

HANDBOOK FOR PARENTS 2012-2013



**FOOTHILLS CREATIVE BEGINNINGS
PRESCHOOL**
6415 RANCHVIEW DR. NW T3G 1B5

School Phone: (403) 239-8072

Table of Contents

Our Preschool Program	3-5
Position Statement (Philosophy)	
Learning Objectives	
Themes for Stories and Projects	
Teachers	
Daily Time Table	
Policies and Procedures	6
Payment	6
..... Tuition	
..... Postdated cheques	
..... Withdrawals	
..... Returned or NSF cheques	
..... Receipts	
Student Information Form Instructions	6
..... Addresses	
..... Immunizations	
..... Alberta Health Number	
..... Medical Conditions	
Illness Policy: When should a child be kept home from school	7
Medical Emergencies and Accidents	7
..... First aid treatment	
..... Traumatic events	
..... Emergency Evacuation	
..... Medications	
..... Medical registration	
..... Insurance	
Bringing and Picking Up Children	8
..... Arrival	
..... Departure	
..... Late pick-up	
Discipline Policy	11
General Information	11/12
Class Lists	
Photos Policy	
Visiting Policy	
Toilet Training	
Clothing	
Footwear	
Bringing Things to School	
Beautiful Junk	
Fundraisers	
Separation Anxiety	11
Snack Program	12
Allergies	13
Speech and Language Milestones	14
Funds for Special Needs	15

OUR PRESCHOOL PROGRAM

Our preschool is a division of Foothills Creative Beginnings Preschool and ECS Association which operates as a non-profit society. The preschool is licensed by Calgary and Area Child and Family Services. We offer an integrated program following a developmental and creative approach to educating young children.

POSITION STATEMENT

Our preschool recognizes each child as unique and capable. We strive to provide a program which fosters creativity and love of learning.

The preschool curriculum is a body of experiences promoting child development rather than a body of knowledge to be acquired.

The goals of our preschool are:

To help each child develop a positive self awareness. To achieve this we:

- use language which affirms the individuality of each person;
- respect and accept the ideas and creative expressions of each child;
- use anger management and conflict resolution techniques to prevent and settle disputes.

To invite and encourage children to think creatively, to use all their senses and become actively involved in learning. To achieve this we:

- offer a wide variety of materials with which to work;
- offer varied experiences, age appropriate to the child;
- offer times when the child may plan and lead in such experiences.

To expose each child to the excitement of learning. To achieve this we:

- integrate music, stories and art through projects
- change the focus of the interest centers regularly to reflect the interest of the children
- emphasize experiences meaningful and relevant to the children

To actively support children's development and provide occasions for children to acquire important knowledge and skills. To achieve this we:

- strive to achieve an optimal balance between children's self-initiated learning and adult guidance or support.
- Build upon the children's existing competencies.
- present a range of activities, materials and learning experiences to promote the development of knowledge and understanding, processes and skills, as well as the dispositions to use and apply skills.

HOW A CHILD LEARNS

"Thus a child learns, by wiggling skills through his fingers, and into himself. by soaking up habits and attitudes of those around him, by pushing and pulling his own world. Thus a child learns, more through trial than error, more through pleasure than pain, more through experience than suggestion and telling, and more through suggestion than direction.

And thus a child learns through affection, through love, through patience, through understanding through belonging, through doing, and through being.

Day by day the child comes to know a little bit of what you know, a little bit more of what you think and understand. That which you dream and believe are in truth what is becoming that child. As you perceive dully or clearly, as you think fuzzily or sharply, as you believe foolishly or wisely, as you dream drably or goldenly, as you bear false witness or tell the truth, thus a child learns."

By Frederick Moffett
New York Department of Education

LEARNING OBJECTIVES

The underlying goals of our program are determined by consideration of developmental stages, learning behaviors and characteristics of young children. Experiences and materials are sequenced so that they follow a progression from simple to more complex. The following is a broad overview of the major underlying goals of our program.

