



CCPC PROGRAM STATEMENT

2019-2020 Part 1 of 2

Abstract

Please enjoy reading this document. It strives to introduce you to the character, values and intent of the Columbus Community Playgroup Co-operative Inc. and will provide a wide range of information and perspectives to parents and the community.

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CCPC PROGRAM STATEMENT 2018

Re: CCEYA, 2014 (amended May 2016)

Introduction:

46. (1) Every licensee shall have a program statement that is consistent with the Minister's policy statement on programming and pedagogy issued under subsection 55 (3) of the Act and shall review the program statement at least annually for this purpose.

Columbus Community Playgroup Co-operative Inc. (CCPC) is a not-for-profit, licensed preschool, located at 3265 Simcoe St. North, Columbus, Ontario. CCPC may be contacted by calling the classroom phone at (905) 655-5788, or by e-mail at ccpcregistrar@gmail.com. Further information is available on the website at www.columbusplaygroup.com. CCPC works with the city of Oshawa in the care and maintenance of the facility, and water quality.

CCPC is located in the Columbus Community Centre (Historic Building) on Simcoe St. N., immediately south of Columbus Rd, and north of Winchester Rd. in the village of Columbus.

Columbus Playgroup provides high quality, half-day early learning programs for children thirty months to five years old. The Program Statement is a comprehensive overview of Columbus Community Playgroup operations, policies and procedures. It is reviewed annually and revised as needed to reflect any changes in practice, policies and regulations. The program statement is available through the CCPC website (www.columbusplaygroup.com), and posted in the classroom, accessible to parents or guests and made available to potential members prior to enrolling. Parents* will be informed immediately of any revisions, additions or changes. The Program Statement marries the character and philosophy of CCPC in compliance with the regulations of the Ministry of Education Child Care and Early Years Act, (CCEYA, 2014), Region of Durham Health Dept. and Ministry of Child and Youth Services. The Program Statement is included in the Parent Handbook as Section 2. The Program Statement will also include prohibited practices as set out under section 48 of the CCEYA, 2014.

The Program Statement reflects the values, professional practices and expectations described in the Child Care and Early Years Act, 2014. CCPC's Program Statement will be reviewed and updated at least annually and as required by Ministry of Education and/ or the Region of Durham, and made accessible ongoing to all members and potential members on-site and online, before and after enrolling with Columbus Community Playgroup Co-operative Inc.

The Program Statement is built upon the Ministry document, **"How Does Learning Happen?" 2014, as the framework, with a focus on knowledge from research, theory and practice. Ontario's pedagogical document, "How Does Learning Happen?"2014 tells us that all children grow and flourish in an environment that includes the FOUR FOUNDATIONAL CONDITIONS of Belonging, Well-Being, Engagement and Expression.** CCPC embraces these values and fully integrates the knowledge, skills and attitudes described therein.

All teachers, volunteers and placement students review the Program Statement, prior to attending a CCPC classroom, and at least annually thereafter. Documentation and acknowledgement are filed onsite.

The Program Statement attempts to create a snapshot of what it looks like to attend CCPC as well as a sense of how it feels to be a member at Columbus Community Playgroup.

All the above statements are achieved in compliance with the Ministry of Education regulations as provided for in the CCEYA, 2014, and evidenced through signature sheets, practice, postings, setting and more.

****The use of the term parent in this document shall be taken to include all parent roles and guardians.**

ELECT Document – (A Framework for Ontario Early Childhood Settings)

Early Learning for Every Child Today is a guide to support curriculum and pedagogy in Ontario's early childhood settings, including child care centres, kindergarten classrooms, home child care, nursery schools, Ontario Early Years Centres and other family support programs, and early intervention services. It is a living document that will continue to evolve as early childhood practitioners working in early childhood settings use it.

The Early Learning for Every Child Today complements, rather than replaces, specific curricular and pedagogical approaches, early identification protocols and regulated requirements now in place in Ontario early childhood settings. It also provides direction for programs that do not have an explicit curriculum or consistent pedagogical approach. It features a continuum of developmental skills and a shared language that will support early childhood practitioners and caregivers as they work together across early childhood settings.

(ELECT website pg. 5)

ELECT identifies six principles:

1. Early development lays the foundation for lifelong learning, behaviour, and health.
2. Partnerships with families and communities strengthen the ability of early childhood settings to meet the needs of young children.
3. Respect for diversity, equity, and inclusion are prerequisites for optimal development and learning.
4. A planned curriculum supports early learning.
5. Play is a means to early learning that capitalizes on children's natural curiosity and exuberance.
6. Knowledgeable and responsive educators are essential in early childhood settings.

Introduction to Columbus Community Playgroup Cooperative Inc. (CCPC)

Columbus Community Playgroup Cooperative Inc. embraces the six principles of quality early learning for every child today, as identified above. Columbus Playgroup strongly believes in the value of early childhood learning and its value toward establishing positive life-long learning, behaviours and well-being. (1st. ELECT principle.)

Columbus Playgroup was founded by community members in 1987, to serve both parent and child members of the community. As a cooperative, CCPC is an organization that believes strongly in the value of parental involvement and community building. **Membership at CCPC means agreeing to be a contributing member of the playgroup, through committee work and scheduled snack duties. A body of volunteer Parent Directors, holding the positions of President, Vice President, Secretary, Treasurer, Assistant Treasurer and Registrar, governs CCPC. As parents, our Board of Directors recognize and respect the busy lifestyle of today's parents, and therefore commit to ensuring that the time requirements of parent duties and committee work is kept to a minimum.**

Parents in our local community recognized the need for a quality early learning opportunity and founded the centre in 1987. 2017 marks the 30th. year Columbus and area parents and educators have formed partnerships to build a community of life-long learners, offering planned, developmentally appropriate curriculum, delivered by knowledgeable and responsive educators, in an inclusive play-based setting, that respects the diversity, equity and inclusion of all as valued in the 3rd. ELECT principle.

Introduction to the FOUR FOUNDATIONAL CONDITIONS: What will our community see...?

BELONGING is the first ELECT foundational condition also described in “How Does Learning Happen?” **WELCOME** is the first thing our community sees and feels inside the facility door. Teachers cheerfully greet and welcome all who enter the door, and all who may wish to enter our door. **BELONGING** is the basis of community and community is the basis of CCPC; so integrating a sense of community or a sense of **BELONGING** is fundamental to all we do. To that end, children will find cubbies, coat hangers and hooks all labeled with their name for holding their personal belongings. Displays of children’s work, a birthday bulletin board, visual schedules and photos all help to encourage a sense of **BELONGING** and value in our community. Entering the classroom, the Parents’ Bulletin Board and Program Board are immediately visible for perusal complete with many postings supporting parents’ needs and rights to be informed about and involved with program, policies, roles, important dates and more. These boards contain all priority information for public viewing. Members are encouraged to see the Playgroup as their own; parent roles posted and counted on, children’s names associated with spaces and items, walls displaying children’s creativity and accomplishments, file organizers readily accessible in the playroom, and spaces designed to encourage positive, effective interactions. Toys, books, images and materials reflect the diverse cultures, abilities and interests of the community we serve, with a focus on the uniqueness of our community of families as it exists. Perhaps the most powerful strategy used to solidify **BELONGING** is our circle time activities, and group times such as Snack Time. The children understand very early on, that we value the participation of every single person, and that they are missed when they do not join us. Quality time spent in the company of others, doing things with others and for others, using manners and courtesies exemplifies the value and necessity of the foundational condition of **BELONGING**, allowing children to grow and flourish.

With their **WELL-BEING** in mind, children attending CCPC play in bright, clean playrooms with large windows that frame real images of nature and the outdoors, with rooms cheerfully, but simply painted and equipped with a wide range of materials and furnishings to support their varied interests and needs. Parents are welcomed into the classroom to help children transition to CCPC at arrival time, and again at pick-up time. Parents are welcome to stay as long as they wish. A teacher will greet the children as they enter and be ready to hear and sometimes document how they are doing, and if there are any special instructions or information to know about each child. Toys are visibly very clean and in very fine repair. As well, a cleaning schedule hangs on the wall by the entrance detailing the cleaning plan for all toys, furnishings and equipment, assuring that Health Dept. cleaning standards are met, and documented. Teachers ensure a duty parent arrives and prepares a snack menu, consistent with our documented policies, or arranges for replacement snack as needed. Music plays in the classroom, and sometimes in the gymnasium, chosen by teachers or children with the intent to enhance children’s happiness and comfort. Teachers maintain constant supervision of all children, assessing when children need support, intervention or space; always in the interest of the children’s **WELL-BEING**. A well-balanced variety of materials and activities, in compliance with the Child Care and Early Years Act, 2014, and the Durham Region Operating Criterion ensures that all children’s developmental needs are addressed within the program. Of note, CCPC’s Policy for the Supervision of Volunteers and Placement Students, along with our Policy for Criminal Reference Checks helps protect the **WELL-BEING** of our children. The sense of **WELL-BEING** maintained at CCPC encourages children to grow and flourish.

To promote positive **ENGAGEMENT**, a large assortment of toys and materials is accessible in the classroom and more available in storage which allows for diverse and varied play experiences. Toys and materials are changed or rotated on a regular basis, keeping the play experiences fresh, interesting and exciting. (5th. Elect Principle, Play is a means to early learning that capitalizes on children’s natural curiosity and exuberance.) The toys are organized and neatly managed for ease of access and a child-friendly, safe environment. Play areas are signed; bins labeled and arranged to support a variety of play experiences, and model organizing skills for the children to use and later, emulate. Children are seen and heard, well-engaged with peers, toys and activities throughout the classroom. Variety and quantities of toys provided each day in the classroom meet and/ or exceed the requirements set out by Durham Region Operating Criteria. Even parent engagement is posted through various documents

including the committee list, the cleaning schedule, the snack menu and duty schedule, the drop-in schedule, and the Board of Directors contact poster. Posting the tentative dates for programming, Special Events and Board Meetings encourages parent engagement in all CCPC activities. Each of these organizational components declares the value we place on the contributions of each and every person in our community of learners. “Through positive and productive **ENGAGEMENT**, children and their families grow and flourish.”

Children are encouraged to **EXPRESS** their interests, and their wishes throughout their daily activities. From these expressions, staff members work to provide children with the activities and experiences that are most meaningful to them. A wide range of creative materials are always accessible to children in the classroom. Teachers routinely and with passion, encourage the children to use a wide variety of creative materials, music, movement, words, and toys to **EXPRESS** with meaning, their feelings, knowledge, skills, attitudes and interests. During interactions, and especially during conflicts and misunderstandings, teachers provide words and model behaviours to help children **EXPRESS** a range of emotions, including happy, angry, sad, disappointed, excited, jealous, fear, pride, hopefulness and more. CCPC encourages communication and **EXPRESSION** in all forms, in agreement with the Foundational Conditions described in the ELECT, 2007 document. CCPC understands that meaningful **EXPRESSION** of the whole self creates opportunities for children to grow and flourish.

Excellence is an objective visible throughout the centre, whether viewing the classroom, the circle space, or the much-loved gymnasium where children laugh and run and play daily.

With a view to ever-widening the **COMMUNITY** of CCPC, Fridays are dedicated to an open-door Drop-In program. Members of the public are welcomed into the Playgroup facility with the hopes that we may reach out to our greater community, to meet a need in the community and to help encourage new membership in our special **COMMUNITY** of learners at CCPC. Parents at CCPC do not purchase a service; they become contributing members for the ultimate and combined benefit of all the children and their families. **Columbus Community Playgroup Co-operative** is just that, a **COMMUNITY** of co-operative members and teachers who work together to provide the best possible playgroup and early learning experiences which reflect the values and interests of its members, and complies with all regulations. **COMMUNITY** is where children come to grow and flourish.

COMMUNITY is our middle name...with purpose!

Columbus Community Playgroup Co-operative Philosophy

The Program Statement will include a statement of the Philosophy of the individual centre.

Columbus Community Playgroup Co-operative Inc. operates under a **combined Co-operative Philosophy with an Inclusive Pedagogical Philosophy** for positive social, emotional, cognitive and physical growth and development, reflective of current values and in compliance with practices detailed by the Ministry of Education Child Care Licensing System. Columbus Community Playgroup Co-operative has taken from its middle name, the value of community. Much of our ways are rooted in the value of community, the respect for community, the need for community, and the building of community from within; between members of the Columbus Community Playgroup, neighbours, services and businesses in the greater community, and between the children and staff in the classroom. At its core, all are welcome and valued at Columbus Community Playgroup Co-operative Inc.

“Fostering good relationships with children and their families is the single most important priority for educators in early years programs.”

“How Does Learning Happen”, Ontario’s Pedagogy for the Early Years, 2014

CCPC PHILOSOPHY, 2016

The Columbus Community Playgroup Co-operative Inc. (CCPC) is a non-profit, licensed co-operative early learning centre that strives to provide a warm, secure, inclusive social learning environment for young children and their caregivers. CCPC values parental involvement and requires ongoing parental participation in order to provide a complete, balanced and positive early learning experience for all. As an inclusive, community-minded organization, all families are warmly welcomed into CCPC. Columbus Community Playgroup Co-operative Inc. believes that children and their parents are competent, capable, curious, and rich in potential, and that the ideal opportunity to nurture these assets is through a co-operative environment with children and their families working in collaboration with capable, competent and professional Registered Early childhood educators who maintain a reflective, responsive and inclusive practice.

CCPC programs provide children with the opportunity to interact with other children, to learn essential social skills, and to begin to prepare for the larger world around them. At the same time, parents have the opportunity to be involved with their children's early learning experiences.

Through play experiences and with the guidance of trained R.E.C.E. (Registered Early Childhood Education) teachers, the children have opportunities to:

(Consistent with the 6th. ELECT principle - Knowledgeable and responsive educators are essential in early childhood settings.)

1. -Attain and develop social experiences and skills through interaction with their peers.
2. -Develop independence and enhance confidence, self-esteem, self-help and self-regulation skills.
3. -Develop and improve communication and language skills.
4. -Contribute to their own learning through a responsive practice at CCPC.
5. -Become familiar with and acquire the benefits of co-operating with peers and adults.
6. -Expand and improve both fine and gross motor skills.

The children are offered time for free play and self-chosen activities, as well as group activities. They become aware of the expectations within a learning environment and practice socially acceptable behaviours such as inclusion, compassion and empathy. The playgroup program responds to the needs of today's families and reflects the latest research and understanding of early childhood education. CCPC is instrumental in preparing the children for kindergarten programs and continuous learning. We also recognize the importance of nurturing and supporting both the child as an individual and his/her family and have an understanding of the relationship between children, their families, their communities, and society. The Columbus Playgroup also understands how culture and diversity affect child and family development. Columbus Community Playgroup is an inclusive organization, welcoming all members of the community, and gathering them in to create our own unique and ever-changing community.

Research tell us that Quality Early Childhood programs engage with families and support each child within the context of his or her family, recognizing that family and child well-being are inextricably linked. Within the Columbus Community Playgroup Co-operative, the roles of the parents, staff and Board of Directors are combined to form a team of dedicated stakeholders working together for high-quality programs for the benefit of the children. Many special occasions at Columbus Community Playgroup are the resultant benefit of the co-operative spirit and shared by our member families and staff. CCPC designs and schedules a variety of opportunities for parents and children to share learning experiences and have fun together, as well, parents are always welcomed to join us in the classroom. The

CCPC Philosophy supports both children and parents, enabling and encouraging opportunities to interact with their peers, make choices and grow within a warm, nurturing, social, learning and play-based environment. Our co-operative organization embodies a collaboration of a wide range of diverse individuals contributing to CCPC's philosophy and early childhood learning practices. Importantly, parents in the CCPC community have the opportunity and are encouraged to be involved with their children's learning experiences. **Parents are seen as** key contributors to their children's learning and to the organization's operations. **Children are seen as** diverse and capable individuals, directly contributing to their learning choices and goals.

"A person's a person, no matter how small."

-Dr. Seuss (Horton Hears a Who!)

