

Family Handbook

2017



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**please be sure to check our website regularly for updates and changing information*

Mission Statement

There is always a new way to view, process and act upon the world around us if given the time, materials and encouragement.

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A. CPS HISTORY & GENERAL INFORMATION

History of The Creative Preschool of East York

The Creative Preschool (CPS) of East Toronto's co-founders are Wendy Hardy and Georgia Bowen. They began the school as a private nursery school in 1979 in the Borough of East York at Todmorden Mills. The school became incorporated as a non-profit school shortly after its beginning. In 1998 the preschool relocated to Bridgepoint Health and began developing an Intergenerational program integrating activities with the patients of the hospital. In 2002 the preschool began the process of operating more officially as a Childcare Co-operative with a volunteer board of directors made up of parents who are responsible for the corporation. This first volunteer board wrote the by-laws for the corporation in 2002. In January 2008 CPS moved to a temporary location in the former St. Williams Catholic School at 343 Jones Ave. while more permanent space was made ready at Eastern Commerce Collegiate at 16 Phin Avenue, which opened the summer of 2008. Wendy and Georgia are now retired (as of July, 2012) but remain advisers to the CPS Board.

Emergent Curriculum – Love of Learning, Love of School

Children do not learn because they are taught. They learn as a result of their own doing; through actions, relationships, inquiries, opportunities, and repetition. Young children's brains develop at an amazing rate during the early years. Children learn and develop brain cell connections when they: run, jump, dress up, speak, socialize, read, listen, sing, paint, catch, kick, hit, throw, climb, observe, swing, question, scream, pull, push, rhyme, create, shape, and more.

When children experience delight and success during these activities, their brain cells establish permanent 'connections' between the activity and the feelings of delight and sense of success. Therefore, the most important goal with curriculum is to inspire delight, curiosity, and inquiry in the classroom. This has been shown to build intrinsic motivation (coming from within the child) and a long-term love of learning.

At CPS we purposefully employ an Emergent Curriculum approach. Curriculum is created day-by-day and week-by-week with teachers thoughtfully making plans that draw on children's interests and developmental needs, rather than a teacher dominated curriculum planned weeks or months in advance.

Our teachers use their knowledge of early child development to OBSERVE the children in the room to determine what developmental tasks they are working on. After observation teachers SUSTAIN the children's explorations with collections of related materials that provide the opportunity for children to make connections, create patterns, and engage in repeated practice of skills and explore in their own way. The teachers then ENRICH the children's explorations and play by adding materials that suggest new ideas, challenges and possibilities for problem solving. Teachers add meaning by DOCUMENTING the children's explorations and growth.

MISSION STATEMENT

There is always a new way to view, process and act upon the world around us if given the time, materials, and encouragement. We believe in providing an inclusive preschool environment, which honours and respects the beliefs, culture, language, and experiences of all children.

PHILOSOPHY OF HOW CHILDREN LEARN

Our philosophy of how children learn is based on Piagetian theory: children learn through direct hands-on experimentation, exploration, initiation, inquiry, and interaction with their environment. Children are intrinsically motivated and curious and are stimulated by moderately new experiences. They learn from repetition of activities and through imitation, observation, and feedback.

A child's learning is ever-changing and growing and it is therefore important to provide an environment where there is freedom and opportunity to practice new skills. Children develop in different areas at different rates. Most skills to be learned in the preschool can be learned in all areas of the room.

Learning is a process, not simply information to be pasted on children. The teachers follow Emergent Curriculum guidelines when programming child-initiated activities and embrace the "[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)" as a resource guide. At Creative Preschool we view children and families as capable, competent community members with valuable ideas and perspectives. We strive to provide everyone that enters through our doors to feel a sense of belonging

We are committed to ensure that the provisions set out in the [Child Care and Early Year Act \(CCEYA\)](#) formerly known as the DNA –Day Nurseries Act) strengthen our program and promote health and safety, nutrition, and the well-being of children by incorporating indoor and outdoor play, active play and quiet activities. The individual needs of the child are considered at all times throughout the day.

EMERGENT CURRICULUM –LOVE OF LEARNING, LOVE OF SCHOOL

Children do not learn because they are taught. They learn as a result of their own doing; through actions, relationships, inquiries, opportunities, and repetition. Young children's brains develop at an amazing rate during the early years. Children learn and develop brain cell connections when they: run, jump, dress up, speak, socialize, read, listen, sing, paint, catch, kick, hit, throw, climb, observe, swing, question, scream, pull, push, rhyme, create, shape, and more. When children experience delight and success during these activities, their brain cells establish permanent 'connections' between the activity and the feelings of delight and sense of success. Therefore, the most important goal with curriculum is to inspire delight, curiosity, and inquiry in the classroom. This has been shown to build intrinsic motivation (coming from within the child) and a long-term love of learning.

At CPS we purposefully employ "[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)" as a guide used to assist the teachers in thoughtfully making plans that draw on children's interests and developmental needs, rather than a teacher dominated curriculum planned weeks or months in advance.

Our teachers use their knowledge of early child development to **OBSERVE** the children in the room to determine what developmental tasks they are working on. After observation, teachers **SUSTAIN** the children's explorations with collections of related materials that provide the opportunity for children to make connections, create patterns, and engage in repeated practice of skills and explore in their own way. The teachers then **ENRICH** the children's explorations and play by adding materials that suggest new ideas, challenges and possibilities for problem solving. Teachers add meaning by **DOCUMENTING** the children's explorations and growth. We believe

capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children. Our teachers use a variety of methods to capture this , from learning stories to daily notes, to photographs and displays and weekly recaps that are posted in both the hallways and in a secure password protected spot on our webpage (www.creativepreschool.ca)

ACKNOWLEDGING FEELINGS:

Our philosophy of acknowledge, acknowledge, acknowledge feelings carries into all aspects of our program. We believe that no matter what emotion a child is experiencing, each child deserves respect and the opportunity to feel and express themselves in an appropriate manner.

We never use distraction but rather acknowledge the feelings and label them. For example we acknowledge their sadness or anger as they go through separation anxiety. We acknowledge their frustration when they don't get what they want. By supporting the children in this way, they learn to name and understand their feelings, enriching their emotional vocabulary by using many labels for the emotions they are experiencing. This knowledge helps them to feel less overwhelmed by them. They also learn how to express their feelings to others. They are learning how to "take care" of themselves, and understand what others are feeling.

PROBLEM SOLVING:

We firmly believe that given the right tools and modelling, children can learn to problem solve and resolve conflicts without adults solving their problems for them. We feel that children learn to care about other people; understand other's feelings: co-operate and share and express their feelings and opinions.

Without judgement, our teachers will step into an argument or struggle and begin this way:

"I hear yelling. I see 2 people pulling on one truck. Did someone need something?"

After hearing from the children, the teacher will ask a few brief questions to find out who had the toy first. At that point the teacher would say,

"I see. Sally you want a turn with the truck that Carol is using. You can say to her, "Can I have a turn when you're done?" Carol, did you like it when Sally was pulling on the truck? No? You can say, "Stop. It's my turn".

At this point the teacher would either suggest another truck for Sally to use, or offer to walk around the room with her, to find something else she would like to play with, while she waits for her turn with the truck. This helps the child to develop self-competence, self-regulation and self-worth.

PARENTS AS PARTNERS

Creative Preschool believes that all children are competent, capable, and curious, and have great potential. Our goal is to support positive and responsive interactions among the children, parents, and staff. Partnership between families and CPS is essential for the optimal growth and development of young children. We welcome ongoing discussions with parents and caregivers about their child's progress – social, emotional, cognitive – and their daily life at the CPS. The team of teachers are knowledgeable, empathic, skilled, and caring educators who provide a curriculum based on ongoing observation of the children's play and interactions which correlates into strong childcare. We plan for a creative, positive, and nurturing environment in which children's play is fostered through exploration, and inquiry. This approach facilitates positive learning and skill development.

