



~*~ Parent Handbook ~*~



2018/2019

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www.uptownyongepreschool.com

Thank you for your interest in UPTOWN YONGE PRESCHOOL!

We are dedicated to providing families with high quality child-centred programming for their young children, allowing them to develop to their fullest social, emotional, cognitive and physical potential in safe, fun and nurturing surroundings. We believe children are competent, capable curious and rich in potential. Learning through developmentally appropriate play and experience is encouraged and facilitated by our teachers, as guided by the *How Does Learning Happen Document* and the *ELECT Document*.

PROGRAM STATEMENT, GOALS & PHILOSOPHY

The teachers at Uptown Yonge Preschool are committed to maintain an inclusive environment and helping each child transition to the school environment and build life skills by gently guiding social interactions, facilitating developmentally appropriate activities, encouraging independence and fostering self-confidence. Ultimately, our goal is to produce socially & culturally conscious, empathetic and inquisitive children, well prepared for their foray into the primary school environment. The main focus is to support and encourage the child's emotional and social growth, accounting for the varied learning styles and abilities of children. We believe children are competent, capable, curious and rich in potential. Our day-to-day approach with regard to implementation of childcare is guided by the How Does Learning Happen Document, which can be viewed at <http://www.edu.gov.on.ca/childcare/HowLearningHappens.pdf>. We promote the health, safety and nutrition and well being of children.

As perpetual scholars of ECE, we select what we perceive as the valid aspects of a variety of theories to craft our own unique approach. Our strongest influence and inspiration comes from the Reggio Emilia philosophy, though we also draw from Adler, Emergent, and the ELECT document as well as many play theorists, and the director's own insights into the behavior, and learning of young children. We enjoy sharing our unique philosophy with parents because it works with kids. Please don't hesitate to approach the director/supervisor, or staff members to discuss our approach in more detail. We support positive and responsive interactions among children, parents, child-care providers and staff, as described below. Our staff are expected to participate in 2 annual professional learning opportunities in order to stay well informed and current in their knowledge, allowing them to continually improve their practice.

All children learn best through play and experience. By "doing" they internalize the process and maintain a love of learning. Play-based learning is a well-researched and widely accepted theory that is implemented in our school. By observing the children in their daily activities, teachers are able to plan appropriate activities that challenge and develop their unique emerging skills by enhancing their play...and often teachers join in. The premise of play-based learning is that children must chose the activity at will, must derive pleasure from it, must be intrinsically motivated to participate, must be actively engaged, and the activity must have an element of pretense. In keeping with this philosophy and with the understanding that play is the work of children, staff guide the room set up, materials available, length of time children participate, as well as the daily routine of the program, but allow children to freely explore. We understand that children learn & develop at their own pace and will reach milestones at different times and teachers program according to these differences.

Teaching at Uptown Yonge Preschool is "process-oriented" and not "product-oriented". Learning occurs in the process of "doing" the activity, the result is less important. Thus children's spontaneity and creativity are not stifled e.g. during art, each child uses the medium and materials carefully selected by teachers to create however and whatever they are inspired to.

Our goal is for children to learn in active, immersive meaningful activities that keep the children engaged. In support of this approach we invite community partners to visit the preschool and share their skills and roles-ie. fire fighters, paramedics, nurses, police officers, vets. Provocations and opportunities for inquiry-based learning are available on a regular basis. Staff document what interests are displayed in the group and respond with activities, which are then documented for parents to view. Plenty of opportunity for self-directed open play is provided with a mind to not interrupt meaningful play unless absolutely necessary. By regularly observing each child staff can prepare learning opportunities that extend learning and build on what children already know, while accounting for varied learning styles

and interests wherever possible. Classroom set-up and staff approach is geared toward respect and recognition of children. Staff come down to the child's level when speaking, rather than talking over them. Furniture is child sized, and wall art/displays are at *their* eye level, not ours.

We value and nurture respect for others, a sense of community, as well as belonging, self-confidence, independence and capability and offer a nurturing and rewarding first school experience. Our goals for the children include positive self esteem, confidence and sense of being capable. We build strong relationships between children, parents and teachers, allowing for children to feel safe and welcome while attending the program. We have an open door policy and welcome parent involvement in their child's preschool experience by inviting parents into the classroom as well as sending home family activities to extend learning.

Our programs offer a balanced day which alternates between periods of quiet and active periods each day. Ex. classroom discovery based play, followed by gym or yard time, followed by bathroom and snack, leading into organized and free play opportunities. A quiet area near the bookshelf is always available if a child needs some quiet/rest time.

Toddlers and preschoolers frequently experience conflict in social situations. Teachers encourage those involved to work it out together while a teacher observes from a distance. Should this approach not result in an acceptable solution, the teacher may model appropriate behaviour, turn taking, and encourage children to consider others point of view. Ultimately our goal is to help children to interact effectively with others.

Behavior management/modification strategies are based upon logical consequences, allowing the child to understand and internalize the repercussions of unacceptable and/or inappropriate behaviour. In order to maintain self-confidence, children are always allowed the opportunity for redemption (i.e. helping tape together a picture they tore, gluing a broken toy). The staff set appropriate limits (holding the railing, sitting while eating, no hitting), which are explained and reiterated to children when necessary. Staff encourage children to self-regulate wherever possible and help children recognize and respond to their feelings. Harsh and degrading methods of controlling behaviour are forbidden and may be grounds for staff dismissal. Prohibited practices include:

- corporal punishment of the child; or physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
- use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- inflicting any bodily harm on children including making children eat or drink against their will.

Whenever possible staff takes on an observatory role and allow children to attempt to negotiate and resolve differences and problem solve between themselves. Teachers step in when needed to offer guidance & support (modeling, positive reinforcement etc). We encourage children to interact and communicate in a positive way and encourage self-regulation by observing interactions and modeling appropriate actions as well as offering suggestions when needed. Parent input is welcome to allow for a consistent approach. Talking about feelings and discussions on “how your engine is running” help children to begin to understand and self regulate.

In case of an occurrence/behaviour of a serious or continuous nature involving your child (ren) should arise, you will be contacted to cooperatively develop a joint strategy of behavior modification with your child’s teacher.

For detailed Behaviour Management policies please consult the Director to review the Policy Binder.

We support families through our holistic approach to child programming and education, welcoming parental involvement and the sharing of cultural traditions and professional expertise with the children. We are a fully inclusive environment, welcoming children of all abilities. We promote anti-bias behaviour throughout the program and encourage children to develop a social conscience. Children participate equally in all activities, regardless of gender. We practice and teach respect regardless of gender, race, creed, colour, religion, class, age, sexual orientation, marital status, physical challenges, ethnic origin, ancestry or citizenship.

Staff are available for in person meetings, or through email or phone communication as well as daily verbal feedback at the end of the program. Written anecdotal and developmental reports are sent home twice per year. Curriculum Night includes a display of work samples and an opportunity to meet with teachers as well as a parenting workshop. Parents and teachers form an important alliance in delivering the best quality care to their child.