Social/Emotional Development: The child:

- develops a positive and stable self concept
- begins to function as a group member
- begins to cooperate, take turns and share
- begins to resolve personal conflicts
- begins to find acceptable expressions and outlets for powerful feelings
- begins to develop friendships

Physical Development: The child:

- shows an awareness of name, location and relationship of body parts
- becomes more able to move with balance, coordination, strength and agility.
- begins to move in rhythm
- begins to participate in group games
- begins to handle equipment (balls, hoops, bats, scooters, parachute)
- begins to develop pincer control to pick up small objects
- begins to hold writing tools with fingers
- uses hand-eye coordination to manipulate small toys, scissors, buttons, zippers, etc.
- develops self-help skills

Creative Development: The child:

- explores materials and processes to develop visual forms of expression
- shares ideas about personal art work
- begins to use art as a form of communication and self-expression
- participates in music activities and begins to play classroom instruments
- begins to respond to various tempos and moods through movement
- begins to engage in dramatic play with others
- begins to generate more than one answer/solution to a question/problem
- begins to experiment, discover, invent

Language and Intellectual Development: The child:

- comprehends what is heard in conversations and stories with increasing accuracy
- produces speech sounds with increasing accuracy
- becomes increasingly adept at using language to express needs and interests, to play and pretend and to share ideas.
- develops understanding of story structure to be able to tell, retell and predict
- learns that print carries meaning and is used for various purposes (books, lists, numbers)
- begins to know that letters connect to sounds
- associates reading with pleasure and enjoyment as well as learning
- begins to explore the uses of writing for themselves
- arranges sets of objects in one to one correspondence (e.g. one cup for each doll)
- counts by ones to 10 or higher
- begins to understand the concepts of number, shape, color, size, part/whole, first/last, full/empty
- recognizes and reproduces simple patterns
- puts together puzzles of increasing complexity
- describes similarities and differences
- sorts objects by an attribute
- uses senses to observe, investigate, discover, predict, offer his own explanations
- begins to avoid obvious dangers

THEMES FOR STORIES AND PROJECTS FOR 2012-2013

- September: Me and my family, senses, emotions
- October Fall, trees, leaves, apples, Hallowe'en
- November Getting ready for winter, Forest Animals
- December Christmas
- January Winter fun, nursery rhymes, fairy tales, castles
- February Caring and sharing, friends, Valentines
- March Zoo, jungle, circus, dinosaurs
- April Spring, bugs, growing things
- May Farm, Sea
- June Transportation, community helpers

Within these general guidelines each teacher designs a program for each class following the abilities and interests of the children.

OUR PRESCHOOL TEACHERS

Our teachers are qualified educators with training through community college early childhood programs or university degree programs.

- Program Director: Anne Johnson (Fours-Junior Kindergarten)
- Preschool Coordinator: Lorraine Parker
- Preschool Teachers: Anne Johnson (Fours)
- Bonnie Sask (Fours)
- Kathryn Hill (Fours)
- Diane MacKay (Fours)
- Crystal Blanchard (Threes)
- Stephanie Darke (Music)

DAILY TIME TABLE

TIME	THREES	FOURS
9:00 – 9:50 AM		
1:00 – 1:50 PM	FREE PLAY	FREE PLAY
10:00 – 10:20 AM		
2:00 – 2:20 PM	CIRCLE / STORY TIME	CIRCLE/STORY TIME
10:20 – 10:45 AM		
2:20 – 2:45 PM	MUSIC or GYM	CRAFT or PAINTING
10:45 – 11:00 AM		
2:45 – 3:00 PM	SNACK TIME	SNACK TIME
11:00 – 11:30 AM		
3:00 – 3:30 PM	CRAFT or PAINTING	MUSIC or GYM

POLICIES AND PROCEDURES

BRINGING AND PICKING UP CHILDREN

Please respect school hours and teacher preparation time.

- **ARRIVAL**

Preschool sessions begin at 9:00 AM and 1:00 PM.

When you arrive please bring your child into the classroom and record your child's arrival in the classroom attendance book and greet the teacher. (see medication registration on page) Should you arrive early you must stay with your child until the teacher is present. Please phone the preschool if your child is going to be absent. As you come and go please be sure to close and latch the gate so that the children can not slip out unseen.

The attendance book is a legal document that the parent/caregiver must sign "in" on arrival and "out" upon departure. These records are kept for two years and may be audited by Alberta Social Services at any time.

- **DEPARTURE**

Preschool dismisses at 11:30 AM. and 3:30 PM.

When you come to the preschool to pick up your child, please wait in the foyer until Mrs. Stephanie opens the door to the preschool area. You may then proceed to your child's classroom door to receive your child.

Please check your child's mail box for notices and projects.

You will sign the attendance book indicating that you have taken your child. Signing the attendance book releases the child to your care, responsibility and supervision.

A child will be released only to an adult.

No child will be released to a person other than a parent without authorization. This is the person listed on your registration form. Should an emergency arise where a person not listed on the form needs to pick up your child, please call the school **403-239-8072**.

