



Parent Handbook

178 Church Street
Bowmanville, ON

www.pineridgenurseryschool.com

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Section 1: Our Program

Program Statement

Pine Ridge Nursery School's (PRNS) philosophy stems from the belief that children are competent, capable, curious and rich in potential. We believe that children learn best through active play and when they are having fun! PRNS utilizes the professional learning resource guide "How Does Learning Happen? Ontario's Pedagogy for the Early Years" (HDLH) to support program planning and development.

The Program Statement outlines the goals we strive to achieve with the children and families, and the approaches being implemented in the program. It has been developed in consultation with staff and takes into consideration the needs and opinions of parents, educators and students.

a. **Promote the health, safety, nutrition and well-being of the children**

Approach: The staff ensures that the classroom environment holds age appropriate equipment that is in good repair. A daily inspection of the room during set up time will allow for ongoing monitoring.

Staff follow the Durham Region Health Department Child Care Cleaning and Disinfecting Schedule, which states that toys and equipment are washed weekly, or more often. A toy washing record is kept.

Staff communicate with each other and work together to ensure the whole room environment is supervised. Staff are always aware of the number of children in the room. Attendance verification records are kept up to date at all times. The number of children in attendance is written on a white board near the classroom door for quick reference.

The children are offered a healthy snack each day. The snack menu is posted for parents to review and a copy of the menu is kept on file for a minimum of 2 months.

b. **Support positive and responsive interactions among the children, parents, child care providers and staff**

Approach: Staff model appropriate positive social behavior and interact with others in a supportive and encouraging manner. This includes staff to staff, staff to parent, and staff to child communication.

Staff greet children and parents in a hospitable way, using a friendly tone of voice with all individuals, and maintaining a calm, composed manner during any situation. Staff will actively listen and respond to children's communication.

c. **Encourage the children to interact and communicate in a positive way and support their ability to self-regulate**

Approach: Consistent sensitive and comforting care from supportive and trusted adults helps children develop self-regulation. Staff reinforce positive social behaviors by encouraging children in the moment, thus taking advantage of "teachable moments". Knowing the individual needs and personalities of each child is key to anticipating situations before they escalate, and moving in to support positive communications between children. The staff use developmentally-appropriate re-direction strategies when necessary. As children learn to self-regulate, skills such as concentrating, sharing and taking turns begin to develop.

d. Foster the children’s exploration, play, and inquiry

Approach: “Educators can gain a deeper understanding of children’s developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking” (HDLH, pg. 35)

Staff will encourage children to problem solve and find solutions to tasks/activities (i.e. suggest a more stable, surface for the child struggling to build a block tower). Support children to follow through with strategies (i.e. Help move the blocks to a better spot) Break solutions into small steps if necessary.

Staff support the children’s learning during class time by balancing supervision of the children with engagement in the children’s experiences, thus aware of opportunities to extend learning by adding new vocabulary, suggesting ideas, and providing materials.

The staff are aware of the individual abilities and needs of each child in the class, and respond appropriately in the moment. (i.e. one child may be encouraged to write their own name on a painting, while another might receive a hand-over-hand help from the teacher)

Teachers regularly plan and document group science-based experiences. Children have an opportunity to observe, participate, and inquire during the experience. Visual documentation provides a chance for the child to recall and reflect on the activity.

e. Provide child-initiated and adult-supported experiences

“When children initiate experiences, generate ideas, plan, problem-solve, make meaningful choices, and act spontaneously, through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn” (HDLH) p. 35

Approach: Staff follow the children’s cues at every possible opportunity. The program offers a blend of child-initiated and adult-supported activities. For example, a structured activity (craft) is implemented during the free play period. Children can move seamlessly between choosing their own activities, and coming to the table to complete a task with the teacher as a guide.

f. Plan for and create positive learning environments and experiences in which each child’s learning and development will be supported

Approach: Staff follow the Durham Region Operating Criteria Quality Guidelines for the Indoor Physical Environment. We will ensure that all play equipment, furnishings in the classroom are age-appropriate, safe, organized and inviting for the children.

Staff adapt the environment to meet the needs and interests of the children. Materials reflecting people with diverse cultures and abilities are placed in an inclusive manner throughout the room.

Staff are given time away from supervision duties to prepare the learning experiences planned for the children and environment set-up. The paid day has been extended to include more planning/prep time before class. Time will be given for classroom support and planning once a week in addition to the extended planning time. The teachers keep a planning log. The log is reviewed at regular staff meetings to support planning needs.

g. Incorporate active play, rest and quiet time into the day and give consideration to the individual needs of the children receiving care

Approach: The classroom environment is considered the “third teacher”. The children have a variety of areas in which to choose their own activities, including quiet play areas, literacy and book centers. Children can choose to engage in quiet or active play. The daily schedule reflects an opportunity for restful activities (i.e. story time) to offer balance to the active day. Children who prefer to observe rather than participate in group activities have the opportunity to watch quietly nearby until ready to join the group. Teachers are sensitive to the needs of individual children while encouraging participation in group activities.

h. Foster the engagement of and ongoing communication with parents about the program and their children

Approach: The school provides parents with a monthly newsletter and calendar of events. Parents receive a paper copy and it is posted on the school website each month. Reminders for special event days and important dates are posted on the parent board in the hallway outside the classrooms.

A monthly snack menu is posted both in the hallways and available on the website. Any substitutions are reflected on the posted copy, available for parent review the same day.

Parents are invited to participate in any activities off-premises, such as the school bus ride around town. Special event days such as Mother’s Day Tea, Snack with Dad, Grandparents Tea and Graduation engage parents and extended family in the program.

Staff support the creation of individual child portfolios. Each portfolio includes evidence of learning in the form of photos, observations, pieces of the children’s work, and a communication form. Staff add a minimum of one entry per month into the portfolio. Parents have the opportunity to review the portfolios regularly, at least once every 2 months and more often if requested. These keepsakes will be returned to the family at the end of the school year or upon withdrawal from the program.

i. Involve local community partners and allow those partners to support the children, their families and staff

Approach: The staff of Pine Ridge Nursery School follow our Referral Policy, which states that when a child in our setting could benefit from a local children’s support agency (i.e. Grandview Children’s Centre, Resources for Exceptional Children, Durham Behavior Management), then the supervisor or designate can make the parent aware of the agency and possibly seek written consent for referral. The “No Wrong Door” Binder is used as a reference. Records of consent, referral, and any follow-up reports or notes, will be kept in the child’s individual file.