We follow the Canada Food Guide and Nutrition guidelines set out by the Child Care & Early Years Act (CCEYA) when serving food and use trusted and approved caterers for our lunch program. One of the staff is a Certified Food Handler. We maintain a strictly nut-free environment and serve healthy nutritious snacks. We ask parents to respect our **NO NUT** policy and refrain from bringing nut products into the school as even residue on a child’s hands could cause a severe reaction or even death of a classmate. If your child has eaten a food containing nuts for breakfast please wash their hands before drop off. Please also ensure your child does not come to school with food or treats in his/her pockets. Should you need suggestions for nut-free alternatives please speak to your child’s teacher. Parents of Anaphylactic Children are required to complete a comprehensive Anaphylaxis Emergency Plan prior to beginning school and train all staff at the centre as to its implementation. All parents are advised of allergies at the school. We have a double check policy; foods are checked for ingredients when before purchase, at preparation time.

Children and staff are excluded from the program when ill, and Toronto Public health guidelines are adhered to avoid the spread of illness. Our facilities and equipment is cleaned on a regular schedule as directed by Toronto Public Health.

Parents are continually asked for verbal feedback on the program. Every June an anonymous online survey is sent out to registered families asking for feedback and evaluation of our program as related to the above statement. The director reviews the results with staff and considers changes to this statement and general practices annually, and whenever updates are required by the Ministry of Education or Toronto Public Health etc.

The preschool meets or exceeds all early childhood and Ministry Of Education requirements as dictated by the Child Care and Early Years Act, preparing children for the expectations and routines of the elementary school system.

The policies listed below are set forth by Uptown Yonge Preschool and Child Development Centre and are in accordance with Ministry Of Education and CCEYA. These policies and accompanying contracts

become effective upon acceptance by the parent/guardian and Uptown Yonge Preschool & Child Development Centre.

FACILITIES

The preschool offers 2 large, well appointed classrooms, a full-size gymnasium, kitchen and a large yard. Classes rotate throughout 3 rooms to allow for a variety of experiences and interactions. Parents are encouraged to arrange a tour our facilities by contacting the school.

SCHOOL HOURS/SCHOOL YEAR

The pre-school operates Monday to Friday, 9:00 am - 11: 30 am (morning program) and 12:30pm -3:00 pm (afternoon program) and offers programming for toddlers (18 mos-2.5yrs) and preschoolers (2.5 yrs-5yrs), as well as Kindergarten & Kindergarten Enrichment. We also offer a full day program which operates from 9:00am- 2:45 pm or 8:15-2:00pm. There is lunch & extended care available (extended care only available to half day attendees). Before & After School Club operates from 2:30pm to 6pm. Children are transported through private bus service from local schools, or school bus in the case of Owen School students .

We realize that hectic schedules mean children may occasionally be dropped off a few minutes early or picked up a few minutes late. There are no late fees associated with this providing it is not a routine occurrence. Late Policy: Please note however that regular lateness of more than 5 minutes impacts teacher planning/clean-up time. We have instituted a policy whereby parents are allowed 3 late pick-ups after which 1\$ will be charged upon late pick up, and 1\$ for every minute thereafter- to be billed quarterly. However, in order for all children to benefit from the program, and to maintain routine, please try to be on time daily. If your child is ill or will be absent please let your child's teacher know.

The school terms runs from September to June, and we are closed for Winter Holidays, March Break and statutory holidays. We offer a summer program that runs throughout the summer-please see our Annual School Calendar.

AODA

Uptown Yonge Preschool is complaint with the customer service standard of the Accessibility for Ontarians with Disabilities Act. Please let us know how we can best help you and whether any accommodations can be made in providing service to your family.

SERIOUS OCCURENCES

In the interest of transparency, in the event of a serious occurrence at the preschool, a Serious Occurrence Notification form will be posted in the Parent Area for 10 days after the occurrence or after and subsequent action or investigation is completed. No identifying information will be used (such as names, initials, birth dates, or ages).

LICENSING INSPECTIONS

Parents are encouraged to visit <http://www.edu.gov.on.ca/childcare/index.html> for more information about child-care and licensing as well as the centre. We post the results of our annual licensing inspections in the Parent Area. We are also subject to twice yearly Public Health Inspections and annual Fire Inspections.

VOLUNTEER AND STUDENT SUPERVISION POLICY

It is the policy of Uptown Yonge Preschool that students on placement as well as volunteers, are not left unsupervised with the children. Students & volunteers do not count toward staff : child ratio's.

Prior to commencing their position, students and volunteers are oriented to the policies and procedures of Uptown Yonge Preschool as well as the schedules and activities. They review the Parent Handbook and review and sign all of our policies.

Behaviour monitoring is routinely completed. The supervising R.E.C.E is responsible to orient volunteers and students as well as monitor their interactions with the children.

Parent Concern Policy

Uptown Yonge Preschool aims to support families and address their needs and concerns in a timely and respectful manner.

Parent issues or concerns may be presented verbally or in writing/emailed to the child's teacher, and if not resolved/addressed suitably within 48 hrs should be brought to attention of the supervisor in writing, including details as to steps already taken.

Teachers approached with a parent issue or concern are expected to validate the preschools interest in helping resolve the issue. Staff are required to notify the supervisor of any concerns presented the same business day. Teacher's are given 48 hours to provide an initial response to a concern (unless it is deemed a serious occurrence) in writing. If escalated to Supervisor, the supervisor is given 48 hours to respond in writing to the parent concern.

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Parent Issues and Concerns Policy and Procedures

Name of Child Care Centre: Uptown Yonge Preschool

Date Policy and Procedures Established: Feb 14th 2018

Date Policy and Procedures Updated:

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

Uptown Yonge Preschool aims to support families and address their needs and concerns in a timely and respectful manner.

Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Staff: Individual employed by the licensee (e.g. program room staff).

Policy

General

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Uptown Yonge Preschool and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within 1-3 business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the [local Children's Aid Society](#) (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Procedures

| Nature of Issue or Concern | Steps for Parent and/or Guardian to Report Issue/Concern: | Steps for Staff and/or Licensee in responding to issue/concern: |
|---|---|--|
| <p>Program Room-Related</p> <p>E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.</p> | <p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the classroom staff directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. | <ul style="list-style-type: none"> - Address the issue/concern at the time it is raised <p>or</p> <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 1-3 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. |
| <p>General, Centre- or Operations-Related</p> <p>E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.</p> | <p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the supervisor or licensee. | <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 4 business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p> |
| <p>Staff-, Duty parent-, Supervisor-, and/or Licensee-Related</p> | <p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the individual directly <p>or</p> <ul style="list-style-type: none"> - the supervisor or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p> | <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p> |
| <p>Student- / Volunteer-Related</p> | <p>Raise the issue or concern to</p> <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student <p>or</p> <ul style="list-style-type: none"> - the supervisor and/or licensee. <p>-</p> <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p> | <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p> |

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Tia Butler.

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts: [insert information, e.g. agency/organization contacts, supervisor and/or individual who oversees the programs, ministries and local authorities, professional membership bodies]

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

Operator: Tia Butler director@uptownyongepreschool.com 647-439-0316 or Supervisor 647-439-0316

September 2017

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- (c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

- (a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

Disclaimer: This document is a sample of a policy and procedure that has been prepared to assist licensees in understanding their obligations under the CCEYA and O. Reg. 137/15. It is the responsibility of the licensee to ensure that the information included in this document is appropriately modified to reflect the individual circumstances and needs of each child care centre it operates.

Please be advised that this document does not constitute legal advice and should not be relied on as such. The information provided in this document does not impact the Ministry's authority to enforce the CCEYA and its regulations. Ministry staff will continue to enforce such legislation based on the facts as they may find them at the time of any inspection or investigation.

