



MJDS FAMILY HANDBOOK

Your Guide to an MJDS Education

2022-23 YEAR OF MUSIC

EMBRACING THE SPIRITUAL VALUES OF JUDAISM.
NURTURING A NATURAL LOVE OF LEARNING.
FOSTERING A RESPECT FOR SELF AND THE WORLD
THAT LASTS A LIFETIME.

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WELCOME TO MONTESSORI JEWISH DAY SCHOOL

OPENING MINDS AND HEARTS

It is our pleasure to welcome your family to Montessori Jewish Day School. Thank you for choosing an MJDS Education for your children. You are now an integral component of our joyful community, where every family is valued. We feel privileged that you have placed your trust in us to provide a rich, safe and nurturing learning environment for your children. We are committed to the well-being and success of every child.

MISSION

Embracing the spiritual values of Judaism.

Nurturing a natural love of learning.

Fostering a respect for self and the world that lasts a lifetime.

JUDAIC PHILOSOPHY

MJDS is an inclusive, pluralistic, egalitarian school dedicated to instilling respect for the individual and for the community. MJDS provides an engaging Jewish educational experience that embraces the diversity of Jewish practice, integrates Hebrew, and responds to a child's natural search for spiritual and intellectual growth. MJDS educates its students toward becoming knowledgeable and committed Jews and responsible citizens who love Judaism, Jewish culture and Israel.

OUR GUIDING PRINCIPLES

Our view of the child at MJDS is of a unique individual on the path of self-construction. We believe that every child has an innate and natural desire to learn and has a growing tendency towards independence and developing a strong sense of self. The MJDS child thrives on social interactions with peers and in the warm, caring guidance of qualified adults. Every child will know that school and learning are joyful experiences.

VISION STATEMENT

When students graduate from MJDS, they greet new challenges with confidence. Learning and development outcomes are maximized on the completion of each programme cycle and fully come to fruition at the end of the Middle School program, upon completion of Grade 8 at the school. MJDS students and alumni are creative and resourceful young people skilled in critical thinking, with abilities to focus and process information. They are sure in their Jewish identity, with Jewish values fully instilled. They are organizers and planners, they are self-motivated and self-regulating, and they demonstrate a mental flexibility beyond their years. Our graduates are ready to participate fully in the Jewish community and in the world, as willing and able contributors, and life-long learners.

GOVERNANCE

The Montessori Jewish Day School is a non-profit organization incorporated in the Province of Ontario and recognized as a charity by the Canada Revenue Agency. The Board of Directors is comprised of current parents and members of the community. Elections to the Board of Directors take place annually. The Board is bound by a written constitution of standing rules and a permanent philosophy of education. The School's Constitution is available for examination by all members of the School Community.

ACCREDITATION & LICENSING

Montessori Jewish Day School is licensed under the CCEYA (Child Care and Early Years Act, 2014) by the Ontario Ministry of Education and is a registered private school. MJDS is also an Accredited Member in good standing of the Canadian Council of Montessori Administrators (CCMA). This means that the school has met the highest standards for authentic Montessori Toddler, Casa and Elementary programmes. This accreditation is reviewed and renewed every five years through undergoing rigorous self-study and external validation, to ensure that the school continues to offer the best learning environment possible. Our Adolescent program will also undergo accreditation once CCMA institutes accreditation procedures for that level.

MJDS is an affiliated school with the UJA Federation of Greater Toronto through The Julia and Henry Koschitzky Centre for Jewish Education. MJDS receives no tuition subsidy funding from UJA.

DAY TO DAY PROCEDURES

SCHEDULE OVERVIEW

Toddler & Casa	Half Day:	8:45am – 12:00pm
	Full Day:	8:45am – 3:30pm
Elementary & Middle School:		8:30am – 4:00pm

*FRIDAY DISMISSALS ARE AT 3:30PM FOR ALL STUDENTS (3:00PM DURING DAYLIGHT SAVINGS)

RECESS & LUNCH

Toddler	Recess:	10:45am – 11:45am
	Lunch:	12:00pm – 12:30pm
Casa	Recess:	11:45am – 12:30pm
	Lunch:	12:30pm – 1:00pm
Elementary	Recess:	11:45am – 12:30pm
	Lunch:	12:30pm – 1:00pm
Middle School	Recess &	Self-determined
	Lunch:	

ARRIVAL

Early Morning Care:

Starting at 8:00 am outdoors (indoors in case of inclement weather). *This program is available at no additional cost.*

Kiss & Ride:

From 8:20 to 8:45 am, at the Beth David entrance. Children will be overseen by a staff member to the playground. This convenience is for speedy, safe drop-offs, as well as for fostering independence. If more time is needed with your child, please park and escort your child to the door. **Kiss & Ride will not be available when the temperature is colder than -20°C.*

DISMISSAL

Once a student has been dismissed, parents assume the responsibility for their supervision.

Dismissal locations

Toddler:	School Entrance
Casa:	Playground
Lower Elementary:	School Entrance
Upper Elementary:	Independently to School Grounds
Middle School:	Independently to School Grounds

*PLEASE NOTE THAT THE HALLWAY AND CLASSROOMS ARE FOR CHILDREN AND STAFF. PARENTS ARE REQUESTED TO DROP OFF OR PICK UP FROM THE SCHOOL ENTRANCE.

IRREGULAR PICKUP - EARLY DEPARTURE

Please inform the school when your child will be leaving earlier than the scheduled dismissal time, by phoning the office, (416) 784-5071 ext. 1, or by emailing adminmjds@mjds.ca and your child's teachers through the class email.

IRREGULAR PICKUP - AUTHORIZED PICK UP

Students will be dismissed only to individuals named on the student's authorized pick-up list. If there are any changes, parents must inform the school. When someone other than you picks your child up, please inform that person where to wait and ensure they have a photo ID ready to show if they are not known to the teachers.

LATE PICK UP

If you are running late for pick-up, please contact the office via email adminmjds@mjds.ca. Students who have not been picked up within 5 minutes of dismissal time will be placed either in the Office (Half-day) or in the After School program. Parents will be invoiced accordingly.

CONTACTING THE SCHOOL WHEN ABSENT OR ARRIVING LATE:

To inform the school of an absence or late arrival, please call (416) 784-5071 ext. 1, or email adminmjds@mjds.ca and your child's teachers through the class email. Please provide the nature of the absence (illness, doctor's appointment, etc.).

AFTER SCHOOL PROGRAM

The After School Program runs Monday to Thursday, 3:30 pm - 6:00 pm. Snacks will be provided.

**Additional fees apply*

PARKING

Parking is permitted in the centre and west ends of the parking lot. Please be mindful of the following:

- The driveway in front of the school is closed to vehicles from 7:45 am - 6:00 pm.
- The east end of the parking lot is a play area used by the Elementary students and we ask that you avoid parking there midday.
- The reserved spaces for Beth David personnel should not be used.