Staff members are seen as knowledgeable, caring and resourceful professionals who participate in a reflective and responsive practice; continuous professional learners who acknowledge the value of working co-operatively, and honour the diversity of all. Staff members value human connections, blend the skills of teaching, of responding to observations and listening to others, of creativity, sensitivity, respect for others, and open communication to build meaningful, responsive learning experiences for high quality child care and early learning experiences.

Staff members provide developmentally-appropriate planned curriculum, consistent with the ELECT, 2007 document. **The 4th. ELECT Principle states "A planned curriculum supports early learning."** Planned curriculum builds on the children's needs and interests within a reflective practice. Staff members guide children's learning and behaviours with dignity and kindness, help to educate and support parents through the challenges of early childhood, and guide Board Members' activities within the expectations of the Ministry of Education requirements, and the Region of Durham regulations. Teachers reach out to the community and connect families with community resources and support programs; widening the community available to the children and helping them reach their highest potential. Through continuous reflection, and on-going change, CCPC's philosophy is seen as - in a state of on-going transformation within the classroom and attitudes of all stakeholders. The operation at Columbus Community Playgroup integrates the best of tried and true practices with the innovative ideas of the latest research and understanding. The complete **CCPC PHILOSOPHY** is outlined in the Program Statement, provided to every member or potential member on-site and online, reviewed annually and updated as needed.

Genes set the parameters for the basic structures of the developing brain, but it is a child's interactions and relationships with parents and significant others that establish neural circuits and shape the brain's architecture. (Shankoff, 2006) ELECT

Philosophy: What our community will see...

The CCPC Philosophy is included in the Program Statement and provided to all families digitally, and posted on-site and online for immediate access to all members and potential members. Children in the CCPC program will be seen gathering together to play, interact, experience, discuss, question, discover and learn. Children are seen sharing toys and learning experiences, food, circle discussions, social interactions and more. Our community-of-learners sees kindness and courtesy modeled, encouraged, recognized and expected of all people at CCPC. While laughing and learning together, one may observe our community-of-learners gathered around tables together, sharing snack, conversation and friendship, practicing fine manners, courtesies, turn-taking, self-control and self-regulation. Teachers delight in the individual interests that shine through, and become enthusiastic about pursuing those interests within the classroom. Our community can see teachers spontaneously setting up materials in response to the children's comments, and interests. **Consistent with the Ministry of Education document, "How Does Learning Happen", the CCPC Philosophy; through practices, policies and procedures shares and supports the intentions and expectations of "seeing children as competent, capable, curious and rich in potential".** CCPC has long held that philosophy extended to seeing parents and teachers as partners in their child(ren)'s early learning experiences, collaborators who are also seen as competent, capable, curious, rich in potential and experience, reflective and responsive in the classroom, with enthusiasm for learning. As a co-operative organization, both parents and teachers are seen talking about, discussing, and reviewing classroom activities, plans, policies and purchases. On-site, in meetings, by phone or through e-mail and texting, parents and teachers are seen working together, making assessments, designing and creating learning experiences, special-event opportunities, fund-raising activities and also performing simple cleaning and maintenance tasks side-by-side. All activities and contributions are regarded as important and valued toward the success of the Playgroup. To that end, parents are seen cleaning toys, vacuuming, organizing fund-raising activities, decorating for parties, hosting Friday Drop-In, sitting on our Board of Directors and more, all regarded as equals in the delivery and success of the CCPC experience.

Principle 2 of the ELECT document tells us that "Partnerships with families and communities are essential, strengthening the ability of early childhood settings to meet the needs of young children."

Parents are integral to the daily community experience at CCPC seen attending the centre to provide and prepare the daily snack, and to clean up afterward. Programming at CCPC includes many opportunities for learning and celebrating together, creating a uniquely connected and enriching experience for all our families. The community of Columbus Community Playgroup is built from a diverse group of individuals, mostly strangers who come together and effectively form a community with common goals and interests, all for the benefit of the children. This process repeats itself yearly, monthly and daily. The success of Columbus Community Playgroup was created and strengthened by the community of families that have collectively founded, built and shared the experience of membership at CCPC. Furthermore, it is the practice of teachers to connect families with community resources for the betterment of the child. When circumstances indicate, teachers seek support, counsel, training, knowledge and skills for them to better be able to serve the children and their families at CCPC. Consistent with the CCEYA, 2014, and the College of Early Childhood Educators, staff members at Columbus Community Playgroup engage in reflective practice daily, and participate in both formal and informal Continuous Professional Learning.

"When we recognize and build on the strengths of families and the love they have for their children, everyone benefits". How Does Learning Happen? 2014

Services Provided and to Whom:

CCPC is licensed to provide preschool care and early learning programs for children aged 30 months to 5 years. CCPC is a fully inclusive centre welcoming diverse members from all cultures and affiliations.

As per our license, CCPC limits classes to 16 children per program. It is furthermore the policy of CCPC to provide care for exceptional children who may require extra support for their learning. Our knowledgeable and experienced teachers may accept an exceptional child, and at the teachers' discretion, a child may be designated as exceptional, with or without any formal diagnosis in order to secure supports and ensure the highest quality care for all the children.

CCPC welcomes children into the afternoon program, as an alternative to Junior Kindergarten or as preparation for kindergarten. Children will experience opportunities to build social, emotional, physical and academic skills which coincide with the expectations of an Ontario Junior Kindergarten curriculum.

Note:

CCPC endeavours to anticipate and meet the needs of all children in our care to the best of our ability. CCPC has some ability to accommodate children of special needs and exceptional learning abilities. CCPC reserves the right of discretion of the teachers to accept children of exceptional needs. The teachers will be reasonable, and focus on the safety and effectiveness of all children's learning experiences at CCPC. Parents and guardians are required to disclose any known concerns or diagnosis upon enrolment or as soon as a diagnosis is made. Families are also asked to disclose possible or pending diagnosis, in order that we may set in place the appropriate supports in the most timely manner possible.

Columbus Playgroup operates as a community partner with all available community service agencies to provide the best possible service and care for members. Staff members work to the best of their ability to connect families with service providers and resources to meet a diverse range of family needs, including childcare, health, behaviour, speech, developmental assessments and more, even in instances when CCPC is unable to enroll the individual in our centre. When warranted, CCPC staff in agreement with parents will make application for funding for enhanced staff to further facilitate the inclusion of an exceptional child. In rare instances, to ensure high quality care and the safety of all children, the inclusion of an exceptional child may be dependent on securing additional supervision, (parent or staff).

Columbus Community Playgroup sees all children as being competent, capable and curious, and rich in potential. CCPC strives to engage children in a wide variety of activities to help each child reach their highest potential socially, emotionally, physically and cognitively. The teachers work to provide opportunities for reflection on approaches to support positive and responsive interactions between children and staff. The teachers develop individual and group goals, implemented with the view to promote healthy choices, optimal nutrition, safety and the general well-being of all children in our care. CCPC strives to encourage children to interact and communicate in a positive way and support their ability to self-regulate.

The world our children are growing up in today is one where self-regulation is becoming ever more critical. But research is now showing that sports, playing a musical instrument, being involved in the arts, yoga and martial arts all provide enormous benefits for self-regulation (Diamond, 2011). Self-regulation is every bit how to deal with situations or stimuli that the child finds very draining.

(From Think, Feel, Act, 2013; Gov. of Ontario. Lessons from Research about Young Children.)

Self-Regulation and Socializing

With the understanding that self-regulation is the ability to manage emotions and bounce back after upsets and disappointments and to move forward positively, teachers at CCPC work with children to help them practice and realize the benefits of positive, kindly, give and take relationships.

Self-Regulation - The abilities of children to regulate their own emotions, behaviours, and attention increase over time with maturation, experience, and responsive relationships. Supporting self-regulation is a central focus of early development because self-regulation skills lead to physical, social, emotional, behavioural, and cognitive competence. (ELECT, p. 8)

Programs are implemented to foster the children's inquiry, exploration, social development and play, and to provide for child-initiated, adult-supported experiences. CCPC aims to provide positive, social learning experiences in all facets of the Playgroup curriculum, incorporating both active and quiet activities. The approaches, goals and practices will be reflected upon, reviewed and amended as needed, on-going and at least annually with all parents, staff, volunteers and placement students, with a focus on being responsive to the children's interests and developmental needs. Effective and timely communication is a hallmark of building **community** at CCPC. CCPC embraces open communication and encourages feedback and input from families. CCPC understands that parents are capable, competent and curious, rich in potential and experience, who appreciate open communication, which allows for informed conversations, interactions, and support, all for the benefit of the children. CCPC understands that the greatest benefits are realized when parents and teachers communicate effectively and work together toward common objectives and goals. **Quoting from Think, Feel, Act, 2013**, teachers strive to learn through partnerships with parents and families, and by building a **community** for professional learning.

The establishment of professional learning communities is one of the most powerful staff development strategies we have to build capacity in others and shift our focus from teaching to learning. They offer us a way to grow relationships and study together the complexities of both child and adult learning.

Members of Columbus Playgroup enjoy the program opportunities in our cozy historic building, all on one floor, large bright rooms with lots of windows and a fabulous gym where the children run and play and ride bikes every day. Friendships are formed between children and between parents alike, which often last for years. With loads of parking and level entryways, we have family-friendly convenient, safe access to the building. Our centre is a small, intimate and welcoming community, where members quickly come to feel at home with us. Alumni are some of our greatest supporters, who continue to contribute to our success, returning to participate in special events, referring us to friends and family, and just visit because they "miss us". We are most proud for these things as they warm our hearts and provide evidence of the relations and the high quality learning environment of Columbus Community Playgroup Co-operative Inc.

What the community will see...

Re: Services provided and to whom at Columbus Community Playgroup Co-operative Inc.

Children attend for 2.5 hrs. per scheduled morning or 2.75 per scheduled afternoon, with arrival and departure times recorded by teachers daily. Program times are 9:00 a.m. to 11:30 a.m. and 1:00 p.m. - 3:45 p.m. Monday thru Thursday. Arrival and departure times, absence or Holiday notations are recorded on the attendance sheets for each child. Families are welcomed whenever they arrive and children may be picked up any time within the appointed program times. Children are seen playing, creating, snacking, exploring, conversing, and interacting throughout the program time. Children transition from playtime to snack time to group time which includes both circle time and gym time. Teachers support children's needs with personal care, dressing, changing, use of the bathroom, eating, etc.

Daily schedules are posted on the Program Board and are included in the Parent Handbook, revised as needed at least annually by staff.

Visual schedules for both the morning and afternoon programs are visible at children's eye levels to help support the children through their day, and encourage their familiarity with routines and expectations.

Toys are organized into play centres consistent with the Region of Durham Operating Criteria and the Child Care and Early Years Act, 2014.

Program materials are ready and waiting when children arrive. Free choice materials are always accessible to children while in program. Creativity and diversity is encouraged and a source of delight. Teachers acknowledge and celebrate children's attempts and the smaller successes that are the building blocks of higher learning. Teachers guide behaviours with kindness and consistency. Teachers maintain developmentally appropriate expectations and goals for each child. Teachers document observations of each child weekly, from which to build program plans and understanding of individual children. Teachers follow up with parents regarding significant observations, allowing for collaborative and informed goal setting, strategizing and understanding. Parents are encouraged to speak with teachers about their child and similarly, teachers welcome conversations with parents and provide scheduled parent-teacher conferences annually. Student portfolios and documented observations are used to support those interactions for best effectiveness. Teachers readily support individual needs and interests, and provide materials and tools for individual and independent success.

At Columbus Playgroup, we passionately believe in the interrelationships of learning domains, and the multiple benefits of a well-planned program of activities, experiences and relationship building opportunities.

All aspects of human development are interconnected. Separating out the development of emotional maturity from social competence or language abilities or cognition is an artificial categorization of what is an integrated process.

Observing children's behaviour; knowing individual children, their families and their community; and using relevant theory to interpret the behaviour one has observed, provide the foundations for curriculum development.

In early childhood settings, practitioners continually observe children for the purpose of improving teaching and learning.

– ELECT document

Principle 2 of the ELECT document tells us that “Partnerships with families and communities are essential, strengthening the ability of early childhood settings to meet the needs of young children.”

Columbus Playgroup recognizes that partnering with families means having open dialogue with parents and caregivers at all times, and providing dedicated processes to parents who may have issues or concerns to address. The Board of Directors and staff of Columbus Community Playgroup Co-operative Inc. value the experience of all member families. As such, we have created the **Parent Issues and Concerns Policy 2018** to guide members through a consistent process for communicating issues and concerns productively, and a process for determining resolution with the appropriate parties.

Re: O. reg. 137/15 s. 45.1 –

Note: On September 1, 2017, the Regulation is amended by adding the following section: (See: O. Reg. 126/16, s. 31)

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

© when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

What the community will see ...

Re: Parent Issues and Concerns Policy 2018 at Columbus Community Playgroup Co-operative Inc.

In accordance with the updated Ontario Regulation 137/15 and O. Reg. 126/16, s. 31 CCPC Parent Issues and Concerns Policy 2018 is included in the Parent handbook, available on the CCPC website, as well as being emailed to all members upon joining, or at request, and at least annually thereafter.

The community will see that we value positive and mutually satisfying relations with families, and strive to make secure processes and expectations for positive interactions and conflict resolution. The CCPC Parent Issues and Concerns Policy 2018 details the processes and pathways for communicating issues and concerns. Parents may expect a timely response to their inquiries and an Action Plan for achieving a resolution.

The CCPC Policy states that the Board of Directors is further assigned areas of responsibility so that issues may be dealt with by focused individuals. Matters of a confidential nature will be addressed in accordance with the CCPC HR Triangle and in conjunction with the CCPC Code of Confidentiality., keeping communication between parties of interest only, or through the supervisor or through the HR triangle, beginning with the Vice President. The community may see this as respect for families and individuals, with a focus on a desire to reach productive and satisfying resolutions for all.

With the additional benefit of addressing issues and concerns before they can occur, CCPC follows policies which require our employees to be fully qualified and experienced early childhood educators, and all staff members, volunteers and board members to provide a current Police Record Check prior to working or volunteering in those roles at Columbus Community Playgroup Co-operative Inc. The P.R.C. are kept on file at the Playgroup for inspection by the Ministry of Education Licensing Office, or Durham Region Quality Assurance Officers at any time.

Service Times, Exceptions and Holidays:

CCPC provides half-day, early learning programs following the Ontario Public Elementary School Calendar. As such, **programs run September thru June inclusive**, starting after Labour Day and ending about the third week of June, typically one week prior to the end of elementary school year. The centre is **closed for the summer**, late June thru Labour Day, during the **March Break week** observed by elementary schools, and for approximately 2.5 weeks **over the Christmas holidays**. CCPC is also **closed for all statutory holidays** including Labour Day, Thanksgiving Day, Christmas Day, Boxing Day, New Years Day, Family Day, Good Friday, Easter Monday and Victoria Day.

Three pedagogical programs are available to CCPC members. Programs run ...

Monday/ Wednesday mornings –operating **9:00 – 11:30 a.m.**
for children 30 months to 5 years.

Tuesday/ Thursday mornings -operating **9:00 – 11:30 a.m.**
for children 30 months to 5 years.

*Some families choose to enroll their child for four mornings. The same fees apply. 3 day programs may be available by request, dependent on openings and age.

Monday/ Tuesday/ Wednesday and Thursday afternoons -operating **1:00 – 3:45 p.m.**
for children aged 3 years to 5 years. Children attending the
afternoon class must be fully 36 months on or prior to Dec.
31st. of the school year.

Friday Drop-In – operates Friday mornings **9:30 a.m. – 11:30 a.m.** throughout the school year,
except during closures such as Christmas week, March Break and Good Friday.

Professional Activity Days- are scheduled in September, December, April and half day in May or June with written notice given to parents at least 1 month in advance of the date.

All of the above is effectively communicated to members and potential members, in a timely manner.