We believe that parents are their children's first teachers and as such, you have much to offer your child's program. Your participation can greatly enhance your child's program and maximize their learning experiences. Through the meaningful exchange of ideas between educators and parents, together we help support the child as they grow and develop within our program. We encourage you, or someone in your family (a nanny, a grandparent an uncle or aunt) to be active in your child's experience in our supportive, integrated program through the many opportunities that we offer.

EDUCATORS AND STAFF

Our educators and staff are caring, responsive, knowledgeable, and reflective educators. They are essential to our children's early learning experiences. Our licensed staff have various qualifications but all include a passion and commitment to providing a stimulating learning environment for children. All staff have completed a Criminal reference check- vulnerable sector screen and are required to have a valid standard first aid level C including infant/child CPR. Our staff is dedicated to professional growth and as such attends several workshops and learning opportunities both internally and within the community throughout the year.

Our Strategy

Our strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). We understand that learning and development happens within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational conditions need to exist:

- A sense of Belonging,
- A sense of Well-Being,
- Opportunities and support for Engagement, and
- Opportunities and support for Expression.

We will adopt the following 11 strategies to create these conditions:

1. Promote an environment which is healthy, safe, and supports general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environments and experiences
8. Incorporate indoor and outdoor play, active play and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners
11. Support others in relation to continuous professional learning

Plans of Action for the Preschool Program

The Plans of Action listed below, are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education.

- 1) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's

growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations .

- 2) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15).
- 3) Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). .
- 4) Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20).
- 5) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24).
- 6) Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to

explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35

- 7) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42
- 8) A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42).
- 9) Staff will expose children to various materials and accessories to promote natural opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42).
- 10) By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42).
- 11) We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will deliver physical play learning experiences that meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-11*)
- 12) Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of

two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15).

- 13) Provide children daily experiences with a multitude of materials and accessories to encourage a natural play environment that enhances cognitive development. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. Planned and/or documented cognitive and manipulative experiences will lead children to higher learning, based on the children's observed cues and interests. "The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centred on children's achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry." (HDLH, pg15).
- 14) Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24).
- 15) Utilize guidelines for children to encourage safe, developmentally-appropriate electronic media usage. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Parents/guardians will be made aware in advance of media used in the classroom, and resources will be available for alternative learning opportunities. Monitor games brought from home or usage of Internet within the room. (For our School Age program)
- 16) Plan for Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff to meet or exceed the expectations for diapering and toileting routines.
- 17) Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we present meals/ snacks "family style" and encourage the children to serve themselves with appropriate utensils.

- 18) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30).
- 19) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we also make provisions to have an extra staff member solely to dedicate to the cleaning and disinfection of our toys and surfaces within the classroom.
- 20) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene.
- 21) Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment.
- 22) Ensure awareness at all times of the number and names of children that are in care. Ensure documentation in our attendance sheets accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented.
- 23) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36).
- 24) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all.
- 25) Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35).
- 26) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy.

"Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children develop positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25)

- 27) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41)
- 28) Encourage staff to balance verbal/non-verbal interactions with children. Support them to provide experiences and opportunities to assist in extending the learning with all children. Help them play and role model positive social interactions with the children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41)
- 29) Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35).
- 30) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Centre Meal Requirements with the aid of caterer Food for Tots and Snack Planning and Prep requirements through our full time cook.
- 31) Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19).
- 32) Ensure collaboration with local community partners. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.).

- 33) Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth".

Plans of Action for the School-age Program

The Plans of Action listed below, are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education.

Plans

- 1) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30).
- 2) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15).
- 3) Staff will use their observations, knowledge of child development and the children's cues to implement the activities and experiences described in the program plan. "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19).
- 4) Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning

from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20).

- 5) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24).
- 6) We will offer diversity in Play Equipment/Toys as it relates to race, culture, gender, age, language, family status and ability. "Developing policies, practices, and environments that respect and support inclusion (HDLH, p. 27) is one way to create a sense of belonging for children.
- 7) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42).
- 8) A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42).
- 9) Staff will expose children to various language and listening opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42).
- 10) Utilize guidelines for use of TV and Films to encourage safe, developmentally-appropriate usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and content. Parents/guardians will be made aware in advance of usage in the classroom, and resources will be available for alternative learning opportunities. In support of this we will very rarely implement "movie days".
- 11) Utilize guidelines to encourage safe, developmentally-appropriate computer usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Monitor/supervise usage.

- 12) Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area and various spots in the room allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24
- 13) Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15).
- 14) Provide access to an ample selection of age-appropriate games and game accessories. "Programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry" (HDLH p.15).
- 15) Materials reflecting, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35).
- 16) We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30).
- 17) To "allow every child to participate and be challenged in meaningful ways" (HDLH p.29) in Physical Activities/Active Play Indoors or Outdoors, we will supply appropriate and ample active play equipment for the number of children enrolled.
- 18) Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect

for food and eating. Use this time to engage and develop relationships with all of the children.

- 19) Ensure utensils, dishes and furnishings to enable safe, and successful eating times.
- 20) Ensure accessible washroom facilities for all enrolled children. Ensure compliance with the Regional Public Health procedures and practices.
- 21) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30).
- 22) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment.
- 23) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene.
- 24) Ensure environment and practices for proper hand hygiene by staff that promote healthy living.
- 25) Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment.
- 26) Ensure awareness at all times of the number and names of children that are in care. Ensure documentation in the Attendance record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions.
- 27) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36).
- 28) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all.

- 29) Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35).
- 30) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children who developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25).
- 31) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41).
- 32) Staff will Initiate and build on conversations with and between children: Staff will extend conversations with individual children as well as between children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41).
- 33) Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35).
- 34) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Centre Meal Requirements with the aid of caterer Food for Tots and Snack Planning and Prep requirements through our full time cook.
- 35) Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19).

36) Ensure collaboration with local community partners. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.).

37) Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth".

Our Practice

The following practices implement, monitor, and evaluate action plans and continually improve our performance

As we believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children, evidence of our practice will be captured in our documentation.

As educators who deliver high-quality early years programs, we also know that you are never done. Our commitment to continuous improvement will be achieved by management policies and practices that embrace the program statement.

1. All new staff on hiring, and all existing staff (annually) will acknowledge and review:
 - a. This program statement document
 - b. All relevant and attached guidelines
2. Parent survey will be conducted annually to assess performance against the 11 key requirements
3. Undertake monthly staff meeting. Always include agenda item to discuss performance against the program statement and plan for improvement for next month.
4. Undertake monthly management/board meetings. Always include agenda item to discuss performance against the program statement and plan for improvement for next period.
5. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
6. Share "performance outcomes and goals review with Board/Management and document and incorporate their feedback
7. Each monthly staff meeting will, on a rotation basis, include on the agenda, one of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured.
8. Budget a professional development investment for staff and align the professional development with the program statement needs.
9. The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will annotate the self-assessment with an example of each and identify goals for improvement for the next year.

Emergent Curriculum includes environments suitable for:

- A variety of play levels
- Indoor and outdoor activity
- Quiet play as well as active play
- Group play and opportunities to be alone
- Routines, transitions and schedules where free play provides time and space for children's choices

Emergent curriculum balances:

- Spontaneity with planning
- Individual needs and group needs
- Fun and learning
- Flexibility with goal directed planning
- And adults who take responsibility while avoiding teacher dominated curriculum

What you will observe in our classrooms:

- Teachers observe children at work and play and record what they see
- Charting is used by the teachers during brainstorming sessions with the children to record their interests and development
- Activities continue to be PROCESS-ORIENTED AND PRODUCTS WILL NOT USUALLY GO HOME (no need to assign your child to "do a painting" to bring home)
- Teachers document and display the learning process as it occurs and evolves day by day
- Teachers and/or parents photograph activities when possible and identify learning processes so that we are all aware of what is developing in the classroom. These are posted in the classrooms, in the hallway and on the website.
- The process of acting upon and learning from their environment and interactions is experienced by the children as they observe, experiment, and contribute to life in the classroom
- Rather than seeing program planning ideas listed at the beginning of the week or month, you will see the development of the curriculum appear and expand day by day
- Teachers understand how and what children learn and how to recognize moments when they can support children by asking a provoking question, providing a tool, sharing a story, helping seek an answer.