SNOW DAYS

In case of severe weather, MJDS may call a snow day, in consensus with the other Jewish Day Schools. Parents will be informed by 7:00 am via:

- Transparent Classroom Announcement
- Email
- MJDS [Facebook](#) and [Instagram](#)

COMMUNICATING WITH PARENTS

TRANSPARENT CLASSROOM

You will receive notifications from Transparent Classroom regarding your child's activities, photos, teacher updates, anecdotes and so forth. Follow links to any Montessori material to see a full description and purpose of the activity. Transparent Classroom is also used to register for most programs, and to complete and submit student information forms. Teachers use Transparent Classroom for lesson planning, record keeping and written progress reports.

MJDS SOCIAL MEDIA

Follow us on [MJDS Facebook](#) and Instagram [@mjdstoronto](#) to keep up-to-date on the wonderful developments happening at MJDS.

PARENT TEACHER CONFERENCES

Parent Teacher conferences will take place in Fall and Spring. You will receive a calendar invitation to book your time slot. Upper Elementary students write their own self-evaluations and participate in the parent-student-teacher conferences, while Middle School conducts student-led conferences.

PROGRESS REPORTS

- **Toddlers:** Bring home a photo album in December and June
- **Casa, Elementary and Middle School:** Fall and Spring, through Transparent Classroom

ASSESSMENT & RESOURCES

An assessment would be required if you or your child's teachers feel that additional support may be beneficial for your child. Before you proceed with an assessment, it is very important that you consult with the Head of School; this will help you understand your child's academic needs, as well as what constitutes a quality assessment.

MJDS offers in-school services for Speech and Occupational Therapy through the Local Health Integration Network (LHIN). For Psycho-Educational Assessment, MJDS can recommend the services of a trusted psycho-educational consultant who is knowledgeable of Montessori pedagogy and of MJDS specifically.

TESTING

Evaluation of students' progress is founded on observation, direct interaction between students and teachers, and the students' material work output when applicable. It is important to note that the curriculum is process based and, as such, so are the expectations.

Assessment is most meaningful when using tools specifically designed to measure the unique characteristics and curriculum of the Montessori environment. So as to have and report on a well-rounded view of children's progress, we use a variety of tools in addition to the daily assessment of progress that takes place in our classrooms.

Assessment tools include:

1. Observation
2. Informal regular testing / The Three-Period Lesson
3. Transparent Classroom
4. Developmental Environment Rating Scale (DERS)
5. Mastery & Transference
6. Student Self-Assessment and Self-Reporting in Upper Elementary and Middle School

The Canadian Achievement Test (CAT tests) are given to all students from Grade 2 through 8. Encompassing the Ontario curriculum, this testing protocol is designed to assess the essential learning outcomes of skills in reading, language, spelling, and mathematics. CAT tests compare MJDS students with students of the same age and grade across Canada.

They are administered twice a year: in the Fall for diagnostic assessment, and in the Spring as a progress check. Overall and consistently, MJDS students outperform the norm.

**Results are available to parents on request and are incorporated into the progress reports.*

LIFE AT MJDS

NURTURING A PEACEFUL SCHOOL COMMUNITY

At MJDS we think of Peace from both Jewish and Montessori perspectives:

- *Shalom* שלום refers to much more than the cessation of war, it means wholeness, completeness, and spiritual fulfilment: “All that is written in the Torah was written for the sake of Peace” (Midrash Tanhuma, Shoftim).
- Dr. Montessori’s view is perfectly congruent: “Establishing lasting peace is the work of education; all politics can do is keep us out of war” (Maria Montessori, Education and Peace).

B’YACHAD

B’Yachad means ‘together’. This unique MJDS program celebrates the leadership qualities of the older students as they model peacefulness and engage with their younger peers. Connections are made that facilitate a more meaningful experience of community.

TZEDAKAH

Charity plays an important role at MJDS. Every Friday, all students are invited to contribute to the tzedakah box. Additionally, Middle School students donate a portion of their profits from their microbusiness to charity.

FOOD

MJDS adheres to the following Kosher practices:

- Any food coming from an outside source must be Kosher.
- No pork or shellfish is allowed.
- No meat and milk products are served at the same meal.

MJDS respects the diversity of practice within individual homes, while also requesting that families respect the standard observed by the school. MJDS adheres to the Kosher practices above at all school events—on-site and off-site— including field trips, overnight trips, parent activities, committee meetings, and Board meetings.

**MJDS is a Peanut/Tree Nut-Safe environment. No items containing nuts or nut products are permitted to come to school.*

**Healthy snacks are provided by MJDS daily.*

Full-day students bring a packed lunch from home, with the following guidelines:

- Must have an ice pack
- Should respect kashrut - either dairy, parve or meat, and no tref. Should be well-balanced and nutritious.
- Packed in reusable child-friendly containers-labelled with name.
- Toddler, Casa, Lower & Upper Elementary students must bring a fabric placement to be used daily.
- Labelled & filled water bottle

BIRTHDAYS

Birthdays are recognized in the classroom in a way that celebrates your child while minimizing interruptions to regular daily routines.

- **Toddler:** Celebrated in class with peers and teachers. Parents may provide a fruit or vegetable tray.
- **Casa:** Children enjoy the [Montessori Birthday Circle](#) and parents and other family members are invited to take part in the celebration. On the day, please send your child to school with printed pictures of themselves throughout the years. A fruit or vegetable tray is welcome.
- **Elementary & Middle School:** Birthdays are observed in class with peers and teachers. Lower Elementary students celebrate by bringing in a fruit or vegetable platter to share, and by making two wishes - one for themselves, and one for the world.
- **Upper Elementary and Middle School:** Students are encouraged to bring kosher and nut-free ingredients and a recipe from home to prepare a cake or special food at school to share with their peers and teachers. (No cake mixes or canned frosting please). Please be in touch with your child's teachers ahead of time if you and your child would like to bake at school for further guidance.

**At all levels children are encouraged to bring a gift or special item such as a plant, a book to give to the class.*

CLOTHING

Students should be free to choose their clothing, with the following points in mind:

Days are active! Wear comfortable, unrestricting, and washable clothes.

School-Appropriate: Not be overly tight or revealing and should cover midriff and shoulders.

Fridays and Holidays: Children are encouraged to wear white.

Labelling: All clothing and items—including footwear—must be clearly labelled with the full name of the student. Unlabeled items will be labelled by the teacher.

Encourage independence: Clothing should be easy to manipulate. For younger children, we suggest clothing such as sweatpants, shoes with velcro closures, and pull-on items that are easy for them to take on and off independently.

Footwear: All students must have a separate pair of indoor and outdoor shoes. Indoor shoes should have a non-marking rubber sole and be easy for the student to put on and take off independently. Running shoes are ideal. Indoor shoes are kept at school in your child's space. Outdoor shoes must be seasonal and weather appropriate.

