

ROSEDALE PLAYSCHOOL

2021-2022

PARENT HANDBOOK

Located at:

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TABLE OF CONTENTS

<i>Section</i>		<i>Page</i>
1.0	Nature's Way by Lenore Hetrick	4
2.0	Staff Introductions	5
3.0	Vision Statement	6
4.0	Belief & Mission Statement	6
5.0	Playschool Philosophy	6
6.0	Daily Schedule	7
7.0	Arrivals	8
8.0	Departures	9
9.0	Parenting Arrangements	9
10.0	Weather & School Dress Code	10
	10.1 Weather – Outdoors or Indoors	10
	10.2 Dress Code for Outdoor Classroom	10
	10.3 Dress Code and Extra Clothes for Indoor Classroom	11
11.0	Art/Projects To Go Home	11
12.0	Daily Snack	11
13.0	Labels/Lost and Found	12
14.0	Special Events	12
	14.1 Birthdays	12
	14.2 Field Trips	12
15.0	Parent Involvement & Assistance	13
16.0	Your "Lucky Duck" Parent Help Day	13
	16.1 We NEED you!	13
	16.2 Parking	13
	16.3 Arrival & Departure Time	13
	16.4 Siblings	13
	16.5 Classroom Management	14
	16.6 Your Child's Lucky Duck Experience	15
	16.7 Cleanup Time	15
	16.8 How The Parent Helper Can Help	15

17.0	Parent Committees	16
18.0	Parent Responsibilities	16
19.0	How Else Can I Help?	17
20.0	Playschool/Parent Communication	17
	20.1 Children's Mail Slots	18
	20.2 Accident or Illness	18
21.0	Feedback	18
22.0	Health & Illness Policy	19
	22.1 Incident Reporting	20
	22.2 Communicable Disease	20
	22.3 Supervised Care for Sick Children	20
23.0	Discipline Policy	21
	23.1 Appropriate Behaviour	21
	23.2 Discipline	21
	23.3 Positive Problem Solving Techniques (P.S.T.)	21
24.0	Withdrawal Policy	22
25.0	Fire/Emergency Evacuation Plan	23
25.1	Fire/Emergency Evacuation Plan Map	24
Reference:	If I Have a Question Who Do I Talk To?	25
Appendices:	Security Policy	26
	Smoking Policy	26
	Records Policy	27
	Accident & Incident Recording and Reporting Protocol	28
	Clothing Checklist	30

1.0

*'When I walk you to school tomorrow,
I will be the one who dawdles!'*

Nature's Way by Lenore Hetrick

The little tree by the old road fence
Grew in the summer sun.
"I want to grow tall," said the little tree,
"And growing is so much fun."

The little brook running beneath the bridge
Babbled and sang all day.
"I want to become a river," it said,
"So I'm hastening on my way."

The little bird fluttered from out the nest,
And flew across the yard.
"I'll be a big bird," said she and twittered,
"If each day I'll try real hard."

The little boy stood on his tiptoes and stretched.
"I'm just like the rest," said he,
"I want to grow up and see the big world -
And the sooner the better for me!"

Mother Nature smiles at her fledglings,
But she did not bid them stay.
She knew that to live and grow and age
Is forever Nature's Way.

2.0 STAFF INTRODUCTIONS

Rachel Duncan, our Program Director and Lead Teacher for the morning 3 year old class, has a Bachelor of Arts in psychology and sociology and has completed the Early Childhood Education program at Mount Royal University. In the past 20 years, Rachel has gained a range of experience from teaching preschool to teaching children, youth and young adults with special needs. Her journey with us began in 2007 as our Lead Teacher and has been Program Director since 2010. Rachel also serves on the Board for the Calgary Reggio Network Association and is currently working towards her Master's in Education at U of C. Rachel and her husband have a son, Eaton, a new daughter, Emmerson, as well as a Golden Retriever named Cedar. Rachel is **very** passionate about developing a quality, Reggio inspired classroom that focuses on building the cognitive, social, language, creative, and physical skills that empower students to be knowledge bearers and researchers in their own learning experiences. She's dedicated to creating an evolving learning environment that empowers students' imagination, curiosity, exploration, and critical thinking.

Rebecca Neale, is Co-Teacher for the 4 year old morning class, supporting teacher in the 3/4 year old afternoon class and Lead teacher in the Outdoor Nature Class. Rebecca recently graduated with a Child Studies Degree at Mount Royal University in 2020 and jumped right into a critical role of getting the school open after the pandemic hit. We first met Rebecca when she completed her first practicum with us in 2016. We immediately developed a strong, open, rich team dynamic with her and her contributions to our program were invaluable. Rebecca is the oldest of 4 girls so she has always had the job of caregiver and role model – and she loves it! She has also worked at the Calgary Arts Academy helping to facilitate a remedial reading program. During her time working with children, she found that children have inspired her to be more creative, to enjoy the little things and be silly! In return, she hopes to inspire children to be compassionate, empathetic, and caring. Rebecca is very excited to be teaching her classes this year and dedicating her time to making this school a great place for all our children.

Stacey Macklon, our Teacher's Assistant for the 3 year old morning class, was first introduced to the Playschool community in fall 2019 when she was completing her second year. Stacey is in her last year of the Child Studies program at Mount Royal University. Being from the Yukon, Stacey has a passion for the outdoors and nature and she enjoys biking, rock climbing and adventuring. She is passionate about incorporating nature and the outdoors in all aspects of children's lives and play. Stacey sees tremendous value in creating meaningful connections with our outdoor environments. She is looking forward to continuing to work, play, and learn at Rosedale Playschool!

Victoria Talbot, is Co-Teacher for the 4 year old morning class, Lead teacher in the 3/4 year old afternoon class and supporting teacher in the Outdoor Nature Class. Victoria also recently graduated with a Child Studies Degree at Mount Royal University in 2020 (same class as Rebecca!) and jumped right into save us when we needed a teacher to help cover Rachel's parental leave in 2020. Once we met Victoria, we knew we wanted to keep her beyond the parental-leave coverage. Victoria's first love and introduction to teaching young children was through dance. Victoria ended up wanting to grow and pursue more teaching opportunities beyond dance and ended up going back to school. We are lucky to have scooped her up after graduating because she is such a positive, energetic force that bring such fun, creative ideas to our program!

3.0 ROSEDALE VISION

To have Early Childcare Professionals, parents and the community come together to provide the highest level of quality care and apply best practices to preschool age children in order to enrich their lives and prepare them for life.

4.0 ROSEDALE BELIEF & MISSION STATEMENT

We believe that children learn through play and that children need to be honoured, respected and celebrated. We strive to provide an accepting environment that responds to and promotes individual differences, appreciation of individual capabilities, and respect regardless of a person's health, developmental, economic, social status, or cultural background. We value trust, honesty, community and participation in the program. We believe in encouraging and inspiring children to use and strengthen their abilities to enable them to reveal their potential. Therefore, it is our mission to provide a supportive environment that fosters the development of all areas at a pace appropriate to each individual child, to help the child develop self-confidence, and to foster their ability to make appropriate choices and decisions that will prepare them for life's next stages.