Why Are We Doing This?

This is how children learn. They learn by doing and being self-directed. They succeed in the future by learning to love school. Their delight and wonder is our first priority. Reading readiness, writing and math skills are incorporated into all activities as useful tools needed to carry out plans.

What Have We Observed?

We have provided the same materials for all three age groups and have observed each group making choices and extending the materials to their individual level of interest and experience. It is exciting for the teachers and free flowing for the children. We see more combinations of materials and interests and more extended play. We are all stimulated and motivated by this step in our evolution of "process versus product".

Please Contribute

If you have any ideas, interests or materials that you could contribute we would love to hear from you.

Below is a sample list of materials that would be great to have on hand as the curriculum develops in each classroom. We're sure you have some "beautiful" and stimulating pieces of nature, fabric, wool, tools, string or wood that will stimulate interest in the children.

- Buttons, discarded costume jewelry
- Magazines and catalogues, newspapers
- Paper bags, gift wrap
- Crepe paper, corrugated paper, paper towel rolls
- Tin foil
- Shirt cardboards
- Egg cartons, juice cans and lids, baby food jars and lids
- Boxes
- Discarded bamboo from blinds
- Paper plates and cups, Styrofoam cups
- Sponge pieces, cotton batting
- Ends of crayons, elastic bands
- Twist ties, fluted muffin and candy cups
- Popsicle sticks, straws, tongue depressors
- String, yarn, corks, ribbon, thread, cloth scraps
- Tools for woodworking
- Woodworking bench or slice of tree trunk for hammering
- Aluminum foil containers and pie plates, cardboard and plastic vegetable trays
- Hardware scraps, pulleys, nuts and bolts, washers, inside pieces from broken toys, radios, clocks...

Childcare Cooperative – Volunteer Board of Directors

A childcare co-operative provides children and parents with the opportunity to interact with other children and adults in a social and play setting. The parents have the opportunity to share and be involved with their children's first school experiences. The volunteer Board of Directors is responsible for setting policies that will enable the co-operative to function effectively on a day-to-day basis. The Early Childhood Education staff is responsible for the preparation of an educational program that will meet the needs of the children and for training the parents in the implementation of this program. The parents are responsible for understanding the co-operative philosophy and for assisting in the implementation of the goals of the program and of the operational policies of the co-operative. It is this human triangle of child, parent and teacher - all interacting and learning together - which forms the basis for the co-operative structure. Parents may be on the board and/or join committees for Board Governance, Board Nomination, Building, Fundraising, Marketing, Membership, Parent & School Resource and Annual General Meeting Planning.

Prohibited Practices:

- 1. Any type of corporal punishment (i.e. striking a child directly, or with any physical object, shaking, shoving, spanking or other forms of aggressive behaviour).**
- 2. Physical restraint of the child, such as confining the child to a high chair, care 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.**
- 3. Forcing a child to eat or drink against their will. Exceptions to this will only be made in situations that have been deemed medically necessary and the child will be required to have a doctor's letter on file indicating the specifics of such direction.**
- 4. Harsh, humiliating, belittling or degrading measures or threats or use of derogatory language directed 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.**

5. ***A child being deprived of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.***
6. ***Locking the exits of the child care centre for the purposes of confining a child, or confining a child in an area or room without adult supervision. Please note: Under our Lockdown Procedure, children could be contained to a room temporarily until the emergency is resolved.***

Fundraising at the Creative Preschool

Objective: To raise funds and mobilize resources to (a) ensure that the CPS maintains quality classroom equipment (b) provide for special programs, and (c) to build a reserve fund for contingencies.

It is intended that this will be achieved through (a) an annual campaign involving 2 to 3 events and/or sales of quality items, and (b) solicitation of corporate sponsorships for special programs.

Policy:

1. Volunteers, employees and agents who solicit or receive funds on behalf of CPS shall:
 - act with fairness, integrity, and in accordance with all applicable laws;
 - not accept donations for purposes that are inconsistent with the mission of CPS;
 - cease solicitation of a prospective donor who identifies the solicitation as harassment or undue pressure;
 - disclose immediately to CPS any actual or apparent conflict of interest.
2. Fundraising solicitations on behalf of CPS will:
 - be made by parents not children;
 - be truthful;
 - accurately describe CPS activities and the intended use of donated funds;
 - respect the dignity and privacy of those who benefit from CPS activities.
3. The Board of Directors of CPS (the Board) may, from time to time, solicit corporate sponsorship to fund special programs such as the Intergenerational Program.
4. The Board will make any decision concerning the allocation of funds received from any fundraising activity, in consultation with CPS staff.
5. No person is under any obligation to participate in any CPS fundraising activity.
6. The privacy of donors will be respected. CPS will not sell or make public its donor list.
7. CPS will respond promptly to a complaint by a donor or prospective donor about any matter that is addressed in this policy. A complainant will be informed that their complaint will be brought to the Board for resolution of the complaint.

Benefits of The Creative Preschool

Our programming is reflective of the need to provide stimulating and developmentally appropriate challenges for all individual children in a warm, secure environment. At Creative Preschool, every child belongs and is welcomed. *Please see our Inclusion Policy for more information if needed.*

Preschool Program

Early stimulation which advances language, math, thinking skills, social skills, group skills and ability to follow routines, ability to handle conflicts, music appreciation *and creativity!*

- friendships with other families
- one-to-one assistance separating from parents
- gaining confidence outside of home
- exposure to cultural diversity
- learning to trust and respect others

Benefits of After School Club

- low adult to child ratio
- consistent discipline and conflict resolution approach and method of communication
- a natural extension of the creative process-oriented method adding higher cognitive goals
- opportunity to develop and practice math, language, science and thinking skills in a fun and creative manner which supports and extends kindergarten concepts
- exposure to children from a variety of schools which maintains connections from preschool and widens opportunities for making new friends
- learning to view yourself and others in a non-judgmental way
- focus on developing group skills which are necessary for success in school right up through University and into the work place
- contributes to self-discipline, conflict resolution skills and respect for others

Science Program and Critical Thinking Activities

Our program stimulates children when asking "What do you think will happen if..." We offer several experiments and critical thinking activities which illustrate each concept so that the children gain a true understanding of the concept as well as developing thinking skills. We encourage the development of divergent thinking skills that encourage children to think of unique and creative solutions independently or in collaboration with others (brainstorming). We believe there is no "right" or "correct" answer.

Individual Developmental Assessment

We observe children and facilitate their development in the following areas:

- Gross motor
- Receptive Language Skills
- Fine Motor
- Expressive Language Skills
- Self-help Skills
- Social-Emotional Skills
- Cognitive Abilities

If teachers or parents wish, a parent-teacher meeting will be scheduled to discuss how a child is functioning in the classroom. We will discuss possible strategies that might be helpful in the classroom and at home. If necessary, we will refer a child for assessment with an appropriate specialist.

Hanen-Trained E.C.E. Teachers

Most teachers at CPS have completed a Hanen Learning Language and Loving It training program which promotes children's social, language and literacy development. The goals of this program are: prevention of language delays, early language intervention and language enrichment.