It is the responsibility of the licensee to ensure compliance with all applicable legislation. If the licensee requires assistance with respect to the interpretation of the legislation and its application, the licensee may wish to consult legal counsel.

EMERGENCY MANAGEMENT PROCEDURE

We have emergency procedures in place and in the event that we have to enact the procedures we will call parents as well as send an email detailing our procedures and plans. We will proceed to our evacuation site of St. John's York Mills Church.

PROGRAM OPTIONS

Toddler Program *18 months – 2.5 years*

9:00-11:30am (extended care before school & lunch program options available)

Teacher to Child Ratio 1:5

1 RECE Teacher

1 RECE or B.A/B.ed Teacher

Enrolment Options:

1-5 morning per week

Half Day Pre-School Program *2.5 years-5 years*

9:00-11:30 am or 12:30-3 (extended care & lunch program options available)

Teacher to Child Ratio 1:8

1 RECE Teacher

1 RECE Teacher or B.A/B.ed Teacher

Enrolment Options:

1-5 mornings, afternoons or full days per week

Full Day Program *2-5 year olds*

9:00-2:45 or 8:00- 1:45 pm (extended care NOT available)

Teacher to child ratio 1:8

1 RECE Teacher

1 RECE Teacher or B.A/B.ed Teacher

Enrollment options:

1-5 days per week

Kindergarten Program (includes Enrichment Program) *4 & 5 year olds*

9:00am-2:45pm Or 12:30pm-3pm (extended care & lunch program options available)

Teacher to Child Ratio 1:8

1 RECE Teacher

1 RECE Teacher or B.A/B.ed Teacher

Enrolment Options:

5 days half days or 5 full days per week

Kindergarten Enrichment Program *4 & 5 year olds*

Teacher to child ratio 1:8

1 RECE Teacher

1 RECE Teacher B.A/B.ed Teacher

Enrollment options:

2-5 afternoons per week

After School Club

Teacher to child ratio 1:12 (K) 1:15 (Gr.1-6)

1 RECE Teacher or B.ed teacher

Program Hours:

Morning programs: 9:00 am - 11: 30 am

Afternoon Programs: 12:30 pm – 3:00 pm

Full Day Program: 9:00 am - 2: 45 pm or 8:00am-1:45pm

After School Club 2:30 pm-6:00 pm

EXTENDED CARE IS AVAIABLE 8:00AM-9AM AS WELL AS FOR A HALF HOUR AFTER HALF-DAY PROGRAMS.

LUNCH PROGRAM IS OFFERED 11:30AM-12:30 PM AND CAN BE ADDED TO HALF-DAY PROGRAMS

DAILY SCHEDULE

Daily Schedule

MORNING

Toddler

9:00 a.m Drop-Off
9:00 a.m Art/Science/Free Play
9:50 a.m Clean Up
10:00 a.m Gym/Outdoor Play
10:20 a.m Toileting / Hand Washing
switch rooms
10:30 a.m Snack
10:45 a.m Centre Exploration/Free Play/Cognitive Play
11:10 a.m Clean Up
11:15 a.m Circle time/Story/Show & Tell
11:30 a.m Dismissal

Pre-School/Kindergarten/Kindergarten Enrichment

9:00 a.m Drop-Off
9:05 a.m Centre Exploration/Cognitive/Free Play
9:40 a.m Circle time/Story/Show & Tell
10:10 a.m Toileting/ Hand Washing & Snack
10:30 a.m Gym/Yard Time
switch rooms
11:00 a.m Art/Science/Free Play
11:20 a.m Clean Up
11:25 a.m Goodbye circle
11:30 a.m Dismissal

FULL-DAY PRE-SCHOOL

8:15/9:00 a.m Drop-Off
9:05 a.m Centre Exploration/Cognitive/Free Play
9:40 a.m Circle time/Story/Show & Tell
10:10 a.m Toileting/ Hand Washing & Snack
10:30 a.m Gym/Yard Time
switch rooms
11:00 a.m Art/Science/Free Play
11:20 a.m Clean Up
11:45 a.m Lunch
12:15 p.m Rest/quiet play
12:45 p.m Circle Time/Story/Show & Share
1:05 p.m Centre's & Free Play
1:30 p.m Gym
2:00 p.m Toileting/Hand Washing
2:10 p.m Snack
2:30 p.m Table Work
2:00/2:45 p.m Dismissal

Daily Schedule

AFTERNOON

Preschool

- 12:30 p.m Drop Off
- 12:45 p.m Circle Time/Story/Show & Share
- 1:05 p.m Centre's & Free Play
- 1:45 p.m Toileting/Hand Washing
- 2:00 p.m Snack
- 2:30 p.m Gym
- 3:00 p.m Dismissal

Kindergarten

- 12:30 p.m Drop-Off & Connection time
- 12:30 p.m Free play/Reading & Centre Exploration
- 12:45 p.m Art/Science/Free Play
- 1:25 p.m Gym/Outdoor Play
- 1:55 p.m Toileting/Hand Washing
- switch rooms*
- 2:10 p.m Snack
- 2:20 p.m Circle Time/Story/Show & Share
- 2:40 p.m Gym
- 3:00 p.m Dismissal

AFTER SCHOOL CLUB

- 2:30pm-3:30 p.m Arrival/Bus Pick-Up Quiet activities
- 3:30 p.m Bathroom & Snack
- 3:45 p.m Centres (computer, reading centre, games,crafts)
- 4:45 p.m Group gross motor activity
- 5:30 p.m Free Choice/ Writing Centre/Homework
- 6:00 p.m Dismissal

LUNCH

We serve delicious hot lunches catered by Kids Kitchen, included in our lunch fee, and free for those in the full day program. They meet the requirements of the Child Care & Early Years Act. Each meal includes milk, as well as a fruit and vegetable serving.

Monthly Date Night: We recognize that parents need time to themselves to maintain a healthy lifestyle. One evening each month, we will offer babysitting at the school to allow parents some much needed time for a date, a visit to spa, a shopping trip or anything else they chose to do. Your child is supervised by one of our regular teachers. This program operates on a minimum 2 child basis, and a maximum 5 child capacity.

DAILY ACTIVITIES

Activities at Uptown Yonge Preschool are grounded in inquiry based learning, allowing for projects on a particular topic throughout the school, which is incorporated into each activity (circle discussion, songs, creative, manipulative play, puzzles, books etc). We are strongly influenced and inspired by the How Does Learning Happen Document, Reggio Emilia philosophy, Emergent Curriculum and the ELECT Document.

We have a large 2500sq ft gym and 3000sqft outdoor yard, full of gross motor potential! We also take neighbourhood walks and occasional field trips.

Toddler Program

Our toddler program offers a warm, supportive atmosphere in which children can develop social, emotional and self-help skills, gaining independence, having fun and expanding their experience. Focus is placed on language development, fine & gross motor skills as well as social interactions/impulse control. Children are also exposed to colours, shapes number, and name recognition.

In the Creative Room:

- Daily creative activity (using a variety of mediums: glue, paint, recycled materials, nature, chalk etc).
- Painting & Drawing (pastels, crayons, markers, chalk, paint)
- Play dough & modeling clay
- Sensory tables (water, rice, nature, noodles, cornmeal etc)
- Cooking & Baking (Multicultural & Holiday)
- Wooden blocks, "Duplo", shape sorters which help develop children's fine motor skills and imagination.