**Non-sports sandals and crocs are not permitted for indoor or outdoor wear.*

Outdoor Clothing: Must be seasonal and weather appropriate. It is the parents' responsibility to check the weather each day to ensure that their children are properly prepared for outdoor play. This includes:

- **Winter:** Snow pants, warm snow jacket, waterproof mittens/gloves, hat, neck warmer or scarf and boots
- **Spring/Fall:** Hats and proper jackets
- **Warm weather/Summer:** Sun hat and labelled sunscreen, provided by the parents and kept at school.
- **Rain:** Rain boots, rain jacket with a hood, splash pants

Phys Ed: On gym days, students must have running shoes with non-marking soles, a t-shirt or sweatshirt, and track pants or sweatpants.

Change of Clothes: Toddler and Casa students must always have a full change of clothing at school. For Casa students, these clothes are kept in a small personal bin (provided by the school) in the student's cubby space; the Toddlers keep their spare clothes in their backpack. Recommended items include underwear, socks/tights, pants/skirt, shirt. Please replenish items as they are worn.

MOVING UP & CLASS PLACEMENT

As a child prepares to complete one cycle of learning at MJDS, their transition to the following cycle is facilitated cooperatively between the teachers at the present level and the next one. Prior to the end of term, the 'moving up' child will begin visiting their new classroom. Familiar teachers and peers, and known classroom materials, make these transitions smooth and exciting. Factors such as classroom balance, gender mix, and cohort suitability are considered when determining class placement. While we are happy to hear parents' requests, classroom placement is at the sole discretion of the school.

DISCIPLINE & CONFLICT RESOLUTION

At MJDS, the guiding principles are: "*be kind, be respectful, be safe*". We recognize a child's need for self-expression, so before intervening, staff is trained to take a moment to observe. If safety is a concern, then intervention is immediate. Otherwise, techniques for distraction or redirection are used to quell disruptive behaviour. Children are encouraged to enact their own conflict resolution, and are shown the tools for achieving this. We are always mindful to preserve the dignity of each and every one of the children and the peacefulness of the environment. MJDS does not tolerate bullying behaviour.

TOYS & ELECTRONIC EQUIPMENT

Children are asked to leave all toys at home. Books and cultural objects brought from home to share with their classmates are encouraged. Kindly make sure that all items are labeled. Use of cell phones, video games and other electronic devices are not permitted during school hours, events and trips.

LOST & FOUND

The school maintains a Lost & Found. At the end of each term, parents will be notified and collected articles will be displayed. Unclaimed articles will be donated to charity.

PARENT PARTNERSHIP & PARTICIPATION

Parents and MJDS form a partnership, with one goal in mind -- the best school experience possible for your child. Understanding what we do is the best way to support your child. Parent involvement is encouraged and valued; by working together, your child will gain the most from their time at MJDS.

PARENT OBSERVATIONS

Parents are encouraged to observe in the classrooms once the children have settled in and established routines. The purpose of classroom observations is four-fold: (1) to provide parents with an insight into the unique environment that is the Montessori classroom; (2) to help parents better understand how their child learns and the role of the teacher in their child's education; (3) to help parents become more engaged with their child's education; and (4) to enhance the child's experience of school by sharing it with significant adults.

MJDS provides opportunities on a regular basis throughout the year for parents who wish to observe their child in the classroom. Parents are notified via school email of when observation times are to take place and a sign-up will be offered.

Prior to entering the classroom, parents will meet with a member of the Leadership Team, to prepare them for the observation.

Following the observation, teachers will be available to briefly meet with the parent outside the classroom and answer questions about the observation. The teacher has discretion whether to answer the question at that time, or whether to schedule a longer meeting to answer the questions.

PARENT EDUCATION

MJDS hosts a number of parent education and information events and we count on your participation. A sampling of evenings includes Curriculum Nights, Moving-Up Nights, the "Journey of Discovery," Coffees and various workshops and lectures. Participation in these events is highly encouraged.

HOW YOU CAN GET INVOLVED

We welcome your presence in a myriad of ways, some of which are listed below:

- Join community events.
- Attend parent evenings; they are informative and social too.
- Use Transparent Classroom as your portal into your child's environment, and as a conversation starter with your child.
- Follow us on social media ([MJDS Facebook](#) and Instagram [@mjdstoronto](#)) and read our school communications.
- Attend the Annual General Meeting.
- Consider joining the Board of Directors.
- Consider joining the "Ruach Team", a group of parents committed to helping grow MJDS.

MJDS EDUCATION: THE PROGRAMMES

Every classroom at MJDS has an integrated team consisting of certified Montessori guides and qualified Hebrew-speaking Judaic Studies teachers. Each classroom is a mixed-age group in a carefully prepared environment designed to suit the developmental needs and physical size of the students. Every classroom creates a special atmosphere by marking Havdalah at the beginning of the week and welcoming Kabbalat Shabbat on Friday. The acquisition of Hebrew and immersion of Jewish practice progresses at each stage. Essential to Montessori philosophy is the demonstration and practice of grace and courtesy, interwoven throughout the programmes at every level.

TODDLER COMMUNITY - KITAT ZOHAR (age 18 months-3 years)

Montessori Education starts here. As soon as you enter, you are struck by the scale of everything. There are small tables and chairs, lowered fixtures, shelves at a toddler's waist height and so forth. This enables our youngest children to feel safe and confident in their own environment.

The Toddlers participate in group and individual activities.

- **Practical Life:** Activities that make up daily life hone children's motor skills and promote independence as the children look after themselves and their environment.
- **Sensorial:** These activities develop sensory awareness, and function to refine all of the young child's senses. This nurtures their ability to classify sensory impressions, which supports their need for order.
- **Jewish Life:** Interwoven throughout MJDS Education are facets of Jewish life. The children hear Hebrew spoken through the day, participate in weekly rituals, and experience the cycle of the holidays.
- **Motor Skills:** Through the use of manipulatives, the motor exercises develop eye-hand coordination, strengthen fine and gross motor skills, and help the children to formulate spatial relationships.
- **Language:** Crucial at this age is the acquisition of language; the language materials in both English and Hebrew build vocabulary and facilitate the child's quest to express their needs and interests.
- **Cognitive Skills:** The children develop the ability to focus through exercises of matching, sorting, sequencing, grouping -- all excellent preparation for the development of the mathematical mind.
- **Social Skills:** Social lessons and experiences give toddlers the skills needed to live and work within a community. The children learn about sharing and consideration for others and are provided the tools to recognize feelings within themselves and others. At a young age, our toddlers are internalizing empathy and a sense of community.
- **Independence:** Intrinsic in everything the toddlers do is the fostering of their independence. Whether it is dressing themselves, pouring a cup of water, or wiping a spill, it all leads to a sense of accomplishment and pride. The words, "I did it!" are often heard ringing out.
- **Toilet learning:** As each child shows readiness (physically, cognitively, and emotionally), toilet learning becomes part of the daily activity. MJDS faculty work in tandem with parents.
- **Eating:** Social rituals and behaviors are developed during snack and lunch time. The children set and clear their own place and sit and visit socially.
- **Cooking and Baking:** Here the toddlers integrate so many of the skills they're learning: the development of fine motor movement, an indirect introduction to numeracy with measuring, the sensorial aspects of touching, smelling, and tasting, the ability to watch, wait their turn and share, and most importantly, their pride in seeing the results of their work. Seasonal recipes, and recipes for many of the Jewish Holidays will be selected.