Any offer from the community that might enrich the program (i.e. Sportball Program workshop) is discussed and considered by the staff. PRNS seeks to support families and staff by partnering with groups such as Food Allergy Support Durham to provide information to all.

Staff prepare regular information presentations on topics of interest to families. These are set-up in the School Family Room and include visuals, resource materials and contact information for corresponding community partners. (i.e. Autism Ontario, Immunization Matters, Epilepsy Durham, Food Allergy Support Durham)

j. Support staff in continuous professional learning

Approach: Continuous professional learning will be supported by:

1. Informing staff members of local relevant seminars they might attend. The school provides time during paid work hours for staff to attend events when possible. Financial compensation for time spent attending relevant workshops or seminars outside of work hours is provided at the discretion of the director.
2. Fee for ongoing Standard First Aid training is covered by the school.
3. Frequent staff meetings provide an opportunity to share ideas on programming and to reflect and discuss current best practices.
4. External tools and resources are shared and available on site.

k. Document and review the impact of the strategies set out in clauses above on the children and their families

Approach: Pedagogical documentation (i.e. storyboards, photos) prepared by the teachers illustrate the program in action and how the goals and approaches of the Program Statement are being followed in our setting.

The Director observes the program in action on a regular basis. If any of the strategies set out in the clauses (a) to (j) above are observed to need a revision or correction, then either a change will be made immediately, or a discussion on the matter will be planned for the next staff meeting (scheduled bi-monthly, or more often). Meeting minutes reflect discussion on any matters pertaining to program statement, changes made, or suggestions offered.

Program Statement reflection/review is a regular agenda item at each staff meeting. The teachers implementing the strategies outlined in the statement are best equipped to make observations in the moment, and have valuable input to offer. The intent is to acknowledge that the program statement must continue to change and evolve, as our learning and understanding expands, our processes change and our families, educators and children change.

The school recognizes that families are a valuable resource when developing and reviewing the program statement. A variety of communication tools are used to keep parents apprised of their child's experiences at school. Parents have the opportunity to offer feedback on the program in both formal and informal ways. A suggestion/comment form is available in the hallway for parents to fill out at their discretion. Any parent input will be reviewed by the supervisor and discussed at the following staff meeting. Parents always have the opportunity to discuss the program with staff before or after class, or by email through the school website. A communication form is attached to the inside of each child's portfolio for parents to offer feedback to the staff.

PHILOSOPHY OF INCLUSION: At Pine Ridge Nursery School, we believe in the potential of all children. Your child will be welcome regardless of sex, race, color, creed, religion or special need. At no time will a child with special needs be denied enrollment at Pine Ridge Nursery School based solely on their special need. Where needs for the child, their family and Pine Ridge Nursery School can be met regarding safety, staffing and quality of program, that child will be welcomed into our setting. We are committed to working in partnership with local support agencies to better serve the children and families in our program.

Program Statement Implementation and Monitoring Practices

The Pine Ridge Nursery School Program Statement reflects the view of children as being competent, capable, curious and rich in potential. It describes specific goals for children's learning and development, and the approaches that will be implemented. We utilize the professional learning resource guide "How Does Learning Happen? Ontario's Pedagogy for the Early Years" (HDLH) to support program planning and development. The statement has been developed in consultation with staff and takes into consideration the needs and opinions of parents, educators and students.

Prohibited Practices

A prohibited practice is any behaviour that puts children at risk or inhibits their growth, self-esteem, and healthy development. No employee, placement student or volunteer shall engage in any of the prohibited practices set out below with respect to a child receiving child care.

- Corporal punishment of a child
- Physical restraint of the child, 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/someone else, and is used only as a last resort and only until the risk of injury is no longer imminent
- Locking the exits of the child care center for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, or clothing
- Inflicting any bodily harm on children including making children eat or drink against their will

Monitoring Practices

- Compliance with the Program statement, policies, procedures and individualized plans is monitored by the director through regular observation of the program.
- Individual staff compliance charts are completed bi-monthly
- Each staff member must have a personal development goal on an ongoing basis. These are discussed, noted and reviewed for progress at each bi-monthly compliance meeting. Coaching and guidance is available for staff. The intent is to encourage ongoing reflective practice and help with consistent implementation of the program statement approaches.

Roles and Responsibilities

The Director will:

- Conduct a comprehensive annual review of the program statement to be sure it meets current standards
- Ensure that all staff, students and regular volunteers review the program statement prior to interacting with the children, annually thereafter, and at any time when the statement is modified. A declaration must be signed indicating that the review has been completed.
- Provide staff with opportunities for continuous professional learning/coaching/training

- Monitor all staff, students and volunteers for compliance to the program statement goals and approaches. Use a combination of performance observation, documentation/program plans, as well as any verbal or written communication from parents, colleagues or other parties as monitoring tools
- Provide follow up if any contraventions of policies or prohibited practices are observed. The following school policies may be used for guidance in this case: Compliance and Contravention of Policies and Procedures, Prohibited Practices Policy, Serious Occurrence Policy

Staff, students and volunteers will:

- Implement the approaches outlined in the program statement when they are applicable. It is expected that educators engage in positive and responsive interactions at all times
- Provide pedagogical documentation (i.e. storyboards, photos, portfolios) to illustrate how the approaches are being implemented into the program. The school uses the municipal quality assurance measures to guide the documentation.

Activities off-premises

In the event that a trip off premises is planned, parents will be informed in advance and must sign permission for their child to attend. This form will be kept in the child's file.

Arrival, Departure and Release of Children

Arrival and departure times are noted on the attendance record. It is the responsibility of the parent to escort their child to the classroom or otherwise ensure that the teacher is aware of the child's arrival. A visual observation is made of each child upon entry each day, before the child begins to associate with other children in order to detect possible symptoms of ill health. Wet shoes or boots should remain downstairs. It is recommended that children visit the washroom if necessary prior to starting class.

