

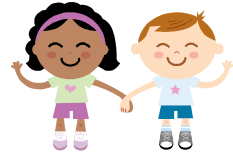


Oak Park
*Neighbourhood
Centre*

Preschool Handbook

FRAMEWORK FOR QUALITY CHILDREN'S PROGRAMS

These elements are essential for quality and are evident in all aspects of our programs.



Relationships

We support positive relationships between staff –parent; child-child; staff-child, parent-parent and parent-child. We understand the family is the primary source of knowledge concerning the child and support that relationship. We support families and we encourage family members to seek and receive assistance as needed in developing parenting skills, understanding child development and accessing community resources and supports. Staff use their knowledge of child development to interact appropriately with children and to role model for parents. They learn and respond to each child's unique way of communicating, respond to the child's interests and model the behaviour they want to teach. Positive relationships between children are encouraged and supported. We recognize emerging social skills and respect the child's developmental level.

Environment

Materials and equipment meet the developmental needs of the children and are rich in materials and experiences for children to explore. The atmosphere is homelike, safe and comfortable for children and families. A selection of toys will be put out and rotated to encourage play. The importance of Support, Connect and Contribute are reflected daily.

Program

The programs include materials and activities that are designed to meet the individual needs of the children based on a knowledge of child development. Children experience smooth transitions in the programs. Staff support children's play, exploration and experimentation with their environment. Staff talk, sing, read and communicate with children. Prevention and redirection are the primary techniques modeled for parent and child for guiding behaviour. Management of behaviour is based on an understanding of child development and appropriate strategies to help the child develop self-control.

Diversity and Inclusion

Staff understand that there are many different child-rearing practices and are respectful of families' choices. We support, honour and appreciate cultural diversity. All children, regardless of challenge, are welcome and accommodated at our program.

Child Development Strands

Self Concept Development- All about Me- To develop a positive picture of self that will affect every area of development.

- Show respect and support for the child's positive interactions with their environment
- Recognize a child's needs and respond to them in a timely fashion.
- Provide a safe environment for positive interaction, stimulation and learning
- Display children's creations

Child Benchmarks:

Feels safe, comfortable, valued and attached to others
Becomes aware of self as a unique individual
Demonstrates increasing sense of competence and confidence in growing abilities
Asserts independence
Concentrate for 20 minutes
Understand weather and appropriate clothes

Emotional Development- How I Feel- To understand and express their own emotions and develop empathy

- Let children know that their feelings are understood
- Discuss emotional expressions with children and identify them when they are evident.

Child Benchmarks:

Displays a wide range of feelings and emotions
Expresses feelings and emotions through gestures, sounds and words
Uses words rather than actions when frustrated

Social Development- Let's Be Friends= To develop social interaction skills and enjoy being with others

- Support emerging skills like taking turns, sharing and empathy
- Model appropriate social behaviours
- Provide opportunities for children to interact

Child Benchmarks:

Develops trusting relationships with adults

Shows interest in peers

Demonstrates caring and cooperation

Tries out roles and relationships through imitation and pretend play

Language Development- Please Listen to Me- To communicate successfully with others

- Responding, listening and understanding children's communication (verbal & nonverbal)
- Encouraging language development and communication through play and craft interactions and at circle-time through discussion, reading and singing.
- Provide experiences in the families primary language

Child Benchmarks:

Expresses needs and thoughts without words

Identifies with a home language

Responds to verbal and non-verbal communication

Communicates through language

Shows enjoyment of books and stories and questions what is happening in the picture/story

Learn rhymes and songs & moves to rhythm

Understand spatial words like "on top, under, middle, bottom"

Speaks in sentences with proper grammar and word tenses

Knows how to use a book – understands words are read from left to right

Recognizes letter of first name – and can put in order

Recognizes letters and sounds

Physical Development- Look What I can Do.- To develop physical skills necessary to move and do in the world

- Provide opportunities for fine and gross motor development.
- Gross motor development in indoor play and indoor circletime movement and exercises

Child Benchmarks:

Develops gross motor skills: hopping, stand on one foot, walk on tip toes, galloping, bean bags toss, throw/catch, balance, hop

Develops fine motor skills: puzzles, cutting, paint, folding, pasting, play-doh, draw, lacing, hold pencil, trace, print

Coordinates eye and hand movements

Develops self-help skills including independence with buttons and zippers at home time

Cognitive Development- I Know about this- To develop problem solving abilities and concept attainment

- Provide changing opportunities and experiences to explore the environment through senses, activity and play.

Child Benchmarks:

Develops strategies for solving problems and applies knowledge to new situations

Sort and learn shapes, colours and sizes

Understand closest and longest

Count to 10 and understand number concepts

Understand real vs. imaginary

Understands yesterday, today and tomorrow

PRESCHOOL PROGRAM DETAILS



Program Philosophy

Our program is meant to prepare children age 2.5-5 years for school routines so that they are comfortable when they start school and know what to expect. Children learn classroom expectations like taking turns, how to sit in a circle for teacher directed time, learn ABC's, days of the week and months of the year rhymes. Children also learn to recognize and print their name, learn colours, shapes and early math and literacy skills.