5.0 PLAYSCHOOL PHILOSOPHY

Rosedale Playschool is a play-based, emergent program. We spend much of our time outdoors exploring nature in our amazing outdoor classroom, exploring our local community and enjoying our beautiful indoor classroom. At the centre of everything we do is our view of the child:

We believe children are strong and competent protagonists in their own learning. Children are capable of complex thinking and rich communication. Children are creative, inventive, curious beings who are full of potential and ready to connect with the community and world around them.

To enable the children's learning and development, we take great inspiration from the Reggio Emilia pedagogy and from the Forest School approach. Our curriculum follows "Flight," Alberta's Curriculum framework for Early Learning. Our philosophy towards curriculum is child-originated and teacher-framed. In following this approach, our role is to co-explore the learning experience with the children, to provoke ideas, develop skills for problem solving and conflict resolution, to take ideas from the children and return them for further exploration, to organize the classroom and materials to be thought provoking, and to document children's progress with written, audio, video and photographic observations.

A *very* key piece to our program is that we view the environment as a **third teacher**. Using the environment and making it aesthetically pleasing is important. A lot of time is spent organizing/cleaning the room and making it comfortable or developing provocations in our outdoor classroom.

As teachers we view ourselves as a partner, nurturer, and guide. We make a strong emphasis to actively listen to the children so to make sure that we are guiding and supporting the children in their play, exploration, and

learning.

A focus of our program is using our Atelier and Maker Space to open and deepen the children's learning and play experience; to cultivate and reveal a more intentional investigation. The room is designed for project-based learning where children can explore, test, and provoke new ideas. Children can process what they are learning about the world through art, creative expression and tinkering with the materials/tools in the room.

6.0 DAILY SCHEDULE

Our program has a flexible time schedule and framework that offers freedom of choice and time to truly explore an interest or topic. We always begin the day in our outdoor classroom. In extreme weather, you will be notified through Storypark that we will start the day inside. Once children have been checked in, screened and temperature checked, we will start the day with a meeting. We go over our agenda for the day, have discussions and to prepare ourselves for learning together. The interests and projects we are exploring determine the amount of time we spend outside vs. inside. Whether outside or inside, the children have the opportunity to play with other children, to manipulate objects and materials, to discover what makes things work, to make mistakes, and to imagine and create. The following is the framework of our daily routine.

Daily Schedule and Routines

9:00 am / 1:00pm – Drop off, Meeting, Lucky Duck Introductions

- Arrival/parent drop off and child sign in outside in outdoor play area. If unsafe weather, we will notify you in Storypark about drop off changes and bring children into the classroom for our first meeting of the day. We also have, if needed, the upstairs gym available for gross motor play.
- Children have 5 minutes to transition from parent/caregiver care to under the care of our lovely teachers. At 9:05am/1:05pm, the Lucky Duck will ring the bell for the first meeting of the day with teachers. The meeting kicks off the day, sets the intentions and highlights the invitations to explore and play that the teachers have developed. Provocations we discuss will be a combination of free play with specific materials for children to explore and small or large group projects. We explore the natural environment and may go on nature walks.
- If we stay outside for a significant portion of the class, the snacks will be brought outside for the children to eat during the free-play period. Generally speaking, we spend the majority of our class-time outdoors in the Fall and Spring. The winter months we spend about 50% of the class-time outside.

10:00-10:30am/2:00pm-2:30pm (if/when we go inside)

- Line-up and go indoors/downstairs to the coatroom (remove outdoor clothes, put on indoor shoes)
- First thing children do when entering the class is wash their hands at the the classroom sink or bathroom sink
- Transition to carpet meeting time: sit quietly and read books on the carpet while waiting for the remaining students to enter the classroom. Children can also chat quietly with the teachers or with their peers.
- Class Meeting (aka carpet/circle time): have class discussions and discuss indoor projects. Just like the outside, this meeting sets the children up and invites them to play, ask questions, investigate, explore and be creative with the materials in the classroom.

10:30- 11:15 am/ 2:30-3:15pm - Free-play, exploration and project based learning in the Atelier and Maker-Space

- Free play in the classroom: there is a sand table, water table art center, science center and touch table, manipulative table, puzzle and games area, play-dough table, block center, dramatic play center, book corner (quiet carpet), and snack center.
- Children bring their own snack and are free to eat it whenever they feel hungry. They can eat some, put it away and eat more later if they choose. Well before clean up time teachers will check in with children to ensure that they have a chance to eat it before it must be put away for cleanup time.
- Any art or learning projects developed by teachers or students will be discussed at our **class** meeting and then implemented at free-play. During this period we would use the Art Studio and Maker Space for any projects or small group investigations.

11:10 am/ 3:10pm

- Cleanup bell and clean up song
- Transition to meeting time (if outdoors: circle time on the stumps) by reading books and having quiet conversations with teachers or peers

11:20 am/ 3:20pm

- End of day class meeting: review of the day, highlights from Lucky Duck,; “thank you” to the parent volunteer;
- Good-bye song.

11:30 am/ 3:30pm

- Dismissal/parent pick-up and child sign-out

7.0 ARRIVALS

The class begins at 9 a.m. for the morning classes and at 1 p.m. for the afternoon classes. Until then, you are expected to stay with your child until they are signed in. You and your child can wait outside by the patio tables and chairs near the doors of the church.

Health & Safety protocols

Upon arrival a Teacher will greet you at the gate to our outdoor classroom, take your child’s temperature using a no-contact thermometer and will sign them in.

Punctuality

Please be as punctual as possible when dropping off your child. If you are late, ensure that you check-in with a teacher. **Your child will need to have their temperature checked and signed in by the Teacher** so teachers can keep an accurate record of who is in attendance. Signing children into our program cannot happen before 9am/1pm. Note that you can arrange with another parent/caregiver to sign in for your child, if needed.

***IMPORTANT* Transitioning Information**

If your child is having a hard time with transitioning, it is very important to make your good-byes brief, especially as parents are NOT allowed to linger in the outdoor classroom. If your child is upset or afraid, it's good to acknowledge those feelings, but focus them on the benefits and fun of playschool. Our teachers are experts in their field and can help transition your child as you leave. Almost every child will calm down very quickly after your departure and enjoy their class. Often, it's the actual "good-bye" that is hard and is not something we want to prolong. **Please remember, prolonging your departure can reinforce their anxiety.**

If this is a concern for you, please discuss this with your teachers at your Meet-the-Teacher meeting in September.

8.0 DEPARTURE

Dismissal Times (note: Staggered Times for 4am Class)

The 4 year old morning class will have a staggered pick up. The first cohort, Class A, will pick-up their children between 11:25am and 11:35am. The second cohort, Class B, will pick their children up between 11:35am and 11:45am.