At departure time, parents and caregivers should wait in the hallway to receive their child. This ensures a controlled release of the children and assists staff in making sure that no child leaves the room unattended.

Children will not be released to anyone other than persons authorized to pick up the child. Parents are encouraged to inform staff if anyone other than the regular pick up person will be arriving to pick up the child. Photo ID is required if staff do not recognize the person.

Programs, Age Range and Daily Schedules

Our Morning Program

Junior Preschool - 2 to 2.5 years: Monday/Wednesday only

Preschool - 2.5 to 5 years of age: Monday-Thursday (2 or 4 sessions a week)

We offer a child-directed program that includes a variety of hands-on learning opportunities. The learning environment includes crafts, dramatic play, blocks, table toys, puzzles, science, sensory materials, music, literacy and more. There are also structured activities such as circle, science inquiry, and story time. Schedules may be altered to meet the needs of the group or for special event days. Any changes to the daily schedule will be posted on the bulletin board in the hallway.

Typical Morning Schedule in *The Rainbow Room*

| | |
|----------|---|
| 9:00 am | Staggered early arrival period for families needing assistance with escort to the 2 nd floor. The classroom is open for greetings and quiet activities |
| 9:15 am | Gather on the carpet, children and teachers share books and greetings |
| 9:20 am | Group time for calendar, counting and weather |
| 9:30 am | Child-directed free play at centers/ craft time |
| 10:45 am | Tidy up time |
| 10:50 am | Gather together/interactive songs/divide into two groups |
| 11:00 am | Washroom / handwashing then snack for first group |
| 11:00 am | Theme / program circle time for second group |
| 11:15 am | Groups switch (first group – circle / second group – bathroom then snack) |
| 11:30 am | Gather together / story / goodbye song |
| 11:40 am | Dismissal |

Our Typical Morning Schedule in *The Sunshine Room*

| | |
|----------|---|
| 9:20 am | Staggered early arrival period for families needing assistance with escort to the 2 nd floor. The classroom is open for greetings and quiet activities |
| 9:30 am | Gather on the carpet, children and teachers share books and greetings |
| 9:35 am | Group time for calendar, counting and weather |
| 9:45 am | Child-directed free play at centres / craft time |
| 10:45 am | Tidy up time |
| 10:50 am | Circle Time/ Handwashing Routine |
| 11:00 am | Snack time |
| 11:10 am | Child-directed free play / small group activities / washroom routine |
| 11:45 am | Tidy up time |
| 11:50 am | Story time / goodbye song |
| 11:55 am | Dismissal |

Our Typical Jr. Preschool Morning Schedule in *The Sunshine Room*

| | |
|----------|--|
| 9:20 am | Staggered early arrival period for families needing assistance with escort to the 2 nd floor. The classroom is open |
| 9:30 am | Welcome everyone! Arrival and greetings |
| 9:35 am | Child-directed free play at centres/craft time |
| 10:45 am | Tidy up time |
| 10:50 am | Circle Time/ Handwashing Routine |
| 11:00 am | Snack time |
| 11:10 am | Child-directed free play / small group activities / washroom routine |
| 11:45 am | Tidy up time |
| 11:50 am | Story time / goodbye song |
| 11:55 am | Dismissal |

Our Afternoon Program

JK Readiness – 2.5 to 5 years: Monday-Thursday (2 or 4 sessions a week)

We offer a child-directed program that includes a variety of hands-on learning opportunities. The learning environment includes crafts, dramatic play, blocks, table toys, puzzles, science, sensory materials, music, literacy and more. There are also structured group (circle, science inquiry) and individual (task of the day) activities to support learning goals. Schedules may be altered to meet the needs of the group or for special event days. Any changes to the daily schedule will be posted on the bulletin board in the hallway. The primary goal of our afternoon program is to act as a head start for a child in their pre-JK year.

Typical Afternoon Schedule in *The Rainbow Room*

| | |
|----------|---|
| 12:35 pm | Staggered early arrival period for families needing assistance with escort to the 2 nd floor. The classroom is open for greetings and quiet activities |
| 12:45 pm | Gather on the carpet, children and teachers share books and greetings |
| 12:55 pm | Group time for calendar, helper of the day, O Canada, phonics |
| 1:10 pm | Child directed free play at centers/ craft time |
| 1:10 pm | Task of the day to be completed during free play time / 1:1 with teacher |
| 2:15 pm | Tidy up time / gather together/interactive songs/divide into two groups |
| 2:30 pm | Bathroom / handwashing routine / snack (first group) |
| 2:30 pm | Circle Time / games (second group) |
| 2:50 pm | Groups switch (first group – circle / second group – bathroom then snack) |
| 3:05 pm | Gather together / story / goodbye song |
| 3:10 pm | Dismissal |

Our Typical Afternoon Schedule in *The Sunshine Room*

| | |
|----------|---|
| 12:50 pm | Staggered early arrival period for families needing assistance with escort to the 2 nd floor. The classroom is open for greetings and quiet activities |
| 1:00 pm | Gather on the carpet, children and teachers share books and greetings |
| 1:10 pm | Group time for calendar, helper of the day, O Canada, phonics |
| 1:30 pm | Child directed free play at centers /craft time |
| 2:00 pm | Tidy up time |
| 2:05 pm | Circle time/ Hand washing routine |
| 2:15 pm | Snack |
| 2:25 pm | Child directed free play at centers/task of the day/ bathroom |
| 3:10 pm | Tidy up |
| 3:15 pm | Gather together for group activity, story, goodbye song |
| 3:25 pm | Dismissal |



Section 2: Health Matters

Health Care and Nutrition

We are committed to promoting health and wellness in our setting. Guidelines and recommendations provided by the Health Department are followed by staff. Nutritious snacks, including a serving of fresh fruit or vegetable, are provided for the children each day. Please do not send snacks or treats to school; this helps us to reduce the risk for children with food allergies. The snack menu is nut, egg and dairy free.