Incident Weather Closures- CCPC will close, for the safety of its members and teachers in the event that the DDSB school buses are cancelled in zone 4 and the supervisor and a Board member agree that the conditions in the vicinity of the Playgroup indicate a risk of travel or entry to the Playgroup. Members will be e-mailed of the decision to close by 8:00 am. It is the policy of CCPC to close both a.m. and p.m. classes for our families' convenience. It may also occur that a closure is called during emergency circumstances. Parents are notified as early as possible by email. Parents are asked to engage in due diligence, to be aware that weather and road conditions may present as a closure, and that if the conditions near the family may be different than those near the Playgroup. Parents are encouraged to decide for themselves if the conditions are risky in their neighbourhood, please choose safety over travel, and stay safe at home.

What the community will see ...

Re: Service times, exceptions and Holidays at Columbus Community Playgroup Co-operative Inc.

Times and program service days are included in the CCPC Registration Package and the Program Statement. The community sees signage, postings, a website, and Facebook page that consistently report the hours of service and age requirements for attendance at CCPC as our license specifies. Members and visitors to the CCPC website or Facebook page will find postings of planned closures for Professional Activity Days and Holidays. Long term schedules are made available to members and potential members through the monthly newsletters, and Program Statement. Members will also receive short term reminders through monthly calendars, monthly e-Newsletters, dedicated e-mails and on-site postings. The public and CCPC members are advised of current or upcoming closures and service information via the CCPC website and Facebook page. Emergency closures may be communicated by phone as well.

Service Fee Schedules,

Admission Fees: Registrations are accepted on a first-come, first-served basis. Families register their child(ren) for a period of one school year (Sept. thru June), or for the remainder of the school year, when entering the program part way through the year.

A **Registration Fee** applies to each family who enrolls at CCPC. The Registration fee is paid annually per family and is non-refundable.

An **Insurance Fee** is paid per child enrolled, is payable annually, and is non-refundable once the child has attended CCPC. There are **no fees** for placing a child on the **Wait List**. (See below)

Current Monthly Fees for the school year 2019 – 2020

\$165 for a 2-day program, and
\$235 for a 3-day program.
\$300 for a 4-day program.

Pro-rated program fees are not available, however half-month program costs are observed to accommodate registrations with start dates beginning the 15th. of the month, or later.

Standard Fee Schedule for 2019-2020 school year

2 - (half-day) program days per week am or pm	3 – (half-day) program days per week am or pm	4 -(half-day) programs days per week am or pm
\$165 / month	\$235 / month	\$300 / month

All monthly school fees are paid by post-dated cheque, dated for the 1st. of each month, beginning one month in advance of attendance and submitted at the time of registration, and include cheques for the duration of the school year. Tuition cheques are non-refundable once cashed.

All school fees are collected at the time of registration, in the form of post-dated cheques, dated one month in advance of attending CCPC for the first of each month.

Cheques must be made payable to Columbus Community Playgroup Co-operative Inc. (in full)

New members may start a CCPC program at any time providing there is a vacancy in the class.

All fees are set to be both fair and competitive.

NSF Fees: Members will pay an **NSF fee of \$35** for any cheque which is returned for insufficient funds by the bank.

Additionally, CCPC acknowledges the value of discouraging lateness and missed responsibilities. To encourage fairness and accountability within the CCPC community, members will pay the following fees in accordance with CCPC Policies noted in the CCPC Parent Handbook.

Late Pick-up Fee: **\$15** paid once a member or alternate is 15 minutes late picking up a child, plus one dollar per subsequent minute of lateness.

Missed Snack Fee: **\$25** for first time snack and duty responsibilities are missed. The fee doubles to **\$50** for a second occasion of a missed scheduled snack and duty.

What the community will see ...

Re: Service Fee Schedules at Columbus Community Playgroup Co-operative Inc.

Registration Packages, Program Statement, and online resources all quote the service fees and dates of programs. This information is available, posted online at www.columbusplaygroup.com.

A large sign in front of the facility quotes the basics of service provided, and promotes the website address and classroom phone number, making information readily accessible to the public locally.

Members submit registration fee, insurance fee, and a series of post-dated cheques for school fees at the time of registering. CCPC Registrar reviews the cheques submitted and confirms that the amounts and dates are accurate. The treasurer will then file the monthly cheques for deposit on or shortly after the first of each month, and make monthly deposits of every member's fees. All payments are recorded on a record of fees. All fees are detailed in the Program Statement and Registration forms. All registrations are accepted on a first-come, first-served basis, and dependent on vacancies in the programs. **Wait lists** are held for those wishing a spot, not yet available. Waiting lists are filled on a first-come, first-served basis, dependent on available openings. Children placed on a wait list will be provided with a coded I.D. to ensure confidentiality. Wait lists are available at the attendance binder at all times.

Admission, Wait Lists, Withdrawal, Suspension and Discharge Policies:

The **third principle of the ELECT** document states, "Demonstration of respect for diversity, equity and inclusion are prerequisites for optimal development and learning."

Young children with different abilities, challenges, resources, and cultural backgrounds ... and their families benefit most when they are fully included and when they feel they belong. (Frankel, 2004; Irwin, Lero & Brophy, 2004)

Columbus Community Playgroup Co-operative welcomes all families to our centre. As a co-operative structure, families become members. It is this membership component that instantly and continually solidifies **belonging**, and ensures continued **engagement**, and **expression** in the Columbus Playgroup organization. A component of the membership agreement is the agreement to participate in the functions and activities of the centre through committee work and duties. Each family fills a role and a responsibility. Families who seek a greater role in their child(ren)'s early learning experiences are encouraged to consider Columbus Community Playgroup Co-operative Inc. We understand that families are busy. Through our policy that requires all families to participate on a committee, we ensure that those responsibilities are kept to a minimum. The organization also provides support to members with their duties and responsibilities. The Playgroup has grown and flourished over the past 30 years due to the skills, input and support of a diverse group of dedicated parents and educators, who continue to strive to meet the many needs of a diverse group of young learners. By welcoming all families and structuring as a co-operative, we believe we have achieved the ultimate in benefits, the finest environment for all our members, young and adult, alike.

The Second principle of the ELECT document tells us, Partnerships with families and communities strengthen the ability of Early Childhood Centres to meet the needs of young children.

Increasing families' participation in their children's early learning and development reaps powerful benefits. Families provide both learning and care.

(Mustard, 2006; Greenspan and Shanker, 2004)

Our business model is such that all families are welcomed to Columbus Playgroup. Parents register for one school year at a time. Enrolment may begin at any time of the year and goes until the school year concludes in June. Suspensions are rare and are based upon the member's failure to meet the regulatory health requirement for immunizations. Discharges are also rare and occur only after all other efforts have failed to achieve the desired result. Discharges are based on a failure to comply with the membership and or financial agreement, or when continued attendance at the Playgroup includes a significant risk of harm to self or others. Partnership between parents and educators defines CCPC.

What the community will see ...

Re: Admission, withdrawal and discharge policies at Columbus Community Playgroup Co-operative

Admission to CCPC: Columbus Community Playgroup provides that any child who falls within the licensed age requirement and can function within our physical space and programs may register for CCPC programs. The CCPC Registration Policy complies with Ministry of Education regulations, meeting a minimum 1:8 ratio, never exceeding 16 children at one time. CCPC is licensed to accept children 30 – 60 months of age. As per CCPC policies, children must be a minimum of 36 months of age by Dec. 31st. of the current school year, to qualify for the afternoon program. **Wait lists** are maintained using coded I.D.s when spaces are filled. Wait-lists operate on a first-come, first-served basis, just as all admissions. CCPC staff members attempt to place children in classes of best fit. Occasionally, parents may be asked to consider a different class to facilitate a better fit for the child. Class changes may only be made by agreement between parents and teachers when an appropriate vacancy exists.

Columbus Community Playgroup Co-operative Inc. is a co-operative organization. Families who enroll their child(ren) at CCPC become members. The collaboration of varied roles of families and teachers working together for the benefit of all the children creates a community of learners, each group unique as members come and go.

Member Agreement Forms are signed by all members annually and include an agreement to pay all fees detailed in the current registration package, to participate as a co-operative member on a committee and to contribute snack and clean-up duties in rotation with other members, as per the Snack Menu and Duty Schedule published monthly. Committee positions fulfill the responsibilities and varied activities and practices of the Playgroup over the course of the school year. Members are asked to state three choices of committee preference on their registration forms. The Program Supervisor and Board of Directors strive to fill all committee positions with respect to those requests whenever possible. Later registrants will logistically have fewer choices. The success of the Co-operative depends heavily on the fair and valued contributions of all members in a timely manner.

Withdrawal: Parents may withdraw their child from CCPC by giving **32 days written notice** to the Program Supervisor or any Board Member, preferably the Registrar or the Treasurer. Written notice may be given by submitting the completed **Notice of Withdrawal Form**, or by e-mail detailing dates of intended withdrawal, the child's name, and program, which intrinsically documents the date and details of the communication. The withdrawal form requests parents to state the effective date of withdrawal. Reasons are not required. Withdrawal forms are available in the classroom or by asking any teacher. There are no fees or penalties for withdrawing. By giving 32 days advance notice, the treasurer can ensure that no further cheques are cashed and all cheques being held by CCPC may then be returned to the member. Should a member vacate their spot before the 32 days has passed, **no refund of fees is payable by CCPC. Admission and Withdrawal fees are detailed in the Registration Package, signed and witness by members on the Financial Agreement form included in the registration package.**

Discharge of members is completed automatically at year's end, or when members withdraw from CCPC in writing. The Program Supervisor or Registrar will document the end date on each student file at that time, and file into archives with the rest of the year's files.

CCPC rarely determines **to discharge a member**. To do so would be the result of an inability to meet the needs of the member child or when the situation is determined by resolution that the child poses an unusual risk of harm or safety to self or anyone in the classroom. CCPC staff members make every effort to accommodate individual needs and secure community resources for the child, family and staff. A discharge in this event would necessarily be determined within a process, and if possible, by the mutual agreement of CCPC staff, Board and parents. Un-cashed school fees would be returned to the family. **Alternately**, as a co-operative organization, **a member may be discharged** with reason, without refund, for not fulfilling the membership agreement; that being, failure to pay the agreed upon school fees, and/or repeated failure to contribute to member-agreed-upon committee responsibilities and/ or Snack and Duty Day responsibilities. Such a discharge would follow all attempts to collaborate with the member and determine a suitable resolution between the organization and the member. The situation or conflict will be addressed by the Board of Directors and details of the situation and strategies or actions taken, documented in the minutes of Board Meetings. A decision to discharge a member would require a motion, a second and majority vote of the Board of Directors. **Notice of Discharge** would be confirmed through a written letter, 'Notice of Discharge' hand delivered to the member **or** e-mailed, which documents the details of date and reason, authored by CCPC President or Vice President.

Suspensions: The Region of Durham, Department of Health holds CCPC to regulation and thus determines that all children attending a childcare centre may only attend with a record of up-to-date immunizations. Any child who does not have up-to-date immunization or fails to update their immunizations and provide proof of immunization may not attend the centre. CCPC therefore, must require that the child not attend until such time as parents provide CCPC with proof of immunization. The child's right to attend is **suspended**, however, **the member's responsibilities (School fee payments, Snack and Duty Days and Committee Work) continue** until the immunizations are ratified as per the Durham Health Dept requirements. Furthermore, a member's right to attend program may be suspended for non-payment of school fees and failure to comply with requests to provide the appropriate fee payment(s). In rare situations, **a child's right to attend may be suspended for a period of time, in order to work through or investigate situations which include concerns of safety or harm to self or others.**

As a co-operative organization, **CCPC reserves the right to admit only those people who willingly sign the Membership Agreement**, detailing their agreement and intent to fulfill their role as a contributing co-operative member. The contribution of each and every member is vital and valued toward the successful operation of the Playgroup. All memberships at Columbus Community Playgroup are participating memberships. There is no option for non-participating memberships. This is the basis of the CCPC community.

The **community** will see that CCPC provides prospective members with a comprehensive registration package which includes a number of signature sheets, for members to acknowledge their agreement, and to understand that registration involves membership in a **community**, with privileges, rights and responsibilities. Registration packages are readily accessible on the CCPC website. The public is given access to phone numbers that provide

immediate contact with the classroom or a teacher. The e-mail provided is a direct line to our Registrar. The CCPC registration package contains documents of information that allows for a positive and informed relationship between Columbus Playgroup and members, and which allows for the children to be well cared for, and protected. Members see documents and policies within the organization that detail the requirements, expectations and processes to follow for a professional experience. Members belong to a **community** that supports their needs and become part of a **community** to which their contributions are valued and needed. Documentation is accessible to all for a completely transparent experience.

The member **community** will see that the organization maintains a duly organized and maintained record of files, in compliance with all Ministry regulations or Regional of Durham Operating Criteria. Potential members will see parents interacting with each other and with teachers to comply with all necessary actions and practices for the benefit of the children and their families. Participation and the co-operative spirit is the basis for our success as a **community** at CCPC.

The Program:

Program Philosophy

Columbus Community Playgroup Co-operative Inc. operates under a **combined Co-operative Philosophy with an inclusive Pedagogical Philosophy** for positive social, emotional, cognitive and physical growth and development, reflective of current values and in compliance with practices detailed by the Ministry of Education Child Care Licensing System and the Region of Durham Operating Criteria. Columbus Community Playgroup Co-operative has built from its middle name, the value of **community**. Much of our ways are rooted in the value of **community**, the respect for **community**, the need for **community**, and the building of **community** from within; between members of the Playgroup, neighbours, services and businesses in the greater **community**, and between the children, their families and staff in the classroom. CCPC extends the need and value for **community** to include and depend on the service agencies and support organizations in our greater **community**, and is most appreciative and respectful of the services provided for the benefit of the children and their families. The CCPC Philosophy supports all those relationships and practices that are understood to benefit children's early learning.

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There is perhaps no relationship that holds greater responsibility or reward than the relationships we develop with children. As educators, as family members, as policy makers, or as administrators, we all know that the stronger our partnerships and the deeper and more valuable our connections, the greater the benefit. It's an investment that allows us all to grow.

Within the Columbus Community Playgroup Co-operative, the roles of the parents, staff and Board of Directors are combined to form a team of dedicated stakeholders working together for high-quality programs for the benefit of the children. **The CCPC Philosophy** supports both children and parents, enabling opportunities to interact with their peers, make choices and grow within a warm, nurturing, social, learning and play-based environment. The co-operative organization incorporates a wide range of individuals contributing to CCPC's philosophy and practices. Importantly, parents have the opportunity and are encouraged to be involved with their children's learning experiences. **Parents are seen as** key contributors to their children's learning and to the organization's operations.

Benefits are greatest when there is planned programming for children and their families and relationships with families are based on mutual trust and respect and are sensitive to family culture, values, language and composition (Bernhard, Freire, & Mulligan, 2004; Gonzalez-Mena, 2005). ELECT

Children are seen as diverse and capable individuals, directly contributing to their learning choices and goals. **Staff members are seen as** professionals who participate in reflective and responsive practice, continuous professional learners who acknowledge the value of working co-operatively, and honour the diversity of all. Teachers value human connections, blend the skills of teaching, of responding to observations and listening to others, of creativity, sensitivity, respect for others, and open communication to build meaningful, responsive learning experiences for high quality child care and early learning opportunities. Teachers provide developmentally-appropriate planned curriculum building on the children's needs and interests within a reflective practice. Teachers guide children's learning and behaviours with dignity and kindness, help to educate and support parents through the challenges of early childhood learning, and guide Board Members' activities within the expectations of the Ministry of Education requirements, and the Region of Durham regulations. **Through continuous reflection, and change, CCPC's philosophy is seen as - in a state of on-going transformation** within the classroom and minds of all stakeholders. **The complete CCPC Philosophy is outlined in the Program Statement, and is provided to every member or potential member on-site and online, updated annually and as needed.**

The Second principle of the ELECT document states:

“Partnerships with families and communities strengthen the ability of Early Childhood Centres to meet the needs of young children.”

What the community will see ...

Re: Philosophy at Columbus Community Playgroup Co-operative Inc.

CCPC Philosophy

The Columbus Community Playgroup Co-operative Inc. (CCPC) is a non-profit, licensed co-operative early learning centre that strives to provide a warm, secure, inclusive social learning environment for young children and their caregivers. CCPC values parental involvement and requires on-going parental participation in order to provide a complete, balanced and positive early learning experience for all.

