



**Program Guidelines and Philosophy
2009-2010**



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**Note: Much of the information contained herein can be found on our website
www.scarboropreschool.com**



PROGRAM GUIDELINES AND LEARNING OBJECTIVES

At the Scarboro Community Preschool it is the goal of the teacher(s) to create a comfortable, safe and stimulating classroom environment which will encourage young children's individual learning and development in all aspects of the program. The teacher(s) will strive to encourage and support the children to be active, cooperative participants in the classroom, to try new things, develop independence and to feel positive and successful in their learning experiences.

The teacher(s) will strive to integrate the learning objectives into every aspect of the program, balancing teacher-guided activities with child-directed exploration.

PHILOSOPHY OF YOUNG CHILDREN'S LEARNING:

- Children learn according to their individual interests and capabilities and at their own unique rate of development.
- Self-directed play is a valuable and important way for children to learn.
- Children learn through observation, imitation and exploration.
- Children need guidelines and clear expectations with regard to acceptable and responsible behavior within the classroom.
- Learning to cooperate in a group setting with peers is an important part of the program.
- Free-play is balanced with structured learning activities (i.e. circle time, crafts) where children learn to attend/listen and follow teacher directed activities in cooperation with his/her peers, but also have opportunities for self-directed play time.

The Preschool program is designed to meet the social, emotional, creative, intellectual and physical development needs of the children. It is also recognized that all children come to the preschool with their own unique learning style and abilities. The following learning objectives are intended as a guideline, not a requirement of the children and helps to direct the learning activities of the preschool program. The children will be supported and encouraged in their learning and development through teacher modeling and guiding the children in their preschool interactions.



PRESCHOOL PROGRAM: LEARNING OBJECTIVES:

Emotional and Social Development:

Children will be encouraged to develop confidence and independence through actively participating and interacting with others in preschool centres and learning activities. With teacher support, children will develop an awareness of and ability to express their feelings and emotions in a socially appropriate way. Through sharing, cooperating and interacting with others in a positive manner, the children will increase their awareness of social situations and appropriate classroom behaviors. Individuality will be encouraged by celebrating differences found in the group of children and by constant recognition of the uniqueness of each child. Children will learn respect and responsibility for each other, their preschool space and toys by cooperating and helping peers in play and cleaning up together.

Language Development:

Children need good speaking and listening skills to be successful in the classroom environment. During the preschool program the children will learn to listen and attend appropriately. Our preschool program encourages the children to participate in group discussions, learn songs, poems and to respond to questions. The children will use their language to get along with and play with others as well as to interact with the teacher and other adults in the classroom. They will learn to follow directions and classroom routines. Through the use of teaching themes, the children will develop and expand their vocabulary/concept knowledge.

Physical Development:

The children will be provided with opportunities to develop both their fine motor and gross motor skills. Fine motor skills include hand/eye coordination and movement such as printing the letters of your name, coloring, cutting with scissors, painting, general pencil grasp and control. Gross motor skills include control and coordination in whole body activities such as balancing, running, jumping, climbing, throwing, catching and stretching.

Fine motor skills will be guided and promoted through craft types of activities with the use various art/writing materials such as paper/pencil, painting, play dough and manipulative toys (i.e. puzzles, threading beads, lacing cards). Gross motor skills will involve games and movement activities in a designated gym time or while playing outside (with supervision) in the school's playground

Creative Development:

Creative exploration plays a significant role in the preschool program. The children will be given opportunities to explore and express themselves and their unique ideas and perspectives through arts and crafts, dramatic play and musical activities.



Intellectual Development:

To prepare children for kindergarten, the teacher will provide structured and informal learning opportunities for preschool readiness skills throughout the preschool program. Early literacy (alphabet) and number skills are considered an important part of the program and will be facilitated by teacher directed activities such as circle times.

Some of the preschool readiness skills important for preparing the children for kindergarten include the following:

- Developing print awareness - recognizing that the written word serves a purpose
- Listening to and enjoying stories
- Learning and recognizing alphabet letters in their names
- Counting from 1 through 10
- Recognizing the numbers 1 through 10
- Recognizing and naming colors and shapes
- Understanding and following directions with position words such as in, on, under, between, etc.
- Learning to recognize and categorize objects into groups: i.e. animals, transportation – this will be facilitated through the use of themes
- Knowing how to compare things and how to describe things (attributes): how things are the same or different

(Based upon: Alberta Education: Parent Handbook: Kindergarten in Alberta)



PHILOSOPHY

The Philosophy of the Scarboro Community Preschool is to create an atmosphere where the development of your child can be fostered in a positive environment.