Anaphylaxis Policy

“Severe allergic reactions (e.g. anaphylactic shock) occur when the body's immune system reacts to a particular allergen or irritant. These reactions can be triggered by certain foods or food ingredients, insect stings and medications.”

“Severe allergic reactions affect primarily the skin, the upper and lower respiratory systems, the gastrointestinal system and the cardiovascular system. When a reaction is triggered, the symptoms of anaphylactic shock may develop quickly. The victim can become faint, weak, anxious, distressed and flushed in the face, and develop a rapid heartbeat. The skin may become red and itchy, the eyes, face, lips, tongue and throat may swell, and there may be difficulty breathing. Vomiting, cramps, diarrhea and a sense of doom may also occur. In its most severe form the allergic reaction can include a complete loss of cardiovascular tone, resulting in blood pressure drop and shock (anaphylaxis) and can cause death very quickly.” (Health Canada: [It's Your Health-Severe Allergic Reactions](#))

Strategy to Reduce Exposure to Anaphylactic Causative Agents

Once enrollment has been accepted for a child with anaphylaxis, all causative agents will be removed from the room for the duration of enrollment. Any items served for snack, used in the class for teaching, sensory development, or any other purpose, must be free of causative agents. This strategy will be revised as necessary depending on the allergies of the children enrolled.

Training and Communication

Any necessary direction or training on administration of the EpiPen will be provided by the parent and/or covered in a first aid class attended by staff. The director will train the staff annually on the administration of the EpiPen. All staff, students and volunteers must review the Anaphylaxis Policy and be trained on the Individualized Plan prior to providing care, annually thereafter and whenever changes are made. A written record of the training will be kept.

Each child with anaphylaxis will have an Individualized Plan developed in consultation with the child's parent/guardian. A copy of this form will be kept in the child's file, in the zippered case with the EpiPen (see below), and posted in the classroom. The plan may be revised if new information regarding the allergy arises. In the event that the child has an anaphylactic reaction, the staff will follow the procedures laid out in the Individualized Plan.

Signage will be posted near both main entrance doors and both classroom doors. The signs will state that life threatening allergies exist in our classes and will list allergens.

A list of known allergies of enrolled children will be posted in the food prep/eating area, activity rooms and placed in the Emergency Binder.

A staff member will administer the child's EpiPen if necessary; children will not be permitted to self-administer this medication.

Storage of EpiPens

EpiPens will be stored in a zippered case attached to the Emergency Information Binder and kept out of reach from the children near the classroom entrance. EpiPens will not be stored in a locked container. A copy of each child's Individualized Plan for Anaphylaxis and a copy of his/her Emergency Information form will be stored with the EpiPen.

Medication Policy

Documentation

Medication must be clearly labelled in its original container with the child's name, name of medication, dosage, expiry date, and instructions for storage and administration.

Non-prescription medication must be accompanied by a doctor's note with the following exception: sunscreen, diaper creams, lip balms and hand sanitizers can have a blanket authorization note signed by the parent and can be administered without a medication form as long as they are non-prescription and/or they are not for acute (symptomatic) treatment, whether they have a DIN number or not.

Parents must fill out an ADMINISTRATION OF MEDICATION form and sign it, for both prescription and non-prescription medication. This form must remain in the child's file. Staff member administering medication must record time, dosage, and notes on reaction, if necessary. Staff member must initial/sign after giving med. Medications, if forgotten or late, are to be given ASAP. Parents will be notified in writing (Accident report) at pick up time.

Storage

All medication is to be given to staff for proper storage according to the instructions on the label and kept in a locked container.

Exceptions:

1. EpiPens, Benadryl or other antihistamine used for treatment of allergic reaction will be stored in a zippered case, labelled with the child's name and attached inside the Emergency Binder (kept out of children's reach near classroom entrance). Expiry date must be noted by the supervisor. EpiPens must be replaced before expiry.
2. Seizure "Rescue" medications (needed for emergency use i.e. Lorazepam, given sublingually/bucally). Storage as noted for EpiPens.
3. Inhalers/Puffers used for emergency asthma management may be stored in the child's knapsack and kept out of reach of children in the classroom. Parent/staff will hand off knapsack daily at arrival and dismissal time.

Administration

Medications must be administered by a staff member according to the instructions on the label and written parental authorization. Students/volunteers are not permitted to administer medication. Children are not permitted to self-administer medication.

The supervisor: Holly Asselin (or designate: Monique Bennett) is in charge of administering all drugs and medications. In the case of medication that must be administered quickly to be effective (i.e. epinephrine, lorazepam): the supervisor ensures that staff are trained to administer these.

Illness Policy

The school will contact the parent/guardian when a child shows symptoms of ill health and request child to be picked up from school. In this case, parent must be informed of 24-hour exclusion period. The child will be separated from others to decrease the possible spread of infection. Record illness in the child's file, and on illness surveillance form.

Symptoms may include, but are not limited to:

- An elevated temperature, flushing pallor or listlessness
- An acute cold, nasal discharge, or coughing
- Vomiting or diarrhea
- Red or discharging eyes
- Undiagnosed skin rash or infections
- Unusual irritability, fussiness or restlessness

Outbreak Control Measures: In the case of an enrolled child, staff member, or volunteer having a reportable disease, or when may be infected with a communicable disease, (as listed in the WEE CARE MANUAL), the director will inform the local medical officer of health. The director will carry out any recommendations or instructions from the health department. The director will post notices regarding any communicable diseases/outbreaks in a visible location at the nursery school. Any absorbent/plush items, group sensory play and natural items will be removed if facility is in an outbreak. Illness surveillance forms will be reviewed daily by the supervisor or designate during an outbreak. The supervisor or designate will notify families by email or phone of outbreak information including infection prevention and control measures in a timely manner.

Pink Eye (Conjunctivitis) Policy

Pink eye is an infection of the covering of the eye and the inside of the eyelid. It may be caused by both bacteria and viruses. Occasionally, pink eye can also be caused by allergies, exposure to chemicals, smoke and other irritants, injury or excessive rubbing. (As per current Fact Sheet provided by the Durham Region Health Department). It is considered highly contagious.