CCPC programs provide children with the opportunity to interact with other children, to learn essential social skills, and to begin to prepare for the larger world around them. At the same time, parents have the opportunity to be involved with their children's early learning experiences.

Through play experiences and with the guidance of trained R.E.C.E. (Registered Early Childhood Education) teachers, the children have opportunities to:

1. - Attain and develop social experiences through interaction with their peers.
2. - Develop independence and enhance self-esteem, self-help and self-regulation skills.
3. - Develop and improve communication and language skills.
4. - Contribute to their own learning through a responsive practice at CCPC.
5. - Become familiar with and acquire the benefits of co-operating with peers and adults.
6. - Expand and improve both fine and gross motor skills.
7. - Fulfill the four foundational conditions of belonging, well-being, engagement and expression

The children are provided time for **expression, engagement** in free play and self-chosen activities as well as time for group activities, and opportunities to develop **belonging**. Children become aware of the expectations within a learning environment and practice socially acceptable behaviours. The playgroup program responds to the needs of today's families and reflects the latest research and understanding of early childhood education. It is quite helpful in preparing the children for kindergarten programs and continuous learning. We also recognize the importance of nurturing and supporting both the child as an

individual and his/her family and have an understanding of the relationship between children, their families, their **communities**, and society. The Columbus Playgroup also understands how culture and diversity affect child and family development. Columbus Community Playgroup is an inclusive organization, welcoming all members of the **community**, and gathering them in to create our own unique and ever-changing **community**. These practices contribute to the **well-being** of our member children and families.

Based on student needs and interests, staff members offer a variety of materials, and set up a wide variety of toys and equipment, to ensure **engagement** in a full range of play and learning experiences, consistent with the requirements of the CCEYA Act, 2014 and the Durham Region Operating Criteria. These materials change as needed throughout the school year, as interests and needs emerge and expand or decline.

Initially, one will see a busy, fun and peaceful environment, where children and adults alike, interact with respect and positive attitudes, using courtesies and kindness and feel like they **belong**. Members are well-engaged, productive, and interacting with peers, welcoming new members, and pursuing activities of their own choosing. Staff members nurture with intention, thereby encouraging positive interactions, choices and behaviours, discouraging inappropriate and harmful interactions, choices and behaviours.

The Program – with a view to Developmental Perspectives, Cognition & Planning Intentionally in Conjunction with the Continuum of Development, provided by the ELECT document 2014.

A planned curriculum with goals for children's learning and development influences the quality of early childhood settings. (Cleveland et al, 2006; Sylva et al, 2004; National Research Council, 2001; Bennett, 2004; OECD, 2006).

A planned curriculum begins with an informed understanding of what children are capable of learning and how they learn effectively. It has specific goals for children that support self-regulation (behaviour, emotion and attention), identity, social inclusion, health and well-being, language and thinking skills, and physical skills as well as the foundation knowledge and concepts needed for literacy and numeracy.

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ELECT provides a resource, the **Continuum of Development**, that educators can use to understand the sequences of development. It is not a lock-step, universal pattern that should be achieved according to a specific timetable, nor is it intended to be used as an assessment tool or checklist of tasks to be completed. (pg. 22 ELECT document)

CCPC provides a well-rounded and intentional plan of diverse activities, experiences and opportunities, for children, with a view to engaging the children in meaningful, developmentally appropriate play.

Planning the curriculum involves setting achievable, developmentally appropriate goals for class benefits as well as to meet individual goals. Teachers, based on ongoing observations and interactions with individuals, determine goals. Parents and sometimes community resource partners contribute to goal setting through discussions with teachers. Children engage in goal setting by telling teachers what they would like to do, learn or try, or by trying things, which will be benefited by further practice, guidance or accommodation. Curriculum development at CCPC occurs in a spiral of observation, reflection, planning, execution, observation, reflection, planning, and execution in an ever-widening circle, each time based on the changing interests, abilities and needs of the children. Curriculum development is designed to engage the children in meaningful, self-chosen opportunities to explore and build on experiences across a range of identified learning domains.

Domains of Development

As a preschool classroom, CCPC programs aim to meet the developing needs of children in social, emotional, communication- language and literacy, cognition and physical learning domains. The ELECT document describes these learning domains, in the **Continuum of Development** with an eye to the predictable, progressive nature of learning, and typical ages when learning is acquired. CCPC also draws on the Toddler expectations of the Continuum of Development when younger children or children of need are in attendance.

From Early Learning for Every Child Today...

“...the child is growing, changing, and acquiring a broad range of skills characteristic of the majority of children of similar age within the same culture.” -Allen & Marotz 2006

Daily program plans indicate a reference point from the **Continuum of Development**, directing parents to the goals teachers are addressing with each program opportunity. The Continuum of Development is posted on the Parents’ Program Board for easy reference. This practice intends to keep parents readily informed and empowered to contribute in more meaningful ways to their child’s learning. With this practice, Columbus Community Playgroup Co-operative honours the **community** of learners, which includes the entire team – children, parents, teachers and community, a place where we all learn and grow together.

“Root skills that emerge and are practiced in the early years are important both in their own right and as foundations of later development.”

“Root skills are specific capacities, processes, abilities and competencies, that exists within a domain. When adults understand and observe emerging skills, they can create individual strategies to support the practice and extension of the skill.”

“Early Childhood Practitioners observe children’s behaviour and can use the indicators to identify the related skill, set goals and plan appropriate curriculum. -from the ELECT document

Teachers at CCPC value planned curriculum for the great benefits it brings to children’s learning. Planned curriculum allows RECEs to carefully match needs and goals to activities, opportunities and experiences. Weekly observations documented by teachers also evidence the children’s interests and needs. **Planning takes place across all domains**, social, emotional, language, cognition and physical, for well-rounded growth. Specific learning goals are referenced against the **Continuum of Development** on teachers’ Day Plans and posted for parental review, and as a guide for teaching. Each **domain** varies slightly for the different age groups; infants, toddlers, preschoolers and school-age. Various stages of development are described under each **domain**. Day plans are organized reflecting common practices in early childhood classrooms. Programming reflects a balance between goal-oriented planned activities and delightfully, there are many times when pre-planned curriculum gives way to the interests and desires of the children, as teachers observe and respond to their play. The most meaningful and effective learning result from child-inspired activities. In accordance with research described in the ELECT document, CCPC teachers set up planned learning opportunities that reflect the learning needs of the children, based on their expressed interests and desires combined with observed needs. CCPCs teachers are highly attuned to the children in our care, and are well equipped to satisfy the demands of spontaneous learning situations.

“The continuum provides a reference point for discussions about the child’s development.” - ELECT

i) **Program Development – with a view to meeting the Four Foundational Conditions as described in “How Does Learning Happen? 2014 and defined in the ELECT document.**

“Play engages children’s attention when it offers a challenge that is within the child’s capacity to master. Early childhood settings that value children’s play create a ‘climate of delight’ that honours childhood, (ETFO, 1999). Effective settings take advantage of play and embed opportunities for learning in the physical environment and play activities.”

“Pretend play is the primary mode of learning during the preschool years and continues to be important into the primary grades. Pretend play means practice in choosing, generating possibilities and taking risks...High quality pretend play means the child is deeply involved and is acquiring and practicing emerging skills.”

“Play is the platform for inquiry and exploration.”

The policy and intent of Columbus Community Playgroup Co-operative is to provide the best possible care and early learning experiences for our members while meeting or exceeding the guidelines provided by the Ministry of Education, in accordance with the CCEYA, 2014, the Region of Durham Children and Youth Services and the Department of Health. CCPC Programs comply with all Ministry Requirements for a Licensed Child Care Centre, as well as all requirements set out by the Dept. of Health to safeguard and manage the health and safety of our members and the greater community.

From: How Does Learning Happen? 2014 pg. 13

The expectations for programs provide pedagogical direction for educators as they:

- Cultivate authentic, caring relationships and connections to create a sense of **belonging** among and between children, adults, and the world around them;
- Nurture children's **healthy development** and support their growing sense of self;
- Provide environments and experiences to **engage** children in active, creative and meaningful exploration, play, and inquiry;
- Foster communication and **expression** in all forms.

As described by

Inquiry and Exploration is fostered through daily free play opportunities with a wide range of toys and materials, and in the social context of the classroom.

Inquiry and Exploration is encouraged through the ever-changing materials, resources, and experiences offered in response to children's interests and the community around them.

"Play is a means to early learning that capitalizes on children's natural curiosity and exuberance". -ELECT

Meaningful creative **expression** is fostered through experiences and access to many varied art and craft materials, colours and textures, including materials for both one dimensional and three dimensional creations.

Meaningful musical **expression** is fostered through free access to a variety of musical instruments, recorded music available every day in the classroom and gym, opportunities for movement and dance, structured, unstructured and self-directed.

Meaningful social **expression** is fostered through the social atmosphere of the classroom, the gym, the circle time environment and the snack time environment.

Meaningful verbal **expression** is fostered through all areas of the daily schedule. Children are encouraged to **express** their needs, desires and understandings and use their voice to **express** ideas, thoughts and experiences.

Knowledge is **expressed** through activities such as building, manipulation of toys and materials, and creative activities, dramatic play, books and cognitive activities.

Meaningful knowledge acquisition is fostered through opportunities to explore materials and experiences in a social environment. Knowledge is developed through all incidental and planned experiences and materials.

Knowledge is significantly developed through independent and shared experiences with toys, literature, music, natural materials, cognitive materials such as letters, numbers, scales, and creative materials etc.

Communication skills are fostered through necessity, in a social environment, and growth is marked receptively and expressively.

Communication skills are significantly developed through incidental and planned circle time experiences, play experiences, music, imaginative and dramatic play and snack time activities.

Cognitive skills are developed through the many toys and materials available in the classroom. Toys are switched out frequently and with great variety, and **expressed** through all areas of the curriculum.

Social Skills are fostered through participation in all aspects of an early learning environment, with peers, educators and parents.

Social Skills are significantly developed through incidental and planned opportunities to discuss, express, inquire and listen during free play, circle times, role playing, dramatic play, building and imaginative play.

Teachers are first – caregivers, then models for the children, in the use of language, behavioural expectations, skills, and positive socializing. Teachers are observers who document and reflect on those things documented. Teachers are planners who set the stage for optimum learning and engagement opportunities. Teachers guide the use of toys, materials, and social interactions as needed for success.

Teachers use knowledge gained through observing and discussing, and their professional judgement to create contexts to support children’s learning, development, health and well-being. Teachers are co-learners in the early learning environment at Columbus Community Playgroup.

Programming at Columbus Community Playgroup Co-operative has evolved over the years as a reflection of the members who attend the Playgroup, and continues to emerge from the demonstrated interests of our community of learners. As such, CCPC’s program reflects a desire for planned programming which encourages learning experiences in a wide variety of areas including opportunities to develop social skills, speech and language skills, pre-math and pre-reading skills, fine and gross motor skills, imaginative play, and creative exploration. Programming at CCPC reflects observations of the children’s activities, inquiries and skills, and is documented in accordance with the Continuum of Development. In so doing, the programming at CCPC directly responds to children’s interests, needs and developmental abilities. CCPC’s programming is designed to ensure that each day includes fun activities incorporating music and stories, sensory play and group time. Science and nature study is incorporated daily through group demonstrations, classroom displays, and hands-on opportunities for exploration. Science and nature is routinely explored through the seasons, weather studies, natural objects comparative studies of characteristics and observations shared by our members, and much more. Additionally, programming typically dedicates time to celebrations such as Thanksgiving, Halloween, Christmas, Hanukah, Valentines, and Easter as valued by the membership at the time. We also include other celebrations such as Chinese New Year, and more as the membership suggests. While we do not offer religious training, we allow the children to discuss and comment on their experiences as they wish. Our members have enthusiastically encouraged us to keep celebrations in the curriculum, and thank us for the opportunities provided the children.

Pg. 15 How Does Learning Happen? 2014 asks educators to be attuned to what children know, what they wonder about, and their working theories about the world around them. Educators engage with, observe, and listen to the children. They discuss with other educators, as well as with children and families and caregivers, the possibilities for children’s further exploration in increasingly complex ways. All are co-learners, constructing knowledge together.

Teachers at CCPC are passionate about offering plenty of opportunity to explore, inquire, discover, and engage in a wide variety of typical and atypical materials and activities. Teachers are inspired by the children’s comments, interests and feedback, and seek to develop those interests and ideas as much as possible. Children are encouraged to shine – each in their own way, and in their own time. As a community we acknowledge and applaud each-others accomplishments, efforts and participation. This is all part of ensuring that children **engage, express, feel secure (well-being)** in their community **(belonging)**.

At CCPC we strive to make each year, each month and each day unique and special and reflective of our current community of children. Children’s discussions, inquiries and commentary about their interests in and out of the classroom inspire teachers to provide materials and learning experiences in pursuit of those interests. **Our practices support and encourage expression, belonging, engagement and well-being. CCPC programming is designed in accordance with the 1st. principle of the ELECT document, “Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health, and well-being.”**

Programming at Columbus Community Playgroup also intends to develop and nurture the community we share. Special care is taken to model, encourage and expect appropriate manners and courtesies, kindness and thoughtfulness, inclusive practices and delight. The children are helped to become aware of each other, and to accept each other as unique individuals. Individuals are encouraged to believe they matter to the community; that their contributions are valued, when they are absent, they are missed.

At CCPC, effective programming is the organization and development of learning experiences, as well as a strategy to encourage productive **engagement** and prevent undesirable feelings and behaviours. Effective programming attends to the needs of the learning community, balancing active and quiet, social and independent opportunities, academic and creative, and develops knowledge, skills and attitudes. CCPC provides planned programming that is both goal oriented and flexible to reflect the changing needs and interests of our community.

Pg. 14 From “Think, Feel, Act” (Lessons from Research about Young Children) , Gov. of Ontario

Educators who observe, document and reflect on children’s engagement with the environment become partners in learning with the children.

ii) **What the community will see**

Re: Program Development

From How Does Learning Happen? 2014 pg. 15

“As defined in ELECT, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children’s well-being, learning, and development and ensue meaningful participation for every child.”

Program plans are posted weekly on the program board, a bulletin board immediately inside the classroom entry door. Program plans may be crossed out and replaced by something different reflecting the interest and activities of the children. Program plans are organized to reflect the various learning areas of the curriculum, balanced to provide opportunities for social play, imaginative play, fine and gross motor activities, quiet and active times, creative expression in visual, music and movement arts, a variety of block building implements and toy accessories, role-playing set-ups, sensory play and science & nature learning opportunities. Teachers dedicate themselves to being responsive to children’s requests and comments, finding ways to incorporate their input into real learning experiences. Staff members document weekly observations on each child in confidence and use these observations to develop programming ideas and materials, and to set goals. Regular circle time discussions and playtime interactions also provide feedback from the children used to develop programs.