CASA DI BAMBINI - KITAT GEFEN AND KITAT MAZAL (age 3-6 years)

The MJDS Education that began in the Toddler room continues and progresses in Casa. The same areas of activities -- Judaic Studies, Practical Life, Sensorial, Language, plus the introduction of Math and Culture -- are used for individual lessons, both in small groups and independently. The quest for independence is still strong, so we understand what it means to 'help them to do it themselves.' Materials are autodidactic, and skills are perfected as activities are repeated. Longer and more complex activities develop concentration and sequential thinking, and are excellent preparation for the introduction of the writing, reading and math materials.

- **Jewish Life:** The children participate in the cornerstones of Jewish life, including t'fillot, mitzvot, tzedakah, and the chaggim. The cycles of Jewish life are experienced with the holidays and rituals and form lifelong Jewish values and a love of Israel. The acquisition of Hebrew continues, as the students begin to converse, write, and read in Hebrew. The same respect, joy and love of learning fostered in the Montessori curriculum is also instilled in the Judaic Studies programme.
- **Practical Life:** Activities that children observe being performed in the home are present in the class. Plentiful hand work using a pincer grip prepares for holding writing implements. Taking care of themselves -- especially with their clothing -- furthers the children's quest for independence.
- **Sensorial:** Increasingly more refined, these materials require grading, advanced nomenclature, and developing memory skills. Geometric concepts are indirectly introduced and will reappear later with the math materials.
- **Language:** The continued development of spoken language provides the building blocks for the introduction of the sounds of letters and the letters themselves. Writing progresses in several steps, which leads naturally to reading. From there, the children are exposed to grammar, story writing, wordplay and so forth. The foundation has been laid for becoming a life-long lover of books.
- **Math:** As the child understands quantity in a tangible way, they move towards the abstract concepts of numeracy. Basing each activity on what has preceded it, Casa students work through numbers 1 - 10, teens and tens, mathematical operations, and so on. Multiplication, Division and Fractions may be introduced in Casa.
- **Culture:** A Casa student is discovering the world...geography, botany, music, science -- the Casa environment offers a rich sampling of it all. Always with the sensorial child in mind, activities and materials are designed to attract and encourage exploration.
- **French:** Casa students have French three times a week, in small groups and individual lessons.

ELEMENTARY - KITAT MAGEN DAVID AND KITAT SHALHEVET (Grades 1-6, age 6-12 years)

The Elementary Programme at MJDS occupies two levels, Lower -- Kitat Magen David (Grades 1, 2 and 3), and Upper -- Kitat Shalhevet (Grades 4, 5, and 6). Children between the ages of six and twelve are entering a new stage in their lives - as they have become more aware of the world around them, their creativity and imaginations are sparked with every new discovery. They are keenly interested in moral issues; they hunger to explore; as well to understand the reasons for things. The Elementary students will develop problem-solving and in-depth research skills. By working in small groups, they learn teamwork and group communication skills. Using their own judgement and making their own decisions, they strengthen their mental independence and develop critical thinking skills.

The launching point for a Montessori Elementary Programme are the *Five Great Lessons*. At MJDS, a sixth lesson is added to integrate the Jewish narrative. These are big and bold stories that present the whole, or 'cosmic,' view of the world. Each lesson is designed to first give the child an inspiring 'big picture' view of the world and life; by awakening the students' imagination and curiosity, they are motivated to do further research.

The Six Great Lessons, presented every year are:

- Coming of the Universe and the Earth
- Bereshit / Genesis - The Creation of the World
- Coming of Life
- Coming of Human Beings
- The Story of Language and Communication
- The Story of Numbers

The Great Lessons provide the core foundation to the elementary curriculum. In essence, the students are offered the universe so that they can find their place within it. Guided by the Great Lessons, the MJDS Elementary Program fosters excellence in academics and a Jewish identity bolstered by strong social, communal, and personal values.

The Elementary curriculum incorporates:

- Judaic Studies
- Hebrew (beginning in Grade 6, the Bishvil Ha'Ivrit program is used)
- French
- History, Geography, Biology, Ecology, Art
- Instrumental & choral music
- Performance arts and physical education
- The Community - at - Large: Opportunities to explore the larger community, through self-organized trips to museums, theatres, children's film festivals, etc., as well as an annual overnight trip for the Upper Elementary community. Past trips have included Montreal, Ottawa and camping.
- Volunteerism: Embracing the Jewish value of tzedakah, students volunteer to make a difference in areas where help is needed.

MIDDLE SCHOOL - KITAT RIMON (Grades 7-8, age 12-14 years)

The Middle School at MJDS is truly a unique learning environment created for the adolescent student and supported by developmental research. With a rigorous curriculum, this programme is designed to expand the social, personal and intellectual capabilities of each student. We expect hard work, solid effort and accountability. Our adolescent students do real and meaningful work of value; this work imbues each student with a sense of worth. We provide an experience that well prepares young people for the transition from MJDS to High School.

The approach to academics is multi-faceted: direct-teaching methods are interlaced with experiential, exploratory and self-correcting ones. As the MJDS program supports the development of the whole adolescent, so does the work itself: it is largely inter-disciplinary and cross-curricular.

The Middle School forms its own community within the MJDS community. Their programme encompasses:

- **Erdkinder Trip:** The Middle School year begins with an overnight trip for the students and teachers, for a combination of individual growth and reflection and a team-building experience.
- **Odyssey Trip:** In the spring term, the students plan, prepare for and implement a class trip. In prior years the children have gone to Washington, D.C., New York, Quebec City, and Niagara on the Lake.
- **Judaic Studies:** A deeper exploration of Judaism takes place in the Middle School. The students will learn *Tanach*, *Mishna* and the Jewish Sages. Jewish history, contemporary Israel, Jewish ritual, and advanced Hebrew are studied. Here, our students can understand that the study of text is a means for applying Jewish values to everyday life.
- **French:** French is taught three times a week by a native French speaker. Through a creative mix of art, poetry, recipes and history, the children are delving deeper into French culture while expanding their knowledge of the written and spoken language.
- **Specialists:** Middle School students participate in physical education twice weekly and a creative music program once a week.
- **Guest speakers:** Visiting professionals enhance General Studies by sharing their expertise in various fields.
- **The B'nai Mitzvah year:** Kita Rimon students turn 12 and 13 while in Middle School. This is the year of their Bar and Bat Mitzvahs and MJDS recognizes this with the presentation of a commemorative gift and ceremony. The students embark on their B'nai Mitzvah project - a year of volunteering for a cause that has personal meaning.
- **Largely independent work:** Emphasis on ownership and responsibility and supported by daily assessment and evaluation.
- **Community Meetings:** All issues are discussed, the agenda for the day is set, and acknowledgements are shared.
- **Food Preparation:** On a rotating basis, small groups of students budget, plan, shop and prepare a nutritious lunch every day for the group.
- **Micro-Economy:** An experiential and interdisciplinary endeavor that incorporates social studies, math, media, technology, language, and practical skills. Each year, the Middle School micro-business raises funds for their class trip at year-end. A portion of all money raised is set aside for *tzedakah*.
- **Seminar:** A structured approach to the multi-faceted exploration of a text.
- **School-wide Responsibility:** The students contribute to the school community by taking on responsibilities that benefit the entire student body and staff. These tasks may include shoveling snow, classroom laundry, child supervision during parent evenings, etc.
- **Community outings:** Learning opportunities are everywhere, and these students are exploring the community around them. These outings support their need for responsible freedom and independence. They include trips to museums, theatre, natural settings, visits with other local communities, self-planned excursions, and neighbourhood projects.