Different kinds of pink eye are treated and managed differently. Children with suspected pink eye should stay home until seen by a doctor. If a staff member suspects that a child in attendance may have pink eye, the child will be isolated until a parent comes to pick up the child from nursery school. The parent will be given a copy of this policy and the current fact sheet on conjunctivitis provided by Durham Region Health Department. The child should not return to school without a doctor's note. An exception may be made and the child may return to school if the supervisor or designate is able to observe an obviously clear and healthy eye.

Head Lice (Pediculosis) Policy

"Head lice are tiny insects that live on the scalp of human beings. Head lice can be found on the hair very close to the scalp, behind the ears, back of the neck or behind the bangs. The saliva from head lice may cause itching. Head lice are a nuisance, but rarely cause health problems. They won't cause sickness or death. They have nothing to do with lack of cleanliness." (Durham Region Health Department Fact Sheet)

Parent's responsibility: Inform the school that your child has or has been exposed to head lice as soon as you discover it. Treat the problem thoroughly, following the guidelines set out by the Health Department (Fact Sheet available). Your child cannot return to school until he/she is nit free. It would be prudent for all parents to check their child's hair regularly, as this is a common problem among school-aged children or children attending child care.

Pine Ridge Nursery School's responsibility: Clean the classroom following the guidelines set out by the Health Department. A sign notifying parents that a case of head lice has been reported will be posted at both entrance doors to the school for a period of 10 days from the time of the report. The Durham Region Health Department fact sheet on head lice will be available to all parents at both entrances. The fact sheet and this policy will be distributed in the mailboxes of all the children in the same group as the child treated for head lice. A staff member will check everyone in the class for head lice. If head lice or nits are discovered in a child's hair at school, the child will be discreetly removed from the class and the parent called to pick up the child as soon as possible. The parent will be given a copy of this policy and the head lice fact sheet at that time. Your child's hair will be checked upon return to school and before attending class. If lice or nits are found, your child will not be able stay for class.

Individualized Support Plans

When a family whose child has special or medical needs requests enrollment, the operator will meet with the family (if necessary) to determine if the school setting and staff can support the child to function and participate in a safe, meaningful and purposeful manner in the program. If resources allow for both the needs of the child and the program to be met, an individualized support plan will be developed in consultation with the parent, and any regulated health professional or other person who works with the child in a capacity to help inform the plan.

The operator will ensure that the school environment and staff are prepared to accommodate and follow the plan. The confidentiality of the child's medical history including diagnosis, will be maintained. Sensitive or confidential medical information should not be included in the plan unless consent, in writing, has been given by the parent. Individuals who have participated in the development of the plan will be listed. The parent must sign and date the document. All staff, students, and regular volunteers will review the plan and sign the document upon enrollment of the child, whenever changes are made, and annually thereafter.



Section 3: Administration

Supervision of Volunteers and Students

The Director/Designate ensures that every child in attendance is supervised by an adult at all times, and never by a person less than 18 year of age. Only employees who have passed the probationary period after being hired will have direct unsupervised access to children at any time. Volunteers and students will not be counted in the staffing ratios.

Roles and Responsibilities

The Director or Designate will:

- review/update this policy annually
- ensure that every student or volunteer reads the school Program Statement, the Parent Handbook, all policies and procedures before they begin providing care or guidance to the children and annually thereafter
- ensure that every student or volunteer is trained on each child's individualized plan
- ensure that the volunteer or student is partnered with a Registered Early Childhood Educator within the setting, to provide supervision and mentoring for the duration of the placement. The designated RECE staff member will assist the student to meet the placement requirements.
- ensure that students and volunteers are provided with a copy of the Parent Handbook, a detailed copy of Student Expectations, and this policy
- ensure that all relevant declaration forms for policies, procedures and individualized plans are signed by the student

Students and regular volunteers will:

- read, sign off on and adhere to the following: the school Program Statement, all policies, procedures and individualized plans and the Parent Handbook.
- direct their questions on the above noted documents to the director, the RECE mentor or any member of staff

Criminal Reference Check Policy

Intent

This policy supports the operator in promoting the health, safety, and well-being of the children in the program by providing clear processes for how screening measures for adults in the school are obtained and applied.

Employees

All new staff employed full or part time with Pine Ridge Nursery School Inc. will undergo a vulnerable sector check (VSC) before employment is confirmed. The VSC must be conducted by a police force and prepared no earlier than 6 months before it is submitted to the school. A new VSC must be obtained on or before every fifth anniversary after the date of the most recent VSC. A new offence declaration must be obtained in every calendar year except a year in which the VSC is obtained. If there has been more than a 6 month break in employment, the employee must submit a new VSC. (Sick leave, parental leave or summer closures are not considered breaks in employment)

Volunteers/Students

Volunteers and placement students under the age of 18 are not required to provide a VSC. If the person turns 18 during their time at the school, then a VSC is required within one month of their 18th birthday. Any volunteer must obtain a VSC that was prepared no more than 6 months before it is submitted to the school. An offence declaration can then be signed annually (not later than 15 days from the date the VSC was conducted) that addresses the period of time since that day. If a volunteer remains with the school for a 5-year period, then a new VSC must be submitted.

Any staff member, student, or volunteer is required to update the offence declaration information as soon as reasonably possible if he or she is convicted of an offence under the Criminal Code of Canada.

Other persons at the Child Care Centre

Persons who are employed by or contracted with outside organizations (i.e. therapists, bus drivers, consultants) may provide services to a child receiving care at our centre. They must submit an offence declaration or an attestation from their employer before they begin interacting with children at the centre and annually thereafter, no later than 15 days after the anniversary date of the most recent offence declaration or attestation. This document must state that the person or employer has obtained and/or reviewed a VSC, that it was performed within the last 5 years, and that the check did not list any convictions for offences noted under the Criminal Code listed in section 9(1) of the Child Care and Early Years Act 2014.

Confidentiality

Any VSC must be secured in the locked filing cabinet. For anyone denied employment, the VSC shall be returned to them, or shredded.

Process

Any positive VSC will not necessarily be grounds for denying employment. The nature of the charges and the circumstances surrounding them will be taken into account.