The 3/4PM class time will remain unchanged and dismissal for all will be at 3:30pm.

For the 3am class, we will start the year unchanged with dismissal for all at 3:30pm; but we will adapt and stagger the dismissal if our class numbers go up.

Mask Requirement for Adults when inside

Parents/guardians will be required to wear a mask when picking up their child indoors (required until further notice by Wild Rose United Church).

Inside the Coat Room

We ask that you are as quick as possible as only a limited number of families will be allowed in the coat room at one time. If we have reached capacity, we ask you to wait (maintaining distance as best you can) either outside in the hallway or up the stairs.

In the event we stay outside for the whole class, we will dismiss the children to the gate where you can greet them. Children will **only be allowed to leave after their parent or guardian has checked in or been observed by the teacher who is by the classroom door (or gate) with the sign-out sheet**. There will be one teacher supervising the children waiting to be dismissed, one teacher stationed at the classroom door/gate dismissing children only when his/her parent or guardian is present and ready to greet their child.

Please be as punctual as possible when picking up your child to avoid anxiety for everyone. Your little one shouldn't be worried about you! Any time your child will be going home with someone other than you or a regular caregiver, please be sure to inform the teacher (email is preferred).

9.0 PARENTING ARRANGEMENTS

In the event that the parents of a child have, or are in the process of, legally or otherwise separating, the parents, at the request of the school, must provide the teachers with a copy of a written parenting agreement between the parents with respect to the arrangement for all school related activities, which

includes, but is not limited to, drop-off, pick-up, persons (such as relatives) who are permitted to act on behalf of each parent, and volunteer roles. If the parents of a student fail to provide a copy of such agreement upon request by the school, the school may, at its discretion, prohibit attendance by the child or children of the parents until the copy is provided.

In addition, only one volunteer role per student is permitted, including Lucky Duck Days which are allocated per student with no additional days being provided for parents who have or are in the process of legally or otherwise separating.

10.0 WEATHER & SCHOOL DRESS CODE

We like to spend much of our program outdoors and everyday children will be utilizing the outdoor classroom or exploring the neighbourhood. Please send children with appropriate outdoor clothing. When unsafe weather occurs we will plan additional indoor activities.

10.1 Weather - Outdoors or Indoors

Guidelines for weather: We will always aim to have at least 50% of our day outside, even if it is raining or snowing. It is only when the temperature is unsafe or there is a windchill colder than -25 we will remain inside. Please always send children with proper outdoor gear even in those conditions as the weather may improve enough to go out by the end of the day.

10.2 Dress Code for Outdoor Classroom

Please review and use the information below during the school year to ensure your child is properly dressed for our program. A checklist has been included at the end of this document for further reference

Fall / Spring

Always be prepared for any kind of weather by including a sun hat, splash pants, lightweight toque, lightweight mittens AND waterproof mittens in your child's backpack at all times. A fleece sweater and a wind or rain jacket are appropriate layers for this time of year. Sturdy outdoor shoes and/or rubber boots will be needed. If the forecast calls for rain, please make sure your child wears or brings their rain gear, including rubber boots.

Winter

With the colder weather, we recommend packing extra layers for your child. A base layer of wool or synthetics is best to wick moisture and keep bodies warm and dry. A second layer of fleece underneath a winter jacket is optimal. The children also need to have snow pants, warm toque, neck warmer, warm **insulated** mittens, warm wool socks and warm **insulated** winter boots. It is important to note that Boggs do not generally keep the children's feet very warm. A second pair of warm mittens and warm socks should be in their backpacks.

Please remember to LABEL new clothing and check the lost and found regularly for items.

To help build independence we recommend that children help pack their own backpack each day. This will help them recognize their own belongings and help during pack up times at school.

10.3 Dress Code & Extra Clothes for Indoor Classroom

Please include a labelled full change of clothes in your child's backpack: underwear, shirt, pants/bottoms and socks. The water table can get the little ones very wet, despite cover-ups, and other accidents might happen to shirts and pants. Please remember that we are a playschool and children get dirty; please send children in play clothes that they can comfortably move around in and get dirty. Children must always wear shoes (preferably rubber-soled), as the floor can be very slippery without them. ***The school requires the children to have a pair of indoor shoes that have not been worn outdoors and that are solely for use inside the school.*** We will be working on "learning to dress ourselves" skills, so it is best to keep clothing items simple and easy for children. For example, mittens are easier to put on than gloves, as even adults have an awful time trying to get all those fingers into the right places; Velcro or slip on shoes (laced shoes, sandals, and dressy shoes are **not** great for playschool).

11.0 ART/PROJECTS TO GO HOME

There will be an opportunity for children to explore art on a regular basis. Completed artwork is often temporarily displayed on our gallery walls and will eventually be sent home. Artwork will be sent home in children's backpacks and in the case of larger or 3D projects we will arrange to handover to the parent/guardian during the drop off procedures at the beginning of class. We will aim to send home art on a weekly to bi-weekly basis.

12.0 DAILY SNACK

Children are to bring a nutritional snack to school every day. Please use a labelled, cloth or nylon snack bag (plastic grocery bags are unsuitable due to potential choking hazard). We also ask that snacks are stored in reusable containers (vs. individually packaged snacks) in order to reduce waste. It is recommended that two food groups be in the snack - e.g. yogurt and sliced watermelon. Snacks should be placed in the baskets provided by the gate each morning/afternoon and picked up from the gate or classroom doors at the end of school. **Due to potential allergies and health regulations, our playschool is nut free. Snacks must not contain tree nuts, peanuts, peanut oil, nuts or nut oils. PLEASE READ ALL LABELS FOR NUT/NUT OIL CONTENT.** Although it's fine for your own child, please do not bring any homemade or baked goods for the class parties due to potential allergies and health regulations.

Children will be asked to wash their hands before and after their snack. Children are given many reminders and encouragement to eat their snack to ensure they do not miss the opportunity because they were too involved in play. Eating snack is always a choice; children are not forced to eat if they chose not to. If your child's temperament is sensitive to their eating schedule (ex. they get "hangry") let us know and we will do our best to ensure their needs are met.

12.1 What makes a good snack?

1. It looks good and tastes good.
2. There is enough to eat, but not too much.
3. It has nutritional value.
4. Children can help prepare it at home.

5. Families might prepare it at home.
6. It is not the same every day.
7. It is fun to eat.

******REMEMBER - NO peanuts, nuts or nut oils*******

13.0 LABELS / LOST AND FOUND

All items brought by the children from home must be labelled with your child's name. This includes snack bags, juice containers, toys, backpacks, clothing, etc. All the classes share the coat room hooks; all personal belongings must return home at the end of every class. Children's belongings do go missing on occasion in which case they are displayed on the shelves in the coatroom. We appreciate your help with this issue.