In the Cognitive/Dramatic Room:

- Interactive Circle, Story & Discussion time (inc. show and share, Songs, calendar discussion-length varies upon children attention span)
- Puzzles & Magnets, pegboards etc.
- Pretend/dramatic play props (costumes, career props, dolls etc.)
- Puppet theatre & puppets
- Family Living Centre (play food & kitchen items, dolls)
- Books according to the weekly thematic unit and reading corner
- Transportation toys
- Cognitive: Shapes, Colours, Letter and Number, and own name recognition, serration, matching, classification
- Manipulative & stacking/nesting toys
- Felt board
- Fine Motor Activities-shape sorting, zippers, velcro
- Wide variety of toys such as farms, animals, dollhouse

Preschool Program

Preschoolers are full of questions, and excitement to learn about the world they live in. In a supportive and caring environment, they are free to pretend, imagine, experiment, make friends and gain independence. Carefully selected developmentally appropriate activities are selected each day to encourage learning and creativity. Children progress in number and letter concepts, are introduced to phonics and sight words, progressing unhurried at their own comfortable pace. Socially acceptable interaction is modeled and conflict resolution skills are taught.

In the Creative Room:

- Daily creative activity (using a variety of mediums: glue, paint, recycled materials, nature, chalk etc)
- Painting & Drawing
- Play dough & modeling clay
- Science Activities (children will be encouraged to consider “how, when, why?” eg. Sink & float games, colour mixing, milk, food colouring and dish soap experiment)
- Sensory tables (water, rice, nature, noodles, goop, ice, cornmeal etc)
- Cooking & Baking (Multicultural & Holiday)
- Wooden blocks, “Lego/kinetix”
- Weekly Free Expression Art-allowing the child virtual freedom in creative expression.

In the Cognitive/Dramatic Room:

- Interactive Circle, Story & Discussion time (inc. show and tell, calendar and weather work)
- Puzzles & Geoforms & Board Games
- Pretend/dramatic play props (costumes, career props, dolls etc.)
- Puppet theatre & puppets
- Family Living Centre (play food & kitchen items, dolls)
- Books according to the weekly thematic unit and reading corner

- Transportation toys
- Cognitive: Shapes, Colours, Letters and Number recognition serration, matching, classification
- Manipulative toys
- Phonics & Number concepts as developmentally appropriate
- Magnets
- Felt board
- Fine Motor Activities (stringing, cutting, tracing, mark making)
- Wide variety of toys such as farms, animals, dollhouse
- Monthly baking/cooking day

After School Club Program

Our after school program caters to school-agers.

Our aim to provide a program rich in choices with a strong physical activity component for children who have been working hard in the classroom all day.

Students begin After School Club with a healthy snack and subsequently choose an activity that meets their interests. Various choices include: Rainbow Loom, crafts, reading library/centre, board game junction, keyboard, ipad/laptop, quiet homework table etc. There will be a daily group physical activity planned including, soccer, capture the flag, toilet tag, hockey, obstacle course, yoga, dance, etc. Pre-planned weekly activities such as baking, dance, and sport days will be included in the program.

Our School-agers are involved in classroom set up and program planning to address their interests and creativity.

Kindergarten Enrichment Program

****This program supports, enhances and complements the Ontario Kindergarten Curriculum****

The smaller group size and opportunity for more personalized programming is a perfect complement to the child standard Kindergarten program.

Activities include a balance of free-play, more structured individual & small group activities as well as a developmentally appropriate amount of explicit instruction. Daily Circle time includes a theme-related story/songs/fingerplays, topic discussion, calendar work (days of the week, months of the year, today is____ yesterday was ____etc), and show and tell. This format allows children their opportunity to shine and be heard. Children are assigned daily tasks/"jobs" that afford responsibility and foster independence & self-esteem.

The teacher's role is to guide student's to make connections through active learning, in a context relevant to them. It is through this approach that children learn & retain information, without rote learning, undue stress, or losing their thirst for knowledge. Children are encouraged to explore new activities and to reach their highest potential in a nurturing, supportive environment. Following are the elements of the program, in addition to play-based activities described in the preschool program.

Program Goals

Literacy

- Literacy Program, introducing children to the letters of the alphabet through songs, rhymes and poems. Discovering the sounds they make individually and together, as well as how they are used to form words.
- Sight word reviews
- Beginner reading individually & in a group
- Identifying the author of a book, predicting what will happen next, narrating pictures without hearing the story, continuing a friend story etc.
- Recognizing their own name and learning to print it
- Journal writing

Mathematics

- Counting to 100
- Quantity and number relationships
- Adding concrete objects
- Beginning fractions (1/2, 1/4, that an item can be divided equally)
- Sequencing (Smallest to largest, Tallest to Shortest, first to last)
- Problem solving (What can we do if we have 2 cookies and 4 friends?)
- Measurement (using everyday items such as paperclips, erasers, hands)
- Collecting data & graphing: (eg. Simple Graphing of favorite colour apple by each child gluing their coloured paper to the appropriate bar.)
- Experimenting with force, volume, measurement using sand and water sensory play as well as everyday items.
- Sort, classify and compare 2D and 3D objects
- Weight (using balance to compare weight of everyday objects vs. weights or each other)
- Sorting and classifying (by colour, texture, mammal vs. reptile etc)
- Patterning: identifying, recognize and describe patterns in everyday life (male vs. female, tall, tall, short etc) and representing concretely using pattern blocks, friends or toys, as well as drawing them.
- Time: gaining an understanding of the passage of time, the functions of a clock etc.
- Money: may involve market prop with teachers acting as customers. Learning to identify Canadian currency and its value (what is a dime? Is it more than a penny? What do we call a 1-dollar coin?)

Self Identity/Self-Image/Social Conscience

- Children are encouraged to speak, tell stories, and maintain balanced conversations with peers.
- Positive self-esteem is cultivated & nurtured
- Self-regulation: Teachers work with children to control impulses, use appropriate means of communicating and interacting while maintaining positive self-worth.
- Encouraging understanding and appreciation of diversity
- Our obligation to help others, have respect for ourselves and others and giving back to the community

Science & Technology

- Exploring the natural and human made environment
- ask questions making a hypothesis & examining results (“what will happen if we?”)
- Free and guided inquiry into various objects
- Plant & Animal Life: (stages of growth, parts of a plant, Butterfly Life Cycle, Animal Classification)
- Safe usage of technology
- Using gears, ramps, pulleys
- Guided use of Kindergarten computer program/computer & internet usage safety

Health & Safety/Physical Activity

- Activities geared towards development of large and small motor control (bouncing, kicking, running, jumping, pedaling, balance, throwing etc.)
- Lacing, threading, using a pencil & scissors
- Nutrition (visit to the local grocer, healthy eating, cooking/baking)
- Safety (seatbelts, helmets, safe/unsafe secrets etc)
- Sportball Gym Program®

Visual Arts

- Specialized Music Program
- Dramatic play in the family living center with varied and changing props
- Puppet Theatre
- Daily process-oriented creative activity
- Play-dough & clay
- Group creative activity work: working as a team to create.
- Children are encouraged to see themselves as artists
- Representing thoughts & feelings through artistic expression
- Learning about & exploring artistic genres (Impressionism, Abstract, etc.)