Original copy/photocopy of Vulnerable Sector Check

Employees must submit an original VSC. A volunteer may submit a copy of the VSC as long as the original was viewed by the supervisor or designate. In this case, a notation must be made on the copy that says: I CERTIFY THIS TO BE A TRUE COPY OF THE ORIGINAL then dated and signed by the Supervisor or Designate.

Compliance and Contraventions of Policies and Procedures

The Program Statement (PS), policies and procedures of Pine Ridge Nursery School are designed to support the delivery of the program. The PS, all Policies, Procedures and Individualized Plans will be reviewed with employees before they begin their employment, and with volunteers and students before they begin their volunteer time or placement. A record will be kept with the following information: the date of the review, the printed names and signatures of the employee and the supervisor/designate, the date, time and details regarding the observed compliance or contravention (non-compliance) to the school policies.

Monitoring for Employees

Compliance with the school PS, policies, procedures and individualized plans will be monitored by the supervisor. Each staff member will receive an Employee Handbook that includes the PS and all current policies and procedures for ease of reference and review at any time. The intent is for employees to be better equipped to provide for the health, safety, and well-being of the children receiving care. The supervisor does regular observations of the staff in program. A compliance chart will be completed bi-monthly based on these observations and/or any relevant verbal/written communication from co-workers, parents or other person. The chart will be reviewed at each bi-monthly meeting or sooner if deemed necessary by the supervisor.

Contravention of a policy, procedure, individualized plan or PS by an employee will be addressed by the supervisor. The supervisor will meet with the employee as soon as possible after the observed contravention to discuss the matter. If necessary, a second meeting will follow within one week to review the contravention and staff compliance. The contravention will be recorded on the compliance chart and reviewed during the bi-monthly compliance meeting. Any action taken or follow-up plan will be recorded. The employee must show compliance in follow-up observations by the supervisor. If not, then a written warning will be issued to the employee. Failure to meet compliance may then result in suspension or termination of employment.

The Individual Compliance charts will be kept in a secure location for at least 3 years.

Ongoing monitoring for students/volunteers

Compliance with the PS, school policies, procedures and individualized plans will be monitored by the supervisor or RECE mentor. The supervisor or RECE mentor will schedule a meeting with each student to review policy compliance after a period of 6 months, from the date of their initial document review, should a student/ volunteer still be participating in the program. A compliance chart will be completed during this meeting. Any contraventions or actions to be taken by the volunteer or supervisor/RECE mentor will be noted on the chart. Failure to meet compliance may then result in the termination of the placement or volunteer time.

Wait List Policy

Pine Ridge Nursery School will not charge a fee to families whose child is on a wait list for admission to the school. The wait list is compiled in order of the date of the request. The following relevant information will be collected once a request for admission has been made:

- the date of request and method of contact
- the child's name and date of birth
- the parent's name, email address and phone number and any additional relevant information (preferred class placement, special needs or requests)

Priority will be given to children of staff or staff members families. Priority will be given to a child whose parents are requesting re-enrollment of that child for another year. Everyone else including siblings to children currently or formerly enrolled will be taken on a first-come, first-served basis.

A parent in the program looking to add an additional session to their child's schedule will have their request noted on the current class list in the registration binder. When a spot becomes available, the supervisor or designate will check the current class list first before offering the spot to the next applicant on the waiting list who is of age to attend in the available spot.

A parent/guardian whose child is on the wait list will be contacted when a spot becomes available. The supervisor will make 3 attempts to contact the family in a 48-hour period before moving on to the next applicant. Once contact is made the family will be given 24 hours to accept or decline the offer of a spot. If no definitive response is given within this time frame, the operator will move on to the next applicant. Notes will be made on date and time of contact, if the parent was reached, a message left on voicemail or email sent. Other relevant notes will be kept.

Families can request to be removed from the wait list at any time. The supervisor/designate may remove a child from the wait list if multiple attempts at contact have been made with no response, or when the family does not follow through with the registration process.

The wait list can be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the affected families who make the request. Only the following columns of information will be visible: the dates of request for enrollment, the dates enrolled, and the children's given names. The other information on the page will be covered.

Parent Issues and Concerns

Parents/guardians are encouraged to take an active role in the nursery school and regularly discuss what their child(ren) are experiencing with our staff. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children.

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

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

An initial response will be provided to parents/guardians within 3 hours of receiving the issue or concern when possible, and no later than two business days. The person who raised the issue/concern will be kept informed throughout the resolution process.

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

Confidentiality

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

Conduct

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

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

Concerns about the Suspected Abuse or Neglect of a child

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

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

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

Procedures

| Nature of Issue or Concern | Steps for Parent /Guardian to Report Issue/Concern: | Steps for Staff and/or Licensee in responding to issue/concern: |
|--|---|--|
| Program-Related e.g: schedule, toilet training, program activities, menus, etc. | Raise the issue or concern to <ul style="list-style-type: none"> • The teacher directly or • the supervisor or designate. | <ul style="list-style-type: none"> • address the issue/concern at the time it is raised; or • arrange for a meeting with the parent/guardian within two business days. |
| General, Agency- or Operations-Related e.g: fees, placement, etc. | Raise the issue or concern to: <ul style="list-style-type: none"> • the supervisor or designate | Document the issues/concerns in detail. Documentation should include: <ul style="list-style-type: none"> • the date and time the issue/concern was received; • the name of the person who received the issue/concern; • the name of the person reporting the issue/concern; • the details of the issue/concern; and • any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral. |
| Staff-and/or Licensee-Related e.g: conduct of staff, agency head office staff, etc. | Raise the issue or concern to <ul style="list-style-type: none"> • the individual directly or • the licensee (Holly Asselin). <p>All issues or concerns about the conduct of staff that puts a child's health, safety and well-being at risk should be reported to the licensee as soon as parents/guardians become aware of the situation.</p> | Provide contact information for the appropriate person if the person being notified is unable to address the matter. Ensure the investigation of the issue/concern is initiated by the appropriate party within two business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. |
| Related to Other Persons at the Nursery School E.g. church staff or church visitors in the building | Raise the issue or concern to <ul style="list-style-type: none"> • the person directly or • the supervisor/designate <p>All issues or concerns about the conduct of other persons on the school premises that puts a child's health, safety and well-being at risk should be reported to the licensee (Holly) as soon as parents/guardians become aware of the situation.</p> | Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern. |
| Student- / Volunteer-Related | Raise the issue or concern to <ul style="list-style-type: none"> • any member of staff or • the supervisor designate <p>Note: All issues or concerns about the conduct of students/volunteers that puts a child's health, safety and well-being at risk should be reported to the licensee (Holly) as soon as parents/guardians become aware of the situation.</p> | Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern. |

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern in writing to the Ministry of Education, as noted in the contact section below.