14.0 SPECIAL EVENTS

14.1 Birthdays

At Rosedale playschool, we celebrate your child's birthday. We encourage you to select your child's birthday as one of your Lucky Duck days, too! As we still work through the lingering effects of the pandemic, we are asking that you do not bring or send treats or gift bags from home. The teachers will make sure that your child always feels extra special on their birthday or during their birthday week.

14.2 Field Trips

At the time of printing, we are unsure if we will be permitted to go on any field trips this year. If we are able, specific written parental permission will be obtained prior to departing for any off-site trips requiring bus transportation. During the registration process you had the opportunity to sign our forms for nature walks around the school. Only registered students and parent helpers may attend the field trips and ride the bus hired to transport our students on an outing. Parents will be notified in advance of any outing either by our family communications platform, emails, newsletter, coatroom notice board and verbal notification prior to sign-in. Parents will be asked to sign and return a permission form that will outline the details of the trip. Staff will be required to take portable record (see records) on any off-site excursions as well as a first aid kit and sign in/out attendance forms.

Generally, we plan several nature walks around the community and, if possible this year, a few trips to the local playground/ice rink during the year for special social events and one big field trip at the end of the year.

15.0 PARENT INVOLVEMENT & ASSISTANCE

Rosedale Playschool is a parent-assisted playschool. We depend on parents to take an active role and assist the teachers in the running of the school. This will give you an opportunity to observe your child's development first-hand and allow the playschool to not only meet Alberta Childcare licensing requirements but apply best practice to our adult:child ratios.

Parents are required to volunteer in the classroom ("Lucky Duck" Parent Help Day) approximately 4-6 times per year (per child, not per family). Parents are also required to sign up for a committee position to help in the smooth operation of the school. If you need to discuss your volunteer role, please connect with our Volunteer Coordinator at: volunteer.rosedale.playschool@gmail.com

16.0 YOUR "LUCKY DUCK" PARENT HELP DAY

You will see a separate handout in your Welcome Package outlining in further detail the roles and tasks of the Lucky Duck.

Until further notice from Wild Rose United Church (our landlord), ALL Lucky Ducks (all adults) will be required to wear a mask while they are in the indoor classroom. Lucky Ducks will also be temperature checked at the beginning of class.

Upon entering the indoor classroom, a Teacher will give the Lucky Duck a checklist of tasks that they will be required to perform in order to help keep the classroom clean. Not to worry, there will still be opportunities to engage and interact with your child and the other children during your Lucky Duck day (especially outside). Parent helpers are asked to review the duties prior to the beginning of class and clarify any questions with the teachers.

16.1 We NEED you!

If you or your child is sick on your Lucky Duck day, it is YOUR responsibility to find a replacement volunteer. Call someone on the parent list to trade your day - or help you out - or as a last resort, call the Lucky Duck Coordinator for your class. The teachers DO NOT have a master copy and can't help you.

16.2 Parking

Parent helpers, please remember that there is limited parking out front. If you cannot find parking in the church's lot, there is parking on the street that requires a permit for more than 2 hours or you can move your vehicle when a spot opens up in the parking lot. To receive permitted parking, please head to the church office and the office administrator will enter your licence plate into the online parking system.

16.3 Arrival/Departure Time

- Arrive by 8:55am/12:55pm or before to ensure a prompt opening of the Playschool
- Put on a mask and be temperature checked at the gate
- Teacher will hand you your Lucky Duck checklist and answer any questions you may have about your duties for the day

Lucky Ducks are required to stay at the Playschool until 12:00p.m./4:00 p.m. or until the Teacher's have given permission to leave. This will enable you to help the teachers clean up and do all the sterilization required before the next class.

16.4 Siblings

A note about siblings - we love to meet them - but not on your Lucky Duck day. Alberta's Child Care Regulations require that a strict adult/child ratio be maintained as a provision of our license. If you bring an extra child, you do not count as a supervising adult. **Please do not approach the teachers for exceptions to this rule as it places them in an awkward and unfair situation.** There are many families with younger siblings and we understand that childcare can be difficult. We recommend that parents arrange to trade off childcare for each other for Lucky Duck days.

16.5 Classroom Management

In helping with the supervision of the room you may come across a conflict or two between students. The teachers may be involved with other students around the room and you will be the supervising adult to help the children work through the conflict.

We employ Positive Problem Solving Techniques (P.S.T.) in the program. You can help teachers by identifying the problem (having the children identify and explain the problem is preferred).

Through this process, their feelings and thoughts are acknowledged. Alternative possibilities of conflict resolution can be presented by the child and/or adult and can then be discussed. Alternative solutions may include re-direction of children's activity, providing choices of activities and/or spaces, supporting a conversation between the children involved, or ignoring the behaviour when appropriate. Role-modelling and positive reinforcement of appropriate behaviour are also encouraged.

If you are not comfortable handling the situation, it is always best to get the attention of one of the Teachers immediately.

Appropriate Behaviour:

Keep in mind that each child is a special individual who comes from their unique context and this age group displays a wide range of behaviours. To most effectively function as a group in the Playschool environment, we encourage the children to accept each other as individuals and important members of our group. This includes learning to:

- Share equipment and space
- Wait one's turn
- Cooperate with peers and teachers
- Cope with frustration in appropriate, self-controlled and respectful ways; verbal communication is encouraged
- Take responsibility and care for one's belongings

We have 5 expectations derived from one rule: **We will treat everyone and everything in the school with kindness and respect.**

Expectations:

1. We keep our hands to ourselves (we respect the space other's need)
2. We use walking feet and indoor voices inside the classroom
3. We are gentle with each other and with all the toys and materials in the school
4. We clean up after ourselves (clean up snack, clean up toys when done)
5. We wash our hands: upon entry in the classroom, before eating snack; after going to the bathroom, art, sand or water play.

16.6 Your Child's Lucky Duck Experience

When your child is the "Lucky Duck" they will have a dedicated time at the end of the day carpet time meeting to share about their favourite part of the day, a thought, an idea, a creation, an experience; what did they enjoy, what did they discover? The intention is to help the other children understand their classmates better and develop community.

First Lucky Duck: For your child's first Lucky Duck day of the school year they will have the opportunity to share about their family.. We ask that you please send through email or Storypark, a family photo that the teachers will arrange to have printed and hung on our Family Wall. You may also bring in your own printed picture but please let the teachers know if this is your plan. This first share time will be dedicated to your child sharing the photo and telling the class about their family. Your child may require guidance from you if they feel uncomfortable talking in front of a group. In the case of your child having two households, you can send in two photos. Please connect with the teachers if you have any questions.

Please note that children will not be sharing or bringing items from home.

16.7 Clean-up Time

Clean up time is signaled by the 'cleanup' bell.

Encourage the children to help tidy up the space. While the children are cleaning the room, you can start cleaning by:

- Cleaning the tables and chairs with spray solution.
- Sweeping under snack tables, art tables, and high traffic areas.