LATE PICK UP

If you or an authorized person has not picked up your child within 15 minutes of the end of class, we will call:

1. home phone
2. parents' cells
3. work number(s)
4. emergency contact

After one hour we call social services child protection department.

REGISTRATION AND PAYMENT

- **TUITION**

2 HALF-DAY PROGRAMS ARE \$145.00 PER MONTH

3 HALF-DAY PROGRAMS ARE \$195.00 PER MONTH

JUNIOR KINDERGARTEN (4 AFTERNOONS), \$260.00 PER MONTH

5 HALF-DAY PROGRAM CAN BE ARRANGED \$310.00 PER MONTH

- **POST-DATED CHEQUES**

Please make payments with post-dated cheques, September 1, 2012 through June 1, 2013.

These cheques are required on or before the orientations days, September 5 and 6, to secure your child's space in the program.

If you will be away during these two days, please mail your cheques and completed registration/health form ahead of time to Lorraine Parker, 3524 Boulton Road NW, T2L 1M6. After September 6th those spaces not confirmed will be filled by families on the wait list.

- **WITHDRAWALS POLICY**

One month's notice is required if a child is to be withdrawn. One month's tuition will be charged when notice is less than one month.

- **RETURNED AND NSF CHEQUES**

A charge of \$20.00 will be levied to cover bank charges.

- **RECEIPTS**

Receipts will be issued in January 2012 and June 2013. Preschool tuition may be claimed as Childcare expenses by mothers declaring an employment related income. Please refer to the current Tax Guide for complete information.

STUDENT INFORMATION FORM

no child may attend without a completed form

- **ADDRESSES Complete addresses of home, places of work, caregivers and an emergency contact are required.**

Should there be a change in any information such as address, phone number or caregiver during the year, please notify us. Should an emergency arise we will need to reach you or the emergency contact to pick up your child. You will be requested to update this information in the new year.

- **IMMUNIZATIONS**

Immunizations must be up to date. You are encouraged to have your preschool child immunized before he/she attends preschool.

In the event of an outbreak of a communicable disease, the public health officials will order that children without proof of immunization be excluded from school for a period of 14--21 days after the last case has occurred. There would be no refund of tuition in such a case.

- **ALBERTA HEALTH NUMBERS**

Alberta Health numbers are optional (FOIP) but would be helpful to the hospital should your child need emergency transport and treatment.

- **MEDICAL CONDITIONS:**

If your child has a medical condition such as asthma, allergies, diabetes, etc. that could require medication such as inhalers, epi-pens, insulin, sugar etc., a special permission form is required to allow the preschool staff treat your child.

Please phone Lorraine Parker 403-282-7895 to obtain a form

HEALTH POLICIES

ILLNESS POLICY

WHEN SHOULD A CHILD BE KEPT HOME FROM SCHOOL?

Parents will be advised to keep a child at home if he/she has any of the following:

- a fever of 38 degrees or more
- green or yellow discharge from the nose
- vomiting within the past 24 hours
- diarrhea within the past 24 hours.
- An infection that requires antibiotics (if a child has been on antibiotics for 24 hours and feels well he/she can come to preschool). Pink eye and strep throat are two such infections.
- Any communicable disease.

When in doubt, it is best to error on the side of caution, both for the child's comfort and for the health of classmates and teachers.

WHAT IF A CHILD BECOMES ILL AT PRESCHOOL

If a child exhibits signs or symptoms of illness while at Foothills Creative Beginnings the parent/guardian or emergency contact will be called to pick up the child immediately (ie. within 2 hours).

Signs or symptoms of illness can include:

- Vomiting, fever (38 degrees or more), diarrhea,
- a new unexplained rash or new or unexplained cough
- unexplained pain
- Requiring greater care and attention than can be provided without compromising the care of the other children
- Displaying any other sign or symptom the teacher believes may indicate that the child poses a health risk to persons on the program premises.

To ensure the child care environment remains healthy, a sick child will be made comfortable in a separate area and will be supervised by a primary staff member until the parent/guardian is able to take the child.

Our normal order of calls, until we make contact, will be:

- home phone,
- mother's cell,
- mother's work,
- nanny or sitter,
- father's cell,
- father's work,
- emergency contact.
- If another plan is in place it must be discussed with the director (Anne Johnson) and outlined on the registration form.