Early Identification, Referral & Integration of Children with Special Needs

Our goal is to integrate children with special needs into the program with the same expectations as their classmates. Our goal is for children with special needs to be included without undue attention being placed on them. It is important to include children with special needs in a way that provides an overall positive learning experience from this interaction. Integration is possible when there is a low enough adult/child ratio which we are privileged to have at The Creative

Preschool. Staff and parents have access to Special Needs resources, support and referrals for assessment through City of Toronto Children's Services. Any child receiving these services will need to complete an INDIVIDUAL SUPPORT PLAN. This plan will help us to work with you the family in establishing and monitoring goals developed for your child and their development. This plan will include who you wish to share this information with as well as identify all those involved in co-ordinating services for you and your child. No information is shared without your consent.

Annual Events

The Creative Preschool hosts two annual events which fall on school days. On those days the school will be closed. The first is our WINTER PARTY which is always held on the Friday of the FAMILY DAY weekend. We come together for fun, food, children's performances, entertainment and more! The second is our SUMMER PICNIC which is always the Friday before the end of the TDSB school year which is held at Withrow Park.

For more information please look at the website, the calendar or contact the office.

B. WHAT CPS OFFERS

Please visit the website for up to date information on all programs at <http://creativepreschool.ca/programs/>.

Morning Preschool (8:30 – 11:30) program includes two classrooms with 21 children per class aged between 2.5 and 4 years. There are 3-4 adults per classroom, including 2-3 teachers plus participating parents, resulting in a 1:6 ratio.

Our program is founded on an 'Emerging Curriculum' approach wherein activities evolve following the children's interests. Each day begins with 'free play'. Teachers allow an activity to expand over time, which gives the children the opportunity to develop a more complete understanding of the activity and to build self-confidence. Children may choose gluing, painting or drawing at the easel, as well as math and language activities. We have a wide range of puzzles and fine motor activities, ranging from simple to complex. As children progress, more challenging materials are made available. We rotate sensory activities including centres based upon sand, water, snow, play dough, pasta and beans to name a few. Children try out new roles in dramatic play and dress up, get involved in large and small block building and various interlocking construction materials, explore the science and nature tables and play with the doll house. At the end of this segment, children learn to tidy up together. Following tidy-up time, children prepare for stories and songs including scheduled structured music time with percussion instruments with a certified music teacher and then enjoy a nutritious snack. Each morning includes outdoor play, weather permitting.

Throughout this program, teachers model and encourage empathy, acknowledging feelings, and problem solving so the children learn to express their needs and handle their own conflicts. Children learn to be away from their caregivers, follow routines, listen to others' ideas and take turns contributing to group activities. Classes are balanced, taking into considerations factors such as friendships, age, gender, and special considerations.

***Early Birds (7:30 - 8:30):** This program gives your child an extra hour of our program. The early drop off time gives parents a bit of extra time at the start of their day and gives the children some extra time with our award winning teachers. **Lunch (11:30am-12:30pm):** CPS offers a nutritious lunch program, which instills in young children table manners, social norms, and healthy eating. Our menu, which is entirely trans-fat free, is based upon a 4 week rotation of meals that always includes protein, carbohydrates, milk, fruits and vegetables, teaching children to eat a wider variety of foods. Our caterer is FOOD FOR TOTS: with them we are able to accommodate cultural or allergy restrictions with meals made to look like that from the regular menu, so as not to make children feel alienated.

***Afternoon Preschool (12:30pm-3:30pm):** Morning preschool students are encouraged to stay for our afternoon program, and can stay as late as 2:25pm (ie less than 6 hours, based on our Ministry licensing). Extending your child's preschool experience into the afternoon will expose them to a new set of peers and experiences, and allow them to test and apply their learnings from the morning in the afternoon.

*** After School Programs (3:30pm to 6:00pm)** After School programs will run in the East and West room after the Preschool classes have ended for the day. Parent arranged buses will drop children off to our program from Holy Name and La Mosique. A Creative Preschool team member will meet the bus and escort the children to their classes. A staff escorted walk over from Wilkinson Public and Blake Publis School will also be available. We are hoping to have 2 after school classes at Creative Preschool. A JK-SK class of 20 children and an After School class of 22 children. After school programs are recreation based and will include a variety of crafts, clubs and age appropriate activities. Care will only be available on days that we are open from 3:30 to 6:00 pm, therefore if it is a pd day, you can only come those hours. There will not be additional or

extended care available on p.d. days, school holidays or the end of June (please refer to our calendar for closure dates).

- *** = Please note : No child can be at Creative Preschool longer than 6 hours. Therefore, if you start with early birds and wish to extend your child's day, you can be here a maximum of 5hrs and 55 mins. This policy is strictly reinforced and attendance sheets indicate the time your child arrives and the time your child leaves.**

Fee Structure

For current information on the fee structure please see our website:
<http://creativepreschool.ca/about-cps/fees/>.

Creative Preschool Wait List Policy

Creative Preschool is aware of the shortage of child care spaces within our community and of the frequent long wait periods to gain access to child care and preschool programs. We aim to develop a wait list policy and practices that are transparent, fair and consistent.

Creative Preschool's wait list will be made available, upon request, to any member of the public, free of charge.

Only the interested parties name will be visible on the public wait list in order to protect the personal information of the other families. The other family names will be blacked out.

Creative Preschool will form a wait list when full enrolment has been reached in the Centre or when a child is too young to start our programs. To gain access to the wait list, families must complete a registration form by contacting the Centre to provide the required information. The application form will require the following information:

- Child's name and date of birth
- The date required for care
- Contact information (parent/guardian's name, address, telephone number, email address, etc.)

[[]] Please Note: All personal information will remain confidential .*

Wait List Priorities:

Creative Preschool offers preschool spaces as they become available based on a first come, first served basis based on the appropriate age of the child for the vacant spot (for example: a vacant spot in the preschool room will be offered to the first family on the waiting list with a child of an appropriate age as opposed to our Before and After School list.

Existing families and siblings are given first priority during the first 2 weeks of the open registration period (Feb/March), for the new Fall program start date. After that, preference goes to those on the wait list for a period of 2 weeks and then it opens to the public.

Wait List Organization:

Creative Preschool receives a registration form when one is complete online from our website (www.creativepreschool.ca), it then comes to us with date and time stamp and is filed for the wait list. The wait list is organized using the following information:

- Application date
- Date required for care
- Age group

Wait List Management:

To ensure that families gain access to Creative Preschool's programs in the shortest time possible, the following practices are put in place:

1. The date on the wait list will reflect the date the registration form was received by Creative Preschool from the application form on the website (www.creativepreschool.ca)
2. A family who refuses a space the first time it is offered or fails to return a first call within one week will retain its priority on the wait list;
3. A family who refuses a space when offered a second time or fails to return a second call within one week will be placed at the end of the wait list;
4. A family who refuses a third offer for a space or fails to return a third call within one week will be withdrawn from Creative Preschool's wait list. Once withdrawn from the wait list, a family must forward a new application form to the Centre to be placed on the wait list.
5. It is the family's responsibility to contact Creative Preschool to bring changes to their contact information.

6. [[*]] Please Note: Families will be removed from the wait list upon the following reasons:
 - o At a family's request
 - o Contact telephone number is no longer in service and an update to the contact information was not provided by the family
7. **Offer of Space:**
8. When a space becomes available, the family at the top of the wait list will be contacted, whether the space is exactly what they requested or not. Whatever is available at the time will be offered.
9. Once a child is registered, it becomes possible to eventually accommodate for more specific needs, for example, going from a part-time (2 days) to a full-time space (5 days extended etc).
10. The family will either accept the preschool space (start the child in the Centre or pay the tuition until they are ready for their child to start) or decline the spot, in which case Creative Preschool will go to the next child of the appropriate age on the waiting list.
11. Due to these factors, Creative Preschool cannot guarantee or predict a start-date at the time of application.
12. The \$100 registration fee is not collected from Creative Preschool until the spot has been offered and accepted. This fee is non refundable.
13. Creative Preschool will review this policy annually, or as required.