- Tidying areas of the classroom (block center, playhouse, etc..).

Note: There is also a cleaning checklist for you to refer to and follow that teachers will give you at the beginning of class

16.8 How the Parent Helper Can Help

Help a child who asks for your help by guiding; please try to avoid doing things *for* them. Show interest in whatever the children are doing; **listen** to them, talk with them, laugh with them, and play with them. Have FUN!

Is there something you could add to enrich their play? For example: If a child asks you to read him/her a book, please do so. Find a cozy spot (keeping in mind the class overview) and very likely other children will join you. You may thus create a beautiful time for listening, for a talk, a song, an enactment or whatever may develop from this opportunity.

OR

Join children who are building on the floor or at a table, and build something yourself with the blocks (it is more fun than you may think!) Children will enjoy your play and the demonstration of your respect for their play. Parallel or group play may develop... and so on. The most important objective is to have a fun time, particularly with your own child - because for him/her it is a very *special day!*

Lastly, don't give out answers, instead ASK LOTS OF QUESTIONS – help the children put thought into what they are doing and playing with. Help the children investigate and learn how to critically think. Ex. What do you think will happen next? Why do you think that? What would happen if...? What do you think?

17.0 PARENT COMMITTEES

Your assigned committee position is important to the smooth functioning of the Playschool and is your responsibility to manage. Please ensure that you:

1. Are fully aware of and understand the requirements of your position.
2. Are able to meet and fulfil these outlined responsibilities.
3. Make arrangements with the Volunteer Coordinator (volunteer.rosedale.playschool@gmail.com) if you feel unable to meet your commitment or require a reassignment of responsibilities.

18.0 PARENT RESPONSIBILITIES

1. It is the responsibility of the parent to get a criminal record check done so that they can be the Lucky Duck with their child.
2. It is the responsibility of each family to ensure that the Playschool fees are paid in full before the beginning of each month. Should an NSF cheque occur, it is expected that cheque will be

replaced immediately, and there will be an additional \$20.00 fee to cover our expenses in this regard.

3. It is the responsibility of each parent to keep informed by reading the updates on family communication platform and “Parents Bulletin Board”. Some of the items you may find on that board include:
 - Alberta Childcare Licensing inspections
 - Emergency/Fire Drill Procedures
 - Parent Help (“Lucky Duck”) Schedules and Parent Outline
 - Minutes from Executive Meetings and General Meetings. (Executive meetings are open to the General membership. If you wish to attend any, please contact the vice-president for details.)
 - Playschool Newsletter
 - Agendas for upcoming meetings
 - Information on special events, etc.
4. If your child has any allergies or other medical conditions, please discuss thoroughly with the teacher. There is a special form you need to fill out if they require medical assistance or medication for their condition.
5. It is the responsibility of the parent/guardian and child to check the mailbox for communication or artwork.

19.0 HOW ELSE CAN I HELP?

We encourage parent involvement in the classroom. Parents or relatives who have special talents acquired through work or hobbies may wish to come in and share. For example:

- Do you paint, build buildings, or repair fridges?
- Do you work in a garage, office, or park?
- Does your job involve animals, bandages, or vegetables?
- Do you want to show and tell us about your special interest?

The class would love it if you shared your special talent. Please let the teachers know and we can plan an “event” together.

Some events may require taking the children off premises (e.g. Bow Habitat Station). This means more parent volunteers are needed that day. Please join us when you can. As a parent-assisted playschool, you will be participating in the committee that you chose on registration day, but extra help is always welcome.

20.0 PLAYSCHOOL/PARENT COMMUNICATION

The playschool maintains contact with the parents through the following:

- a) Storypark (a separate notice will be included in the Welcome Package)
- b) Parents' attendance at orientation and our annual general meeting
- c) Playschool newsletters
- d) Evaluation forms (near end of year)
- e) Arrival and Dismissal times
- e) Email and optional parent/teacher meetings

It is important to note that this school has many families and therefore parents need to help in maintaining communication with teachers. **If you are wondering how your child is doing at school you need to simply ask the teachers. The teachers are always willing to schedule a phone call or parent/teacher meeting whenever you would like an update.** If there are any concerns that you are uncomfortable approaching the teachers about, you may direct them to the President of the Playschool Board of Directors.

It is inappropriate to promote or solicit any business or activity other than Playschool business during Playschool hours, including the drop-off and pick-up periods. Please respect the privacy and personal information in the class contact list for any commercial or fundraising activity as well. The class lists are provided for facilitating committee communication and arranging play dates and other child-focused communications.

20.1 Children's Mail Slots

Each child has his/her own mail slot contained in a file box for completed crafts and preschool communications. Until further notice we will only be using the mail slots for teacher organization of children's work. Children or teachers will pack any items and notes for home in their backpack as they prepare for going home. We will make arrangements to hand over any items that are too big to pack with the parent/guardian during the drop off or pick up times.

20.2 Accident or Illness

In the case of an accident or illness of a child while attending Rosedale Playschool, the teacher will attempt to reach the child's parents by phoning the provided contact information. If the teacher is unable to reach the parents, the child's emergency contacts, which are listed on the child's registration forms, will be called. Continuous attempts to reach the parents will be done by one of the teaching staff. It will be the responsibility of the teaching staff to ensure a child who has been involved in an accident or has become seriously ill receives any necessary medical attention as soon as possible. Please see the Appendices for more details about our Accident and Incident protocols.

21.0 FEEDBACK

Our playschool program does not provide a formal evaluation of your child, however we understand your need to get feedback about your child's adjustment to playschool. As previously mentioned, please feel free to approach the teachers with any questions you may have regarding your child. They are more than happy to schedule some time outside of class hours to discuss your issues or concerns.

Your Lucky Duck day is a perfect time to observe your child in the playschool environment. Below are a few questions that may help you observing your child in the playschool setting:

1. Is your child having fun?
2. Is your child responding to the teacher?
3. Is your child interacting with the other children and the environment?
4. Is your child participating in the activities at playschool?
5. Is your child exploring and questioning ideas? Are they using their imagination?

Lucky Duck days are great for observing how your child is doing however please refrain from trying to engage teachers in serious discussions concerning your child during class time. Also, any feedback concerning the Program is also welcome. **Please don't wait until the year-end survey to voice your concerns**; we are very open and willing to hear and address concerns you may have that can improve yours or your child's experience with our program.

22.0 HEALTH & ILLNESS POLICY

This policy was developed in accordance with Alberta Licensing Regulations and the Government of Alberta health guidelines. Our policy is as follows:

If the teachers of Rosedale Playschool know or have reason to believe that a child is exhibiting signs or symptoms of illness, including symptoms that resemble a cold, as set out below, the teachers must ensure:

- A) that the child's parent arranges for the immediate removal of the child from the program premises, and
- B) that the child does not return to the program premises until the Program Director is satisfied that the child no longer poses a health risk to persons on the program premises. This *could* include a negative test for COVID-19 or an appropriate isolation period.