Using a wide variety of centres, creative activities, field trips, individual and group activities, etc. each area of the child's development will be encouraged.

Self Image: Each child has a unique personality. They all possess different levels of emotional and social maturity as well as intellectual ranges. Our goal is to appreciate each child's individuality and to encourage the development of a positive self-image.

Social Development: To encourage each child to express their feelings in a positive manner and to be in touch with the emotions they are feeling such as anger, sadness, happiness, joy, etc.

Physical Development: To provide an environment where children have the opportunity to use and develop fine and large motor skills in an atmosphere of success and safety.

Intellectual Development: To encourage each child to be excited and self-confident in integrating the basic foundations of learning, observing, questioning, classifying and comparing.

Creative Development: To encourage each child to express themselves in many creative forms through the use of language, art, drama, dance and music.

AGE OF STUDENTS

Children must be three years of age prior to entering the Scarboro Preschool Program. **Your child must be toilet trained before entering the program.** Toilet trained is using the toilet fulltime without the aid of pull up pants or diapers. Children must be able to independently perform their bathroom hygiene such as the use of toilet paper and hand washing.

To be eligible for the four year old class, children must be four years of age prior to the end of February of the school year.



DISCIPLINE POLICY

Limits and rules will be set with the participation of the children. Every effort will be made to ensure that your child understands the set rules, limits and consequences regarding the safety and rights for themselves, other children and the physical facilities.

The teacher and volunteer parents will use a positive, encouraging and supportive approach to help the children learn to appropriately interact and cooperate in a group setting. All efforts will be made to deal with any class problems, in a manner that is respectful to all of the children. A child having difficulty in a situation will be encouraged to express and verbalize his or her feelings. Our teachers and volunteers will implement acceptable means (calming down techniques, redirecting the child to another activity, modeling appropriate words) to work through any classroom challenges.

Children respond to different strategies to help them learn appropriate social behaviors. One such strategy may be a "time out" or to go to a quiet centre. It is at the discretion of the teacher to determine which strategy may be the most effective, given the nature of the situation and the child or children involved. The teacher may also direct the parent volunteer to assist her in resolving any classroom difficulties (i.e. sitting next to a child who is having difficulty settling during circle time).

If a child is having difficulty cooperating in the class, activities will be chosen with adult assistance, or the child may be re-directed to an activity that does not require group participation. The child will be encouraged at all times to be responsible for his or her own actions and feelings. If a child is having consistent difficulty with appropriate classroom behavior, the teacher will contact the parent(s) to make them aware of the situation and to ask for their assistance in resolving the classroom problem.

The staff's role is to provide an environment where children's positive self-image is fostered. We believe that each child can gain a positive self-image through meeting the challenge of disciplining their own thoughts, feelings and actions in order to enjoy a positive group social experience. Each child will be encouraged through positive reinforcement and praise in response to acceptable behavior.

If a child consistently behaves in a manner that is not aligned with the expectations of the classroom and does not respond to the teacher's behavior strategies within a reasonable period of time, the teacher will report the issue to the Chair, Vice-Chair and Parent/Teacher Liaison. A meeting will be called to include the child's parents, the teacher and one of these said committee members. The child will be placed on a two-week probationary period. If at the end of this period, the teacher and committee concur that the behavior still persists and is disruptive to the classroom, the parents will be asked to withdraw their child from the preschool.

In the event that a child is removed from the preschool, the parent agrees that one month's notice is deemed to have been given to the school by the parent. The parent is financially responsible for payment to the school of no more than one month's fees from that time



GENERAL RULES

Please encourage your child to dress and undress themselves. It is the Parent's responsibility to see that their child is ready to enter the classroom and leave for home.

Please do not send your child to school with gum, candy or food.

Children having contracted contagious diseases are to remain home until they are fully recuperated. Children who have bad colds or who are not feeling well should stay home.

Please encourage your children to leave toys at home unless it is their turn for Sharing.

School craft time and physical activity time can create messy situations. Please dress the children appropriately so they are able to participate.

Children must be fully toilet trained and be able to independently perform their bathroom hygiene such as the use of toilet paper and hand washing.



SNACKS FOR PRESCHOOL

It is important that the children be served a nutritious snack at preschool. Snack is exactly that, not a gourmet meal, but something to tide them over until they return home. The snack should be in small portions and nutritionally sound. If a child learns good eating habits at an early age, he/she will learn how to make good food choices when eating on his/her own.

Public Health rules require that the type of snack provided for the children must be recorded on a daily basis. A calendar is posted in the classroom to record the snack.