CHAGGIM - THE JEWISH HOLIDAYS

At MJDS, students enjoy a rich experience of Jewish Life and cycles. They learn about and celebrate all the Jewish holidays through:

- Meaning and ritual
- Blessings
- Traditions and customs
- Food
- Song

Various aspects of each holiday are explored at MJDS. Each year, we also highlight three holidays to be studied in greater depth.

Outlined are some of the Chaggim observed at school and ideas for how to carry these forward at home.

HAVDALAH

As the children start a new week at school, they take part in a Havdalah ceremony in the classroom. By bringing Havdalah into the home on Saturday evening, your children will experience the separation between the end of Shabbat and the start of a new week.

SHABBAT

The children observe Kabbalat Shabbat every Friday. They are asked to bring tzedakah and they are encouraged to wear white and a kippah or head covering. You can welcome Shabbat into your home by lighting candles and reciting the blessings. You may sign up for our MJDS challah program and have a fresh-baked challah coming home with your child every Friday.

ROSH HASHANAH

Coinciding with the start of the school year, it is the perfect time to talk about new beginnings and to celebrate growth and renewal. The children learn about Rosh Hashanah during the month of Elul.

YOM KIPPUR

Tashlich is celebrated annually leading up to Yom Kippur, which includes activities for learning and reflection for the whole family, ideally in nature at a river, such as the Don River at Earl Bales Park. Erev Yom Kippur is an opportunity to create new goals for the upcoming year.

SUKKOT

The moment of joy after the solemnity of Yom Kippur. Sukkot is the fall harvest festival of the Jewish calendar and is celebrated just before the earth goes into dormancy for the winter. Sukkot has two foundations: an historical one and an agricultural one. At home you can build your own Sukkah, make decorations with your children and eat outside. It's a great time for storytelling.

SIMCHAT TORAH

Simchat Torah celebrates the annual cycle of reading the Torah. Each year on this joyous holiday, Jews worldwide complete the cycle of Torah reading and immediately begin reading from the book of Genesis. This cycle of reading illustrates the importance that Judaism places not only on the Torah, but also on study. Since Simchat Torah celebrates the cycle of learning and beginning again, it is seen as a perfect time to celebrate Jewish education. MJDS children participate in the ritual of hakafah (revolution or circuit) made when the Torah is taken out of the ark and paraded around the synagogue.

CHANUKAH

This is a time of light and laughter, and a moment to reflect on our history and the power of faith. It's about tradition, family and celebration. To support this at home, you can help your children make candles, *levivot* (latkes), gifts or wrapping. Start conversations by talking about your family traditions when you were growing up and encourage your children to tell you about what they've learned about Chanukah at school.

TU BISHVAT

Tu Bishvat is a holiday honoring trees, the environment, and the land of Israel. We do a special Seder on Tu Bishvat. Using a mystical interpretation of the Bible, rituals were developed for rejoicing over trees in a format loosely based on the Passover Seder. For example, the Tu Bishvat Seder includes drinking four cups of wine – just as on Passover – but in this case, they represent seasonal changes.

PURIM

The festival of Purim is fun! Dress up, read the story, dance and sing together.

There are four mitzvot in regards to Purim:

- **Hear the Megillah** – make your own ra'ashan (greggor or noisemaker), decorate it, and take it with you to synagogue.
- **Eat and rejoice** - sit together with your family and friends, for dessert you can bake Oznei Haman (hamantashen).
- **Give gifts of food: mishloach manot** – you can prepare your own origami box, decorate it, and send it to family or friends.
- **Tzedakah** – as a family, give items to a food drive or donate to any organization you choose.

PESACH

Children can, and should be, an integral part of the Passover preparation and Seder. There are many ways they can participate, depending on their age. They may help by cleaning the house of chametz, setting the table and folding the napkins, peeling the hard-boiled eggs, making the charoset and so forth. By involving your children in preparing the Seder plate, you can discuss what each piece symbolizes.

YOM HA'ATZMAUT

Israel's Independence Day. The Middle School students lead activities for the whole school. All children wear blue and white, kachol ve lavan, to mark this joyful spirit of the day.

SHAVUOT

On Shavuot, we commemorate the gift of Torah to the nation of Israel and mark the occasion of the first harvest in the land of Israel. Shavuot is often celebrated with 'white' or dairy foods.

POLICIES & PROCEDURES

BUSINESS

Payment Methods

TuioPay (tuiopay.com) is the online payment system used by MJDS. Upon registration, every family will be invited to establish an online account. Once banking information is set up, parents may use *TuioPay* for direct debit payments. MJDS will also accept payment by check or cash. Credit cards via PayPal may be used for additional non-tuition activities and fees; payment by credit card may be subject to an additional processing fee.

Payment Schedule

The standard payment schedule at MJDS is 10 payments, between April and December. If alternative arrangements are required, please contact the Head of School

Refunds

In the event that a family chooses to withdraw after enrollment is confirmed, a refund may be possible in accordance with the MJDS refund policy.

Requested Withdrawal

Should the Administration ask a child to leave the school permanently for any reason, or if a program change is recommended, a pro-rated refund will be extended.

Financial Assistance

Financial assistance is available for qualifying families. For more information about this program and how to apply, please contact the Head of School

PARENT ISSUES AND CONCERNS

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 2 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Contacts:

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

Head of School: Sarit Yurovitch Madar 416-784-5071 ext 2 or sarit@mjds.ca

Vice Principal: Steve Bibla 416-784-5071 ext 4 or steve@mjds.ca

Chair of the Board of Directors: Jacob Jesin or chair@mjds.ca

Please see appendix for the full Parent Issues and Concerns Policy.

As per our Emergency Management Policy, in case of emergency, parents will be notified as soon as possible via email and by phone, if necessary.