The following key signs or symptoms of illness exhibited by the child are:

- Cough, shortness of breath or difficulty breathing
- Runny or stuffy nose with a nasal discharge
- Sore throat or painful swallowing
- Headache, chills, muscle or joint aches
- Gastrointestinal symptoms (such as nausea, vomiting or diarrhea)
- Loss of sense of smell or taste
- Pink eye
- A new or unexplained rash or cough
- Medicated by Tylenol or Motrin, etc.
- A child requiring greater care and attention than can be provided without compromising the care of the other children in the program, or
- A child having or displaying any other illness or symptom the staff member knows or believes may indicate that the child poses a health risk to persons on the program premises.

If your child will not be attending due to illness, please notify the teachers through email: teachers.rosedaleplayschool@gmail.com

Sending a Child to Playschool

- 1) Child must not enter the school if he/she exhibits any of the symptoms listed above.
- 2) Child will not attend school immediately if they have travelled outside of Canada. Please wait 3 days to ensure they are healthy before returning.

Upon Entry to Playschool

- 1) Children will be temperature checked prior to entering the program. Should a child's temperature be over 38.0 degrees Celsius, the child will not be permitted to enter the classroom.
- 2) When entering the indoor classroom, the child will first be directed to the handwashing station.

During School Hours

- 1) Children will be provided with opportunities to wash their hands regularly throughout the classroom hours.
- 2) Parent/guardian will wear a mask upon entry into the Wild Rose United Church and in the coat room (note that children are exempt from this requirement)

Should a Child Become Symptomatic

If the teachers of Rosedale Playschool know or have reason to believe that a child is exhibiting signs or

symptoms of illness as set out below, the teachers must ensure:

- 1) That the child is isolated immediately from the other children
- 2) That the child's emergency contacts are called and arrangements are made for the immediate removal of the child from the program premises.

Return to School

In accordance with the Province of Alberta's screening requirements for child care settings, at the time of printing, a child will not be permitted into the school until the following criteria is met:

- 1) Any Albertan (including children) exhibiting symptoms of COVID-19 is to refrain from attending the program from the start of symptoms until they resolve. These symptoms include: fever, cough (new or worsening chronic cough), shortness of breath or difficulty breathing (new or worsening), sore throat.
- 2) If the child has other symptoms, they stay home until the symptoms have resolved for a minimum of 24 hours.

22.1 Incident Reporting

It will be the responsibility of the Program Director or lead teaching staff of the Rosedale Playschool to report all incidents of an emergency evacuation, program closure due to an emergency, an intruder on the program premise, a child removed from the program by a person without parent/guardian consent, an injury requiring medical attention, a lost child or a child left on the premises after operating hours to our Alberta Licensing Officer. All serious incidents will be reported to the licensing officer within two working days. *See appendices for more details on Rosedale Playschool's Accident and Incident Protocol

22.2 Communicable Disease

Any child in attendance at Rosedale Community Playschool who is suffering from a communicable disease will be required to leave the school immediately. A parent or emergency contact will be called to come and remove the child from the school. The ill child will be isolated from the rest of the children until their parent or emergency contact arrives to take them home. We also ask that parents of any child who becomes ill with a communicable disease after school hours, contact the school as soon as possible so other families may be notified. All families in attendance at the preschool will be notified verbally and/or by written notification without disclosing any personal information of the children involved.

22.3 Supervised Care for Sick Children

Any child who is feeling ill at school will be isolated from the other children in the program while waiting for a parent to come to school to pick them up.
(See playschool communication for emergency contact procedures.)

23.0 DISCIPLINE POLICY

The Playschool learning environment strives to foster independence and self-control, and to build self-esteem. The program and staff promise not to inflict or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation; to deny or threaten to deny any basic necessities; or use or permit the use of any form of physical restraint, confinement or isolation.

23.1 Appropriate Behaviour

Keep in mind that each child is a special individual, and this age group displays a wide range of behaviours. To most effectively function as a group in the Playschool environment, we encourage the children to accept each other as individuals and important members of our group. This includes learning to:

- Share equipment and space
- Wait one's turn
- Cooperate with peers and teachers
- Cope with frustration in appropriate, self-controlled and respectful ways; verbal communication is encouraged
- Take responsibility and care for one's belongings

23.2 Discipline

Rules within the classroom are outlined clearly, simply and consistently. Role-modelling and positive reinforcement of appropriate behaviour are used throughout the program. The teachers review expectations to ensure that they are age appropriate (meaning that they recognize differences in age, temperament and experience, and anticipates each child's unique needs). Discipline techniques in the Preschool classroom vary, depending on the situation. At all times the child's dignity will be respected. Physical punishment by the teachers or parent helper(s) is prohibited in the Playschool. Hitting or pinching, for example, is not permitted. Similarly, mental and emotional abuse of a student is prohibited. The use of demeaning language is not permitted. Any disciplinary action taken must be reasonable in the circumstances.

23.3 Positive Problem-Solving Techniques (P.S.T)

Positive P.S.T. is employed. The problem is identified and then discussed with the children. Their feelings are acknowledged. Alternative possibilities of conflict resolution can be presented by the child and/or teacher, and can be discussed. Alternative solutions may include re-direction of children's activity, providing choices of activities and/or spaces, or ignoring the behaviour when appropriate. Role-modelling and positive reinforcement of appropriate behaviour are also utilized.

24.0 WITHDRAWAL POLICY

The registration fee is non-refundable.

For 2020-2021 Registration Only

For withdrawals before Playschool begins, the Playschool must be notified on or before August 31st, in order for full tuition fees to be refunded. For withdrawals after September 1st, September fees will not be refunded.

A student may be withdrawn from the Playschool by giving written notice to the Registrar stating the effective date of the withdrawal (ie: the last day the child will be attending). After it is given, the notice is irrevocable unless approved by the Registrar.

A prorated refund will be given for the remaining full months of tuition following the effective date of the withdrawal, provided that:

- The notice is given at least 30 days prior to the effective date;
- The notice is given on or before the first day of March; and
- The effective date of the withdrawal is before the first day of April.

All other fees are non-refundable.

For further information on how to withdraw a student, please consult the Rosedale Playschool Bylaws or contact the Registrar at Registrar.Rosedaleplayschool@gmail.com .

25.0 FIRE/EMERGENCY EVACUATION PLAN

1. Fire alarm sounds/Emergency bells ring (teacher).
2. All activities stop, attention is directed towards teacher.
3. Children are directed to one of two exits (depending on danger and their location)
4. Teacher takes attendance records and emergency phone cards, if possible.
5. Parent helper checks the room and follows the children.
6. All go outside together.
7. Teacher does head count and checks attendance outside.
8. All proceed to Crescent Heights High School when re-entry is not advisable or possible.
9. Parents will be contacted for pickup when necessary.