Reading to children is positively related to their future reading success. When reading teachers point out familiar objects, encourage children to ask questions, point out the direction of the words, the author, title etc. Following the story, children are encouraged to discuss their favorite parts, how they feel about the story etc. and participate in quiet reading.



KINDERGARTEN

At
Uptown Yonge Preschool

Kindergarten at U.Y.P is the ideal first school experience for your child:

- Balanced Literacy/Mathematics focus recognizes recent research showing early introduction to math to be a greater predictor of school success than literacy alone.
- Small Class sizes: 1 Teacher to 8 children, maximum class size 16!
- Kindergarten teacher qualified as a B.ED & ECE...thus offering the best insight into appropriate programming for 4 & 5 year olds.
- Centre based exploration allows for small group and individualized and whole group instruction
- Active play based learning which meets and exceeds Ontario Kindergarten Curriculum Expectations without overly structured “inside-the-box” methodology. We follow discovery based learning principles and the ELECT document.
- Recognition and programming for the varied learning styles of children.
- Balance between teacher-initiated and child-initiated activities.
- High Quality Extra-curriculars: Dance, Daily gym time, Music Instruction
- Field Trips and school visits enhance our program (theatre, zoo, farm, grocery store etc)
- Superior parent communication & involvement is a must at U.Y.P Kindergarten

Kindergarten Program for 2016-2017

is currently offered 5 full days or half days per week and includes the Enrichment Program

Our LUNCH PROGRAM is available at a nominal fee, allowing your child to arrive at school anytime after 11:45am and eat a healthy balanced lunch catered by Food For Tots.

**Want to supplement the your child’s Kindergarten program?
We will continue to offer Kindergarten enrichment.**

With our high quality, nurturing teachers, high quality facilities and equipment and individualized learning program, your child will be advantageously prepared and excited for Grade 1.

What we teach...

Our focus is shared between meeting curriculum goals as well as helping children maintain & develop positive attitudes toward schooling. Maintaining a “spark” for learning is invaluable. We strive to instill a love and excitement for learning and to nurture each child’s confidence and self-esteem about themselves and their abilities.

Teachers plan for, create and maximize “teachable moments” that allow the children to learn actively: that is through doing, rather than rote memorizing and use of worksheets alone. Teachers facilitate learning in small groups and have the opportunity to address different learning styles, interests and abilities. Our program is challenging but the expectations are attainable.

We strive to enhance children’s social skills by providing a structured & predictable schedule, modeling and expecting mutual respect for property and feelings/opinions of others, as well as responsibility for behaviour. We aid children in the development of critical communication, conflict management and cooperation skills.

Literacy at U.YP

Social and Personal Development

The personal and social development of young children lays the social and cognitive groundwork that fosters a love for school, engages the children in the process of learning, and supports future success in school and in life. Early learning programs focus on who the children are, and support and encourage them to reach their full potential. In partnership with the home, the school plays a vital role in developing social competence by providing the tools and knowledge that children will need in order to play a constructive role as citizens.

Social Development

Social development includes children's growing abilities to empathize and get along with others. Four- and five-year-old children move beyond an egocentric view of the world and can learn to resolve conflicts and make decisions collaboratively and can develop a sense of community. The ability to work and to learn with others is essential for success in and out of school. Children need opportunities to interact with others in many contexts and for many purposes. As children learn about themselves and their culture, they also begin to understand that all people share similar needs, feelings, and aspirations.

BIG IDEA: Children are connected to others and contribute to their world.

Overall Expectations:

At the end of the school year your child will have a better understanding of:

1. Identify and use social skills in play and other contexts;
2. Demonstrate an ability to use problem-solving skills in a variety of social contexts;
3. Demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community.

Specific Expectations:

1. Identify and use social skills in play and other contexts

- 1.1 Act and talk with peers and adult by expressing and accepting positive message.
- 1.2 Demonstrate the ability to take turns in activities and discussion.
- 1.3 Demonstrate an awareness of ways of making and keeping friends.

2. Demonstrate an ability to use problem-solving skills in a variety of social contexts

- 2.1 Use a variety of simple strategies to solve social problems

3. Demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community

- 3.1 develop empathy for others, and acknowledge and respond to each other's feeling
- 3.2 demonstrate respect and consideration for individual differences and alternative points of view
- 3.3 Talk about events or retell stories that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others

Emotional Development

As a team nurtures children's development of self-concept, self-reliance, and self-regulation by creating a warm and responsive environment, which contributes to children's ability to experience success. Through a variety of experiences, children begin to see themselves as unique. Children need regular opportunities throughout the day to learn and value the interpersonal skills required to communicate and cooperate with others. As they develop self-confidence, they become more receptive to relating to others, and take pleasure in learning new skills. As children's self-concept develops, they demonstrate autonomy in selecting materials, making choices, and setting goals for themselves. Children who develop a positive self-concept early in life become more successful learners later in life.

Big Idea: Children have a strong sense of identity and well-being

Overall Expectations:

By the end of the school year your child will begin to:

1. demonstrate a sense of identity and a positive self-image;
2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities;
3. Demonstrate an awareness of their surroundings.

Specific Expectations:

1. Demonstrate a sense of identity and a positive self-image;

- 1.1 recognize personal interests, strengths, and accomplishment
- 1.2 Identify and talk about their own interests and preferences
- 1.3 Express thoughts

2. Demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities

- 2.1 Demonstrate self-reliance and a sense of responsibility
- 2.2 Demonstrate a willingness to try new activities
- 2.3 Demonstrate self-motivation, initiative, and confidence in their approach to learning by selecting and completing learning tasks
- 2.4 Begin to demonstrate self-control
- 2.5 Interact cooperatively with others in classroom events and activities

3. Demonstrate an awareness of their surroundings

- 3.1 Recognize people in their community and talk about what they do
- 3.2 Recognize places and buildings within their community, both natural and human-made, and talk about their functions
- 3.3 Develop an awareness of ways in which people adapt to the places in which they live

Language

Before going to school, children have already had a wide range of lived experiences with spoken, written, and visual communication, and have used language in familiar contexts. They have also developed ways of using language that are specific to their cultural and linguistic contexts. By building on the language development and the understandings that children bring to school, the Early Learning–Kindergarten (EL–K) team* can

provide children with the learning experiences they need, as well as support and guidance in their learning. By encouraging children to develop competence in language use, team members can also help children learn about the role and power of language in their own lives and in their own and other cultures

Literacy in Play-Based Learning

Socio-dramatic play that benefits four- and five-year-old children is complex. It involves shared symbolic representations and actions. Children use language to create a shared pretend scenario. Multiple ideas emerge, and players and materials are incorporated into the play without interrupting its flow. The children are able to coordinate and integrate many roles, often switching roles to extend the play. Children stay engaged in the play for extended periods of time and may continue developing the play over several days.