HEALTH

Maintaining a healthy school community

A student must stay at home if exhibiting any of the following symptoms in the prior 24 hours, or requires medication in order to suppress symptoms or reduce fever:

- Fever
- Pink eye

A student must stay at home for 48 hours if exhibiting any of the following symptoms:

- Diarrhea
- Vomiting

Students must be symptom-free for 24 or 48 hours, according to the list above, before returning to school. A child who is not well enough to play outside is not yet well enough to come to school.

Medication

When a child is required to take medication while at school, parents must provide the school with a completed consent form. Attached in original email and available in the Main Office:

- the name of the student
- the name of the medication
- where/how it is stored
- the strength of dosage
- when and how often the medication is to be administered
- written instructions for giving the medication during school hours

**The medicine provided to the school must be in its original packaging, including the prescription label with the child's name. Please do not send the medication in the child's lunchbox or backpack. Any medication should be given to the Office or the child's teacher and will be administered by school personnel. To ensure no allergic reaction to the medication takes place while at school, medication must have first been administered at home by the parents.*

Immunization

Students are required to remain up-to-date with their immunizations. Parents of Toddler and Casa children are required to provide a copy of their child's immunization **record before the first day of class**. Parents of Elementary students are **responsible for reporting their child's immunization status every year**.

Children should be immunized against the following diseases or conditions:

- **REQUIRED BY LAW:** Diptheria, Tetanus (Lockjaw), Polio, Measles, Mumps, Rubella
- **HIGHLY RECOMMENDED:** Pertussis (Whooping Cough), Hepatitis B, Influenza, Varicella (Chicken Pox), Neningoccal disease-group C (Meningitis and Meningococaemia) and HPV (Human Papillomavirus; Gardasil free to Grade 7 & 8 students)

**Parents who object to the mandatory immunization policy should contact the school for further information.*

Head Lice Checks

MJDS arranges a professional lice check two times a year. Parents will be notified prior to the scheduled dates. If a student is discovered to have head lice, the school will contact the parents for an early pickup. Parents who discover their child has head lice should immediately contact the school.

GIVING TO MJDS

As a non-profit school, MJDS relies on revenues from tuition and fees as well as the generous support of our donors. MJDS receives no outside agency support, and no tuition assistance funding from UJA Federation, and is fully self-funding. We are always grateful for the support from the MJDS community. To make a donation to our school, visit www.mjds.ca/support-us. **CanadaHelps** and **PayPal Giving Fund Canada**, are two charitable organizations set up to receive donations on behalf of MJDS.

"The child learns everything without knowing he is learning, treading always in the path of joy"

Dr. Maria Montessori

"Educate the youngster according to his way, then, even when he grows old, he shall not depart from it"

Proverbs 22:6

CONTACT INFORMATION

GENERAL INFORMATION

The Office is open Monday - Thursday, 8:00 am - 4:00 pm and on Fridays from 8:00 am – 3:30pm.

**Excluding days when school is closed or scheduled for early closing.*

Telephone: 416 784-5071 ext. 1

Email: adminmjds@mjds.ca

Fax: 416 784-2049

MJDS Website: www.mjds.ca

Facebook: www.facebook.com/montessorijewishdayschool

Instagram: [@mjdstoronto](https://www.instagram.com/mjdstoronto)

CONTACTING THE LEADERSHIP TEAM

The Big Picture. Montessori philosophy and pedagogy, Jewish Life curriculum, procedures, etc.:

Head of School: Sarit Yurovitch Madar

T: 416-784-5071 ext. 4

E: sarit@mjds.ca

Vice Principal: Steve Bibla

T: 416-784-5071 ext. 3

E: steve@mjds.ca

Education Coordinator: Matthew Cooper

T: 416-784-5071 ext. 2

E: matthew@mjds.ca

Administrative Services. Program registration, scheduling, general inquiries, etc.:

Office Administrator: Katie Tyrrell

T: 416-784-5071 ext. 1

E: adminmjds@mjds.ca

CONTACTING THE TEACHERS

For your child's classroom experience, please contact their classroom directly:

Toddler Community - Kitat Zohar:	zohar@mjds.ca
Casa - Kitat Mazal:	mazal@mjds.ca
Casa - Kitat Gefen:	gefen@mjds.ca
Lower Elementary - Kitat Magen David:	magendavid@mjds.ca
Upper Elementary - Kitat Shalhevet:	shalhevet@mjds.ca
Middle School - Kitat Rimon:	rimon@mjds.ca

**Please allow 48 hours for a response. If urgent, please call or email the Office.*

VOLUNTEER & STUDENT SUPERVISION POLICY

INTRODUCTION

Volunteers are an important part of the MJDS community. They are individuals who donate their time and energy with a view toward helping MJDS staff and students reach their full potential. Volunteer participation in various activities and capacities is encouraged and, in many cases, necessary to augment staff supervision.

POLICY

Parents, alumni, and community members are encouraged to volunteer whenever possible.

RESPONSIBILITY OF ADMINISTRATION

The Principal/Designate at MJDS will ensure the following:

- No volunteer/placement student will have direct unsupervised access to our students.
- No volunteer/placement student will be counted in ratio for staffing purposes
- Every volunteer/placement student will be assigned to a staff member of MLMS for mentorship and supervision
- Each mentor will supervise each volunteer/placement student to ensure that they comply to our Behaviour Management /Discipline and Safety policies.

REGISTRATION

Individuals who wish to volunteer are required to register with the school as a volunteer.

The process for registration shall include;

- i. a written letter or email to the school expressing interest.
- ii. a background check, in accordance with the MJDS "Criminal Reference Check" policy [see below].
- iii. participation in a training session [see "screening" below].

Once registered with the school as a volunteer, individuals will be forwarded "calls for volunteers" detailing volunteer opportunities at the school.

VOLUNTEERING FOR ACTIVITIES

A. Call for Volunteers

Registered volunteers shall be informed of volunteer opportunities through;

- i. email.
- ii. telephone call.
- iii. letter mail; or
- iv. notes sent home with students

A "call for volunteers" shall contain;

- i. the name, date, and location of the event.
- ii. the nature of the volunteer position.
- iii. a deadline for responses

B. Responding to Call for Volunteers

Individuals who have been notified of an opportunity to volunteer and wish to volunteer for casa Field Trips shall inform the school of their availability, no later than two weeks prior to the date of the trip, unless otherwise noted on the "call for volunteers."

C. Confirmation

Following the receipt of a response, the school shall confirm with the individual that they are able to volunteer at that event or activity. This confirmation is an acceptance of the offer to volunteer by the individual. Without it, the individual may not participate in the event or activity as a volunteer.

D. Screening

The School shall reserve the right to screen parents and or other individuals who wish to volunteer for field trips. N.B. Parent volunteers will only be requested for Casa Field Trips.

E. Police Background Check

In accordance with recent government changes regarding volunteers in schools, parents who wish to participate in field trips are required to undergo a police background check before they are allowed to be registered as a volunteer.