Fee Policy

Please refer to the website for detailed instructions for registering your children at CPS. Please note there are two annual fees in addition to the tuition. These are:

- Registration Fee of \$100 for the first child plus \$50 for each additional sibling (non-refundable)
- Family Administration Fee of \$40 (non-refundable)

Tuition

Please refer to the website for details on the current year tuition.

Fees are the responsibility of the parents and are based on an annual tuition paid monthly. Please note: No matter if there are more or fewer days in each month, the monthly rate remains the same. Our staff is paid vacation days for Christmas Break, March Break and the last week of June. Having our staff take their vacation days when the school is closed for breaks, keeps tuition costs down.

The annual tuition is paid monthly by automatic withdrawal.

Parents are responsible for the full term's fees until the school is able to fill their child's space. If a family voluntarily leaves the school prematurely, with a minimum of 6 weeks written notice, the school will make every reasonable effort to fill the child's space as soon as possible. If your child's space cannot be filled, a written request may be submitted to the Board of Directors to decide if you are liable for the balance of fees. Parents are required to sign a Tuition Fee Agreement upon registration.

Your child's space will be saved once we have received ALL COMPLETED FORMS AND FEE DEPOSITS IN ADVANCE. Upon confirmation of start date , you will be required to sign up for a training/ orientation session where you will be required to verify and update all paperwork and review and sign policy and procedures that allow you to participate as a volunteer staff in our program. Failure to do so will result in you being a NON participating parent and paying an additional fee of \$65 per month.

Returned Cheques: \$30.00 will be charged for each returned cheque and a \$10 fee to cover the bank charge.

Late Fees: There will be a charge of \$1 per minute for late pick up, beyond 5 minutes past the enrolled program end time.

C. SCHOOL ATTENDANCEGeneral Information

Clothing: Your child should wear comfortable, washable play clothes and bring an extra set of clothes each day in a clearly marked school bag. Children are not required to be toilet-trained. Families pay \$5.00 per month to the disposable diaper fund as long as their child is in diapers. We recommend pull-on boots, mittens (not gloves) and snowsuits that encourage independent self-help skills. Clothing should be appropriate for weather conditions and participating in outdoor play. We go outdoors each day unless it is raining, too hot, cold or smoggy for comfort. After School Club, escorted to CPS by walkover or by bus, should be sure to dress for weather conditions.

Labeling of outer clothing, i.e. boots, coats, shoes, hats and mittens is needed to avoid loss and confusion at dressing times. Initials on neck tags are very helpful! Initials on the inside of backpacks are very helpful. Children should not have name labels on the outside of their bags or clothing to maintain the child's safety.

Carpools are arranged by the parents and are the responsibility of the parents. Carpool parents are responsible for the children in their care until they enter the classroom and are acknowledged by staff. They become carpool parent's responsibility once the children are marked off the attendance book to go home.

Lost or stolen property is not the responsibility of The Creative Preschool. Parents may leave items in the child's cubbie but we do not assume responsibility if something is lost or stolen.

Parking: Vehicles parked outside of legal parking space risk being ticketed and/or towed. Children and siblings should never be left unattended. Vehicles in the parking lot are not the responsibility of The Creative Preschool or The First Nations School of Toronto. If parking in the school parking lot on the west side of FNST, you must display a CPS parking tag on your dash identifying you as a CPS family.

Absence: It is helpful to phone the school when your child is to be away. We record why children are away so we have a record of illness and symptoms in the school. When calling the school to report an illness, be sure to list the symptoms and when they began. **Parents of escorted children are required to notify us early in the morning if their child will be absent.** If your child is absent due to illness or personal holiday, you are responsible for fees maintaining your space in the school. If your child is quarantined at home due to an outbreak of illness, you remain responsible for your child's tuition fees.

Holidays: We close at the end of the third week in December, take the local public school's March Break and close at the end of the third week in June. School holidays are listed on our website calendar. The monthly tuition remains the same however lunch, extended, escort and After School Club fees are not charged when CPS is closed for holidays or breaks.

School Closings: The Creative Preschool does not refund tuition fees due to circumstances beyond our control such as road closures, heavy snowfall or rain, making the school inaccessible or unsafe to travel, or lack of water, heat, hydro or plumbing. If the teachers are required to attend a meeting during school hours and this is unavoidable, fees are not refunded as usually teaching staff is entitled to professional development days (which are not regularly taken at CPS).

First Day of Attendance

Morning Orientation: The first two days following Labour Day weekend we hold sessions for morning families. Parents remain on this day with their child(ren). This is a time for participating parents to sign up on the participation calendar, receive training and sign acknowledgement sheets for policy training and work out car-pool arrangements if they wish.

Senior Afternoon Preschool: School begins on the first two days following Labour Day weekend. When parents bring in their children for this program, they may leave after checking in with the office to ensure there is no outstanding paperwork. This is also a good time for parents to sign off on policy training and sign up on the participation calendars.

Lunch Program, After School Club Escort and Morning Extended Hours will begin the first full week of school.

Parents need to inform their child's teacher at their local school of the days their child will be picked up by CPS teachers. CPS needs to know your child's local school teacher's name and room number.

Separation Issues

This is just a note to clarify what goes on when entering the preschool. The beginning of the first school experience is obviously the most stressful time as we are all adjusting to the new environment. Yes, we do have a few crying children and as you will see we teachers will be kept quite busy helping children separate from their parents and parents separate from their children. Each child reacts differently to stressful situations. Some cry quietly, loudly, angrily or not at all. Some cry right away, some in one week, two months or even a year from now. We believe it is easier in the long run to go ahead and cry, be angry, whatever it takes, to get the feelings expressed and dealt with and then move on.

We teachers comfort children and stay with them as long as necessary. We acknowledge their feelings, we talk about Mommy and Daddy, about home, ask if they have a big bed, a little bed, what they had for breakfast.... In other words, we don't distract from their thoughts of Mom, Dad and home, but we acknowledge that it is a special place of theirs and yes, they will return there after school. We then talk about why Mommy and Daddy brought them to school - to play with the toys and the other children - and because they trust the teachers to take good care of them and keep them safe. Then, we get busy trying to interest the child in an activity which is a distraction but it is well-timed - after we have addressed the emotions and acknowledged them. Usually this process can be quite swift within 10 minutes. Sometimes a child hangs on to his/her reaction and continues to cry for much longer. These children are more challenging but will definitely benefit in the long run having successfully accomplished separation and gaining more independence. These conversations will help bring a bit of home into the school which will help your child adjust to the school.

When your child cries at separation it does not mean that they are too young to be left. It indicates how they personally react to this situation. They need more practice being left, learning to cope, learning to express themselves verbally, learning that someone other than Mom and Dad can help them and then finally that they can help themselves. Following a routine is very important and we remind the children what happens next and that we will all go home after school time.

Some parents have expressed concern about how the teachers cope. After discussing this we all agree that we're not concerned that the children are crying because we know this is a necessary rite of passage and it will be resolved within a short time. A month later we will all have forgotten the tears that came before. We know parents are still in the stages of building trust in the school, its philosophy and methods of the teachers. If you are also feeling unsure of what to do and how best to help. We would ask the following: As much as possible allow the teachers to handle separation issues so as not to create a secondary dependence on another parent. Try to oversee the needs of the room as the teachers are busy with individual children. Supervise the art table,

put names on pictures, help wash hands, supervise big block play, put toys away that no one is using, help get the tables ready for snack, take children to the washroom, and put art work in the cubbies and into backpacks during story time. All of these duties are shared with the teachers.

When in doubt, ask the teachers how you can help. We use a team approach at the school so that the teachers and parents work together. Sometimes we forget to delegate and explain, so please ask. Also we should mention that *we will communicate fully to you about your child but we try not to talk about your child in front of him/her*. Ask for a moment of our time, telephone or arrange a parent meeting on a day other than your helping day. We will also ask for a meeting if we feel it would be helpful.