BIG IDEA: Children are effective communicators

Overall Expectations:

1. Communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
2. Demonstrate understanding and critical awareness of a variety of written materials that are read by and with us;
3. Use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials;
4. Communicate in writing, using strategies that are appropriate for beginners;
5. Demonstrate a beginning understanding and critical awareness of media texts

Specific Expectations:

1. Communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts
 - 1.1 Explore sounds, rhythms, and language structures, with guidance and on their own
 - 1.2 Listen and respond to others for a variety of purposes
 - 1.3 Begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond
 - 1.4 Follow and provide one- and two-step directions in different contexts
 - 1.5 Use language in various contexts to connect new experiences with what they already know
 - 1.6 Use language to talk about their thinking, to reflect, and to solve problems
 - 1.7 Use specialized vocabulary for a variety of purposes
 - 1.8 Ask questions for a variety of purposes
 - 1.9 describe personal experiences, using vocabulary and details appropriate to the situation
 - 1.10 Orally retell simple events and simple familiar stories in proper sequence
 - 1.11 Demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words
2. **Demonstrate understanding and critical awareness of a variety of written materials that are read by and with us**
 - 2.1 Demonstrate an interest in reading
 - 2.2 Identify personal preferences in reading materials
 - 2.3 Demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print

- 2.4 Respond to a variety of materials read aloud to them
 - 2.5 Make predictions regarding an unfamiliar text
 - 2.6 Use prior knowledge to make connections
 - 2.7 Use illustrations to support comprehension of texts that are read
 - 2.8 Demonstrate knowledge of most letters of the alphabet in different contexts
 - 2.9 Retell stories, in proper sequence, that have been read by a teacher
 - 2.10 Retell information from non-fiction materials that have been read
- 3. Use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials**
- 3.1 Begin to use reading strategies to make sense of unfamiliar texts in print
- 4. Communicate in writing, using strategies that are appropriate for beginners**
- 4.1 Demonstrate an interest in writing
 - 4.2 Demonstrate an awareness that writing can convey ideas or message
 - 4.3 Write simple messages
 - 4.4 Begin to use classroom resources to support their writing
 - 4.5 Experiment with a variety of simple writing forms for different purposes and in variety of context
 - 4.6 Communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing
- 5. Demonstrate a beginning understanding and critical awareness of media texts**
- 5.1 Begin to respond critically to animated works
 - 5.2 Communicate their ideas verbally and non-verbally about a variety of media materials

Mathematics

Mathematics in Kindergarten builds on children's desire to make sense of their world, and helps them develop and demonstrate their mathematical understanding. Young children use mathematics intuitively and develop their understanding of mathematics through their individual approaches to learning, as well as through their prior experience of their linguistic, family, cultural, and community backgrounds. It is therefore important that children's existing conceptual understanding of mathematics be valued and that children be introduced to mathematical concepts in an appropriate manner and at an appropriate time in their development. Children also need to be given learning experiences that are within the range of things they can do with and without guidance (that is, in their zone of proximal development).

BIG IDEA: Young children have a conceptual understanding of mathematics and of mathematical thinking and reasoning

Overall Expectations:

1. Demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships, (NUMBER SENSE AND NUMERATION)
2. Measure and compare length, mass, capacity, area, and temperature of objects/materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity (MEASUREMENT)
3. Describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation (GEOMETRY AND SPACIAL SENSE)

4. Explore, recognize, describe, and create patterns, using a variety of materials in different contexts (PATTERNING)
5. Sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts (DATA MANAGEMENT AND PROBABILITY)

Specific Expectations:

- 1. Demonstrate an understanding of numbers, using concrete materials to explore and investigate counting, quantity, and number relationships, (NUMBER SENSE AND NUMERATION)**
 - 1.1 Investigate the idea that quantity is greater when counting forward and less when counting backwards
 - 1.2 Investigate some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects
 - 1.3 Begin to make use of one-to-one correspondence in counting objects and matching groups of objects
 - 1.4 Demonstrate understanding of the counting concepts of stable order
- 2. Measure and compare length, mass, capacity, area, and temperature of objects/materials, and the passage of time, using non-standard and standard units, through free exploration, focused exploration, and guided activity (MEASUREMENT)**
 - 2.1 Compare and order two or more objects according to an appropriate measure
- 3. Describe, sort, classify, build, and compare two-dimensional shapes and three-dimensional figures, and describe the location and movement of objects through investigation (GEOMETRY AND SPACIAL SENSE)**
 - 3.1 Explore, sort, and compare traditional and non-traditional two-dimensional shapes and three-dimensional figure
 - 3.2 Identify and describe, using common geometric terms, two-dimensional shapes and three-dimensional figures
 - 3.3 Compose pictures, and build designs, shapes, and patterns, using two-dimensional shapes
 - 3.4 Demonstrate an understanding of basic spatial relationships and movements
- 4. Explore, recognize, describe, and create patterns, using a variety of materials in different contexts (PATTERNING)**
 - 4.1 Identify, create, reproduce, and extend repeating patterns through investigation, using a variety of materials
 - 4.2 Identify and describe informally the repeating nature of patterns in everyday contexts
- 5. Sort, classify, and display a variety of concrete objects, collect data, begin to read and describe displays of data, and begin to explore the concept of probability in everyday contexts (DATA MANAGEMENT AND PROBABILITY)**
 - 5.1 Sort, classify, and compare object and describe the attributes used
 - 5.2 Collect objects and data and make representations of their observations, using concrete graphs
 - 5.3 Respond to and pose questions about data collection and graphs

Science

BIG IDEA: Children are curious and connect prior knowledge to new contexts in order to understand the world around them.

Overall Expectations:

1. Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings;
2. Conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating);
3. Demonstrate an understanding of the natural world and the need to care for and respect the environment;

Specific Expectations:

1. Demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings;
 - 1.1 Ask questions about and describe some natural occurrences, using their own observations and representations
 - 1.2 Sort and classify groups of living and non-living things in their own way
 - 1.3 Explore patterns in the natural and built environment
2. Conduct simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (questioning, planning, predicting, observing, communicating);
 - 2.1 State problems and pose questions before and during investigations
 - 2.2 Make predictions and observations before and during investigations
 - 2.3 Select and use materials to carry out their own explorations
3. Demonstrate an understanding of the natural world and the need to care for and respect the environment
 - 3.1 Identify similarities and differences between local environments
 - 3.2 Describe what would happen if something in the local environment changed
 - 3.3 Identify ways in which they can care for and show respect for the environment
 - 3.4 Participate in environmentally friendly activities in the classroom and the schoolyard

Physical Activity

BIG IDEA: Make healthy choices and develop physical skills

Overall Expectations:

1. Participate willingly in a variety of activities that require the use of both large and small muscles
2. Develop control of large muscles (gross-motor control) in a variety of contexts
3. Develop control of small muscles (fine-motor control) in a variety of contexts.

Specific Expectations:

1. Participate willingly in a variety of activities that require the use of both large and small muscles
 - 1.1 Participate actively in creative movement
 - 1.2 Demonstrate persistence while engaged in activities that require the use of both large and small muscles
 - 1.3 Demonstrate strategies for engaging in cooperative play in a variety of games and activities
2. **Develop control of large muscles (gross-motor control) in a variety of contexts**

- 2.1 demonstrate spatial awareness in activities that require the use of large muscle
- 2.2 Begin to demonstrate control of large muscles with and without equipment
- 2.3 Begin to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement

3. Develop control of small muscles (fine-motor control) in a variety of contexts.

- 3.1 begin to demonstrate control of small muscles in activities at a variety of learning centres
- 3.2 Demonstrate spatial awareness by doing activities that require the use of small muscles
- 3.3 Use a functional grip in written communication to produce writing that they and others can read

Music

BIG IDEA: Young children have an innate openness to artistic activities

Overall Expectations:

1. Demonstrate an awareness of themselves as musicians through engaging in music activities
2. Demonstrate basic knowledge and skills gained through exposure to music and music activities
3. Use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others
4. Express responses to a variety of forms of music, including those from other cultures
5. Communicate their ideas through music.