If the parent or designated alternative can not be contacted or fails to pick up the child and does not contact the preschool within the 2 hours, the preschool staff will continue to monitor the child until the end of the class time and for one hour after (12:30 pm for morning classes, and 4:30 pm for afternoon classes). After this time the child will be considered abandoned or neglected and under the provincial protocols for handling child abuse and neglect, the program director or coordinator will call Alberta Children and Family Services (403-297-6100) or the Child Abuse Hotline (1-800-387-5437). FCB staff will not transport the child.

If the condition of the child (seizure, altered level of consciousness, breathing distress, etc) is considered serious enough to require immediate medical intervention, the first aid person in attendance will summon an ambulance and contact the parent. If emergency health care (ambulance) is requested and/or if the child is required to remain in hospital overnight the director or program coordinator will contact the licensing officer. If an ambulance is called the cost is the responsibility of the parent.

ILLNESS REPORT

Whenever a parent is summoned to pick up a child the teacher who notices the symptoms of possible illness will complete an "Illness Report" form containing the following information

Name of Child: _____ Date : _____

Staff Member who identified illness: _____

Symptoms of suspected illness: _____

Parent contacted by: (staff member) _____ Time: _____

Child picked up by: _____ Time: _____

Relationship to child: _____

Signature of person who takes the child: _____

Primary Staff Member signature: _____

Date child returned to preschool: _____ Follow-up
comments: _____

The child may return to the program when the child no longer poses a health risk, as determined by the program director. The parent may provide a physician note or a parent can report to the teacher that the child has been symptom free for a period of not less than 24 hours.

COMMUNICABLE DISEASE POLICY

If a staff member has reason to believe that a child may be suffering from a communicable disease listed on the notifiable disease list, the teacher, program director or program coordinator would contact the parent of the child to take the child from the preschool premises as soon as possible (within 2 hours). In the mean time the child would be isolated, made comfortable and supervised by a primary staff member until the parent/guardian is able to take the child. The child may return to the program when the child no longer poses a health risk, as determined by the program director. The parent may provide a physician note or a parent can report to the teacher that the child has been symptom free for a period of not less than 24 hours. Some diseases such as Chicken Pox or Fifth's Disease are contagious before the appearance of symptoms and the child may return to school as soon as he/she feels well enough, even if the rash is still visible. We follow the recommendations of Calgary Public Health.

REPORTING TO ALBERTA HEALTH SERVICES

To identify outbreaks and epidemics, provide preventive treatment and education, and protect children and staff in child care settings, the preschool must report:

- communicable diseases
- All diarrhea and vomiting "outbreaks" (2 or more children within 48 hours of each other).

REPORTING TO LICENSING

FCB will immediately report to the licensing officer if a child's illness/accident requires FCB to request emergency health care (ambulance) and/or requires the child to remain in hospital overnight. 403-297-6100, Alberta Children's Services.

ACCIDENT POLICY

Should a child be involved in an accident while at preschool a primary staff member will assess the situation. For minor injuries such as scrapes or minor bumps the primary staff member will see that necessary first aid and comfort are provided and the parent will be informed at dismissal time. Should an accident of a more serious nature occur a primary staff member with current first aid qualification will attend to the child providing emergency first aid, have the parent called and if deemed necessary have EMS summoned to give medical attention.

If emergency health care (ambulance) is requested and/or if the child is required to remain in hospital overnight the director or program coordinator will contact the licensing officer.

If the first aid person calls for the ambulance (emergency health care) parents must assume the cost of this service. FCB staff will not transport sick or injured children to the hospital.

Accident Report: Whenever an injury requires first aid an accident report will be completed by the primary staff member and will be signed by the person who picks up the child. If the person picking up the child is not the parent, a copy of the report will be sent home with the child.

PROVISION OF HEALTH CARE

Foothills Creative Beginnings Preschool will provide or allow for the provision of health care to a child only if

- The written consent and direction has been received from the child's parent.
- The health care provided is in the nature of first aid.

ADMINISTRATION OF EMERGENCY MEDICINE

Foothills Creative Beginnings will administer emergency medications such as inhalers or epi-pens if we have the medication and the permission forms. If a child requires an emergency medication, we have a special permission and instruction form for the parent to complete.

When medication is administered to a child the attending staff member will record on the back of the permission to give emergency medication form: a) the name of the medication b) the time of administration c) the amount administered d) follow-up procedures followed e) sign and date the form. Emergency medication is stored in a cupboard that is unlocked but inaccessible to the children.

