

When I have a choice I know just what to do.
I don't jump right in. I stop to think it through.
I think about what's safe. I think about what's fair.
I think about what's helpful. I show that I prepare.

Math

Children will continue to practice one-to-one correspondence, learn about geometric shapes, and count. Since we can describe the attributes of different objects, we will begin to notice patterns. At home, point out a pattern (a row of big and little books that you have arranged) and say: *Look at the books—a big book, a little book, a big book, a little book, a big book, a little book. Do the same things repeat over and over? Do you see the pattern? Touch each book as you describe the pattern: big book, little book. Yes, this is a pattern. You see the big books and the little books in the same order over and over. Invite your child to read this pattern along with you. Touch the books and read the pattern aloud.*

Notes



For additional at-home activities, see the Choices PATT Mat.

Parents as Partners

Did You Know?

A child's attention span is typically calculated by multiplying the child's age by three to determine the number of minutes that child is capable of staying focused. Little ones have extremely short attention spans that are still developing. Yet, there are many situations in which a toddler is required to wait, such as at a restaurant, in a doctor's office, or on a long car ride. Preparing "wait time" activities will help make this time pass more quickly for you and your child.

Try It Out

Always remember to take your child to a child-friendly restaurant where meals are served quickly. But also take along some fun "wait time" activities:

- Bring a small bag of O-shaped cereal (or other food with a hole in the middle) and a piece of yarn, ribbon, or a shoelace. Invite your child to thread the cereal pieces onto the string.
 - If the cereal pieces are different colors or shapes, invite your child to sort them into groups before eating them.
 - Also, bring along crayons and paper or a favorite toy.
- Being prepared for "wait times" will make things easier on you and your child.



Parents as Partners

Did You Know?

Children depend on routine. They use routine as an adult uses a clock. However, breaking routine occasionally is fun and adds novelty which in turn motivates learning by increasing alertness and interest. It is important to make thoughtful decisions about which routines you vary and when and how you vary them.

Try It Out

Toddlers eat and sleep according to habit. Try not to vary routines that impact meals or nap times. Sticking to these routines provides security for your child. Here are some considerations for making thoughtful decisions about when and how to break routines at other times:

- Plan out the break in routine. This doesn't mean that you should never be spontaneous; it just means that when you are spontaneous, be thoughtful about your child's condition. Never break routine when your child is tired or hungry.
- Break routines once or twice a week rather than every day.
- Keep mealtime routines intact so your child does not become overly hungry and irritable but vary where you have the meal to add novelty. For example, plan for an outdoor picnic lunch.
- Try not to change bedtime routines because this may over stimulate your child just at a time when you need her to be calm.



Parents as Partners

Did You Know?

Children can be overwhelmed by too many visual stimuli and too many choices. As an adult, you have had years of experience learning to block out things that interfere with your ability to focus, but this is not true of young children. Your brain is capable of reviewing pros and cons of as many as six choices but toddlers are not able to do this.

Try It Out

Reduce Visual Distractions

The saying, "less is more" is particularly applicable to your child's bedroom and play areas at home. This does not mean that the environment needs to be sterile, it just requires moderation. You don't want your child to be distracted by décor while she is learning or calming down for bedtime.



Offer Your Child Toddler-Size Choices

Limit choices to two or three options. This will help your toddler make thoughtful choices without feeling overwhelmed. For example, ask "Do you want to wear red or blue today? Do you want one cookie or two? Do you want to play with your blocks or work a puzzle? Which of these three books would you like to read?" Then be sure to honor your child's choice.

Frog Street Toddler © 2014 Frog Street Press

Parents as Partners

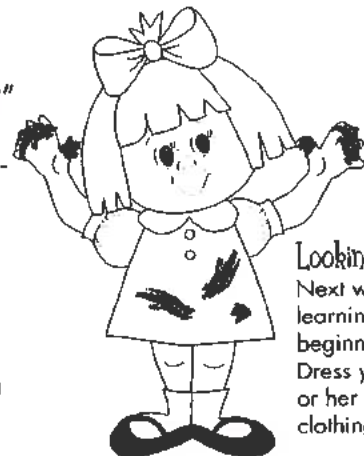
Did You Know?

Children's success as adults depends greatly on their capacity for critical and creative thinking. Critical thinking is the ability to evaluate a situation. Creative thinking is the ability to think of solutions to a problem and often involves using something in a novel way, such as when children use a stick for an airplane.

Try It Out

Try out these three ways to build your child's thinking skills:

1. When your child asks you a question, ask her "What do you think?" This allows your child to organize her thinking as she verbalizes her answer. Use your child's answer as a starting point to form your explanation.
2. The next time you find a "mess" your child has created, turn it into an opportunity to praise your child for creative thinking. Instead of viewing muddy fingers or disheveled living room pillows as a "mess," see these situations as your child's creative mind at work.
3. Join in your child's imaginative play. If your child pretends to be an elephant, join the fun by pretending to be a giraffe!



Looking Ahead

Next week we will be learning about colors beginning with yellow. Dress your child in his or her favorite yellow clothing next week.



Developing Your Baby's Color Palette



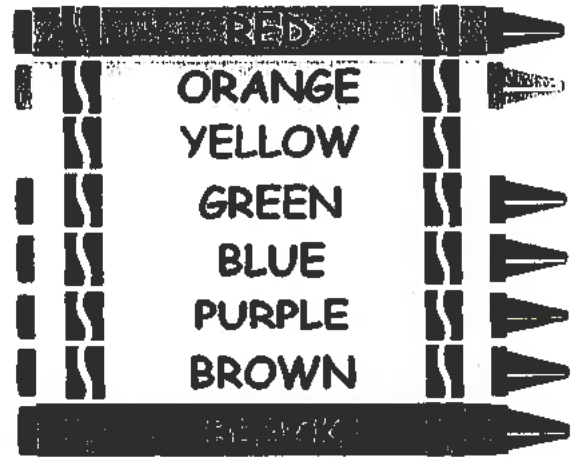
Dear Parents,

Babies are born with a black and white color palette. Colors will wire as a baby experiences them in the outside world. Most babies show that they can distinguish the color red between the second and third month of life. Blue and green will follow within a couple of weeks. Yellow takes a little longer to emerge a month or two later. White becomes a color just after yellow. Black will not become a color, in and of itself, until around a baby's first birthday. From this point through adolescence, fine variations in colors will be distinguished.

Newborn babies will stare at black and white toys and objects because these colors intensify what they are able to see. This does not mean you need to offer only these colors to babies. A baby's brain is wiring for color and interaction with colors is required to do this.

What You Can Do

- Surround your baby with colors, especially primary colors. Group the toys by color when playing with her.
- When you notice your baby staring at a specific color (most likely red first), provide a few objects of this color for her to look at.
- Expose your older infant to fine variations of colors, such as blocks in several shades of blue or stuffed animals in several shades of green. The more often a baby is exposed to variations in hues the more color discriminate she will become.
- Remember a baby is just developing the ability to distinguish colors. She is not learning to name and identify colors. This will come much later, usually at the end of the second year but sometimes even later.
- Point out colors in books as you read to your baby.
- Don't overwhelm your baby with too many objects and too many colors at one time. Offer a couple of items at a time.
- High contrast images are most appealing to your baby but keep it simple. Less is more when it comes to little ones.



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Frog Street Infant © 2015 Frog Street Press