The background check may be conducted at the beginning of the school year. Once on file with the school, a police background check shall be valid until the following September 1st.

Please refer to the MJDS "Criminal Reference Check" policy for further information.

F. Training

Due to insurance rules and standards, individuals who are interested in volunteering for will be required to attend a short volunteer training session at the school in which they shall be advised of;

- i. the role of a volunteer
- ii. expectations of MJDS with regards to its volunteers
- iii. processes or actions they are required to take before they are registered as a volunteer with the school for that year.

Depending on the nature of the event or activity, an individual who has been confirmed as a volunteer for that event or activity shall be required to attend a further training session.

G. Supervision Policy

Under no circumstances will volunteers and students have unsupervised access to any children at MJDS. Additionally, neither students nor volunteers will be counted in the staffing ratios.

H. Determination

Volunteers shall adhere to the same requirements as regular employees and will be monitored for compliance and contravention with all policies and procedures on an ongoing basis This will include but not be limited to conforming adhering to the Dress Code to the Code of Conduct and following the Tenets of the Faculty Handbook.

DRESS CODE

As with staff, no students or volunteer shall be permitted to wear:

- i. Revealing clothing (low cut blouses, spaghetti straps, exposed midriff, extremely low-rise pants)
- ii. Jeans which are not presentable (ripped, torn, etc.)

All staff must wear a white shirt on Fridays (or other designated holidays or events) to help create an atmosphere of Shabbat or other holiday preparations for students.

TEACHERS

Classroom teachers shall wear "business casual" as a minimum standard of dress.

FOOTWEAR

Footwear shall be;

- i. in good repair.
- ii. appropriate given the;
 - a. weather
 - b. position of the individual
 - c. level of activity expected of that individual

Closed back shoes are required when on school outings, during PE or playing outdoors.

Plastic flip flops are not permitted in any circumstance.

CODE OF CONDUCT

- i. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
- ii. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
- iii. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- iv. To encourage the use of non-violent means to resolve conflict.
- v. To promote the safety of people in the schools.
- vi. To discourage the use of alcohol and illegal drugs.

STANDARDS OF BEHAVIOUR: RESPECT, CIVILITY, AND RESPONSIBLE CITIZENSHIP

All members of the school community must:

- i. respect and comply with all applicable federal, provincial, and municipal laws.
- ii. demonstrate honesty and integrity.
- iii. respect differences in people, their ideas, and their opinions.
- iv. treat one another with dignity and respect at all times, and especially when there is disagreement.
- v. respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability.
- vi. respect the rights of others.
- vii. show proper care and regard for school property and the property of others.
- viii. take appropriate measures to help those in need.
- ix. seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully.
- x. respect all members of the school community, especially persons in positions of authority.
- xi. respect the need of others to work in an environment that is conducive to learning and teaching.
- xii. not swear at a teacher or at another person in a position of authority.

SAFETY

All members of the school community must not:

- i. engage in bullying behaviours
- ii. commit sexual assault.
- iii. traffic weapons or illegal drugs.
- iv. give alcohol to a minor.
- v. commit robbery.
- vi. be in possession of any weapon, including firearms.
- vii. use any object to threaten or intimidate another person.
- viii. cause injury to any person with an object.
- ix. be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs.
- x. inflict or encourage others to inflict bodily harm on another person.
- xi. engage in hate propaganda and other forms of behaviour motivated by hate or bias.
- xii. commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

MONITORING FOR COMPLIANCE AND CONTRAVENTION

Process

The Head of School or Designate will monitor compliance with policies and procedures on a consistent and regular basis. A formal Performance Review will take place on an annual basis. Should any contravention occur, this will be addressed immediately following the steps listed below.

In order to properly monitor compliance and contravention to policies and procedures it is important to establish clarity regarding the expectations of Staff Students and Volunteers.

I. Expectations of Staff, Students and Volunteers

All Staff members, students, and volunteers:

- i. are to follow MJDS Program Statement and need to be familiar with the Ministry policy framework "How does Learning Happen? Ontario's Pedagogy for Early Years" in their daily pedagogical practice.
- ii. must comply with all required policies and procedures (section II)
- iii. must establish and/or follow children's individualized plans
- iv. are required to be knowledgeable of and follow the policies listed below.
- v. are to be well informed of prohibited practices so as to ensure that they do not engage in such behaviours or display such attitudes.

II. Required Policies and Procedures:

- i. Playground Safety Policy
- ii. Anaphylactic Policy
- iii. Sanitary Practices Policy
- iv. Sleep Supervision Policy
- v. Serious Occurrence Policy
- vi. Medication Policy
- vii. Supervision of Volunteers and Students Policy
- viii. Program Statement Implementation Policy
- ix. Staff Training and Development Policy
- x. Criminal Reference Check/Vulnerable Sector Check Policy
- xi. Fire Safety/Evacuation Procedures
- xii. Policies and Procedures for Monitoring Compliance and Contraventions
- xiii. Waiting List Policy
- xiv. Parent Issues and Concerns Policies and Procedures
- xv. Emergency Management Policies and Procedures

III. Monitoring Compliance and Contraventions

The Head of School or Designate regularly monitors programming plans and implementation of planned activities, reviews documented observations, conducts individual and group meetings with Staff members, and communicates with the parents and community partners in order to meet the children's needs.

Should there be discrepancies between the school's program planning requirements and a staff member's personal beliefs and practices, discussions will be held with the staff member and the staff member will be given appropriate time and resources to come into compliance with school policies. However, if differences in style and

pedagogy are not in alignment with the school's philosophy and practices then a staff member may be asked to resign.

IV. Prohibited Practices

In compliance with CCEYA requirements at MJDS we do not use:

- i. "Corporal" punishment to discipline a child.
- ii. Physical restraint of the child, such as confining the child to a highchair, 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.
- iii. Locking the exits of the childcare centre or home childcare 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;
- iv. 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.
- v. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing, or bedding; or
- vi. Inflicting any bodily harm on children including making children eat or drink against their will.

V. Monitoring of Prohibited Practices:

The Head of School/Designate will conduct a written process for assessment of compliance with adherence to policies and or/ Prohibited Practices checklist once a year.

MJDS's Program Statement states that all adults such as staff, parents, volunteers, and students create a positive, healthy, and appropriate environment for the children.

- i. We expect all staff, volunteers, and students to carry out positive interactions among staff and children
- ii. All staff, volunteers and students should have realistic expectations of children's capabilities,
- iii. All staff, volunteers and students need to set clear limits and consequences for behaviour to promote safe and secure environments.
- iv. Respect is a core Head of School of Montessori philosophy; and therefore, respect for the individual needs of the children needs to be shown at all times, children need to be taught self-respect, and their self-esteem needs to be nurtured.
- v. All staff, volunteers, and students put into practice and maintain warm, friendly, and respectful interactions with children at all times.