D. PARENTS IN THE CLASSROOM

How Best to Help in the Classroom

We all benefit from an additional pair of eyes in the room. The teachers need to have eyes in the back of their heads and need to be aware of all the action and all the children while the helping adults can usually focus in on an individual situation and enjoy.

Please help yourself to decaf coffee, black tea or herbal tea in the kitchen. **Hot beverages are not allowed in the classroom.** *All hot liquids are to be kept out of the children's reach while in the kitchen/office/staffroom.*

1. You are here as a teacher's assistant for the sake of *all* the children and the smooth operation of the whole classroom. Your child is one of many.
2. If your child is having a difficult time, pretend he/she is not yours, keep yourself busy and allow the teacher to try and deal with the behaviour. If things don't calm down, you may remove your child to a quiet place and have a calm talk where you could state your expectations.
3. If your child wants to be near you, be sure to include all the children nearby. Adults become the bridge between children who are just learning how to initiate play with another child.
4. It is helpful to have your back to the wall so you may keep an eye on the room.
5. If you have been assisting in one area for a while, please do not hesitate to trade areas with another parent. Be sure that another adult is overseeing your area before you move on.
6. When assisting staff in the washroom, we have men help boys and women help both boys and girls. Always wash hands after toileting or blowing noses.
7. When a child is going through separation, allow the teachers to deal with this even if you happen to know the child. The children need to learn they can depend on the teachers. Meanwhile, you can oversee the room, put names on pictures, help with puzzles, etc...
8. During circle times, please keep your voice to a whisper as it is very easy for the children to be distracted during these times.
9. At song time and snack time, you can be quite helpful by washing out paint brushes, tidying toys, wiping down tables or other chores requested by the teachers.
10. Coat time is easier to cope with if seen as a part of the daily curriculum. It is great for children to learn to dress themselves. They learn to flip on their jackets while we adults button and zip and help with mittens and hats.
11. Outdoor time requires close supervision of all children as some will test the boundaries. We need your attention at all times, so please do not text or use your cell phones at this time. Once most of the children have been picked up you may leave.
12. Don't hesitate to ask for information and guidance as we are glad to help you. We know that we are all adjusting to school and that soon everyone will be much more comfortable and feel at home with each other.
13. If you are unsure how to deal with a situation, please make the teacher aware of what is happening. We know that we are all learning how to handle the children's behaviour.

Adult/Child Ratio: Our ratio is one teacher for every eight children. Participating parents improve this ratio to one to five and allow adults to spend quality one to one time with the children.

Again, we sincerely appreciate your assistance in the classroom and reassure you that soon you will be able to relax and enjoy your time here. We hope this list will help you to feel more useful and therefore more comfortable. If you play a musical instrument, have an idea for an activity or have something of special interest to show the children, please let us know and we will gladly welcome your contribution. We are always looking for additions to our dress up collection and house centre so please help us add to that area. We try to have our materials as multicultural as much as possible.

Snack Guidelines

Since July, 1994 The Creative Preschool has NOT PERMITTED ANY NUT AND SESAME PRODUCTS in the school due to severe allergic reactions of specific children. We are also limiting all NUTS AND SESAME SEEDS in all food products. This includes all nuts in all forms, including peanut oil used in baking.

We also have children with dairy, egg and chocolate allergies. When you provide snack for the group you must be able to show us the list of ingredients on the package of crackers, muffins, etc. which you have brought. These baked goods may have dairy and egg in them and we MUST know this so you MUST be able to show us the list of ingredients. Baked goods MAY NOT HAVE ANY NUTS, NUT OIL, SESAME SEEDS OR PEANUTS IN THEM. Be sure to read the fine print after the list of ingredients where it may say, "may contain traces of peanuts other nuts" OR "may have been baked in a facility with peanuts or sesame seeds". We do not serve these products. According to Toronto Public Health, we are not to have food prepared in family kitchens brought to the school because of lack of control of universal sanitary practices and allergy cross contamination. Therefore, you may only bring store bought baked goods and crackers. All fruits and vegetables will have to be prepared in the school kitchen under our sanitary guidelines.

Amount: We will update you on the number of children receiving snack each day in September. Each child will have 1 to 3 servings of fruit or vegetable and 1 to 3 servings of carbohydrate. (e.g. One apple will slice into 8 - 12 servings). Each day it is nice to offer a choice from one or two fruits or vegetables (e.g. kiwi & carrots or apples and cucumber or watermelon).

Snack Ideas:

- Please read fine print regarding ingredients every time. Sometimes ingredients change.
- If the food has come into contact with peanuts, nuts or sesame seeds we will not be able to serve it.
- If we are unable to read the ingredients of a food we will not be able to serve it.
- If you plan to use jam, you need to bring a small new jar of jam as some jars have come into contact with peanut butter at home.

Fruit and Vegetable: Many varieties of fruit and raw vegetables are popular with the children and must be prepared at the school. Suggested amount: 1 5lb bag of fruit or equivalent *plus* 4 cucumbers or equivalent in vegetables.

Cheese: Must be packaged cheese with the ingredients listed (i.e. no deli cheese). The children tend to prefer marble, mozzarella or mild or medium cheddar. Suggested amount: 1 block of 500 grams or larger.

Carbohydrate: (We are limiting hydrogenated, saturated and trans-fats.)

Since 2003 there are many more non-trans-fat carbohydrates to choose from, so read the fine print.

We usually have: crackers, healthy cookies, pita bread, bread, dry cereal, banana bread, pretzels, and any new idea parents can think of. Suggested amount: 3 x 225g boxes.

Anaphylactic Food Allergies

There are children at The Creative Preschool who have severe allergies which can cause an anaphylactic reaction. An anaphylactic reaction is an allergic reaction so severe it can cause death. Nuts, peanuts, sesame seeds and dairy products are common triggers for anaphylaxis. As a result, The Creative Preschool does not permit nut, peanut or sesame products to be brought into our school. Other foods will be limited as needed.

In implementing an allergy/anaphylaxis policy, our school has decided not to permit parents sending in food for special occasions such as birthdays - instead, to celebrate birthdays the staff will arrange for a candle to be blown out and the class will sing happy birthday.

Our Anaphylactic Policy and Procedures will be reviewed with each staff member and volunteer. We are required to have each adult review and sign that they understand the individual action plan for each child with anaphylactic reactions. Your support in this important matter is deeply appreciated.

Benefits of Parent Participation

Parents contribute snack to the program and provide additional supervision, allowing more opportunity for one-to-one attention for the children as well as integration of children with special needs. Parent volunteers also make it possible to provide more elaborate and advanced materials for the children. Parent involvement is beneficial to the parents themselves in providing the opportunity to learn discipline techniques, have exposure to new activities for children, be exposed to new methods of communication with children and broaden social opportunities with other families. We have also found that parents who are involved in their child's preschool education usually remain involved as their child continues through school.

Parent Participation Requirements

Child Care Supervision Policy for Volunteers and Students

Volunteers play a vital role at The Creative Preschool (CPS), supporting programs, services and administration throughout the organization. CPS encourages and welcomes members of the community to volunteer, however volunteers do not replace employees, and will not be used to eliminate or displace paid positions. In accordance with CPS policies and the Canadian Code for Volunteer Involvement, volunteers are oriented to their position, supported in their work, adequately supervised and evaluated, and recognized for their contributions to CPS. The CPS Supervisor and Administrative Assistant provide effective volunteer management within CPS. They direct and assist staff and volunteers in order to ensure strong collaboration, an effective working environment and quality programs and services.

Participating Parents are volunteers as defined in this policy at CPS which is a parent co-operative. The Ministry Director has given approval for two participating parents to be able to take the place of one unqualified staff for the purposes of staff: child ratios: However with new Ministry of Education requirements, parents will no longer be counted in ratios, and CPS will be hiring an additional staff for each classroom. All paid positions at CPS that are counted in ratios will be trained in First Aid and CPR as well as have current and up to date immunizations and Vulnerable Sector screenings. Participating Parents will be oriented to CPS as **volunteers** as set out in in this policy.