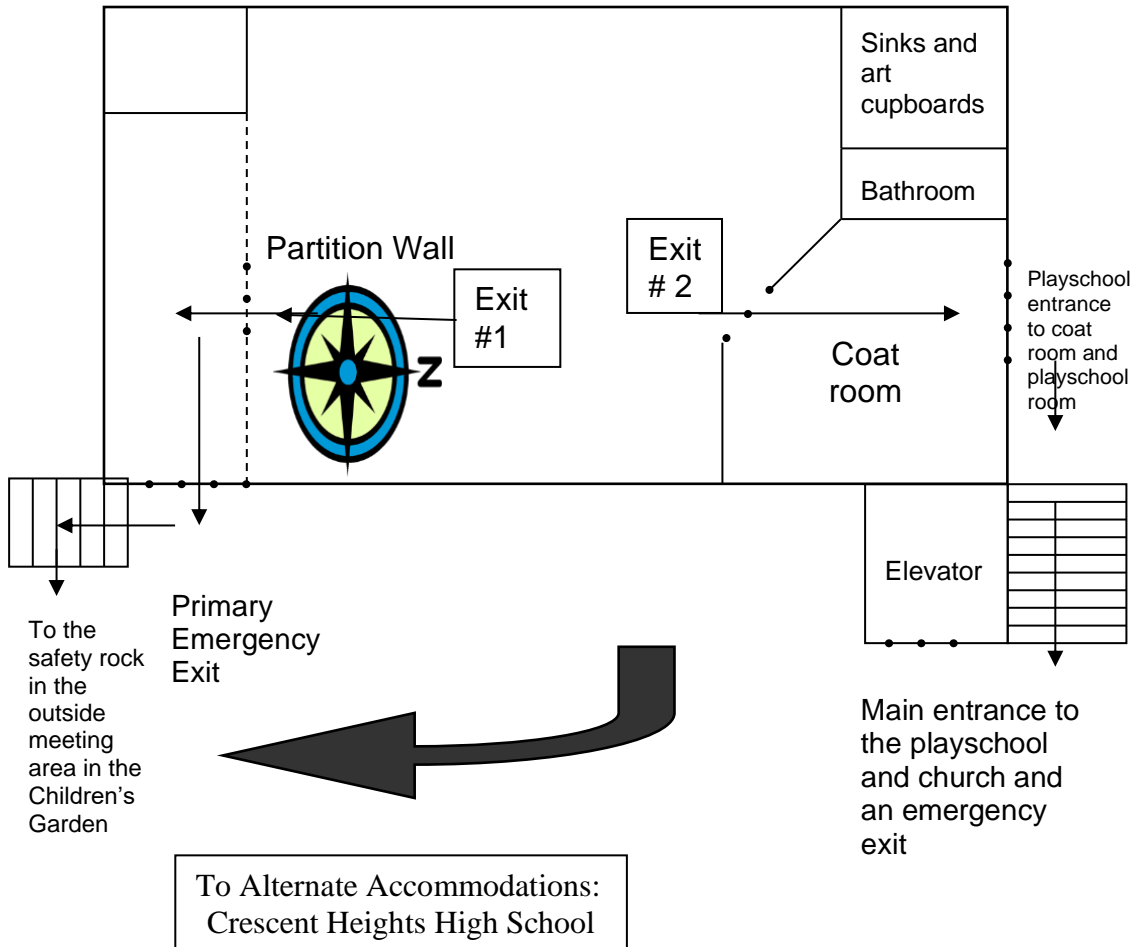
As per the Municipal fire and safety standards, children will be required to practice the emergency evacuation plan monthly and will receive the orientation for the drill procedures in the first week of school. All staff will be orientated to the procedures during the program prep days before the start of the school year.

Emergency procedures will also be discussed with the parents at the orientation night and with staff during the prep days prior to the commencement of school.

It will be the responsibility of the teacher to conduct monthly fire drills to help the children understand the emergency evacuation plan. During fire drills, the teacher will take the portable record and take attendance from the sign in/out sheet to make sure all children are with the group.

25.1 EMERGENCY EVACUATION PLAN

FOR: **ROSEDALE PLAYSCHOOL**
 1317 – 1ST ST. N.W. CALGARY, AB
 (403) 282 - 2721



Evacuation:

Children, staff, and volunteers will evacuate through one of two (2) emergency exits/regular exits. The primary emergency exit is on the east wall leading up the stairs and out the emergency exit door by the parking lot. The secondary emergency exit is on the north wall leading up the stairs and out the main entrance doors. The meeting space outside will be the safety rock in the Children's Garden.

Alternate Accommodations in case of emergency:

Crescent Heights High School
1019 – 1st St. NW (403) 276-5521

IF I HAVE A QUESTION...

WHO DO I TALK TO?

1. **If you have an issue concerning your child or someone else's**, please direct these comments to the teacher. They are knowledgeable in child development and committed to confidentiality. They will be happy to assist you with any problem or concern. If a mutually agreeable solution cannot be found, they may suggest a meeting with the board.
2. **Issues concerning the program** should be directed to the teachers. It is Rachel Duncan's role to coordinate all aspects of the program and ensure it is running smoothly. Please remember that when she plans the program, she does so with all aspects of early child development in mind. Preserving the respect and dignity of all children is paramount in the daily planning and execution of the playschool program. Rachel respects your comments and concerns and is happy to discuss your observations.
3. **Issues concerning your volunteer position** should be addressed to the Volunteer Coordinator. If your role is not suitable or you need more information, please discuss this with her as soon as possible. The teacher may also make suggestions or requests from time to time.
4. **Issues concerning your Lucky Duck days** should be directed to the parent help position - this is another volunteer parent role. Please remember that it is your responsibility to find a replacement if you are not able to be Lucky Duck on your day. The school must have the proper adult / child ratio to operate within licensing guidelines.
5. **Issues concerning the finances of the playschool should** be addressed to Treasurer. They are the person to see if you need to submit a receipt for reimbursement for supplies or other money spent for the school, as well as any other financial concerns.
6. **Issues concerning registration** should be addressed to the Registrar or any member of the board.
7. **Issues concerning the policies and procedures** of the playschool may be directed to President or Program Director.
8. **All board members are approachable and committed to the smooth running of the school.** Please remember that board members are parent volunteers. Together with the support and dedication of parents and teachers, we can make Rosedale Playschool a great place for children to grow and learn.

APPENDICES:

ROSEDALE PLAYSCHOOL SECURITY POLICY

The safety of the playschool children is of paramount importance to Rosedale Playschool. As such, the following measures have been implemented to ensure that children are kept from harm.