Specific Expectations:

1. Demonstrate an awareness of themselves as musicians through engaging in music activities
 - 1.1 Demonstrate an awareness of personal interests and a sense of accomplishment in music
 - 1.2 Explore a variety of tools and materials of their own choice
- 2. Demonstrate basic knowledge and skills gained through exposure to music and music activities**
 - 2.1 Explore different elements
- 3. Use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in music both individually and with others**
 - 3.1 Use problem-solving skills and their imagination to create music
- 4. Express responses to a variety of forms of music, including those from other cultures**
 - 4.1 Express their responses to music by moving, by making connections to their own experiences, or by talking about the musical form
 - 4.2 Respond to music from various cultures, including their own
- 5. Communicate their ideas through music**
 - 5.1 Communicate their ideas about something (e.g., a book, an experience, a painting) through sounds, rhythms, and music

Visual Arts

Overall Expectations:

1. Demonstrate an awareness of themselves as artists through engaging in activities in visual arts
2. Demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts

3. Use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others
4. Express responses to a variety of visual art forms, including those from other cultures
5. Communicate their ideas through various visual art forms.

Specific Expectations:

1. Demonstrate an awareness of themselves as artists through engaging in activities in visual arts
 - 1.1 Demonstrate an awareness of personal interests and a sense of accomplishment in visual arts
2. **Demonstrate basic knowledge and skills gained through exposure to visual arts and activities in visual arts**
 - 2.1 Explore a variety of tools, materials, and processes of their own choice to create visual art forms in familiar and new way
 - 2.2 Explore different elements of design
3. **Use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in visual arts both individually and with others**
 - 3.1 Use problem-solving skills and their imagination to create visual art forms
4. **Express responses to a variety of visual art forms, including those from other cultures**
 - 4.1 Express their responses to visual art forms by making connections to their own experiences or by talking about the form
 - 4.2 Respond to a variety of visual art forms
5. **Communicate their ideas through various visual art forms.**
 - 5.1 Communicate their understanding of something



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2018/2019 Application & Registration Procedure

Applications will be considered as they arrive at the school. They may be mailed, dropped off at the school between 8:30am and 3:00pm, or deposited in the mail slot located on the east side of the building, near the preschool entrance doors.

Only complete applications containing all of the following will be considered:

- Application Form
- \$75 Application Fee -new students only
- \$350 deposit (current dated)*this is deducted from tuition
- 3 post-dated cheques for the remainder of tuition (April 1st 2017, June 1st 2017, November 1st 2017)
- Tuition paid by EMT, money order or cheque IN FULL at the time of registration receives a \$100 discount.
- Tuition paid in equal monthly installments is available at a \$200 annual cost. First & last months are payable at the time of registration and are non-refundable. The balance is divided equally among the remaining months.**cheques must be received before the 1st of each month, otherwise a 20\$ per week penalty will be due.

Applications are considered based upon:

- Space availability
- Child's age & compatibility with the program
- Upon acceptance, the balance of the application package will be due by June 30th.

If your child is accepted into the program, a written confirmation of enrollment and further instructions will be mailed. In the event that your child is not offered enrollment, the deposit, registration fee and 3 cheques will be returned.

In the event of early withdrawal from the program, any cheques not yet negotiated will returned, upon presentation of 1 calendar month written notice. The 75\$ application fee & \$350 deposit are non-refundable in the event of withdrawal from programs or waitlist.

Please Note: Fees are for the school year, and cannot be reduced to reflect absences. September enrollments are given priority and January acceptance will be offered if space is available in the program at the time. A numbered wait list will be arranged.

We offer a 5% referral discount. If your referral registers, you will receive a 5% discount in tuition!

In the unlikely event your child is deemed to not be the right fit for our program, 2 weeks notice will be provided and a pro-rated refund for unused services will be issued.

Annual Tuition (Sept-June) 2018/2019

Preschool (2.5-5yr)

Toddler (18mos-2.5yr)

| Half Day Classes/Week (AM and/or PM) | Annual Tuition | Morning Classes/Week | Annual Tuition |
|---|----------------|-------------------------|----------------|
| 2 | \$3,180.00 | 2 | \$3,840.00 |
| 3 | \$4,612.00 | 3 | \$4,825.00 |
| 4 | \$5,200.00 | 4 | \$5,840.00 |
| 5 | \$6,200.00 | 5 | \$6,580.00 |
| 6 | \$7,790.00 | | |
| 7 | \$8,730.00 | | |
| 8 | \$9,260.00 | | |
| 9 | \$10,090.00 | | |
| 10 | \$10,610.00 | | |

Kindergarten Enrichment (4-5yr)

After School Club (4+yr)

| Half Day Classes/Week (AM and/or PM) | Annual Tuition | | Annual Tuition |
|---|----------------|--------------------------|----------------|
| 2 | \$3,815.00 | 5 | \$4,500.00 |
| 3 | \$5,044.00 | +busing if applicable | \$1000 |
| 5 | \$7,644.00 | | |
| 5 Full Days | \$14,560.00 | | |

| # of lunches/week | Annual Tuition | # of extended care days/Week | Annual Tuition |
|-------------------|----------------|---------------------------------|----------------|
| 1 | \$500.00 | 1 | \$200.00 |
| 2 | \$880.00 | 2 | \$400.00 |
| 3 | \$1320.00 | 3 | \$500.00 |
| 4 | \$1760.00 | 4 | \$650.00 |
| 5 | \$2000.00 | 5 | \$700.00 |

| | |
|----------------------------|--------------------------|
| Office Use: | |
| A/D: _____ Application Fee | <input type="checkbox"/> |
| R/D: _____ Deposit | <input type="checkbox"/> |
| W/D: _____ 3 Cheques | <input type="checkbox"/> |

2018/2019 Application

Application Date _____ Requested Start Date _____
 Child's Name _____
 Child's Age _____ Date of Birth _____
 Home Address _____
 Home phone number _____ Fax: _____
 Email address _____

Parent 1 Name _____
 Phone Number (H) _____ (W) _____ (C) _____
 Home Address _____
 Work Address _____

Parent 2 Name _____
 Phone Number (H) _____ (W) _____ (C) _____
 Home Address _____
 Work Address _____

Program Selection:

TODDLER: # of half days ___ **PRESCHOOL: # of half days** ___

KINDER ENRICHMENT: # of half days ___ **FULL DAY KINDERGARTEN** ___

of lunches ___ **Dietary Restrictions?** _____ **# of extended before school** ___ **# of extended afterschool** ___

AFTER SCHOOL CLUB: ___ **Busing required?** ___ **if yes, do you qualify for bussing at Owen Public School?** ___

School attended: _____

Summer: Program Session _____

Dietary Restrictions ie. Halal, Kosher, Vegetarian, allergy: _____
 Extended Care Requested? Yes No If yes, before or after school and what time?

Sibling UYP alumni? Yes No If yes, name and school year attended: _____

Parent 1 Signature _____ Parent 2 Signature _____

Date: _____ Date: _____

How did you hear about us?

