

PRESCHOOL AND JUNIOR KINDERGARTEN PARENT HANDBOOK

EARLY CHILDHOOD PHILOSOPHY

Children are at the heart of all programs at the Calgary French & International School. We promote a climate conducive to learning, success, and personal growth. Parental involvement and support are crucial. Home and school work together to help the children attain their potential in a supportive French immersion environment.

VISION

Calgary French & International School graduates will be active global citizens with a foundation for life-long success, and our school will be the leader in French immersion and international education.

MISSION

Calgary French & International School develops each student's individual and academic potential through full French immersion, an international focus, and the development of the whole student in a rich and dynamic learning environment.

ABOUT US

Accredited since 2006 by the Alberta Association for the Accreditation of Early Learning and Care Services, on behalf of the Province of Alberta, the CFIS preschool and junior kindergarten programs are proud to follow the best practices in health and safety as recommended by licensing and health authorities. If you would like more information about accreditation, visit the AELCS website at <https://www.aelcs.ca>.

CFIS's preschool and junior kindergarten programs are overseen by Mme Amy Murray, Principal of Early Childhood Education (amurray@cfis.com). Our Coordinator of Licensing and Accreditation is Mme Nancy Lachance (nlachance@cfis.com) and our Coordinator of Before and After School Programs is Mme Susan Ammeter (sammer@cfis.com).

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EDUCATIONAL GOALS

CFIS's preschool and junior kindergarten programs reinforce the following goals and objectives:

INTELLECTUAL GOALS

The programs will:

- Nurture the love of learning;
- Stimulate intellectual curiosity;
- Promote independence;
- Promote critical, analytical and creative thinking in both French and English; and
- Foster the acquisition of basic skills, knowledge and effective work habits.

SOCIAL AND EMOTIONAL GOALS

The programs will:

- Encourage appreciation, respect and acceptance of individuals;
- Promote a sense of social responsibility to and cooperation with others; and
- Promote an awareness of and respect for the school environment.

INDIVIDUAL GOALS

The programs will:

- Instil a sense of self-worth;
- Promote self-discipline;
- Encourage the development of personal initiative and perseverance;
- Promote a regard for work and a sense of responsibility for achievement;
- Provide opportunities to develop leadership skills; and
- Promote an appreciation of the traditions, cultures and values of others.

PHYSICAL GOALS

The programs will:

- promote and encourage fitness, good hygiene, mental well-being and sportsmanship.

CURRICULUM AND PROGRAM PHILOSOPHY

The CFIS preschool and junior kindergarten programs are considered grade levels in our larger school community and, as such, each level has program outcomes and objectives that address students' academic, social, emotional, physical and creative development. In alignment with best practices in early learning, our classrooms follow a play-based emergent curriculum model where learning experiences are carefully planned to link children's needs, interests and strengths to our intended program outcomes.

Young children learn best through meaningful and engaging interactions with peers, teachers and the classroom environment. Programming is choice-based; teachers plan learning opportunities that will entice students to try new activities, develop new skills and take risks with new materials.

The preschool and junior kindergarten teachers prepare weekly, monthly and long-range plans. Based on children's interests and program outcomes, bi-weekly plans are posted in the classrooms.

WHAT WE BELIEVE

CFIS's early childhood staff and faculty subscribe to the following philosophies:

- Play is essential to learning and children learn best through playful, engaging, interactive, activities and experiences.
- Each child is unique and may have abilities that are different from those of other children.
- Each child has dignity and worth, and is a valued member of our community.
- A child is constantly developing physically, emotionally, intellectually, socially and creatively. All of these areas are related to and dependent on one another, and are of equal importance in the child's development.
- Children have natural curiosity, which, in an appropriate environment, results in an eagerness to learn. It is part of a teacher's role to provide an environment and program that stimulate this curiosity.

- Children learn through interaction with their environment and both adults and children who populate that environment.
- Effective programs require a team approach wherein the skills and knowledge of teachers, parents, administrators and specialists are brought together to meet the individual needs of each child.
- Frequent communication between parents and teachers about a child's overall development is a critical contributor to the child's academic and social success.

DEVELOPMENTAL MILESTONES

The following developmental milestones of early childhood indicate a typical sequence of skill development in young children. Note that these are general development guidelines and that this list is not exhaustive. It is important to remember that each child has unique needs and abilities, because each child's experience and background is unique. No two children will demonstrate the behaviours described in this list in exactly the same way at exactly the same time.

CHARACTERISTICS OF A THREE-YEAR-OLD CHILD

Social and emotional skills

- Plays alone or beside another child;
- Takes turns and shares, with encouragement;
- Enjoys independence - wants to do things for him or herself;
- Overestimates abilities;
- Begins dramatic play;
- Shows a wide range of emotions; and
- Gets upset with major changes in routine.

Motor skills

- Puts on shoes, but cannot tie laces;
- Dresses self with some help;
- Tries to catch a large ball;
- Throws a ball overhead;
- Hops on one foot;

- Walks short distances on tiptoes;
- Can stand, balance and hop on one foot;
- Walks up and down stairs with one foot on each step;
- Can feed self with spoon and small fork; and
- Can use toilet independently.

Cognitive and intellectual skills

- Draws pictures with intention-results often not recognizable to others;
- Names and briefly explains picture;
- Has short attention span; is easily distracted;
- Learns through observing and imitating;
- Asks many questions;
- Sorts objects that belong together;
- Matches colors;
- Compares two objects; and
- Likes to listen to stories.