Note: CPS Board volunteers are covered by CPS Bi-Laws. Clients and former clients may serve as volunteers. They are not to have access to personnel files, and other client files of the

organization.

This policy will be reviewed at least annually with employees before they begin their employment and at least annually afterwards, and with volunteers or students who will be providing care or guidance at CPS before they begin providing that care or guidance and at least annually afterwards.

Orientation of Child Care Supervision of Volunteers and Students:

Volunteers meet with the Supervisor and/or Administrative Assistant and are provided with a review of policies and procedures (to be signed by staff and volunteers). These include behaviour management and monitoring policies, anaphylaxis and allergies, criminal reference checks, playground supervision and safety, workplace violence, fire procedures and serious occurrence policy.

You will be required in your orientation day to sign an acknowledgement that you have read and understand the complete policy which can be found posted outside the office by our Ministry of Education information.

Every Adult Volunteer must provide an approved Police Reference Check forms (Vulnerable Sector Screening) will be provided to each volunteer by CPS.

Preschool Program:

If your child attends:

2 days per week	Participation is once every 4 weeks
3 or 5 days per week	Participation is once every 3 weeks

PARTICIPATING ADULT AND CHILD MEDICAL FORMS MUST BE COMPLETE WITH UP-TO-DATE IMMUNIZATION DATES AND SUBMITTED IN ADVANCE IN ORDER TO CONFIRM A SPOT FOR YOUR CHILD. We must enforce this without exception as adults are here as staff on their participation days. Additional immunizations through the year need to be updated on your child's medical/emergency form. It is your responsibility to provide updates to expiry dates as they occur. Some adults need to have blood work done to establish presence of antibodies when their medical records are incomplete. This will determine immunizations needed. All this information is required to be submitted before your child starts and can be brought in on the day of your orientation/ training day.

Non-Participation:

If you are unable to fulfill your participation obligation, you have the option of paying a Non-Participation Fee of \$65 per month.

E. POLICIES & GUIDELINES

Playground Safety Policy & Action Plan

- Always have cell phone and first aid book in first aid kits when going outdoors
- Check the first aid kits and make sure supplies have been replaced
- Have epi-pens in first aid kits or medication as needed for specific children
- Have the attendance book which includes child records whenever taking children outdoors
- Procedures in Case of Injury to Child sheet will always be in attendance book

Procedures in case of injury to child:

- STAY CALM and take careful note of how the child was injured.
- NEVER MOVE THE CHILD unless the child's life is in danger. (traffic, fire) **Call 911**
- If in doubt of the seriousness of the incident, keep the child still and warm and **Call 911.**
- THERE IS A FIRST AID BOOK IN BOTH FIRST AID KITS.
- Call Supervisor in school as soon as possible: 416-465-3865
- Do not give anything to child by mouth to avoid choking.
- Supervisor will get child record and medical/emergency form of child and call 911 as needed. These forms will accompany child in ambulance to the hospital.
- TEACHERS MAINTAIN CONTROL OF SITUATION until medical professionals arrive.
- Teachers consult with each other, think through the situation and put one teacher in charge of the emergency with help as needed.
- Have copy of Child Record and Child's Medical Emergency Form with the child.
- **Do not consult TDSB or Eastern Commerce Office – Call 911**
- Remaining teachers supervise and gather children to match attendance record and return to school.
- Make sure entrance to school is accessible for Emergency Services and someone is waiting for them.
- **Phone parent ASAP**
- Go with child to hospital and/or meet parent there.

What should I say when I call 911?

- Ask for the service you require, police, fire or ambulance.
- State whether the child is conscious or unconscious.
- State how many other people have been injured.
- State your exact location:
 - The Creative Preschool at The First Nations School of Toronto (formerly) Eastern Commerce Collegiate
 - 16 Phin Ave., Danforth and Jones, 2 blocks east of Jones, south on Byron, west on Chatham Ave. to Phin Ave.
 - Enter through Service Entrance on north side of building on Chatham Ave.
- PHIN PARK is south of FNST accessible east of Jones at Baird/Condor Ave.
- State your telephone number 416-465-3865 or cell phone in use.

Directions for ambulance:

The Creative Preschool at The First Nations School of Toronto (Eastern Commerce Collegiate)

Danforth and Jones, 2 blocks east of Jones, go south on Byron, west on Chatham to Phin Ave.

Enter through Service Entrance on north side of building on Chatham Ave.

PHIN PARK is south of Eastern Commerce Collegiate accessible east of Jones at Baird/Condor

Our phone number is 416-465-3865

After an injury to a child:

- Fill out Incident Report for Playground Safety Log
- Follow Serious Occurrence Procedures
- Notify Supervisor if not present
- Notify Executive Officers of the Board of Directors

Ontario Poison Control: 1-800-268-9017

Supervision of Children for Outdoor Play

Supervision

- Teachers will keep a head count of the children in the play area and mark each child off the attendance list if they leave the play area early.
- Adult to child ratios will be maintained outdoors with a minimum of two teachers and one participating adult for each group of children.
- When going on field trip or to a public park, children will wear a CPS vest for easy identification.
- If there is too much activity in the public park making supervision difficult, staff will not take children into the area.
- Adults will stand around the perimeter of the play area ensuring constant visual supervision of the children at all times.
- Teachers and adults will abide by the posted age limits on playground equipment.
- Adult conversations will be kept at a minimum in order to ensure constant supervision of the children.
- Children must be supervised at all times when going to the washroom and only staff with criminal reference checks on file may take children to the washroom.
- When Phin Park visits are permitted...Phin Park Morning Supervision with 5 teachers and 3 parents: one teacher will be on climber at entrance to tall slide, one teacher at swings, one teacher on east side at see-saw, one teacher on west side of climber, one teacher on north side of climber below opening going up to tall slide. Parents will be at swings, double slide on south side and at base of tall slide.

Environmental Conditions

Children will be taken outdoors on local walks and/or Phin Park.

When children are wearing cumbersome snowsuits, mittens and boots they may not have the dexterity to use the climbing equipment at the park. The climbing equipment will not be used at this time. Staff will evaluate the dexterity of older age groups when wearing boots and mittens. If the ground is frozen hard and conditions are wet and slippery, the climbing equipment will not be used. Care will be taken to stay indoors or adjust activities according to environmental conditions such as temperature, air quality or other conditions that could be harmful to young children. We will not go outside if the temperature is below -15 degrees or above +30 degrees.

Programming

Outdoor activities will be planned to encourage gross motor, creative and constructive play for children in keeping with daily indoor programming. This program will be posted along with indoor programming sheets in the school.

A Complete Playground Policy and Procedure document may be viewed on our CPS website under Policies. Staff and all adult volunteers are required to sign that they have read the playground procedures.

Behaviour Management Policies

At The Creative Preschool we use a two-step method in dealing with the children's behaviour.

Step One: We acknowledge the feelings of the children involved without blaming.

e.g. "Oh I see someone crying. Let's see if Sally is okay."

"I can see you have tears and that something made you cry."

Step Two: Begin Problem-solving:

e.g. "Did somebody need something? Oh, David wanted the truck. Let's ask Sally if she is finished playing with the truck. Sally, are you finished with the truck? No? Do you think David could have the truck when you are finished with it? Yes? Let's tell David, 'You can

have the truck when I am finished with it'. You know, if you want something maybe it is better to ask if the person is finished playing with it, because people don't hit people."