- The front door of the school will be locked when class is in session.
- Children will be blocked from ready access to the back door by a partition wall.
- The back door to the playschool room will be alarmed. Periodic testing of batteries will be conducted to ensure the alarm is functioning.
- At no time are the children left unsupervised.
- Teachers conduct a sweep of the outdoor play area prior to class to ensure that the area contains no harmful debris.
- Teachers teach road safety rules to the children and ensure that the children cross the laneway in a single file when it is safe to do so.
- A sign in/out board will be used at the beginning and conclusion of each class.
- Children can be picked up by non-parents, but teachers must be advised by a parent that this is planned.
- All classroom volunteers shall have a criminal record check completed.
- Children will be taught emergency procedures.
- Confidential information about the children (i.e. address and phone numbers) is kept in a locked filing cabinet.
- Periodic Crime Prevention through Environmental Design (CPTED) reviews shall be conducted by the playschool in conjunction with the Calgary Police Service.

SMOKING POLICY

Rosedale Playschool requires that no person shall smoke or vape on the program premises or that no staff member shall smoke at any time or place where childcare is being provided. The program premises include the entire property of Wild Rose United Church.

RECORDS POLICY

1. Children's Records

We are required to keep the following records on premises at all times that the children are present. All reasonable efforts will be made to keep the information confidential, while still being accessible to staff. Parents are able to inspect the contents of their own child's record by making arrangements with the Program Director to do so at a reasonable time. Records for each child will be kept up to date and complete for each child including the following information:

1. Child's name, Date of Birth and home address.
2. A completed registration form;
3. The parents name, home address and telephone number;
4. if medication is administered, a current and complete medication form
5. Any other relevant health information (Alberta Health Care number Doctor's name and phone number, Allergies, Health Concerns, etc)

Parents will be reminded to keep this information current via reminders in our quarterly newsletter.

2. Administrative Records

We are required to keep the following records on premises at all times that the children are present. All reasonable efforts will be made to keep personal information confidential, while still being accessible to staff. Parents are able to inspect the contents of their own child's record by making arrangements with the Program Director to do so at a reasonable time. The administration records will include the following:

1. Records of Daily attendance for the current year and past year (2 years) including in/out times for each child.
2. Evidence of Staff Qualifications, posted and visible to the room.
3. Evidence of current First Aid and CPR for all staff, posted and visible to the first aid station.
4. A declaration that a criminal record check has been processed for all staff, posted and visible to the room.
5. A declaration that a criminal record check has been asked of all adult classroom volunteers, posted and visible to the room.

Up to date administrative records will be kept current while the child is registered in the program and will be retained for a minimum of two years after the child has left the program.

3. Portable Records

Rosedale Playschool will maintain a portable record that will include the following information:

1. The child's Name, DOB and Home address
2. The parents name, home address and telephone number
3. Name address and Phone number of the emergency contact
4. Any other relevant health information provided by the child's parent including the child's immunizations and allergies if any.

Also included in the portable record will be current telephone numbers of the local emergency response services (911), child abuse hotline and poison control centre.

ACCIDENT & INCIDENT RECORDING AND REPORTING PROTOCOL

We follow the guidelines of the Reporting of Incidents and Illnesses as specified by our Child Care Licensing Regulations and Family Services licensing office. Child protection matters or behavioural incidents (without injury) between children are not regarded as incidents for this purpose and recorded separately.

ACCIDENT AND INCIDENT PROCEDURES

What is the difference between an accident and an incident?

An accident is an unfortunate event or occurrence that happens unexpectedly and unintentionally, typically resulting in an injury, for example tripping over and hurting your knee.

An incident is an event or occurrence that is related to another person, typically resulting in an injury, for example being pushed over and hurting your knee.

Definitions of severity:

Medical attention: Includes a visit to a registered medical practitioner or attendance at a hospital.

Medical emergency: An injury or illness that is acute and poses an immediate risk to a person's life or long-term health.

Minor Accident or Incident: An accident or incident that results in an injury that is small and does not require medical attention

1) Dealing with Accidents or Incidents to Children

We keep written records of all accidents, incidents or injuries to a child together with any first aid treatment given. The procedure is as follows:

- The teacher who witnessed the event completes an Accident/ Incident Report.

It is then the teacher's responsibility to ensure that the parent or guardian is informed about the accident or incident and that parent or guardian at pick-up signs the report. In the event of an Accident/ Incident Report not being signed by a parent or guardian on the same day, the member of staff must inform the parent of the accident or incident, making a note of how communication was handled. The staff member must then ensure that the parent or guardian at the next possible opportunity signs the Accident/ Incident Report.

Any minor accidents or incidents that do not appear to have any serious injury, the child will be monitored to ensure the condition or injury does not worsen.

In the event of a serious injury that is a medical emergency, the child's injuries will be attended to, emergency services will be called, and the child's parents/guardians will be called.

In the event of a serious injury that requires medical attention parents will be notified right away by phone call.

The teacher will attempt to reach the child's parents by calling the main numbers listed in the child's student records first. If the teacher is unable to reach the parents, the teachers will move on to calling the child's emergency contacts, which are listed on the child's registration forms. Continuous attempts to reach the parents will be done by one of the teaching staff. It will be the responsibility of the teaching staff to ensure a child who has been involved in an accident or has become seriously ill receives any necessary medical attention as soon as possible.

Once completed and checked, Accident/ Incident Reports are filed in the designated Accident/Incident Binder. The information contained in the binder enables us to:

- Review how many accidents or incidents happen in a term.
- What types of accidents or incidents occur.
- Identify any potential or actual hazards.
- Identify any patterns in children having a higher rate of accidents or incidents.

We review the Accident/ Incident File with our Licensor during inspections. Critical incidents as outlined below are to be reported immediately to our local child care Licensing office.

2) Dealing with Accidents to Children that are not witnessed

The above procedure applies but with the following change:

If a member of staff or another adult has not witnessed the accident, incident or injury, then the member of staff dealing with the accident must gain an account of what happened from the child, and any other children, if they are able to verbalize this or communicate in any other way. The member of staff must record the child's account of events on the Accident/ Incident Report and clearly state that the accident was not witnessed.

CLOTHING CHECKLIST (SUGGESTED)

FALL / SPRING

- Sturdy outdoor shoes
- Rubber boots
- Light jacket
- Wind or rain jacket
- Fleece or warm sweater
- Splash pants
- Sun hat
- Lightweight toque
- Lightweight mittens
- Waterproof mittens
- Sunscreen

WINTER

- Warm insulated winter boots (Bogs generally do not keep little feet very warm)
- Warm wool socks
- Winter jacket
- Snow pants
- Warm toque
- Neck warmer
- Warm, insulated mittens
- Base layer of wool or synthetic clothes
- Second layer of fleece to be worn under jacket
- Spare warm mittens and socks in backpack

INSIDE

- Clean, rubber soled shoes
- Spare change of clothes (shirt, pants, underwear, socks)

Additional Information:

Labels: Please remember to label all clothing items. Information regarding one of our partners, Loveable Labels, can be found in the Welcome Package.

Please check the lost and found regularly.