NOTE: NEW PUBLIC HEALTH RULES DEMAND THAT DAIRY PRODUCT SNACKS BE SLICED (IE: CHEESE) AT THE SCHOOL. THIS ENSURES PROPER FOOD HANDLING AND REDUCES FOOD OUTBREAKS.

Info and Guiding Principles

No BULK food as there may be possible contamination or cross contamination and lack of labeling.

As a general principle please avoid all store brand products as they occasionally change the underlying manufacturers which each have their own policy on labeling.

Please prepare food carefully – avoid cross contamination when baking or preparing food.

Please READ LABELS, ingredients/manufacturing processes can change.

Birthdays/Special Days

We understand everyone would like to celebrate with their friends their special day; however, due to a variety of allergies we request that you please refrain from bringing in a birthday cake, cupcakes, etc and follow the menu mentioned below.

****PLEASE REMEMBER OUR CLASS IS A PEANUT FREE ZONE****

For your information, the following allergies have been identified:

<u>3's morning (T/R)</u>	<u>3's afternoon (T/R)</u>	<u>4's morning (M/W/F)</u>	<u>4's afternoon (M/W/F)</u>
N/A	N/A	Milk Intol	N/A

Due to the variety and in some cases severity of these allergies, the parents of these children have stated that they will provide the snack for their child; however, for simplicity and to reduce stress for all parents, we wish to include all of the children in the snack as much as possible so we have recommended a daily menu for the classes to follow. Please retain the following menu for your reference when it is your turn to bring the snacks and juice.



If you have any questions regarding any of the above items, please do not hesitate to contact Karen Graham at 244-3395 or Lisa Kingsmith at 202-7344.

In an effort to reduce waste, we ask that **each child brings a plastic cup and plate (labeled with their name) daily for snack and juice.**

Thank you for your consideration and happy snacking for everyone!

Menu

3's morning and afternoon classes

Tuesday and Thursday

Water or unsweetened fruit juice

Any one fruit or vegetable

Any one of the following:

- Rice Crisps Rice Crackers (plain or cheese)
- Breton Crackers (whole grain)
- Cheddar Bunnies or Goldfish Crackers
- Dry Multigrain cheerios
- Graham Crackers
- Cheese (sliced or string)

4's morning class

Monday, Wednesday, Friday

Water or unsweetened fruit juice

Any one fruit or vegetable

Any one of the following:

- Rice Crisps Rice Crackers (plain)
- Breton Crackers (whole grain)
- Dry Multigrain cheerios
- Graham Crackers

4's afternoon class

Monday, Wednesday, Friday

Water or unsweetened fruit juice

Any one fruit or vegetable

Any one of the following:

- Rice Crisps Rice Crackers (plain or cheese)
- Breton Crackers (whole grain)
- Cheddar Bunnies or Goldfish Crackers
- Dry Multigrain cheerios
- Graham Crackers
- Cheese (sliced or string)



GUIDELINES FOR PARENT/CAREGIVER VOLUNTEER

As a volunteer parent or caregiver, you play a vital role in the children's preschool experience. The following are guidelines to assist you in this role:

- 1) Please take time to review our philosophy, program outline, discipline policy and the general rules of the preschool. You will be asked to reinforce our philosophy and guidelines - for example, unless the child is at risk of physical injury, we encourage positive statements such as "remember to walk" instead of "don't run" or "the sandbox is for sandbox play" instead of "don't spill the sand on the floor."
- 2) The volunteer will be responsible for providing a nutritious snack for the children as well as the teacher and aid. Please be aware of any children's allergies. This important information will be posted on the bulletin board in the classroom. **** Please note, our classroom is a "peanut free zone"*****
- 3) Please familiarize yourself with the emergency procedures posted in the classroom.
- 4) On the days you are the volunteer **please, please, please** arrive 15 minutes prior to class beginning. This allows time for you (your child) and the teacher to review the lesson plan and duties for the day.
- 5) Please assist and encourage the children to participate in the valuable group activities. Circle time, clean up time, snack time and gym/outdoor time are designed for group participation.
- 6) Please ensure the daily clean up duties are completed. The preschool does not have a caretaker; the parent group is responsible for the cleanliness of the classroom. The preschool is periodically inspected by the provincial licensing authorities. The Daily Cleaning Duties are posted in the classroom.
- 7) If you are unable to keep your commitment as the classroom volunteer, you are responsible for finding another person as your replacement.
- 8) Occasionally, you might be asked to take on more of a leadership role such as reading a story or leading a game. Please volunteer your services if you have a special skill such as music or puppetry. A cultural or ethnic experience is also appreciated.