- We do not distract or redirect children away from difficult situations. We use each situation as an opportunity for acknowledging feelings and developing problem-solving skills.
- We do not punish children for misbehaviour but begin problem solving after acknowledging feelings.
- If a child continues to have a difficult time controlling his/her behaviour, the teacher will say, "I can see you are having a hard time controlling yourself and that I need to help you. It is too difficult for you to play with this activity so let's go choose something else to do."
- If necessary, discipline is generally a direct consequence of behaviour: disrupting an activity results in leaving that activity.
- We state limits in a positive manner such as "feet stay on the floor" rather than "don't stand on the table".
- We highly recommend the book, *How To Talk So Kids Will Listen and Listen So Kids Will Talk*.
- We base our discipline techniques and give a 6 week course based on this book in the fall and winter.

When disciplining children, we never do the following at the Creative Preschool:

- Strike, shake, shove or spank a child in any fashion.
- Undermine a child's self-respect by shaming him/her in any way.
- Require children to repeat verbal phrases such as thank you or please, however we do model good manners and use "thank you" and "please" which the children pick up naturally.
- Lock a room for the purpose of confining a child
- Deprive a child of basic needs such as food, shelter, clothing or bedding.

Serious Occurrence:

In the event of a serious occurrence at Creative Preschool, we will be required to post a high-level Serious Occurrence Notification form when the serious occurrence happened. This will be posted outside the office for 10 days with any updates. *You will be required in your orientation day to sign an acknowledgement that you have read and understand the complete policy which can be found posted outside the office by our Ministry of Education information.*

Contravention of Behaviour Management Policy:

Staff is expected to comply with the program's stated policies & procedures and follow the behaviour management policy.

- Failure to comply could result in a verbal warning initially, followed by a written warning and finally dismissal.
- Criteria to be considered when determining which disciplinary measure to take:
 - seriousness of the offence
 - actual or potential risk, or harm to child
 - past performance of the employee in general
 - recent performance
 - frequency of occurrence
 - previous disciplinary action taken

The supervisor will review each staff's performance of behaviour management policies and procedures at least once annually, and a confidential written record of these reviews will be kept. Any concerns regarding the supervisor's performance may be forwarded to the Vice President of the Board of Directors by a parent or staff member.

Regarding Family Members:

The family members participating in the classroom will review the behaviour management policies annually and sign that they understand and will abide by the policies as stated. The supervisor will review the behaviour management policies with each parent and ensure that their performance is in accordance with these policies and will intervene as needed.

Mobile Device Policy

The Creative Preschool views the safety of the children in our care as paramount. With that in mind, we do not allow the use of mobile phones, any image recording devices (not provided by CPS), or personal technology equipment such as laptops, iPads etc to be used in the classroom. Teachers are required to use a school issued phone for all school related business, including but not limited to; walkovers from surrounding schools, local walks etc. Use of personal phones is prohibited.

Information about staff, children, parents/guardians/caregivers (including photos or videos) must not be posted on an employee's personal web space, any social networking site (e.g. blogs, Facebook, MySpace, Twitter), any public networking or file sharing site (e.g. YouTube) or any other type of internet website.

Health & Safety

Children become the school's responsibility when they enter the classroom and are acknowledged by staff. The children remain the school's responsibility until they leave the pick-up area and the child's name is marked off the attendance sheet. Children will never be left under the sole supervision of any adult other than the staff of The Creative Preschool.

Illness: The first day of an illness is usually the most contagious. If your child is sneezing, coughing and has a runny nose, please remain at home for at least 24 hours until he/she is no longer broadcasting germs. Your child needs to stay home for 24 hours after the fever has gone away. Consult us if your child has been exposed to Chicken Pox. Eye infections need to be treated for at least 12 hours before attending school. If your child has a communicable illness you will be notified to pick-up your child who will be isolated and under supervision until pick-up.

Outbreak of Illness: If Public Health declares an Outbreak of an illness in the school, the school will keep families informed on a regular basis and communicate all recommendations given by Public Health. The school will make every effort to limit the spread of an illness for the safety of the entire school population and community. During an Outbreak, related symptoms must be gone for 48 hours before returning to school.

Evacuation: In case we are asked to evacuate the building we will accompany the children to nearby St. David's Church on Donlands Ave. north of Danforth Ave across the street from the TTC subway station.

Lockdown Procedure: All schools in Toronto have lockdown procedures in place should any emergency occur that might place anyone in danger from outside or inside the building. In the preschool our procedure is to lock all doors, close all windows and blinds, turn off all the lights and sit quietly in the east classroom, next to the kitchen, until we receive further information. If needed, the Police may conduct a thorough floor-by-floor, room-by-room search and when we are advised it's safe to do so, the lockdown is lifted. The Eastern Commerce staff and Police contact us regularly to make sure we are all okay.

We explain to the children that we are having a lockdown. We say a lockdown is when the principal next door tells us to lock our doors, turn off the lights, close the windows and sit quietly until we know it is safe. We tell the children we are all safe and secure in our classroom and we need to wait for the principal to tell us when it is okay to turn on the lights, unlock the doors and

finish school. We begin with songs and stories and then we have snack and resume activities when possible. The staff and volunteers remain calm.

If necessary, Wilkinson School and Holy name are notified we are under lockdown. They will need to telephone parents of students going to CPS for After School Club, to pick up their children from Wilkinson School. If needed, we notify the Holy Name bus of our situation and the bus returns the children to Holy Name where they will be met by their parents.

We notify parents by telephone as soon as possible to inform them of the lockdown. St. David's Church, on the east side of Donlands Ave. north of Danforth, is our Emergency location should we ever need to leave our school. We have keys to enter the church as needed. If a lockdown delays pick up time, we advise parents to go home and we will phone them when they can pick up their children. We follow up a lockdown by emailing families of any additional information.

Workplace Violence and Harassment

The CPS Board of Directors is ultimately responsible for worker health and safety. We will take all reasonable steps to protect our employees and volunteers (workers) from workplace violence and harassment from all points of contact while on our premises. The Board of Directors of CPS is committed to providing a work and volunteer environment in which all individuals are treated with respect and dignity.

Workplace Violence

This policy and appendices applies to board members, supervisors, teachers, support staff, volunteers, parents, children and visitors. Everyone is expected to uphold this policy and to work together to prevent workplace violence. Violent behaviour in the workplace is completely unacceptable.

CPS has a workplace violence prevention program in effect. It includes measures and procedures to protect workers from workplace violence, a means of summoning immediate assistance and a process for workers to report incidents, or raise concerns.

CPS, as the employer, will ensure this policy and the supporting program are implemented and maintained and that all workers and supervisors have the appropriate information and instruction to protect them from violence in the workplace.

Supervisors will adhere to this policy and the supporting program. Supervisors are responsible for ensuring that measures and procedures are followed by workers and that workers have the information they need to protect themselves.

Every worker (employee or volunteer) must work in compliance with this policy and the supporting program. All workers are encouraged to raise any concerns about workplace violence and to report any violent incidents or threats.

The CPS Board of Directors pledges to investigate and deal with all incidents and complaints of workplace violence in a fair and timely manner, respecting the privacy of all concerned to the highest degree possible under the specific circumstances.

Workplace Harassment

Workplace harassment will not be tolerated at CPS and further to that, everyone in the CPS workplace must be dedicated to working toward preventing workplace harassment. Board members, supervisors, teachers, support staff, volunteers, parents, children and visitors are expected to uphold this policy, and will be held accountable by CPS. Workers, employees and volunteers, are encouraged to report any incidents of workplace harassment.

This policy is not intended to limit or constrain the reasonable exercise of management functions in the workplace such as performing staff guidance and evaluations and guidance to volunteers.

The CPS Board of Directors will investigate and deal with all concerns, complaints, or incidents of workplace harassment in a fair and timely manner while respecting workers' privacy to the highest degree possible under the specific circumstances. Nothing in this policy prevents or discourages a worker from filing an application with the Human Rights Tribunal on a matter related to Ontario's Human Rights Code within one year of the last alleged incident.

A worker also retains the right to exercise any other legal avenues that may be available.

A complete Workplace Violence and Harassment Policy may be viewed under Policies on our website.