ADMINISTRATION OF NON-EMERGENCY MEDICATION

FCB may administer or allow the administration of a medication (such as inhalers, insulin) to a child only where

- Written consent, of the child's parent has been obtained, and direction and/or training are provided to the comfort level of the primary staff member with first-aid certification responsible for administering the medication.
- The medication is in the original labeled container, and
- The medication is administered according to the labeled directions

Where medication is administered to a child, the program director/coordinator will ensure that the medication is stored in a locked container that is inaccessible to children and that the following information is recorded each time the medication is administered.

- Name of the medication
- Time of administration
- Amount administered
- Initialed by the person who administered the medication

If your child requires such medication, we have a special permission and direction form for you to complete. Please call Lorraine Parker 403-282-7895.

- **DAILY MEDICATION REGISTRATION**

The adult delivering your child to preschool is required to list, on a daily basis, any medication the child has taken (cough syrup, antibiotics, inhalers etc.) and the condition being treated. Please pass any such information on to the person bringing your child to preschool. The attendance book has a space for such information.

EMERGENCY EVACUATION

Should there be a situation where the school must be evacuated, the children would be taken to the St. James Anglican Church across the parking lot. The parents would be contacted to pick up their children. Full details of the procedure are posted. Fire drills are held monthly.

INSURANCE

The preschool carries general liability insurance. Parents waive all claim against the preschool in excess of the liability coverage. You may purchase individual or family accident insurance. A brochure will be sent home with your child in September.

DISCIPLINE POLICY *"Discipline is the slow, bit-by-bit, time consuming task of helping children to see the sense in acting a certain way."* (Dr. James Hymes)

We realize that three and four year old children are learning and practicing skills in cooperation, sharing and assertiveness as well as respectfulness. We believe our code of discipline is reflective of this.

Our first concern is that all the children in the center are safe, comfortable and feeling free to develop their imagination and explore with a sense of confidence.

Discipline is not punishment. The most important aspect of this definition is that behavior is not changed by punishment, but by helping children discover that it feels good to act in a way that brings approval and a sense of confidence.

Discipline for us is a four step approach:

- **Anticipate.** We prevent problems by having enough equipment and activities and by setting the ground rules before the problem arises.
- **Hesitate.** We stand back for a moment and watch. If neither child is coming to harm, we allow the children to work out the problem with their own solutions.
- **Investigate.** We are careful not to blame either child, especially when we have not seen what has happened from start to finish. We allow each child the opportunity to talk so we can understand the situation.
- **Communicate.** We encourage the children to generate their own solutions. If this is unsuccessful the teacher will explain the problem and offer one or two choices. If the child is unable to make a choice, the teacher may remove the child from the activity for a short time to calm and reconsider his/her options. You, as the parent, would be informed so that together we can work towards a solution. If the child poses an ongoing threat to the comfort of the group, we would request professional help or withdrawal from preschool.

In accordance with Alberta Licensing regulations staff, volunteers, parents will not discipline a child by using any form of contact intended to ridicule, humiliate, degrade or undermine the self-worth of a child. This includes physical or emotional abuse, neglect or permitting any of the above from happening to a child in our care.

GENERAL POLICIES AND INFORMATION

• **CLASS LISTS**

It is our policy to prepare class lists (including the child's name, parents' names, addresses, phone numbers) copies of which are given to the parents in your child's class. We do this so that you may exchange snack dates with other parents to arrange play dates, parties etc., with your child's school friends.

If this is not acceptable to you or if you would like certain information excluded please phone Lorraine (403-282-7895) before orientation dates to have an item deleted from the list. Also please indicate this request on your child's registration form.

• **PHOTO POLICY**

The teachers may take photos of the children as a form of documentation of each child's achievements and discoveries. Sometimes we post these photos within the classroom. The pictures are given to the parents at the end of a project. If this is not acceptable to you, please indicate on the registration form and talk to your child's teacher.

• **SCHOOL PHOTO DAY**

School Photos will be taken in the Fall. See the School Calendar for the date. A school photographer, Ken Stewart, will take the photos. Proofs will be sent home for you to examine and decide if you wish to purchase. There is no obligation to purchase.

- **VISITING POLICY**

In order to ensure a consistent program we do not depend upon volunteer help. We do, however, maintain an open door policy, which invites your participation. Most children treasure a few moments spent with Mom or Dad building with blocks, sharing a story or working on a puzzle. The free play period lends itself easily to such a shared time but it is equally important for each child to have independent time during free play. (see separation anxiety)

After the Christmas break you will receive an invitation to spend an entire preschool session with us. We hope you will take part in this experience, which will offer you an understanding of your child's preschool interests and special friends.

If you bring other children into the center when delivering your child to preschool they must be closely supervised by yourself. They may not be left on their own at preschool.