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

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, fire department, College of Early Childhood Educators) where appropriate.

Contacts

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or

childcareontario@ontario.ca

Public Health Department: 1-905-668-7711

Durham Regional Police Department: 905-579-1520

Clarington Fire Department: 905-623-5126

College of Early Childhood Educators: 1-416-961-8558

Fees, Admission and Discharge

- 2 half-days per week: \$190.00
- 4 half-days per week: \$370.00

There is a \$30.00 non-refundable registration fee. The last month fee deposit is refundable only until August 1 of the upcoming school year, after which time there will be NO REFUND ISSUED for families who withdraw their child's enrollment. Monthly fees are payable on the first day of each month. Please submit post-dated cheques made out to Pine Ridge Nursery School Inc., or arrange an e-transfer payment to hollyasselin@pineridgenurseryschool.com on the first of each month. A mid-month start will have a pro-rated fee. Rebates are not given due to illness, vacation, unplanned school closure due to bad weather or any absence. Parents who withdraw their child before the end of the school year are required to give one month's written notice so that the initial deposit can be applied as payment for the last month. Any remaining post-dated cheques would be shredded or returned. Receipts for income tax purposes will be issued in February and June. There will be a \$25.00 charge for cheques returned NSF. **Late Payments:** If you are unable to make your payment on time, please contact Holly to communicate when you will submit payment. There will be a \$10.00 fee charged for late payments without notification.

A completed registration package is required, including an immunization record or letter of exemption. The date of admission and discharge/withdrawal will be noted in the child's file. Pine Ridge Nursery School must ensure the delivery of the program to all the children enrolled. The school reserves the right to deny enrollment or withdraw children if meeting the needs of the child interferes with the overall delivery of the program. (i.e. a child needs an aid to ensure safety of himself/others and enhanced staff funding is not approved or available) Every effort will be made to work with individual families and children to achieve a successful nursery school experience.

Holidays

We follow the local school board schedule for holidays, including 2 weeks at Christmas, March Break week, Thanksgiving Day, Family Day, Easter Monday, and Victoria Day. Parents are informed of any holiday at least two weeks in advance, via newsletter and postings in the hall. Fee rebates are not given for months with statutory holidays.

Inclement Weather

Nursery School may be cancelled in the event that the weather causes dangerous road conditions. Each family will be notified by telephone at least one hour in advance of class start time. Our outgoing telephone message will also reflect the cancellation. The website will not reflect the cancellation. Fee rebates will not be given for unplanned school closures due to bad weather.

Special Needs Resourcing

Pine Ridge Nursery School has the opportunity to work with local agencies that provide support services for children and families. The school informs staff, students and families of the No Wrong Door Resource Binder and the special needs resourcing (SNR) agencies available to support licensed child care programs in Durham. SNR agencies are funded through the Regional Municipality of Durham and the Ministry of Education to assist in providing inclusive environments for children and families.

Privacy Policy

The personal information listed in each child's file is required to provide service to families and/or for licensing purposes. Pine Ridge Nursery School Inc and its employees will respect your privacy and only disclose or share information with your consent, or when we are required to do so by law. We will protect your information and keep it for seven years, after which time documents will be shredded. In order to process or share information with other agencies/individuals, we may ask for your express consent in writing.



Section 4: Incident Management

Accident Reporting

Any injury, however minor, will be reported to parents. Staff follow the school accident reporting protocol and provide parents with either a hard copy or an e-copy of the accident report. If an accident is considered by staff to be of a serious nature then parents will be contacted immediately and school emergency procedures followed. All accident reports are noted in the daily log.

Fire Safety, Evacuation and other Emergencies

The Fire Drill and Evacuation Procedures are posted in each classroom and reviewed annually by all staff, students and regular volunteers. Fire Drills are to be conducted monthly, recorded on the fire drill record sheet and in the daily log book, and a notice posted informing parents on the day of the drill. Displays of children's art work may not exceed 20% of wall space.

The school has detailed emergency response procedures. The 3 phases are:

1. Immediate Emergency Response
2. Next Steps during an Emergency
3. Recovery

Staff will ensure that children are kept safe, are accounted for and are supervised at all times during an emergency situation. For situations that require evacuation of the child care centre, the meeting place to gather immediately is the front walkway of St. Paul's United Church, or the church hall/gym, depending on the situation. If it is deemed unsafe to return to the school, the evacuation site to proceed to is: Clarington Public Library, 163 Church Street, Bowmanville. Parents will be notified by telephone from that site. NOTE: All directions given by emergency services personnel will be followed in all circumstances, including directions to evacuate to locations other than those listed above.

For any emergency situations involving a child with an individualized plan in place, the procedures in the child's individualized plan will be followed. If any emergency situation happens that the school does not have an existing plan for then the supervisor or designate will provide direction to staff for the immediate response and next steps. Staff will follow the direction given. If any emergency situations result in a serious occurrence, the serious occurrence policy and procedures will also be followed. All emergency situations will be documented in detail by the supervisor or designate in the daily written record.

Serious Occurrence Policy

This policy ensures that there is a plan to deal with any serious occurrence that may affect the health, safety and well-being of individuals on or off the premises and that these serious incidents are reported, tracked and followed up on. An annual analysis of all serious occurrences that happened in the previous calendar year will be completed by the Supervisor or designate and used to identify issues, trends and actions taken.