A friend (note name) _____ **An Ad (which?)** _____ **Signs on the property** _____
Online _____ **if so, was it through a Google ad?** _____
Ministry Of Education Website _____ **Other (Please Specify)** _____

I (the parent) agree to pay Uptown Yonge Preschool & Child Development Centre a yearly fee of \$_____ by way of \$350 Deposit and 3 equal post-dated cheques to provide programming for my child _____ (DOB) _____. (Please make cheques payable to: Uptown Yonge Preschool). Email Money transfer accepted to director@uptownyongepreschool.com.

Registration Fee

An application fee of 75\$ per child is required **of new students only.**

PLEASE NOTE: Your child's space in the program will not be held without a deposit

I (the parent) agree to pay Application fee of \$_____.

The Registration fee, Deposit and 3 post-dated cheques are required to secure a space for your child. In the event that there is not space in the school for your child they will be placed on a waiting list. If your child is not accepted all monies will be returned. If you register or are placed on a waitlist and a space becomes available and your child does not attend, the deposit, registration fee and any tuition paid is forfeited. Only tuition fees not yet deposited can be returned with no exception.

I (the parent) hereby acknowledge that I am aware of the conditions stated in Uptown Yonge Preschool's Financial Agreement, and agree to abide by the above requirements.

Date signed _____

Parent full name _____ Parent signature _____

Parent full name _____ Parent signature _____

Director's signature _____

UPTOWN YONGE PRESCHOOL & CHILD DEVELOPMENT CENTRE

1 Lord Seaton Rd. M2P 2C1 • tel. 647-439-0316

www.uptownyongepreschool.com • director@uptownyongepreschool.com

2018-2019 REGISTRATION FORM

Registration Date _____ Start Date _____

Child's Name _____ Nickname _____

Child's Age _____ Date of Birth _____

Home Address _____

Main phone number _____ Fax: _____

above phone number will be called first and considered the primary

Parent 1 Name _____

Phone Number (H) _____ (W) _____ (C) _____

Email address _____

Home Address _____

Work Address _____

Marital Status _____

Parent 2 Name _____

Phone Number (H) _____ (W) _____ (C) _____

Email address _____

Home Address _____

Work Address _____

Marital status: _____

Please describe any custody arrangements _____

*Please provide a copy of court papers related to custody & access, as these are needed to enforce such arrangements.

Who has permission to pick up your child from preschool?

Name

Relationship to Child

Emergency Information

Emergency Contacts (other than parents)

1. Name & relationship _____

Phone number _____ Address _____

2. Name & relationship _____

Phone number _____ Address _____

Child's physician _____

Phone number _____

Address _____

Child's OHIP Health Card number (optional) _____

Emergency Medical Treatment Consent

In the event of an emergency when I am not available, I authorize the administration of any medical procedures deemed necessary by my child's doctor, or if unavailable, another physician selected by Uptown Yonge Preschool, to my child _____.

Date: _____

Parent's Signature _____

Parent's Signature _____

Medical History

Child's Health History

General State of health _____

Is your child under a doctor's care for any particular reason? If yes, why?

Is he/she on any medication? If yes, what? _____

cont'd

Record of immunization (please include photocopy of immunization booklet), unless providing exemption from child's physician or Public Health (latter requiring notarized proof or statement of religious or conscious belief).

ALLERGY ALERT: please list your child's known allergies:

Does child use EPI Pen? _____

Does child use Asthma inhaler? _____

Other relevant information (existing conditions, etc.) _____

Which communicable diseases has your child had-check all that apply:

- Chicken Pox
- Measles
- Mumps
- Rubella
- Whooping Cough
- Scarlet Fever

**Please include date of illness for each checked disease above.

Is your child prone to:

- Earaches
- Headaches
- Colds
- Sore throats
- Stomach upsets
- Other _____

Gender and ages of siblings in the home _____

Any other members of the household _____

Languages spoken at home _____

Please describe your family's cultural background/traditions in order for us to better serve your child

Please describe your child's previous childcare, preschool or "parent & child" experience

cont'd

Child's favourite:

Activities _____

Books/stories _____

Does your child have a good appetite? State particular likes/dislikes _____

Has your child eaten peanut butter at home? _____

Any diet/Exercise restrictions?

Sleeping / Napping routines _____

Please describe any particular attachments (i.e. toy, blanket, person) and any particular habits (i.e. thumbsucking, rocking, etc.) _____

How does your child react to stressful situations? _____

How does your child usually react to new situations? _____

Toileting routines (is your child toilet trained? In the process?) _____

Please describe your views on guiding your child's behaviour and setting limits

Please include any other information you feel will aid us in providing quality programming to your child: _____

Parent's signature _____

Parent's signature _____

General Excursion Release

I/We give permission for my/our child to participate in community walk excursions away from the premises of the pre-school, in the company of staff members, on foot. Parents will be notified ahead of time of any excursions beyond walking distance from the school and specific release forms will be provided.

Parent/ Guardian

Date

Parent/ Guardian

Date

Hand Sanitizer Use Authorization

Uptown Yonge Preschool applies hand sanitizer to children's hands when soap and water are not available. This practice has been proven to help control the spread of infection. Sanitizer used contains between 60-80% alcohol making it an effective germ killer, and containers are kept out of children's reach.

Parent/Guardian Signature _____

Parent Guardian Signature _____

Date _____

Photo/Media Release

I hereby authorize the staff of Uptown Yonge Preschool & Child Development Centre to photograph, videotape my child _____ for the purposes of documenting their activities in the program. Photos and files will only be displayed in the school building, school cookbook, school photo album, or sent home with my child. Photos will also be posted on a private password protected webpage.

Parent/Guardian Signature _____

Parent/Guardian Signature _____

Date _____

Please indicate here if we can use your child's photo in our Facebook and Print Marketing _____.

The following contract pertains to the policies set forth in the Parent Policy Handbook. It is the Parent's responsibility to read the Policy Handbook completely before signing. It is the Parent's responsibility to abide by all the policies stipulated in the Policy Handbook. This is a legal and binding Contract and signing it obligates you to this Contract.

I (the parent) hereby acknowledge that I am aware of the conditions stated in **Uptown Yonge Pre-School & Child Development Centre's Policy Handbook**. I understand and agree to abide by the above policies and requirements, in conjunction with the Financial Agreement & Registration Agreement.

Parent full name _____
Parent signature _____

Parent full name _____
Parent signature _____

Director's signature _____

Date signed _____

Please complete the info below without straying outside the lined area...

MEDICAL HISTORY AND EMERGENCY CONTACT CARD

Child's Name: _____ Birth Date: _____
Parent 1 Name: _____ Home Phone Number: _____
Home Address: _____
Work number: _____ Address: _____ Cell: _____
Parent 2 Name: _____ Home Phone Number: _____
Home Address: _____
Work number: _____ Address: _____ Cell: _____
Emergency Contact name & relationship: _____
Phone number: _____
Child's physician: _____ Phone number: _____
Address: _____ Health Card number (optional) _____
Known allergies: _____
COURT PAPERS? YES ___ NO ___

EMERGENCY MEDICAL TREATMENT CONSENT

In the event of an emergency when I am not available, I authorize the transportation of my child to a medical facility. Additionally, I authorize administration of any medical procedures deemed necessary by my child's doctor, or if unavailable, the attending physician selected by Uptown Yonge Preschool & Child Development Centre, to my child _____.

I release Uptown Yonge Preschool & Child Development Centre from any liability involved in the transport and treatment of my child.

Date: _____
Parent's Signature _____
Parent's Signature _____

Feb 15, 2018