“Benefits are greatest when there is planned programming for children and their families...” ELECT

Programming, although never limited to, runs along themes of interest often synchronized with common celebrations and experiences. Themes last as long as children show interest through engagement and commentary. Themes run for logical periods of time, such as when exploring seasonal changes or holiday periods, with other interests interspersed throughout daily activities. This means that children may be gluing an image of a spring tree at the same time as someone else who is painting a dinosaur, and someone else is learning to print their name. Day Plans indicate intended goals against the Continuum of Development. Families are welcomed to **express** their wish for skills and knowledge development also. Children gather together with enthusiasm and share circle times designed to build community connections between all members, peers and teachers and parents alike. Parents are often present during the circle times and are welcomed to join the discussions and activities shared. Circle time is a time when children share experiences, ideas, thoughts, and feelings. It's a time when children learn that their contributions are valued, and their presence matters. Circle time encourages and explores children's inquiries, and a time when children reflect on thought-provoking questions, exchange problem-solving ideas and further inquiry. Circle time is a time for skill and knowledge-building games and activities. Circle time is an opportunity to introduce new topics, new lines of thinking, social skills and vocabulary building opportunities. Circle time is limitless in its purpose and value. While no longer popularly instituted in most early learning centres, circle time is a staple at Columbus Community Playgroup Co-operative Inc. Circle time honours and encourage **expression, engagement, well-being and belonging.**

An Example From our Classroom" –Recently a teacher at CCPC commented to one child at opening circle that she looked tired. The child responded that she hadn't slept well because her Daddy snored too much and too loud. This led to many similar contributions to the discussion by classmates, all who had something to add to the experience. The teacher followed up this interchange by asking the children in our circle of learners to tell everyone what their experience was. **(expression)** Parents began to gather round and inject their own comments. This led to a lesson on how to tally, and compare. Each child was called up in turn to enter their tally on the little blackboard to indicate whether their daddy snored too loud or not. **(belonging)** They learned to draw and read a chart, to read 'yes' and 'no', and make comparisons, and to use comparative vocabulary. All this was done with enthusiasm and delight. While this story is a simple example, it represents a common scene of early learning and responsive teaching at Columbus Community Playgroup illustrating co-operative community learning at its best." At CCPC not all learning is grand in design, but all learning is grandly valued. In fact, some of the best learning opportunities occur incidentally, and are very authentic in nature. To extend this incidental learning opportunity on later days, we came up with other questions to compare and tally responses. Light-hearted questions kept learning fun, interesting and **engaging.**

How Does Learning Happen? 2014 pg. 11

High-quality early childhood settings are associated with immediate and long-term positive outcomes for children. Studies show that children who attend high-quality early childhood programs where they experience warm, supportive relationships are happier, less anxious, and more motivated to learn than children who do not. (Shanker, 2013)

Play engages children's attention when it offers a challenge that is within the child's capacity to master. Early childhood settings that value children's play create a "climate of delight" that honours childhood (ETFO, 1999). Effective settings take advantage of play and embed opportunities for learning in the physical environment and play activities. - ELECT

A planned curriculum supports early learning.

Curriculum is often described as the content of early childhood settings (National Research Council, 2001). It includes the organization of the physical space, materials and activities that are designed to encourage learning processes, skills and the acquisition of specific information.

A planned curriculum with goals for children’s learning and development impacts on the quality of early childhood settings (Cleveland et al., 20016; Sylva et al., 2004; national Research council 2001; Bennett, 2004; Organization for Economic cooperation and Development, 2006).

- It begins with an informed understanding of what children are capable of learning and how they learn effectively.
- It has specific goals for children that support self-regulation (behaviour, emotion and attention), identity, social inclusion, health and well-being, language and thinking skills, and physical skills, as well as the foundation knowledge and concepts needed for literacy and numeracy.
- It provides structure and direction for early childhood practitioners who support the development of capacities and skills while respecting a child’s interests and choices (Bennett, 2004). -ELECT

“The developmental literature is clear; play stimulates physical, social, emotional and cognitive development in the early years. Children need time, space, materials and the support of informed parents and thoughtful, skilled early childhood educators in order to become master players. They need time to play for the sake of playing.”

Hewes (2006), Let the Children Play - as quoted in ELECT

“The Program” is the central point: the apex of Columbus Community Playgroup. It is the point where all things come together; the point where all the talk about community is realized; where the focus on Foundational Conditions become visible; where the six Principles described by the ELECT document are evidenced; and where goals and objectives are demonstrated through documented references to the Continuum of Development. “The program” is where success is evidenced in the children’s learning and skills. “The Program” is where engagement occurs, interactions take place and relationships grow. The Program is where teachers set the stage to elicit socialization, inquiry, chatter, laughter, thinking skills, imaginative play, counting, observing, moving, sorting, coordinating, friendship building, manipulating, organizing, discovery, conflict resolution, patience, comparing, identifying, sharing, turn-taking, caring, discussing, dancing and so much more. By deliberately choosing a specific variety of materials, toys combinations and set ups, teachers are able to generate learning opportunities in a play-based environment. Varying physical set-up, and offering ongoing variations of toys and materials, teachers expand experiences, learning pathways and fun. Arlene Feeney

Safety Policies and Procedures

Columbus Community Playgroup observes policies to protect the safety of its members and families in and around the centre. Policies comply with all regulations of the Region of Durham, and Ministry of Education, and city of Oshawa. Safety policies govern the safety of the building, equipment, materials and those people in the building. Safety policies also serve to safeguard health and wellness, but will be covered in the Personal Health section of this Program Statement. Safety Practices at CCPC are routine.

What the community will see...

Re: Safety Policies and Procedures

Safety Policies include the Fire Drill Policy and Procedure, Evacuation Policy and Procedure, the Lockdown Policy and Procedure and the Policies and Procedures for accidents, safety concerns and Serious Occurrences 2017. As well, CCPC complies with all municipal, regional and provincial requirements. Land-line phones are in both the classroom and north end of the building for ready access. Teachers now keep cell phones accessible for use in any possible emergency situation.

Smoke alarms and Carbon Monoxide detectors are present in each main room/ area, checked and batteries replaced twice per year. Fire Exits are illuminated and a generator system provides emergency lighting in the event of a power failure. The Fire Marshall inspects the alarm system at least annually.

Building Safety is achieved through a variety of practices, including the locking of all doors except the one which families use to enter and exit the building. A key to the door is kept handy to ensure a speedy access should it be required. City Maintenance Personnel are available by phone whenever needed.

Fire Drill Policy and Procedure is posted in each room of the centre. Fire Drill procedures are practiced and documented on a monthly basis with each class. Fire Extinguishers are accessible in the main rooms of the centre, and checked monthly. Children are required to wear closed shoes at all times in order to ensure their wellness in case of fire drill or emergency preparedness. (-no slippers or flip flops please.)

The CCPC Evacuation Policy specifies that in case of emergency, CCPC will evacuate to the church next door. It includes documented acceptance from the receiving organization.

The Lockdown Policy 2016 specifies the procedure to follow in the case of circumstances that indicate Lockdown procedures. The Lockdown Policy clearly states a communication protocol, procedures to follow, documentation protocol and follow up. All doors are locked during a Lockdown and no one may enter or exit the building during a Lockdown. Communication will be maintained with a Board Member who is then responsible for maintaining communication with the families. Parents are cautioned not to come to the Playgroup until the Board Member indicates that it is safe to do so.

The main doors are equipped with panic bars for ease of opening in an emergency.

iii) **Personal and Health Care**

Medical officer of health recommendations, inspections

32. (1) Every licensee shall ensure that any recommendation or instruction of a medical officer of health with respect to any matter that may affect the health or well-being of a child receiving child care at a child care centre the licensee operates is carried out by the staff of the child care centre, and that in the case of a child care centre any recommendations are recorded in the daily written record referred to in subsection 37 (1).

Sanitary practices

33. Every licensee shall ensure that there are policies and procedures with respect to sanitary practices in each child care centre it operates and in each premises where it oversees the provision of home child care, and that those policies and procedures are followed in the centre or premises.

First-aid

34. Every licensee shall ensure that there is a first-aid kit and first-aid manual that is readily available for first-aid treatment in each child care centre it operates and in each premise where it oversees the provision of home child care.

Immunization

35. (1) Every licensee shall ensure that before a child who is not in attendance at a school, within the meaning of the Education Act, is admitted to a child care centre it operates or to a premises where it oversees the provision of home child care, and from time to time thereafter, the child is immunized as recommended by the local medical officer of health.

(2) Subsection (1) does not apply where a parent of the child objects in writing to the immunization on the ground that the immunization conflicts with the sincerely held convictions of the parent's religion or conscience or a legally qualified medical practitioner gives medical reasons in writing to the licensee as to why the child should not be immunized.

Child illness and accident

36. (1) Every licensee shall ensure that a daily observation is made of each child receiving child care in each child care centre it operates and in each premises where it oversees the provision of home child care before the child begins to associate with other children in order to detect possible symptoms of ill health.

Serious occurrences

38. Every licensee shall ensure that,

(a) there are written policies and procedures with respect to serious occurrences in each child care centre operated by the licensee and each premises where it oversees the provision of home child care, and that those policies and procedures are followed in the centre or premises;

(b) a report is provided to a program adviser of any serious occurrence in any child care centre operated by the licensee or any premises where it oversees the provision of home child care within 24 hours of its happening;

(c) a summary of the report provided under clause (b) and of any action taken as a result is posted for at least 10 business days in a conspicuous place at the child care centre or home child care premises; and

(d) The report and the summary of the report are each kept in accordance with section 82.

Anaphylactic policy

39. (1) Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has an anaphylactic policy that includes the following:

1. A strategy to reduce the risk of exposure to anaphylactic causative agents.

2. A communication plan for the dissemination of information on life-threatening allergies, including anaphylactic allergies.

3. Development of an individual plan, with input from a parent of the child and the child's physician, for each child with an anaphylactic allergy that includes emergency procedures in respect of the child.

4. Training on procedures to be followed in the event of a child having an anaphylactic reaction.

(2) The anaphylactic policy, the individual plan for a child with anaphylaxis and the emergency procedures in respect of the child shall be reviewed as follows:

1. By all employees, before they begin their employment.

2. By volunteers and students who will be providing temporary care for or supervision of children at the child care centre, before they begin providing that care or supervision.
3. By the home child care provider of a home child care premises, before the child is placed at that premises.
4. By volunteers and students who will be providing temporary care for or supervision of children at a home child care premises, before they begin providing that care or supervision.
5. By persons who are ordinarily residents of a home child care premises, or who are regularly at the premises, before the child is placed at that premises.
6. By each person described in paragraphs 1 to 5, at least annually after the first review and at any other time when substantive changes are made to the policy, plan or procedure.

(3) **In this section,**

“Anaphylaxis” means a severe systemic allergic reaction which can be fatal; resulting in circulatory collapse or shock, and “anaphylactic” has a corresponding meaning.

In accordance with the various Ministries and regulating bodies, Columbus Community Playgroup Cooperative incorporates several polices into our Policies and Procedures Manual, for the purpose of the children’s **well-being**, health and safety. CCPC values and plans for the **well-being** of individuals as well as the **well-being** of the community of Columbus Playgroup through a great variety of policies, across many areas of the organization.

CCPC complies with all Ministry regulations and policies for Personal and Health Care including:

CCPC diligently follows the sanitary practices, policies and procedures regulated by the Region of Durham, Dept. of Health, and Ministry of Education requirements, and provides evidence of the same.

CCPC documents compliance with the cleaning and sanitary practices of the Playgroup, including signature sheets declaring acknowledgement and training of the cleaning practices and policies.

CCPC ensures that all food items are currently dated, stored appropriately, prepared as per regulations in our kitchen, and transported in covered containers to the classroom.

CCPC ensures that the refrigerator and freezer temperatures are maintained in compliance with regulations stipulated by the Dept. of Health, and evidenced by the presence of a thermometer.

CCPC ensures that hand washing routines and procedures are observed at all times.

CCPC ensures and documents that all children enrolled at Columbus Playgroup submit evidence of up to date immunization before attending the program. Exemptions accepted for verified medical reasons only.

CCPC ensures that all teachers, & student teachers provide evidence of up to date immunization, as well as a clear Tb test prior to having care and control of the children, and at least annually thereafter.

CCPC ensures that children are given a visual check of their health upon arriving each day.

CCPC observes policies to protect the spreading of communicable illnesses, and a policy to separate the children from anyone with illness. Any child who becomes ill while attending CCPC is sent home right away. CCPC maintains a Signs of Illness record, as per regulations.

CCPC ensures that tissues, and hand sanitizer is available at all times.

CCPC ensures that diapering procedures are followed and materials are accessible at all times.

CCPC maintains comprehensive policies and procedures to protect the health and well-being of its members with conditions such as allergies, anaphylaxis, or asthma, etc. See Appendix A.

CCPC ensures that all teaching personnel provide evidence of current First Aid and CPR level C training, before beginning their employment and annually thereafter.

CCPC ensures that First Aid kits are stocked and maintained ongoing, and accessible in both main rooms.

CCPC follows a plan of care that includes running the water at all taps each morning for 5 minutes, prior to starting, and maintains evidence of a rigorous schedule of tests to ensure the safety of the water onsite.

CCPC ensures that evidence of current Small Water Training is provided annually by the Program Supervisor onsite.

CCPC ensures that documented records and evidences are duly organized and filed for review at all times.

CCPC ensures that all copies of Health Inspections, Environmental Inspections and Water Tests are provided to our Program Advisor at the Ministry of Education within 48 hours of any inspection.

Drinking Water Safety

Columbus Playgroup is situated in the village of Columbus, a rural setting in the North part of Oshawa. The facility is served by a well. The drinking water is therefore managed in accordance with O. Reg. 243/07, Safe Drinking Water Act, and as such is monitored, tested, and maintained by contract with the city of Oshawa and Young's Water Services of Brooklin, Ontario. As required by the Ministry of Education, at least one teacher is trained and certified as a Small Water Operator, which is updated regularly, in compliance with all regulations. All taps are flushed for 5 minutes each day prior to any usage. The water routinely tests excellent, well within safe parameters. All testing is documented and reviewed by the Ministry of Education, Durham Regional Dept. of Health, and Durham Region's Quality Assurance Officer.

iii) What the community will see...

Re: Personal and Health Care

The community will see the following policies included in the centre's operating practices, and found in the Policies and Procedures Manual, summarized in the Program Statement 2016. (in random order)

1. Health and Wellness Policy
 2. Outbreak Control Policy (posted)
 3. Record of Attendance Procedures
 4. Sanitary Practices
 5. Hand Washing and Hygiene Policy and Procedures (posted) (signature sheet)
 6. Diapering Policy and Procedures
 7. Immunization Policy (posted)
 8. Illness and Accident policies and procedures
 9. Allergy Policy, and Food Allergies, Restrictions and Avoidances (posted)
 10. Administration of Medication policy
 11. Individual Plan for a Child with an Anaphylactic Allergy (and signature sheets)
 12. Individual Plan for a Child with Type 1 Diabetes (and signature sheets)
 13. Serious Occurrence Reporting (posted)
 14. Cleaning Schedule Policy and Procedures (posted)
 15. Sensory material policy and procedures
 16. Individual Support Plan for a Child with Special Needs (and signature sheets)
 17. No Smoking Policy, rev. to include no vaping, or use of marijuana (2019)
- As well as Administrative Policies included in the Registration package for member signatures...
18. The Privacy Policy (signed by all members)
 19. Code of Conduct (signed by all members)
 20. HR Triangle for conflict resolution
 21. Teacher's Duty to Report (signature sheet)
 22. Director's Duty to Report (signature sheet)

Details of some policies are found variously throughout the Program Statement, 2016.

Children and their families benefit most when they are fully included and when they feel that they belong. Children grow up with a strong sense of self in environments that promote attitudes, beliefs and values of equity and democracy and support their full participation. (Bennett, 2004 – as quoted in the ELECT document)

Early childhood settings can organize programming to use the diversity of the participants as an asset that enriches the environment for everyone. –ELECT document

Record of Attendance:

Daily written record

37. (1) Every licensee of a child care centre or home child care agency shall ensure that a daily written record is maintained that includes a summary of any incident affecting the health, safety or well-being of,

- (a) any child receiving child care at a child care centre operated by the licensee;
- (b) any staff at a child care centre operated by the licensee;
- ⊖ any child receiving child care at a premises where the licensee oversees the provision of home child care; or
- (d) any person providing child care at a premise where the licensee oversees the provision of home child care.

(2) **If an incident described in clause (1) (a) or (c) occurs, the licensee shall ensure that a parent of the child is notified.**

It is the policy and practice of Columbus Community Playgroup Cooperative to meet the regulations set out above for documenting records of attendance.

Daily Attendance Records are kept in a binder available at the entry door, and accessible for each year to date. The attendance records note the times of arrival and departure for each member child. As well, teachers will make notations for absences which indicate S for sick, H for holiday, or A for undefined absences or absences that are not due to illness or holiday.

Children who withdraw or are waiting to start will be noted in the attendance record with a W or and X.

The record of attendance establishes belonging and well-being. The record of attendance helps secures children’s safety, and teacher awareness at all times.

What the community will see...