There are occasional special days such as the Car Rally, when each child requires an adult attend with him. If the parent is unable to attend a special friend, grandparent etc. may substitute.

- **TOILET TRAINING**

It is expected that children who come to preschool are toilet trained; special needs children with a personal assistant are the exception. Our teachers accept 'accidents' casually without embarrassing or scolding, however, you will be called to come and change or take home a child who has not made it to the washroom for a bowel movement.

- **CLOTHING**

It is recommended that the children come dressed in play clothes as they will be involved in messy projects using glue, paint and play dough. Pants and short or easily rolled sleeves are suggested for both boys and girls. Dresses are very awkward and even dangerous in the gym, on the climber and when actively participating in music.

We have changes of clothes for those who get wet at the water table or have toileting accidents. If preschool clothes come home on your child, please wash the clothes and return them to preschool. If you have out grown play clothes, sizes 4-6, that you could add to our emergency box, it would be much appreciated.

- **FOOTWEAR**

Non-slip shoes such as runners are a necessity at school for safety reasons. Children will not be allowed to participate in gym activities without appropriate shoes for the same reason. No sandals, flip-flops or fancy dress shoes, please. If you leave home without your child's shoes we have a box of extras to lend.

- **BRINGING THINGS TO SCHOOL**

We request that the children do not bring toys to school as these tend to get broken and/or lost. We do make concession for "security" blankets, and scheduled "show and share" items etc.

- **PARENT CONCERNS**

The classroom teacher invites you to discuss any concerns you might have about you child's classroom experience. Casual chats can occur when you bring or pick up your child. Serious concerns should have a private space—just mention it to your child's teacher. If an issue can not be resolved easily, you are encouraged to speak to our Director, Anne Johnson (403-547-2018) or our Coordinator, Lorraine Parker (403-282-7895).

- **TEACHER CONCERNS**

If the teacher has any concerns about your child's adjustment or progress at preschool she will arrange a time for a mini-conference with you.

- **NEWSLETTERS**

A newsletter is prepared for the beginning of each month and will be placed in your child's mailbox. It will contain special dates to remember, program highlights and notes, parent and community resource information.

- **PARENTAL INVOLVEMENT**

Parents are welcome to spend some time with their children during free play, sharing a story or activity or visiting with other parents. Parents participate in special events such as Mother's Day , Teddy Bear Car Rally and Winter concert. Each parent is invited to spend an entire session with his/her child during January and February but are also welcome to stay at any time.

Parents supply the snack on a rotating basis. A teacher sometimes requests a parent to help with a special project.

- **FUND-RAISERS**

Foothills Creative Beginnings Preschool promotes several small fund-raisers throughout the year. We use the funds to purchase new equipment, books and to fund special events. This year we will be presenting:

Scholastic Books	Sept. – June
Students Union Coupon Books	Sept.

Any of the items ordered/purchased are returnable for full refund or exchange.

Parents are not obligated to purchase or sell to family, friends or neighbours but if you or someone you know would like the product that is great. Just do what is convenient and comfortable for you and your family.

- **BEAUTIFUL JUNK** We gladly receive:

Metal lids from frozen juices	Toilet rolls
Styrofoam egg cartons	Yogurt containers
Wrapping paper	Ribbon
Wool	Buttons
Beads	Feathers
Seeds	Sea shells

Uniforms that could be remodeled into dress-up costumes
 Clothes suitable for the dress-up center
 Children's T-shirts, pants, socks etc. for our emergency dry clothes supply.

SEPARATION ANXIETY AND HELPING YOUR CHILD TO INDEPENDENCE

This term refers to the emotional stress that some children experience when separating even for a short time, in safe surroundings, from their parents. Tears or tantrums disturb parents who feel torn as to whether they should leave the child, or become concerned at how the teacher will manage.

It has been our experience that children most easily learn the satisfaction which comes from coping with separation anxiety when parents and teachers are kindly, honest and reassuring in their approach. We request that you always tell your child when you plan to leave, even if tears occur. Such truthfulness instills trust, while the unpleasant surprise of discovering that the parent has slipped away fosters insecurity. When you leave, state your plans cheerfully. Your child will take the cue that preschool can be enjoyable from your body language as well as your words. When you return, compliment your child on his/her work and let your sincere interest in the activities of the day be spoken.