Ratios: We have a 1:8 child to teacher ratio and our class is limited to 12 children.

Fees/ Admission/Discharge

Our programs are open to all children. The Preschool programs fees are \$105 per month for one day, \$210 for two days, \$315 for three days and \$420 for four days a week (Tuesday, Wednesday, Thursday and Friday). Payment is made by cheque by the 15th of the preceding month, except for the September program which requires a cheque be received by the last week of June. Income tax receipts will be issued each year. The same fee is paid each month regardless of inclement weather or days a child is not in attendance. The OPNC membership fee and other programs fees are not included in the Preschool fee schedule and can be paid separately if the family wishes to join additional programs. Late pick-ups are charged at \$6 per 15 minutes. All registration forms **must** be completed and signed **before** your child starts. Parents are welcome to stay for a few minutes the first day if needed to ensure their child is settled at the program. Not every program meets the needs of every child/family. In a case where the family or the OPNC do not feel the program meets the family/child's specific needs, every effort will be made to assist you in finding more suitable care. Your child may be withdrawn/discharged with 1 month's notice or fees in lieu.

Pick Up & Drop Off

Children can only be picked up by the people listed on the child's registration form. In the event of an emergency, we will take the children to River Oaks Community Church on Sixth Line. Late pick-ups are charged at \$6 per 15 min.

Inclement Weather

If both school boards are closed then we will also be closed. There will be a message left on our answering machine that morning by 8:30am.

Late Payments

If there are insufficient funds in a member's account to cover the cheque, the member is to replace the cheque immediately.

Fee Increases

We are a non-profit centre so our fees are directly related to the program costs. Members will also receive notification of fee increases if they occur.

Toilet Training

We will work with parents and children to assist with toilet training so that the child moves towards independence. Please have your child go to the washroom before class and send them in pull-ups if needed and clothing that is easy for them to take on and off. Provide an extra set of clothing in the child's bag in case of accidents

Daily Plan

9:30 - 9:40	Arrival & Independent Book Time
9:40-10:00	Large Group Circle Time
10:00-11:00	Learning Centres and Small Groups
11:00-11:25	Nutrition Break
11:25-11:45	Music & Movement
11:45-12:00	Story & Dismissal

Sample Preschool Two Week Lesson Plan Theme: Valentine's Day & Family Day Date: February

Learning Circle	Storytelling	Crafts	Table Sensory and Fine Motor	Gross Motor
<p>Patterning Hearts Use red and white hearts to create and extend patterns.</p>	5 Little Valentines	Face Stamp Collage	<p>Play dough -cookie cutters -tools</p>	Parachute Play
<p>Memory Tray Each child will guess an item that is missing from the tray.</p>	1 Little, 2 Little, 3 Little Valentines	Heart Collage	<p>Pom Poms -ice cube tray -tweezers</p>	Exercise Class
<p>Missing Letters Place missing letters in correct alphabetical order.</p>	Clifford's Valentine's Day	Love Bugs	<p>Microscope Viewing Bugs</p>	Obstacle Course
<p>Measuring Hearts Use various tools to measure various sized hearts.</p>	Down Around The Corner at the Bakery Shop	Make Valentines (stamps, stickers etc)	<p>Scissors -strips of paper</p>	Throw and Catch
<p>Red Puzzle Team work</p>	My family	Lacing Macaroni	<p>Tray of Sand -sand in a tray to make shapes</p>	Yoga Letters
<p>Shape Match Folder</p>	I love You Because You're you	My family pictures	<p>Red Water Bin</p>	If you're Happy & you know it movement & emotions
<p>Song/Activity Look and see- if you see a red shape come and bring to me</p>	Mary Wore Her Red Dress	Decorate valentine bag	<p>Lace and Ribbon sensory bin</p>	Team spell LOVE
<p>Sharing Time of family Celebrations</p>	Shark Valentine	Pipettes & colours	<p>Emotion Dominoes</p>	My family spells LOVE action song

Oak Park Neighbourhood Centre Drop Off Health checklist

Children cannot attend the program if they...

- Don't feel well enough to participate
- Have a temperature that is above normal
- Have a headache that is affecting their ability to interact
- Have diarrhea
- Have strep throat or impetigo (isolated for 24 hrs after treatment begins)
- Have an eye infection (isolated for 24 hrs after treatment begins)
- Have discharge from the ear or eye
- Have an earache
- They require care that the teachers are not able to provide.
- Are extremely sleepy
- Are having trouble breathing
- Have vomited 2 or more times in the last 24 hours.
- Are unable to tolerate normal food or drink due to illness
- Have a severe cough
- Have a skin rash from an undetermined cause
- Have head lice or scabies (must have one treatment to return)
- Have chickenpox (safe to return after sores are crusted over usually 7 days)
- Have hepatitis A (safe to return 7 days after the jaundice began)
- Have pertussis (Safe to return after 5 days of antibiotics)
- Have tuberculosis, measles, shingles, E.Coli, or Shigella (Dr. must provide signed note saying they are no longer contagious)