Re: Record of Attendance

The community will see one or more teachers greeting children as they arrive, conducting a visual assessment of the children upon arrival, and noting the times of arrival and departure. The community will see the teacher ask about the child and invite information pertinent to the child’s health and well-being. In the event that the child has an anaphylactic allergy, the teacher will be seen receiving the child’s epi-pen, and placing it in a hip pouch for the program time. In the interest of the children’s **well-being**, teachers may also be seen probing for further information should a child arrive after illness or be showing possible signs of illness.

This policy and practice enhances the children’s **well-being** and also helps the families know that they are cared about and important to us. The record of attendance is accompanied by a journal, which details pertinent information about individual children, including a record of any marks or conditions present upon arrival, pertinent remarks made by member parents, as well as incidents that occur while attending the Playgroup. This ensures effective communication and authentic relations with our families.

Administration of Medications:

- a) **General medications**
- b) **Epinephrine (Epi-pen inject able)**
- c) **Inhaler re: asthma rescuer**
- d) **Type 1 Diabetes, insulin auto-injection, and glucagon inject able**

40. (1) Where a licensee agrees to the administration of drugs or medications, the licensee shall ensure that,

- (a) a written procedure is established for,
 - (i) the administration of any drug or medication to a child receiving child care at a child care centre operated by the licensee or at a premises where it oversees the provision of home child care, and
 - (ii) the keeping of records with respect to the administration of drugs and medications, including those records required under the Controlled Drugs and Substances Act (Canada);
- (b) all drugs and medications on the premises of a child care centre operated by the licensee or at a premises where it oversees the provision of home child care are,
 - (i) stored in accordance with the instructions for storage on the label,
 - (ii) administered in accordance with the instructions on the label and the authorization received under clause (d),
 - (iii) inaccessible at all times to children, and
 - (iv) in the case of a child care centre, kept in a locked container;
- © one person in each child care centre operated by the licensee and in each premises where it oversees the provision of home child care is in charge of all drugs and medications and that all drugs and medications are dealt with by that person or a person designated by that person in accordance with the procedures established under clause (a);
- (d) a drug or medication is administered to a child only where a parent of the child gives written authorization for the administration of the drug or medication and that included with the authorization is a schedule that sets out the times the drug or medication is to be given and amounts to be administered; and
- (e) a drug or medication is administered to a child only from the original container as supplied by a pharmacist or the original package and that the container or package is clearly labelled with the child's name, the name of the drug or medication, the dosage of the drug or medication, the date of purchase and expiration, if applicable, and instructions for storage and administration.

(2) **Despite subclauses (1) (b) (iii) and (iv) and clause (1) (c), the licensee may permit a child to carry his or her own asthma medication or emergency allergy medication in accordance with the procedures established under clause (1) (a).**

Columbus Community Playgroup Co-operative Inc. provides parents and staff members with documenting supports for health and safety which include policies for the care of children with medical needs. The policies include role definitions, assessment and observation markers, procedural action plans, communication plans, documentation requirements, as well as training and signature requirements of both parents and staff members. In some cases, follow through procedures, reporting and posting procedures are also a requirement of CCPC health care policies.

CCPC observes policies for directing and protecting the health and safety of members in the use and administration of medications while attending the Playgroup. Medications are stored in a locked file when left at CCPC.

Each policy includes role descriptions, specific evidence-based criteria to meet, explicit limitations, communication protocol, training requirements, documentation and acknowledgements, and follow up, Administration of Medication Policies are observed on an individual basis and require parents to disclose all known conditions prior to attending the Playgroup. All medications administered must be prescribed for the child, be currently dated, be necessarily administered during program time, and must be provided by the parent. In the case of an epi-pen, no child who is prescribed an epi-pen may attend the playgroup without their epi-pen.

CCPC holds the policy that no more than one child may attend a program with the same anaphylactic allergy or condition, in order that we may best serve the safety and health needs and **well-being** of the affected child and the group.

What the community will see...

Re: Administration of Medications

Basic Policy: General Medications: In the interest of general well-being for all children, it is the policy of CCPC that NO general medications are administered at CCPC. The following addresses the medications that CCPC may administer in prescribed and necessary situations.

- a) **Epinephrine (Epi-pens):** Children with Anaphylactic Allergies may be given Epi-pen injections upon completion of the Anaphylactic Documents and following staff training individualized to each child and to each epi-pen provided by parents. See Appendix A of the Program Statement.

CCPC adheres to two documenting policies which include

- i) The CCPC Anaphylactic Allergy Policy as well as
- ii) The Individual Plan for a Child with an Anaphylactic Allergy

It is important to note that any child with an anaphylactic allergy must bring their epi-pen with them each and every time they attend the Playgroup for the entire time that they are in attendance at the Playgroup and in the care of the staff members. CCPC cannot authorize the use of another member's epi-pen for a child with anaphylaxis. Families have the option to leave a currently dated epi-pen at the Playgroup for the duration of the school year. All Epi-Pens must be currently dated.

- iii) It is cautioned, that no more than one child with the same anaphylactic allergy may attend a program at CCPC. The intent is that we may focus on one child alone in the event of a medical emergency, and with only 2 teachers in the building, there is no one else to call upon quickly enough in an emergency that involves multiple children. We are then able to maintain supervision of all children.

- b) **Inhalers for asthma:** (In Summary) Parents are encouraged to give their child with asthma, their puffer medication prior to leaving their child at CCPC, or, in the event the child is experiencing serious need, the parents are asked to keep their child at home to receive dedicated care. Children with on-going serious asthma may be given puffers for asthma by staff members upon completion of the **Administration of Medication document**, signed by parents and staff members and upon signed training of administration of puffers by the parents, of the staff members. The policy for the Administration of Asthmatic Inhalers include the requirement that only staff members may carry the medication, and that, due to their young age, no child will carry the medication on their person.

- c) **Auto-inject Insulin for Type 1 Diabetics, Glucagon Injections:**

It is currently the policy of Columbus Community Playgroup Co-operative Inc. that we not administer any injected medications, save for the **auto-inject** insulin for type 1 Diabetes, and in critical situations only, glucagon injections, and only upon the agreement of the current teachers and parents.

It is the policy of CCPC that any child with type 1 Diabetes may attend only after signed completion of the Individual Plan for a Child with Type 1 Diabetes, and after signed and witnessed training of all staff in the administration and understanding of a child with type 1 Diabetes. It is first and foremost the interest of CCPC to ensure that we are able to provide a safe environment and appropriate care for the child, and in this interest, children are accepted to the program with type 1 Diabetes only with the consent of all teaching staff. Further to this end, parents are asked to attend CCPC with the child until all staff members feel confident in their ability to understand, evaluate and care for the needs of the type 1 Diabetic child. Alternatively, any child with type 1 Diabetes may attend with a parent or alternate staying to manage the child's medical care throughout the day. The parents will provide signed documentation that the Playgroup and its staff members are not responsible for the medical needs of the type 1 Diabetic child, and that the family will provide an individual who will always attend with the child and be responsible for their diabetic care while attending CCPC programs. It is also declared, that no type 1 Diabetic child may attend CCPC without their personal Type 1 Diabetes kit of medications, supporting documentations and equipment in possession.

ii) **Part 2 Nutrition and Snack Time:**

Requirements re food and drink

42. (1) Every licensee shall ensure that,

(a) each infant under one year old who receives child care at a child care centre operated by the licensee or at a premises where it oversees the provision of home child care is fed in accordance with written instructions from a parent of the child;

(b) where food or drink or both are supplied by a parent of a child receiving child care at a child care centre operated by the licensee or at a premises where it oversees the provision of home child care, the container for the food or drink is labelled with the child's name; and

(c) all food or drink is stored, prepared and served so as to retain maximum nutritive value and prevent contamination.

(2) Subject to section 44, every licensee shall ensure that each child one year old or older who receives child care at a child care centre it operates and or at a premises where it oversees the provision of home child care is given food and beverages in accordance with the following rules:

4. Drinking water must be available at all times.

5. All meals, snacks and beverages must meet the recommendations set out in the Health Canada documents "Eating Well with Canada's Food Guide", "Eating Well with Canada's Food Guide – First Nations, Inuit and Métis" or "Nutrition for Healthy Term Infants", as amended from time to time, as the case may be.

Posting of menus and allergies

43. (1) Every licensee of a child care centre shall post planned menus for the current and following week in a conspicuous place in each child care centre it operates with any substitutions noted on the posted menus.

(2) A menu referred to in subsection (1) shall be kept by the licensee for thirty days after the last day for which it is applicable.

(3) Every licensee of a child care centre shall ensure that a list is posted in each cooking and serving area of each child care centre it operates that sets out the names of the children receiving child care in the child care centre who have food allergies or other food restrictions and their respective allergies or restrictions.

(3) Every licensee of a child care centre shall ensure that, in each child care centre it operates, a list setting out the names of the children receiving child care in the child care centre who have food allergies or other food restrictions, and their respective allergies or restrictions, is posted,

(a) in each cooking and serving area;

(b) in each play area or play room; and

(c) in any other area in which children may be present. O. Reg. 126/16, s. 29.

Snacks are served at Columbus Community Playgroup, provided by the member parents, and prepared in the centre's kitchen in compliance with Region of Durham Health Dept. specifications. Prepared foods will be stored in lidded food saver containers in the refrigerator or on the counter top as would be appropriate until snack time. Milk is not served at CCPC. Snack menus are posted on the parent bulletin board, immediately above the cubbies, just inside the entry door and e-mailed to every member at least 2 weeks in advance. When alternates are provided to the posted snack, the alternative is noted on the menu board. Parents are scheduled on a rotating basis, approximately once per month for Snack Duty. Snack menus exceed the Ministry's regulations by including at least three elements of Canada's Food Guide, being fruits and vegetables, cereals and grains, and dairy. Children have access to water with their snack and at any time they wish throughout program time. Children may have diluted juice when provided by parents. Milk is not served, in compliance with Department of Health regulations. Children bring their own, lidded sippy cup to the Playgroup each day they attend, and take it home for washing at the end of each day. Children's cups must come labeled with the child's name, preferably top and bottom to ensure the children get the correct cup.

What the community will see:***Re: Nutrition and Snack time***

Snack menus and duty schedules are posted on the Parent Bulletin Board and emailed to families in class groupings. Adjustments to the menu or duty persons are noted on the posted schedule.

Parents will find the cup basket on a table, immediately inside the entry door. Children will have water in lidded cups, labeled with each child's name from home. The duty parent will fill the cups as prescribed by the children's parent at arrival and returned them to the classroom with extra bottled water so that any child may have a drink accessible in the classroom at any time. Parents will see that the prescribed menu touches three points of Canada's Food Guide, including a fruit or vegetable component, a dairy item and a grain or carbohydrate-based food. A list of safe and acceptable alternatives is included with the schedule and provides choice to parents providing the snack. Parents may switch dates with others as needed.

Member children who have identified dietary restrictions, allergies and avoidances will have personal alternative snack choices saved in the kitchen cupboard or refrigerator, labeled with the child's name, and dated within best-before dates.

A kitchen cupboard is labeled for parents to find a selection of 2 each of covered food storage containers. As well, parents will find bins of clean wash cloths prepared for each class, for hand washing at the table during their snack time. A cupboard contains disposable food service items, paper plates, cups and utensils. Serving trays are set out for transporting the snack items, and serving materials to the classroom. Snack time is a scheduled activity for group participation. All children who would like to join us for snack will sit at clean tables having a teacher seated with them. The teacher will begin by modeling and serving the materials and snack items around the table to each child. Soon after, the children will have the opportunity to serve themselves. This method of serving snack helps us to build up our bonds of community within the Playgroup, encourages healthy eating habits, allows opportunities for children to practice courteous eating and conversations, encourages patience and sets up a calm environment, conducive to good digestion, safe eating, effective supervision and a warm, nurturing atmosphere.

Food Allergies, Food Restrictions and Avoidances:

(3) Every licensee of a child care centre shall ensure that a list is posted in each cooking and serving area of each child care centre it operates that sets out the names of the children receiving child care in the child care centre who have food allergies or other food restrictions and their respective allergies or restrictions.

Special arrangements

44. Every licensee shall ensure that where special dietary and feeding arrangements have been made with the licensee with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of home child care, the arrangements are carried out in accordance with the written instructions of a parent of the child.

Members of the Playgroup with food allergies, sensitivities or avoidance requests are documented in the registration package and posted in all rooms frequented by the children and where food is prepared or served. All food allergies, restrictions and avoidances are posted in each room. The documented information and postings are updated immediately as changes occur.

Members with special diets or special food items will maintain a supply of the safe food in the kitchen cupboards, labeled with the child's name, and secured in an air-tight container or food saver bag.

Parents of children with food allergies are required to provide full disclosure of the child's allergy, provide a Dr. note in some cases to clarify the extent of the allergy and care details as needed by the child. Parents meet with all the teachers of the Playgroup, complete an Individual Plan for a Child with an Allergy or with Anaphylaxis, and provide documented and dated training for the care of their anaphylactic child. A currently-dated Epi-pen must accompany the anaphylactic child at all times when attending CCPC.

iii)

Parental Involvement:

Parental Involvement is not only valued, but required at the Columbus Community Playgroup. As a co-operative organization, CCPC relies on the contributions of each member toward their agreed upon committee, snack duty and fund-raising activities. Parents take on specific roles to maintain the organization and business practices of the Playgroup. Some parents take on the responsibility for our communication activities including the newsletter, website, Facebook page and advertising. Parents support the functions of the Playgroup by voting on policies, providing feedback and suggestions for policies and practices, and by sitting on committees or the Board of Directors. Most importantly, parents are welcomed into the classroom experience to share talents, interests and to help facilitate special programs, or attend special events. Roles are shared and workload is relatively light.

From How Does Learning Happen? 2014 pg. 19

“When we recognize and build on the strengths of families and the love they have for their children, everyone benefits.”

Parents at Columbus Playgroup are seen as competent and capable, curious and rich in experience, capable of informing our relationships with families and having a significant impact on the children.

In accordance with How Does Learning Happen? 2014 (pg. 18)

What the community will see...

Re: Parental Involvement

The community will see that members **express** their own committee choices to ensure parental **belonging**, satisfaction and comfort. Parents are included on snack schedules referencing each enrolled child in rotation, committee lists identifying parents' roles, a Board of Directors with parent volunteers assuming the responsibilities of organizing and running the business activities, and parent files for communication. Parents receive invitations throughout the year to join events organized for the parents and families. The community will see that events are planned frequently through the year to encourage the participation of parents in the program. The newsletter is designed to keep parents informed and updated on the activities within the centre. Parents especially enjoy the Teas, the field trips and Literacy Night. Grandparents' Day is a favourite at Columbus Playgroup, as it allows us to especially include, honour, and thank grandparents for their contributions to our families and our community.

Formal Involvement takes several forms such as communicating by phone, email, in person, or online.

- Parents are asked to complete forms describing their goals and interests in Columbus Playgroup
- **Parents are asked to volunteer for committee options** and typically are placed in their first-choice committee. Parental participation is highly valued and counted on at Columbus Playgroup. **Parents may choose from a wide variety of committees such as Board members, Friday Drop-in facilitators, cleaning committee, special events committee, Family and fund-raising committee, maintenance committee, teachers support committee, Book Club facilitator, Newsletter, PR, laundry and Administrative Support.**

- Parents contribute to their agreed upon committee on a regular basis.

- Parents are encouraged to tell us about their child, their needs, strengths, and areas for growth.

- Parents are invited to attend our classroom as a volunteer, guest presenter, drop in for socialization opportunities, and at any time they wish to discuss or share thoughts, concerns, ideas or information.

- Parents are valued as collaborative members of the team, supporting responsive and reflective planning

- Parents are valued for their input, their expressed ideas, knowledge, reflections and collaboration with teachers. Parents are welcomed to stay to support their child's learning or to participate in class.

- Parents are encouraged to participate in Playgroup Special Events, fund raising activities, student learning opportunities, field trips, generating Individual Support Plans for students, and student assessments.