Sometimes keeping a photograph of Mom or Dad helps. Sometimes a cuddly toy from home eases the stress. If tears are flowing when you leave, your child's teacher will help the child to see exciting possibilities for play and will reassure the child of your return. You may want to be gradual in your time of separation, which is fine, as long as your child understands that you will go when you say you will and that you will return at the designated time.

There may be a time during the session when your remaining in the center impedes your child's progress. If your child's teacher requests that you leave, please do not feel that this is a reflection on your parenting, but rather that the teacher feels that your child is ready and able to risk independence at the center. The teacher will use this time to interest your child in the activities and to reassure him/her. The teacher will keep you advised of your child's progress and reactions. We will do our best to help your child to confidence and self-fulfillment.

If preschool is so stressful for your three year old child that he can not adjust to the separation and is showing signs of stress, the best solution is sometimes withdrawing from the program and trying again after Christmas or next year. Tuition refund arrangements can be made.

NUTRITIOUS SNACK PROGRAM

- **GOALS**

- To provide a nutritious snack
 - To enjoy the sociability of eating together
 - To share and encourage good manners
 - To taste a variety of foods.

- **PROCEDURE:**

- You will receive a snack calendar, which will designate your day to provide a snack. If this day is not convenient for you, please accept the responsibility of trading a day with someone else in the class. A class list will be provided.
 - You are requested to provide a snack for your child's entire class, based on the food group (vegetables, fruits, breads and dairy products) indicated on your snack calendar. We have bowls, spoons, glasses, napkins, a refrigerator and freezer. The preschool supplies apple juice.

- **FOOD SUGGESTIONS:**

- **Each snack must consist of two food groups as required by Alberta Social Services .**

- Over all please try to keep the snacks simple and healthy.

- Some suggestions are:

- Fruit:** bananas, apples, raisins, watermelon, oranges, grapes

- Possible accompaniments: crackers, cheese

- Vegetables:** carrot sticks, cucumber, celery sticks

- Possible accompaniments: dip, crackers, cheese

- Breads:** whole grain, cheese or raisin breads, muffins, crackers, fruit loaves

- Possible accompaniments: cheese, fruit

- Dairy:** cheese, yogurt, puddings, mini-go, yogurt tubes,

- Possible accompaniments: crackers, fruit, vegetables.

- **SAFETY PRECAUTIONS**

- The Calgary Health Region has some guidelines for serving these foods.

- Perishable foods such as cheese, meats, eggs, dip, yogurt, puddings etc. are considered to be potentially hazardous, therefore, these products must be commercially prepared (not home-made). They must come to school in their original unopened container and be kept below 4 C.

- Vegetables and fruit may be peeled and cut at home, using good sanitary procedures. Please take care not to use a knife that has just been used to spread peanut butter.

- Cantaloupe is known to carry Salmonella. Please wash it before peeling and keep cantaloupe refrigerated at all times.

- To prevent an incident of choking, please cut carrots and celery into sticks and grapes in half, length ways.

- Popcorn should not be served to the Threes.

- **FORGOT THE SNACK?**

- If you forget to send the snack on your day, we always have a snack in store. Then you could, please, send a package of cookies or crackers to replenish our emergency supply cupboard.

- **BIRTHDAYS**

- When it is you child's birthday, please feel free to send small muffins, cookies etc. for the class. Please do not send party hats, favors, candles.

NO PEANUTS!! Because peanuts are a common and often severe allergy even to touch or smell, no peanuts or peanut products are allowed at our preschool.

ALLERGIES:

We have several children and a teacher with severe (life threatening) allergies. This year these allergies are to peanuts, nuts, seeds (such as sesame), milk and eggs.

Children with severe allergies bring their own safe snack from home but this is not enough to keep them safe. If an allergic child should play with a toy that has been handled by a child with one of these products on his/her hands an allergic reaction could be triggered in the allergic child. If a non-allergic child has immediately eaten peanut butter and breathes on an allergic child it could trigger an allergic reaction.

If an anaphylactic reaction is triggered in one of these children it means that the teachers will have to administer a painful shot to the allergic child and call the ambulance. Such an event would be terrifying to the children and perhaps more so to the teachers. We have never had such an occurrence but it is one of our greatest concerns.

Nut products can appear in surprising places such as in chocolate, granola bars, cereals, frostings, candy, fried foods, flavorings, even lip gloss and shaving cream.