All staff, volunteers, and students welcome the diverse abilities, the social and cultural backgrounds of all children and adjust their programming to the child's individual needs.

If difficult behaviours occur in the classroom, staff, volunteers, and students are encouraged to:

- i. Show respect and love for the child.
- ii. Be a role model at all times
- iii. Train the students in the rules and requirements of our program from the first day of school:
- iv. When discipline follows Montessori principles, it is used to foster appropriate behaviour. This philosophy applies even to the use of real consequences which are used to teach children that their actions have repercussions. They are not used simply for punishment, a technique which may build resentment and

lead to a loss of self-respect. In keeping with this philosophy, our staff will focus on correcting children and teaching them to solve any problems created by their behaviour.

With parental permission, professional advice is sought for difficult behaviour problems.

VI. Contravention of MJDS Program Statement, Policies and Prohibited Practices

All staff, students and volunteers must review and read MJDS's Policies and Prohibited practices as stated.

All full-time Staff will be monitored for compliance to MJDS's:

- i. Program Statement
- ii. Prohibited practices
- iii. School Policies

Students and volunteers will be monitored by the Head Teacher in the classroom assigned.

In addition, once a year all full-time staff will be observed and monitored by the Head of School or Designate for compliance to:

- i. Program Statement
 - ii. Prohibited Practices
 - iii. School policies
- The recordings of these observations will be discussed with the staff member and will be signed by both parties and kept in staff member's file.
 - Based on observations if there are any areas of improvements required, this will be discussed, and strategies given to support the staff member.
 - The staff member will be given a reasonable period of time to improve and show their understanding and commitment to adhere to the school policies, Prohibited practices and program statement.
 - A written warning letter may be given to staff member at the discretion of the Head of School/Designate and an opportunity to improve prior to termination. However, failure to comply to Prohibited Practices may result in immediate termination.
 - All monitoring documents will be kept in the staff member's file.

If a serious incident has occurred where a staff member has blatantly defied the policies of the school and rights of the child, then an immediate suspension of duties will occur. A follow-up investigation will occur immediately and the Head of School in consultation with the Operator will make a decision of termination if it is deemed necessary. Any allegations of abuse will be addressed as per the child abuse policy.

Failure to comply with any aspect of these policies will result in termination of Staff position or Student/Volunteer placement at MJDS.

WAITLIST POLICY

PURPOSE

This policy ensures that there is a clear and transparent process for parents when the school places a child on a waitlist for enrollment. This Wait List Policy is available on request.

This policy is reviewed by school administration with relevant staff, volunteers and students annually for compliance and contraventions in accordance with subsection 6.1 of the CCEYA Manual (January 2016).

IMPLEMENTATION

1. A child's name will be listed on the wait pool upon request by a parent or guardian and upon completion of the Application for Enrollment Form
2. There shall be no charge or fee collection for an unsecured spot. Once a child has been ensured a spot in the school a deposit will be requested, and a payment plan will be set up as per Tuition and Enrollment Policies.
3. Parents may request information about the waitlist queue for their child.
4. The school determines the order in which children are offered admission using the following criteria:
 - a. Siblings of registered children are given priority.
 - b. Age and gender as appropriate to fulfill the needs of a particular classroom
 - c. School readiness with respect to language development, independence, separation readiness, and curiosity
 - d. Potty training: This is a requirement to join the Casa program. (This is not a requirement for the Toddler program as this will occur during the school year in cooperation between the teachers and family.)
 - e. Walking Independently: This is a requirement to join the Toddler program.
 - f. Parental agreement to commit to the school's philosophy as noted in the Enrollment Agreement
5. Please note: Acceptance into the Toddler program does not guarantee a place in the Casa Program on the subsequent year or term. Priority Enrollment to Casa will be given to those families that commit to completing the Casa cycle by keeping the child in the program for the duration of three-to-four-year cycle.

PARENT ISSUES AND CONCERNS POLICY

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).

School Administration : Head of School, Vice- Principal, Education Coordinator, Office Manager

Policy: General

Parents/guardians are encouraged to take an active role in the School and regularly discuss what their child(ren) are experiencing with our program. As indicated 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 every staff member and the Administration of the School 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 2 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/childrensaidthereportingabuse/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:
Program or Classroom-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, etc.	Raise the issue or concern to the classroom staff directly, or the Head of School or Vice Principal if necessary.	Address the issue/concern at the time it is raised, or arrange for a meeting with the parent/guardian within two business days. Document the issues/concerns in detail. Documentation should include: <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. Provide contact information for the appropriate person if the person being notified is unable to address the matter. 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.
General, School or Operations-Related E.g: tuition fees, hours of operation, staffing, waiting lists, etc.	Raise the issue or concern to the Head of School or Vice Principal.	
Staff, Supervisor, and/or Licensee-Related	Raise the issue or concern to the individual directly, or the Head of School or Vice Principal if necessary. All issues or concerns about the conduct of staff that put a child's health, safety and/or well-being at risk should be reported to the Head of School as soon as parents/guardians become aware of the situation.	
Student/ Volunteer-Related	Raise the issue or concern to the staff responsible for supervising the volunteer or student, or the Head of School or Vice Principal if necessary. All issues or concerns about the conduct of students and/or volunteers that put a child's health, safety and/or 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 Head of School and, as necessary, to the Chair of the Board of Directors.

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, Canadian Council of Montessori Administrators, etc.) where appropriate.

Contacts

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

Head of School: Sarit Yurovitch Madar 416-784-5071 ext 2 or sarit@mjds.ca

Vice Principal: Steve Bibla 416-784-5071 ext 4 or steve@mjds.ca

Chair of the Board of Directors: Jacob Jesin or chair@mjds.ca

For **urgent matters call 416-784-5071 ext.1**

Communication

At MJDS we aim to provide clear and concise communication throughout the year. To exchange information effectively with MJDS faculty, and to enhance communication with the school, please see below.

To get information or ask questions:

About administrative issues

- e.g. *program registration, fees, scheduling*
- Call or email the office: adminMJDS@mjds.ca 416-784-5071 x 1

About Judaic Studies and Jewish Life

- e.g. *celebration of holidays, Hebrew language curriculum*
- Call or email Matthew: matthew@mjds.ca 416-784-5071 x 3

About the bigger picture

- e.g. *curriculum design, policies, Montessori philosophy*
- Call or email Sarit: sarit@mjds.ca 416-784-5071 x 4

About your child's classroom experience, absences, early pick-up, etc. email your child's classroom directly. Please allow for up to 48 hours for a response.

- Toddler: zohar@mjds.ca
- Casa: mazal@mjds.ca or gefen@mjds.ca
- Lower Elementary: magendavid@mjds.ca
- Upper Elementary: shalhevet@mjds.ca
- Middle School: rimon@mjds.ca

To notify the school:

Of daily or minor occurrences

- Email your child's classroom.

Of major or sensitive issues:

- Call or email the office and we will make sure you are in contact with the appropriate person.