- Parents are encouraged to participate in the organization of Family Event Activities and then to participate in such events as Breakfast as Santa, Family Literacy Night, the Family Barbecue, and Graduation. Parents participate in **all**

Special Events. Many of our members' fondest experiences and memories are derived from the bonding and learning that comes from our Annual Country Fair, Grandparents' Day and the infamous Butterfly Tea Parties. Farm trips, zoo trips, Treetop Village, Indoor Play Days, and class Christmas Parties are all exceptional CCPC experiences.

iv) **Prohibited Practices/ Behaviour Management:**

Prohibited practices

48. No licensee shall permit, with respect to a child receiving child care at a child care centre it operates or at a premises where it oversees the provision of child care,

- (a) **corporal punishment** of the child;
- (b) **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;
- (c) **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;
- (d) **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;
- (e) **depriving the child of basic needs** including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- (f) **inflicting any bodily harm** on children including making children eat or drink against their will.

Columbus Community Playgroup Policies and Procedures Manual includes a Prohibited Practices/ Behaviour Management Policy 2016 which ensures communication to staff members to provide caring, nurturing and safe care for all children at all times, and in compliance with the Ontario Regulation 137/15, and in accordance with CCEYA 2016, How Learning Happens, 2014, the ELECT document and Region of Durham Operating Criterion, assuring the **well-being** of all children at CCPC.

It is first and foremost the policy of Columbus Community Playgroup Co-operative Inc. (CCPC), to **protect and enhance the safety and well-being** of all children in our care, to meet or exceed the prohibited practices regulations and to ensure that all staff, volunteers, students, members and guests are aware and accountable to this policy.

CCPC's Prohibited Practices Policy will define the behaviours which are prohibited, the methods to which teachers, volunteers, students, and members, will be made aware of the policy and, and the processes and consequences of behaviours which fail to comply with the policy. The policy will define the behaviours which will be used to manage behaviours with children in care at CCPC. The policy will be reviewed at least annually and updated as required. All teachers, members, volunteers, and students will sign acknowledgement of the policy.

-"Children learn best in an environment that focuses on relationships, and that if kids are strongly connected to their teachers they will learn more and have less challenging behaviours."

- pg. 7, Think, Feel, Act 2013

Go to Part 2 – Program Statement – to see the Behaviour Management/ Prohibited Practices Policy Summary.

What the community will see...

Re: Prohibited Practices/ Behaviour Management Policy

The Columbus Playgroup community will see that CCPC has a Prohibited Practices/ Behaviour Management Policy in place, included in the CCPC Program Statement 2016-2017. The Policy is reviewed with all parents at the AGM (Annual General Meeting) and is available to current and potential members through the website and at the time of registration, or during talks with potential members. The Prohibited Practices Policy ensures the **well-being** of all members, and defines opportunities for **expression, engagement and belonging**. Teachers will participate in quarterly Behaviour Monitoring documentation as required by the Ministry of Education, whereby teachers document observations and assessments of each other in the classroom. These records are filed for review at MEDU* inspections and stay in the employees' files.

Teachers at Columbus Community Playgroup seek to build positive relationships and foster trust, which in turn creates authentic relations between Playgroup teachers and children and parents. Behaviour management is based on respect, kindness and caring, with the children's **well-being** foremost in mind. Teachers at Columbus Playgroup focus on setting up the classroom materials and activities to intrinsically engage children and encourage exploration, inquiry and socialization. Positive interactions are guided as needed. Teachers work to build self-regulation skills in young children through modeling, and guidance.

**“Developmental neuroscientists have learned
that it is by being regulated
that these robustly growing systems are wired to support self-regulation.”
–Think, Feel, Act 2013 pg. 22**

*MEDU = Ministry of Education

v) **Specialized Services:**

The Columbus Community Playgroup Co-operative facility is equipped with a wheelchair accessible entrance and wheelchair accessible bathroom. No other specialized accommodations are available. Children with special needs are welcomed on an individual basis determined by physical needs and staff member's ability to meet the individual's over-all needs for care. **CCPC's Individual Support Plans for a Child with Special Needs (ISPs)** is a method of documenting needs, strengths, goals, observations and action plans for children who need specialized or individualized care. Individual Support Plans are developed collaboratively with parents, RECEs and community support services and professionals, as is appropriate, reviewed and revised ongoing at least annually. Parents are required to **engage** in the process and **express** their knowledge, skills and hopes for their child's learning. Columbus Community Playgroup Co-operative embraces the edict below.

“Early years settings can play a key role in promoting the visibility, inclusion, and active participation of young children in society. All children benefit from being in inclusive environments where they are able to participate and collaborate in meaningful ways and form authentic, caring relationships. The Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD) highlight how all children, including those with special needs, are entitled to the same opportunities.”
From **How Does Learning Happen?** 2014 pg. 25

What the community will see...

Re: Specialized Services

Directly from the parking area, the CCPC building is equipped with a ramped entrance to an automated door, allowing easy access to the building from a wheelchair or other wheeled apparatus. Also available, is a large, newly built accessible bathroom, featuring a large turning space for wheeled apparatus, with a typical toilet and sink, and full-size change table. No other specialized accommodations are available in the building.

RECEs provide individualized care as needed, ongoing. Seeing parents as capable and valued contributors to their child’s early learning, Individual Support Plans for a Child with Special Needs will be developed in agreement with parents and teachers for all children identified with Special Needs or for those who parents and teachers agree will benefit from specialized programming. The ISP will identify strengths, areas for growth, limitations, points of concern, goals and action plans for meeting goals. ISPs will be completed and signed by both staff members and parents, soon after the need is identified, and will be reviewed and revised ongoing as needed, at least annually. Meetings will be held with parents to develop the ISP, amended as need, and revisions will be dated and signed by all parties. A copy of the document will be placed in the child’s file, and another copy provided to the parents. This model meets the foundational conditions for parents of **belonging, engagement and expression**, and enhances those conditions for the **well-being, engagement, expression and sense of belonging** for member children with Special Needs or circumstances.

*“When children with special needs have access to appropriate support from early years programs it can help them to have rich and fulfilling childhoods and prepare them for meaningful participation in society.”
- How Does Learning Happen? 2014 pg. 25*

In the interest of **individual well-being, engagement and belonging**, the community will see individual children participating in the program with alternate expectations, receiving accommodations or support to complete tasks successfully, be provided additional time or space to meet expectations successfully, or any other number of possibilities, as may be deemed appropriate or necessary.

vi) **Activities Off Premises:**

All activities off premises necessitate the inclusion of parents or alternates. Parents or alternates are required to transport and supervise their own children whenever activities are organized off-site. Such activities are well-organized with ample notice for planning and arranging participation in these events. While we have only a few off-premise events, an annual farm trip and a spring zoo trip is typical. Off-site activities are typically led by the teachers and a parent committee dedicated to organizing Special Events. Each year, we determine our events based on the membership interests and availabilities. Special Events add enrichment to the children’s learning experiences, and generates exceptional opportunities to inquire, explore and discover. Off-site activities have the added benefit of enhancing adult opportunities to interact, bond, and build community with their children as well as with their adult peers.

What the community will see...

Re: Activities off-premises

Expectations for Activities Off-Premise are included with a signature sheet within the Registration Package for all registering members. Expectations are re-defined as events are scheduled throughout the school year, with information provided in the monthly newsletter, by e-mailed reminders and by informative postings within the Playgroup. Parents choose whether to participate in off-site activities on

an individual basis as opportunities occur. Parents are at liberty to choose not to participate, however, no classroom option is available to those who decline to participate.

Off-premise activities include field trips, which require parents or their alternates to transport and accompany their children to, during and from all field trips.

A Park Day is typically scheduled for late spring, when parents are asked to return early to the Playgroup and escort their child(ren) to the Columbus Park across the parking lot from the Playgroup. Children then have the opportunity to enjoy a period of outdoor play at the park with their peers and families.

Due to our rather isolated, rural location, no neighbourhood walks or other off-premise activities typically take place.

FYI –

With a city play park and ball field behind the facility, many of our families take advantage of the opportunity for the children to play at the park before and/ or after program under their supervision. This parent-chosen park time builds in more opportunity for our members to forge relationships and build community with their peers.

Postings:

Postings are required by various government offices, and the Columbus Playgroup adheres to all regulations pertaining to postings. Posting requirements are components of Health Dept. regulations, O. Reg. 137/15, Ministry of Education, Durham Region Operating Criterion, Ministry of the Environment, College of ECE, Ministry of Labour, and possibly others. CCPC meets the numerous posting requirements of all ministries and governing bodies with the goal of maintaining quality communication, transparency and accountability between families and CCPC and those regulatory offices.

Various postings are required through regulation and many more are offered for member convenience and information. CCPC adheres to the requirements of all regulated postings and supplements those postings with additional **postings to support the belonging, well-being, engagement and expression of members**. Listing the postings would be excessive in this document.

What the community will see...

Re: Postings

CCPC posting practices comply with all posting requirements of the College of ECE, Ministry of Education, Region of Durham Department of Health, immunization records, cleaning requirements, Ministry of Labour, and various community resources and organizations. Furthermore, CCPC posts all documents and reference materials in compliance with the Ministry of Education, College of ECE, Region of Durham Child and Youth Services and Department of Health. As required, CCPC posts program plans, long-range calendars, snack menus and duty schedules, program times, contact information for the CCPC Board of Directors, teachers, the College of ECE, Health Dept, meeting schedules, snack schedules, drop in schedules and cleaning schedules. Significant policies and procedures are posted, including, in part, such documents as the Fire Drill Policy & Procedures, Serious Occurrence Reporting, The Policy for the Supervision of Volunteers and Students, and cleaning policies, requirements and procedures. Most importantly, CCPC posts documented details of member allergies, food sensitivities and restrictions, details of anaphylactic symptoms, Administration of Medication agreements and member responsibilities in each room of the centre including the kitchen. Emergency numbers, Epi-pen Procedures, and Lockdown policy and practice are also posted in various areas of the Playgroup. Members will also find posts of upcoming activities, events and duty requirements. Public Service Information is also posted in various locations around the centre. Postings meet the foundational condition for **well-being, expression from informed members, engagement and belonging**.

Serious Occurrences:

O. Reg. 126/16, s. 1 (9))

“serious occurrence” means,

- (a) the death of a child who received child care at a home child care premises or child care centre,
- (b) abuse, neglect or an allegation of abuse or neglect of a child while receiving child care at a home child care premises or child care centre,
- (c) a life-threatening injury to or a life-threatening illness of a child who receives child care at a home child care premises or child care centre,
- (d) an incident where a child who is receiving child care at a home child care premises or child care centre goes missing or is temporarily unsupervised, or
- (e) an unplanned disruption of the normal operations of a home child care premises or child care centre that poses a risk to the health, safety or well-being of children receiving child care at the home child care premises or child care centre; (“incident grave”)

Serious Occurrences are events that occur within the centre and while children are in care, which are considered serious if they involve a child dying, becoming injured, missing, ill, or in the event of a catastrophe on the premises, which affects all or any number of children.

Appropriate individuals are notified immediately. Notifications to Fire, Police and Ambulance occur first, then parents, staff members, licensing personnel, and program advisors.

Serious Occurrences are reported through the Child Care Licensing System on-line. Serious Occurrences are documented in the daily journal. Enhanced Serious Occurrences are also posted on the Parent Bulletin Board in compliance with the Serious Occurrence Notification policy of Nov. 2011.

Columbus Community Playgroup Co-operative follows a comprehensive Serious Occurrence Policy, in full compliance with the Ministry's CCEYA, 2014, 2015.

What the community will see...

Re: Serious Occurrence Policy

The community will see Serious Occurrence Policy and Procedures posted in the centre, and included in our policy manual. Serious Occurrence Postings are visible on the Parent Bulletin Board when appropriate. Members will see that the policy is reviewed at least annually and updated as needed. Teachers, volunteers and placement students sign their acknowledgement of the policy, before attending the classroom and at least annually thereafter. Signed acknowledgements are kept onsite in the individual's file.

Serious Occurrences are reported using the Child Care Licensing System online, as per regulation, and followed up as needed. Serious Occurrence Policy and Procedures define roles and action plans and help to ensure the **well-being** of all children.

Volunteers and Placement Students:

Supervision by adult at all times

11. Every licensee shall ensure that every child who receives childcare at a childcare centre it operates or at a premises where it oversees the provision of home childcare is supervised by an adult at all times, whether the child is on or off the premises.

Supervision of volunteers and students

11.1 (1) Every licensee shall ensure that every volunteer or student at a child care centre it operates or at a premises where it oversees the provision of home child care is supervised by an employee or home child care provider at all times and is not permitted to be alone with any child who receives child care at the child care centre or home child care premises. O. Reg. 126/16, s. 12.

(2) Every licensee shall ensure that there are written policies and procedures regarding volunteers and students that set out, at a minimum,

- (a) the requirement described in subsection (1);
- (b) the roles and responsibilities of the licensee and supervising employees; and
- (c) the roles and responsibilities of volunteers and students. O. Reg. 126/16, s. 12.

Columbus Community Playgroup Co-operative Inc. provides supervision of all children at all times by an adult. As per the Policy for the Supervision of Volunteers and Placement Students, Aug. 2011, revised Nov. 2015; – no volunteer or placement student will be unsupervised in the care and control of the children and in accordance with the CCEYA, 2014, 2016. All volunteers must submit a Criminal Reference Check current to within 30 days of the date of attending CCPC, including parents of the cooperative.

What will the community see...?

Re: the Supervision of Volunteers and Placement Student Policy

The Supervision of Volunteer and Placement Student Policy is posted in the classroom, readily accessible to parents and guests, is reviewed at least annually by all teachers, volunteers and placement students before they begin time in the classroom and have care of any children. Furthermore, the policy is summarized for the members at the Annual General Meeting and Orientation in the fall. All teachers, volunteers and placement students sign an acknowledgment and confirmed review of the Supervision of Volunteers and Placement Students Policies and Procedures. The policy acknowledgement is part of the teachers' annual signature package. The policy helps to ensure the **well-being** of all children. See policy summary, Part 2, pg. 1 of Program Statement.

Arrival and Pick-up:

All student arrivals and pick-ups are documented individually in the attendance binder, as per Ministry direction. Actual arrival and pick-up times are noted for each child, as well; absences, illnesses and holidays are noted. Program times are 9:00 am – 11:30 am. And 1:00 p.m. – 3:45 p.m. Parents may drop off their children any time after 9:00 am for morning classes and may pick them up at 11:30 am. or anytime they wish throughout the time period. Parents maintain supervision of all children until picked up by the parent or alternate. Afternoon children may be dropped off at 1:00pm and picked up at 3:45 pm. Children will only be released to authorized individuals. Parents are required to inform teachers prior to pick up time, when someone else will be picking up their child. A teacher will note that information in the daily log. Authorized individuals unfamiliar to the teachers will be asked to show identification before they will be given care of a child.

Parents are asked to inform teachers if they would like to pick up their child early or if they find themselves arriving late. This will help the teachers to prepare the child for what to expect, and help promote their well-being.

What the community will see...

Re: Arrival and Pick-up

Arrival and pick up policies are included in the Program Statement, available to members and potential members by email, are also posted in the entryway and on the CCPC website.

Parents are informed through the Registration Package, at the Annual General Meeting and periodically through the year that children will be released only to those individuals named by the parent in the Registration Pkg.

Parents are required to inform teachers whenever anyone other than the parent or usual person will be picking up a child. Identification is required before a child will be released to any authorized but unfamiliar individual.

For safety and their well-being, children will not be released to any individual who teachers know do not have a child safety seat secured in their vehicle for each child.

The Registration Package includes information about the **CCPC Late Pick Up Policy**. Late fees apply, at the rate of \$1 per minute beginning at 15 minutes late, and starts at \$15, and adding a dollar for each subsequent minute late after.

Parking and Parking Lot Safety:

Parking is plentiful at CCPC. Columbus Community Playgroup directs parents, members and their alternates to approach the parking lot from the north driveway. With caution, and care, park your vehicle in a marked space. Do not park at the end of the walkways or impede walking traffic entering and exiting the Playgroup. As a further courtesy, CCPC asks that members reserve the parking spots next to the building for new mothers to help enhance the safety of those young families.