For the safety of all we have the following rules:

- Children may not bring any personal snacks into the preschool area.
- Children on special individual diets will not include nuts or peanuts in their preschool snacks
- Please have your child wash hands and brush teeth after eating / before coming to preschool, particularly if they have had peanut butter for breakfast or lunch.
- Please do not include peanuts, nuts or seeds in the snack that you send to school for your child's class.
- Please take care when cutting something for preschool that you do not use a knife that has just been used to spread peanut butter.
- Please send the original container or at least the label which lists the ingredients from any commercial product so that the teacher will be aware of the ingredients in a snack.

Foothills Creative Beginnings Speech and Language Program

Many speech and language errors in the preschool years do correct themselves; but if a delay exists, the longer the problem persists, the harder it is to treat. Left untreated speech/language problems can have a negative impact on later learning such as learning to read and comprehension.

Use the Milestones guide to identify warning signs for possible speech/language problems. If you have any questions or concerns about your child's speech language development please contact:

Lorraine Parker 403- 282-7895

Milestones and Warning Signs for Speech and Language Development

2 Years to 5 Years.

Age 2 to 3rd birthday:

- Combines words in 2-3 word sentences such as "me do it"
- Follows simple directions: "put the teddy-bear to bed"
- Answers simple question: "what's your name?", "which is the big doll?"
- Can put a toy "in", "on", "under" when asked
- Answers simple question about objects; "which one do we eat with?"

Warning signs:

- Does your child show frustration when trying to talk?
- Do you have difficulty understanding your child's speech?
- Does your child put 2 words together?

Age 3 to 4th birthday:

- Follows 2 related directions: "close the book and give it to me"
- Tells first and last name
- Understands questions about a picture story: "where did the bunny go?"
- Reasons – answers "What do you do when you're hungry?"
- Tells a short story: "two kids played ball"
- Sentences are usually 3 and 4 words long
- Gives directions such as "Fix this for me"
- Asks may questions: "what", "where", "why"

Warning signs:

- Is your child's speech difficult to understand?
- Are your child's speech skills not at age level described?

Age 4 to 5th birthday:

- Follows 3 related directions: "get your crayons, make a picture and give it to the baby"
- Speaks sounds accurately
- Shows more reasoning: "What should you do if you are hurt?"
- Describes object and events
- Can show you "top", "bottom", and several colors
- Can give meanings of words.

Warning signs:

- Does your child not use complete sentences?
- Does your child stutter?
- Does your child not seem to be able to follow directions?

This resource is part of Alberta Health's strategy of prevention and community care.

FUNDS FOR SPECIAL NEEDS

By virtue of our operation of a kindergarten program under the aegis of Alberta Education we are able to access funds for children with special needs.

Role of Foothills Creative Beginnings:

- To administer the funds for PUF and MILD/MODERATE programs.
- To develop an Individualized Program Plan for each child accessing these programs
- To provide assurance to Alberta Education of the quality of the program and financial accountability.

MILD / MODERATE FUNDING

This level of funding provides for children with mild to moderate delays in one area such as speech or motor development. These funds provide for regular visits to a professional therapist during the school year. This funding is available for 2 years only, one of which must be the kindergarten year.

To qualify for mild/moderate funds:

- The child must be at least 3 years 6 months and less than 6 years on September 1 of the program year to qualify.
- The child must be registered with Foothills Creative Beginnings by September 30 of the year when this funding is accessed.
- The initial request for therapy can be based on opinions of the parents and FCB personnel or a referral from a speech clinic or Children's Hospital. This will then be confirmed by one of our therapists.

Mild/Moderate Funds provide for 16-18 therapy sessions. Parents pay the school fees. No assistant is provided.

PROGRAM UNIT FUNDING (PUF)

PUF is the most generously conceived of comparable provincial programs in Canada. The total funds made available depend on the needs of the child, although there is an upper limit.

PUF seeks to provide for the needs of children with disabilities requiring additional support above that offered in a regular preschool or kindergarten program. The PUF program we administer is designed to provide families with as much participation as possible in their child's program.

To qualify for PUF Funding:

- Assessment/diagnosis from appropriate professional(s) is required prior to submitting an application. This is imperative for an initial application and it is very helpful if these assessments can be completed before September.
- The child must be at least 2 years 6 months and less than 6 years of age on September 1 of years when PUF is accessed. PUF is available for a maximum of three years. Care should be taken in deciding when to start PUF.
- The child must be registered in and attend a preschool or kindergarten program.

PUF funds provide for:

Necessary therapies

A classroom assistant

An Individual Program Plan (IPP) with developmentally appropriate goals developed in consultation with teachers, therapists, parents and teaching assistants. The parents must be actively involved in this process.

Please contact Lorraine Parker (403-282-7895) if you have questions with regard to funding.