Serious Occurrence Categories Include:

1. Death of a child receiving care from this center, whether it occurs on or off the premises
2. Abuse, neglect or an allegation of abuse or neglect of a child while receiving child care
3. A life-threatening injury to or a life-threatening illness of a child who receives child care at our center
4. An incident where a child who is receiving child care at our center goes missing or is temporarily unsupervised
5. An unplanned disruption of the normal operations of our center that poses a risk to the health, safety or well-being of children receiving care. This may include: fire, flood, gas leak, detection of carbon monoxide, outbreak, lockdown, or other emergency relocation/temporary closure

Procedures to Respond to a Serious Occurrence

| Steps for Staff, Students and Volunteers to Follow: | Steps for the Licensee/Supervisor/Designate to Follow: |
|--|---|
| <p>1. Immediately:</p> <ul style="list-style-type: none"> • Ask for assistance from other staff, students, or volunteers. • Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training. • Call emergency services and follow direction from emergency services personnel, where applicable. • Ensure that other children are removed from the scene and do not have access to the area, where applicable. • Address any risks to the health or safety of the child and/or other children present to prevent the risk of further harm. • Notify the supervisor/designate. <p>2. Ongoing and after the incident:</p> <ul style="list-style-type: none"> • Follow any direction provided by third-party authorities (e.g. police, CAS, public health, etc.) • Ensure that children are supervised at all times. <p>3. Within 8 hours:</p> <ul style="list-style-type: none"> • Document the incident in: <ul style="list-style-type: none"> a. the daily written record b. the child’s record of symptoms of illness, if applicable; and/or c. in an accident report, if applicable. • Where an accident report is created, provide a signed copy to a parent of the child. | <p>1. Immediately:</p> <ul style="list-style-type: none"> • Provide assistance to children, staff, students, volunteers and families. • Provide immediate medical assistance, if applicable, according to Standard First Aid and CPR training. • Call emergency services and follow direction from emergency services personnel, where applicable. <p>2. Within 24 hours of becoming aware of the incident:</p> <ul style="list-style-type: none"> • Collect all pertinent information to report the incident to the Ministry of Education as a serious occurrence, including: <ul style="list-style-type: none"> ○ A description of the incident; ○ The date, time, place where it occurred, actions taken and outcome; ○ The current status of the incident and child/parties involved; and ○ All other parties notified (e.g., emergency services, CAS, parents). • Report the serious occurrence in CCLS or notify the Ministry of Education program advisor by telephone or email where CCLS is not available. Note: Where CCLS is not available, a serious occurrence report will be submitted. <p>3. Post a summary of the serious occurrence and of any action taken by the child care centre in a place that is visible and accessible to parents. All updates to the serious occurrence will be added to the posted summary, and the summary will remain posted for an additional 10 business days each time any updates are added.</p> <p>4. Ongoing and after the incident:</p> <ul style="list-style-type: none"> • Follow any direction provided by third-party authorities (e.g. police, CAS, public health, etc.) • Maintain confidentiality at all times. • Update the serious occurrence report in CCLS, as required. |

| Steps for Staff, Students and Volunteers to Follow: | Steps for the Licensee/Supervisor/Designate to Follow: |
|---|---|
| | <ul style="list-style-type: none"> • Conduct an internal review of the serious occurrence with staff, students and volunteers to establish next steps and reduce probability of repeat occurrences. • Provide children, parents, staff, students and/or volunteers with supports, if needed. • Review with staff, students and volunteers the child care centre's program statement policies and procedures that set out prohibited practices and expectations of promoting the health, safety, nutrition and well-being of all children. • All serious occurrence summaries including all reports will be retained for 3 years from the date they are created or last updated (whichever date is most recent). |



Section 5: Recommendations for Parents

Clothing (fun can be messy)

All belongings should be labelled with your child's name. A pair of indoor shoes is required and can be kept at school or brought daily in their backpack with a change of clothes. Consider that your child will be involved in messy activities when choosing clothes for school. Clothing should have easy closures to encourage children to be independent.

Toys

Toys or blankets that are needed in the early days of school for comfort are completely acceptable. Show and Tell days will be noted on the events calendar when scheduled and children can bring in any toy they choose. Otherwise, we encourage toys to stay home, to avoid them getting lost or mixed up in with the school toys. As always, we are flexible 😊.

A Happy Start

Tips on preparing your child for the first day of school.... expectations that are too high may bring disappointment. Provide accurate information on what to expect: new children and toys to enjoy. Mostly focus on the NEW TOYS. Once they get settled, the friendships will develop over the course of the year. Allow sufficient time for prep routines to permit you and your child to arrive at school feeling relaxed. Refrain from warning your child to "be a good boy/girl". Instead we suggest "have a great day". Initially, parents are welcome to stay with their child as long as necessary. By the second week, when it is time to leave, we encourage you to say good bye and let him/her know when you will return. If your child is having a tough time, lead him/her to a teacher, say good-bye ONCE, and leave. Any delay in your departure further upsets your child and repeated goodbyes add to anxiety as it is though you are leaving over and over again. Return when you say you will. Absence can be a short time, 20-30 minutes for example, so that the child is not without you for long but has a sense of accomplishment about having stayed at school. Remember that separation anxiety is a normal part of development. Also, be aware that we are trained to handle the crying child. We will do everything possible to ease the transition and bring on those smiles. You are always welcome to discuss your child's adjustment with a teacher.

Parking

Parking do's and don'ts:

Do: Park legally. The school will not cover the cost of parking tickets. Allow ample time to find parking at arrival and departure. Expect that you will need to use street parking or municipal lot parking. Call the school for assistance if you are unable to find suitable parking and we will help you in any way possible.

Do not: Park in the accessible spot unless licensed to do so or park in the designated church staff spots out front or block neighboring driveways, even for the few minutes it takes to run in to collect your child.

Parents attending the school bus trip

Parents wishing to attend the end of year ride around town on the school bus must submit a Vulnerable Sector Check. Siblings cannot attend with the parent due to space constraints in the bus. Parents are responsible for the cost incurred in getting the criminal reference check. Be sure to ask for a copy of our volunteer letter to take with you to the police station so that the cost will be reduced.