CCPC values safety and the children's well-being above all, in all aspects of operation. Members are directed to slowly and cautiously enter the parking area from the north end and park in one of the marked spaces. Members are cautioned to not park against the sidewalk or impede walking traffic in the area. The directions are reviewed at the annual General Meeting, and periodically throughout the year in the CCPC Newsletter. A sign posted at the south entrance depicts "Slow – Children Crossing" to remind the public that children are at risk in the area from vehicular traffic.

What the Community will see...

Re: Parking and Parking Lot Safety

The community will see a sign depicting Slow- Children Crossing when approaching the grounds from the south entrance. They will see a simple brochure at the front counter, and posted on the classroom door, reminding members to drive safely and to be vigilant about watching for children crossing, in both our and our adjoining neighbour's parking areas. The community will see reminders in the newsletter and will hear teachers reminding parents to access the parking area ONLY as directed. Brochures are also posted and at the entrance/ exit door and are shared with members periodically, defining the expectations for parking lot safety. Members are encouraged to hold children's hands when crossing the parking lot when arriving and leaving the parking lot. Children are reminded to hold their adult's hand in the parking lot. Members are encouraged to save the parking spaces next to the building for new or expectant mothers, although not specifically posted as such.

Crossing the parking lot during Fire Drills is a time when teachers require children to adhere to a formal line formation, hold hands with one other child and follow in a focused and disciplined manner for safety sake. Children do not typically enter the parking lot during program time.

Inclusive Early Childhood Education And Care

Columbus Community Playgroup Co-operative Inc. meets the intent and definition of an inclusive Early Childhood Education and Care centre. CCPC is where ALL families are warmly welcomed; and where individual children will receive support for their individual needs and interests.

Early Childhood Education and Care programs are inclusive when they have:

- **Policies that promote inclusion**
- **Leadership that supports inclusion**
- **Staff who believe in inclusion** -Think, Feel, Act 2013 pg. 31

Programs are inclusive when:

- **The program is designed to meet the needs of all children and families**
- **Planning is individualized and the goal of participation is explicit.**
- **Early intervention goals for the child are accommodated and embedded within the program (differentiation).** -Think, Feel, Act 2013 pg. 32

-Teachers respond professionally to developmental changes and needs assessments

-Programs are flexible, responsive and up to date

-Children, teachers, parents and community work together as a team for the child's benefit

-programming is inspired by the children's interests and interactions

Staff Members:

Supervisor

53. A supervisor shall be a person who,

- (a) is a member in good standing of the College of Early Childhood Educators, has at least two years of experience providing licensed child care and is approved by a director; or
- (b) in the opinion of a director, is capable of planning and directing the program of a child care centre, being in charge of children and overseeing staff.

Employee at child care centre

54. (1) Every licensee shall employ in each child care centre it operates at least one person described in subsection (2) for each licensed age group that is the maximum group size or less for that age category as set out in Schedule 1 or 2.

(2) For the purposes of subsection (1), the person is,

- (a) a member in good standing of the College of Early Childhood Educators; or
- (b) otherwise approved by a director.

Qualified employees

54. (1) The following are qualified employees for any licensed age group:

1. An employee who is a member in good standing of the College of Early Childhood Educators.
2. An employee who is otherwise approved by a director. O. Reg. 126/16, s. 36 (1).

Note: On September 1, 2017, section 54 of the Regulation is amended by adding the following subsection: (See: O. Reg. 126/16, s. 36 (2))

(3) Despite amendments made to this Regulation on September 1, 2017 respecting the proportion of employees at a child care centre that are required to be qualified employees, a licensee is not required to terminate the employment of any person who was employed prior to that date solely to satisfy the requirement. O. Reg. 126/16, s. 36 (2).

Importantly, Columbus Playgroup goes 'above and beyond' to ensure staff members are of exceptional quality and dedication assuring the highest quality relationships, teaching skills, programming skills and reflective practices are in place for our families. Skilled, dedicated, passionate and inquiring teachers, and parents, working together may be our greatest asset at Columbus Playgroup.

In the event of teacher absences, CCPC maintains a list of suitable replacement teachers, from which to call. Supply teachers, on-call with CCPC must have the same training and complete the same signature sheets as our regular teachers, including training on Epi-pens, ISPs, etc.

Columbus Playgroup maintains regulated ratios (1:8) and qualified teachers at all times. CCPC is committed to retaining the highest quality staff possible. Qualifications for supervisor and teacher positions with CCPC include providing evidence of the following mandatory qualifications.

- R.E.C.E.- which means that the teacher is a member in good standing with the College of Early Childhood Educators, which is renewed annually.
- and director approval for the supervisor, as well as:
- First Aid training, & CPR – level C (current and updated ongoing as per O. Reg. 137/ 15)
- approved Criminal Reference Check Vulnerable Sector -current to within 90 days, and subsequently approved Annual Offence Declaration (for up to 4 consecutive years)
- clear Health report and updated immunization record
- all board members, volunteers and community supports provide a current Police Record Check (2019)

And at least one teacher must also hold...

- Current certification as Small Water Works Operator from Ontario Ministry of the Environment
- current Food Handler's Certificate

Teachers (RECEs) are also required to fulfill the expectations of the College of Early Childhood Education, (CECE) including the expectations to complete CECE Phase 1 – Expectations of Practice, completed online Documented Continuous Professional Learning and

A professional Portfolio (beginning in the second year of employment)

Evidence of Reflective Practice (ongoing)

Teachers are further required to complete, upon hiring, and prior to having care and control of children the CCPC Annual Employee Signature Package which includes

signed acknowledgement of having received:

- a digital copy of the current CCEYA, How Does Learning Happen? ELECT, Durham Region Operating Criterion, WEE CARE Manual, CCPC POLICIES AND PROCEDURES MANUAL, CCPC PROGRAM STATEMENT, completed WHMIS and Workplace Health and Safety Training certificates, a personal resume, and a Record of Qualifications form, as well as a TD1, and collection of personal information form.

Every CCPC teacher is registered with the Ministry of Education, Child Care Licensing System online.

Teachers are required to review these documents, and be familiar with all resources provided.

All teachers must also submit signature sheets that provide evidence of knowledge and skills pertaining to:

- Prohibited Practices/ Behaviour Management Policy 2016
- Teachers' Duty to Report Policy
- Serious Occurrence Reporting
- CCPC Lockdown Policy
- Hand Hygiene Policy
- Code of Conduct & HR Triangle (for Conflict Resolution protocol)
- Protection of Confidentiality Agreement
- Behaviour Management Monitoring
- Anaphylactic Allergy Policy Review
- Epi-Pen Training and Acknowledgement
- Individualized Support Plans (for children with exceptional needs)
- Any other Individualized Medical Plans (i.e. for a child with anaphylaxis for example)
- Supervision of Volunteers and Students Policy Review
- CCPC Waitlist policy
- CCPC Parent Issues and Concerns Policy 2018

As Continuous Professional Learners, all teachers submit evidence of additional training, or learning.

Defining our teachers: Pg. 13 How Does Learning Happen? 2014

“By involving ourselves in a constant inquiry into what we believe... we will be on a journey of getting to be better and better as teachers all the time.”

What the community will see...

Re: Staff Members

CCPC values well-educated, quality staff, who understand the importance of relations within the community of Columbus Playgroup. Staff are screened, interviewed and assessed for qualifications and good fit within the Playgroup community. Good communication skills, reflective practice and continuous professional learning are requirements of the role. CCPC is diligent in securing teachers who embrace the foundational conditions of **belonging, well-being, engagement and expression**, and who fulfill their roles with passion and professionalism.

The community of Columbus Playgroup will see evidence of teacher credentials and training on file in the centre. The community will see professional practices evidenced by the program plans, referencing practices, and high quality relations experienced by the children and their families within the program. New teachers undergo a rigorous interview process, probationary hiring, and teacher assessments twice per year.

All teachers participate in Behaviour Management Monitoring -observation and assessment documentation 3 times per year, reviewed by the Program Advisor / Licensing officer from the MEDU. All teachers are accountable for their actions at all times.

Teacher Duty to Report Policy

Should a teacher suspect any child has been neglected, abused or mistreated, it is the Teacher's Duty to Report those suspicions to the Children's Aid Society.

Employer's Duty to Report Policy

Should a Board member suspect a teacher has conducted themselves in an unprofessional or abusive manner, it is the Board Member's Duty to Report the teacher to the College of Early Childhood Education (CECE). All Board of Directors for Columbus Community Playgroup must sign acknowledgement of their Duty to Report, as mandated by the CECE.

Parent Handbook/ Program Statement:

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) information about,
 - (i) the services offered and the age categories served,
 - (ii) the times when the services are offered and the holidays observed,
 - (iii) the fee for services and the admission and discharge policy, and
 - (iv) activities off the premises;

O. Reg. 126/16, s. 30 (1))

- (a.1) information about the requirement regarding supervision of volunteers and students set out in subsection 11.1 (1) and about the policies and procedures required under subsection 11.1 (2);

Note: On September 1, 2017, subsection 45 (1) of the Regulation is amended by adding the following clause: (See: O. Reg. 126/16, s. 30 (2))

- (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;
- (b) a copy of the program statement described in section 46; and

Note: On September 1, 2017, subsection 45 (1) of the Regulation is amended by striking out "and" at the end of clause (b). (See: O. Reg. 126/16, s. 30 (3))

- (c) a list of the prohibited practices set out in section 48.

Note: On September 1, 2017, subsection 45 (1) of the Regulation is amended by adding "and" at the end of clause (c) and by adding the following clause: (See: O. Reg. 126/16, s. 30 (3))

- (d) for a child care centre, a statement that the child care centre has emergency management policies and procedures described in section 68.1 and a statement regarding how parents will be notified if an emergency occurs.

(2) The licensee shall ensure that the handbook is made available to,

- (a) any parent considering whether to enter into an agreement with the licensee for the provision of child care; and
- (b) a parent of every child who receives child care at a child care centre operated by the licensee or at a premises where it oversees the provision of home child care at the time the child starts receiving such care and at any time when the parent handbook is modified.

Note: On September 1, 2017, the Regulation is amended by adding the following section: (See: O. Reg. 126/16, s. 31)

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.

Program statement

46. (1) Every licensee shall have a program statement that is consistent with the Minister's policy statement on programming and pedagogy issued under subsection 55 (3) of the Act and shall review the program statement at least annually for this purpose.

(2) The program statement shall reflect a view of children as being competent, capable, curious and rich in potential.

O. Reg. 126/16, s. 32 (1))

(3) The program statement shall describe the goals that guide the licensee's program for children at a child care centre it operates or at a home child care premises it oversees, and the approaches that will be implemented in the program to,

- (a) promote the health, safety, nutrition and well-being of the children;
- (b) support positive and responsive interactions among the children, parents, child care providers and staff;

O. Reg. 126/16, s. 32 (2))

- (c) encourage the children to interact and communicate in a positive way and support their ability to self-regulate;
- (d) foster the children's exploration, play and inquiry;

O. Reg. 126/16, s. 32 (3))

- (e) provide child-initiated and adult-supported experiences;
- (f) plan for and create positive learning environments and experiences in which each child's learning and development will be supported;

(g) incorporate indoor and outdoor play, as well as active play, rest and quiet time, into the day, and give consideration to the individual needs of the children receiving child care;

(h) foster the engagement of and ongoing communication with parents about the program and their children;

O. Reg. 126/16, s. 32 (4))

(i) involve local community partners and allow those partners to support the children, their families and staff;

(j) support staff, home child care providers or others who interact with the children at a child care centre or home child care premises in relation to continuous professional learning; and

(k) document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.

(4) Every licensee shall ensure that all new staff, home child care providers, students and volunteers review the program statement prior to interacting with children and at any time when the program statement is modified.

The Program Statement is a comprehensive document, detailing the practices, policies and underlying goals, intentions, and values of the Playgroup across the many points of operation within the organization. It is designed with two objectives; the first being a general resource for an overview of the Playgroup, and the second objective, being a more formal reference detailing Ministry and Regional regulations, based on the documents, 'CCEYA 2014', 'Early Learning for Every Child Today', and 'How Does Learning Happen?'. The Program Statement will be included as an addition to the current CCPC Parent Handbook, and shall be updated at least annually. Both documents will be posted online.

Member parents and potential members will be able to find the current fee schedules, policies, practices and values held at Columbus Playgroup. The Program Statement will detail how Columbus Community Playgroup meets the four foundational conditions of belonging, well-being, engagement and expression.

CCPC's POLICIES AND PROCEDURES MANUAL is a comprehensive collection of files which document all Centre policies in their entirety, and is available for review by any and all members or potential members. Digital copies of the POLICIES AND PROCEDURES MANUAL are held in the possession of each teacher and board member, and can be emailed at any time upon request.

The CCPC Program Statement affords an overview of the operations, values and practices of the Columbus Community Playgroup Co-operative Inc. The Policies and Procedures Manual details every document that directs the functioning of the organization in compliance with all regulatory bodies.

Families are invited to come be part of something special at Columbus Playgroup.

What the community will see...

Re: the Parent Handbook/ Program Statement

Columbus Playgroup values an environment and practice that assures the health, safety, nutrition and well-being of its children. Columbus Community Playgroup supports positive and responsive interactions among the children, parents, and teachers. CCPC encourages the children to interact and communicate in a positive way and supports their growing ability to self-regulate. Columbus Playgroup programs foster the children's exploration, play and inquiry. CCPC programs provide planned, child-initiated and adult-supported experiences. Programs plan for and create positive learning environments and experiences in which each child's learning and development will be supported. Weekly, documented observations of each child provide opportunities for feedback and reflection, supporting programming choices.

The Parent Handbook is obsolete, as of January 1, 2017, but in the mean-time indicates how CCPC values communication and knowledge, and bases our practices on developing community, team spirit and cohesion within the centre for an effective and high-quality experience for all children and their families. To that end, The Parent Handbook is organized to summarize the specific policies and practices expected by CCPC members, staff and the Board of Directors.

Effective January 1st, 2017, the Program Statement, 2016 will identify and detail how we meet the requirements of the CCEYA 2014, 2015, which apply to all childcare centres.

The community of CCPC will see that these documents are available to them online on the CCPC Website, posted in the classroom, and e-mailed to them when they indicate an interest in the Playgroup or when they wish to register with CCPC; whichever occurs first.

The community will also be able to see that policies and procedures in the Program Statement are routinely referenced when addressing questions or conflicts from members or potential members.

The CCPC Program Statement aims to be a representation of the uniqueness of our centre, an opportunity to allow members and potential members to get to know us, see what makes us special, and see how families can come to find their place with us, **to belong, become engaged, and express their needs, wants and interests.** The program statement invites families to find their **community** in CCPC, that sense of **well-being** most sought after for your child and your family. Come see why our members arrive and depart with smiles.

Appendixes and Policy Summaries 2019-2020

Policy Summaries

1. CCPC Policy for the Supervision of Volunteers and Placement Students
2. CCPC Cleaning Policy 2016
3. Hand Hygiene Policy 2016
4. Diapering Policy and Procedures
5. Outbreak Control Policy
6. Teacher’s Duty to Report
7. Employer’s Duty to Report
8. CCPC Emergency Preparedness and CCPC Lockdown Policy 2016
9. Parent Issues and Concerns 2018
10. Immunization Policy 2019
11. Police Record Check Policy rev 2019

Parental Participation/ Committee Role Descriptions

9. Board of Directors
10. Classroom Support Committee
11. Administrator Support Committee
12. Public Relations Committee
13. Newsletter
14. Friday Drop-In Committee
15. Family Events/ Fundraising Committee
16. Scholastic Book Orders
17. Shopper
18. Cleaning and Laundry Committee
19. Maintenance

Appendix A

Anaphylactic Allergy Policy

Appendix B

Prohibited Practices/ Behaviour Management Policy

Appendix C

Individual Support Plan for a Child with Special Needs

Appendix D

Bookkeeping Procedures

Appendix E

Outbreak Control Policy

Appendix F

List of Supporting Agencies in Durham Region

Appendix G

Missed Snack Duty

Appendix H

Notice of Withdrawal Form