Language Skills

- Talks in short, simple sentences;
- Recites familiar nursery rhymes;
- Uses language to get wants and needs met;
- Listens to stories;
- Begins to use language as a social tool;
- Answers questions;
- Speech is understandable to strangers, but continues to contain some errors;
- Sentence length is generally four to five words;
- Uses a vocabulary of approximately 1,200 words;
- Explores new materials;
- Holds crayon well;
- Attempts to hold scissors; and
- Beginning to use drawings to represent real objects and people.

CHARACTERISTICS OF A FOUR-YEAR-OLD CHILD

Social skills

- Likes to whisper and tell secrets;
- Emotions tend to be extreme;
- Tests limits continually;
- Plays and interacts with other children with minimal friction;
- Separates readily from mother or caregiver;
- Puts toys away and cleans up;
- Dramatic play is closer to reality, with attention to detail, time and space;
- Uses play materials correctly;
- Enjoys being part of a group; and
- Accepts responsibilities.

Motor skills

- Buttons, zips and buckles;
- Unbuttons clothing;
- Cuts simple shapes with scissors;
- Puts on shoes;
- Rides a bicycle with training wheels;
- Climbs easily;
- Moves about quickly; and
- Has a high need for motor activity.

Cognitive/intellectual skills

- Learns through observing and listening to adults, as well as through exploration;
- Identifies some letters in their own name;
- Likes novelty in information, activity and materials;
- Has an active imagination;
- Identifies similarity and difference between objects;
- May begin to show interest in written words;
- Draws, names and describes a recognizable picture; and
- Has a longer attention span.

Language skills

- Listens to long stories, but may misinterpret the facts;
- Exaggerates and likes ridiculous stories;
- Incorporates verbal directions into play activities;
- Questions constantly, especially “why”;
- Engages in conversations;
- Joins sentences together; and
- Uses a vocabulary of 1,200 to 1,500 words.

Creative skills

- Explores new art material;
- Makes drawings that represent real objects and people;
- Puts effort into art projects; and
- Uses blunt scissors.

CHARACTERISTICS OF A FIVE-YEAR-OLD CHILD

Social skills

- Strong sense of own abilities and of fairness;
- Loves to express independence;
- Has a strong sense of own abilities;
- Chooses own friends; may show preference for playmates of the same gender and age;
- Plays competitive games and enjoys sports that require group participation;
- Lives in the present;
- Self-centered, with own interests; and
- Enjoys make-believe play.

Motor skills

- Dresses self completely;
- Hand dominance may be established;
- Awareness of own right and left sides emerging;
- Copies and writes first name;
- Makes drawings that represent real people, objects and experiences;
- Laces shoes; and

- Shows interest in recreational sports (soccer, T-ball, skating, swimming, skiing, etc.).

Cognitive/intellectual skills

- Has difficulty distinguishing between fantasy and reality;
- Follows directions of three-to-four steps;
- Retells a story with reasonable accuracy;
- Recognizes cause and effect;
- May name some letters and numerals;
- May reverse some numbers and numerals;
- Has a sense of time measured in meaningful increments (i.e. two more sleeps until grandma comes); and
- Attention span is task-dependent.

Language skills

- Can take appropriate turns in a conversation; answers questions directly;
- Communicates well with family, friends or strangers;
- Likes books and being read to; reads by way of pictures;
- Relates fanciful tales in own words; experiments with impolite words; and
- Expresses emotions with words; uses a vocabulary of 2,000 words or more.

Creative skills

- Explores new art materials;
- Art projects show creative thought;
- Puts care and effort into art projects;
- Participates in dramatic play and music; and
- Cuts shapes with scissors.

SECOND-LANGUAGE ACQUISITION

To understand the approach used in a French immersion program, one has to realize that learning a second language has much in common with learning one's first language. In both instances, the typical progression of skills is:

1. The child understands what is being said to him or her usually long before being able to produce speech;
2. The child begins to repeat familiar words, phrases,

songs and rhymes without always understanding their meaning;

3. The child begins deliberate, spontaneous verbal communication beginning with words and working up to complete sentences. Mispronunciations and over-generalisations are normal;
4. The child begins to write or copy letters, words and text; and
5. The child begins to read written text.

A variety of experiences enhance this progression. Typical learning activities include exploration, playing, singing, arts and crafts, dramatics and storytelling. Vocabulary is assimilated with the help of games, puppets, songs, poems and other child-oriented activities. Audio-visual materials and equipment are used to enhance learning.

Young children learn a second, third or fourth language very differently than adults. Just as infants learn their first language through meaningful interactions with the important people in their world, young children learn subsequent language(s) through conversations, daily routines and rituals, and both new and familiar materials and activities. Taking advantage of a child's desire to create meaning and understanding of what is happening in the world around him or her, CFIS's French immersion program is designed to create the same kinds of experiences that occur during first language acquisition.

CFIS's preschool and junior kindergarten program focuses on the use of language rather than the study of language. Teachers strive to create a non-threatening, stimulating and rich environment, which encourages the child to take risks.

French is the primary language used by CFIS teachers for instruction and communication, supplemented by actions, mime, facial expressions, and demonstration to enhance children's comprehension. As the year progresses, children are encouraged to use more and more French in their communications with teachers and classmates. Good listening skills and vocabulary are developed throughout the year.

ROLE OF THE PARENT

Here are some simple ideas to help you increase the effectiveness of the French immersion experience for your child:

- Support your child's efforts at all times. His/her success is impacted by your attitude.
- Have an open and honest relationship with your child's teacher. His/her success depends on the efforts and the mutual support of all involved.

- If your child is eager to speak French at home, be encouraging. Otherwise, do not force your child to do so. Don't ask your child to dazzle friends or relatives with French conversation. It is very normal for your child to be reluctant to speak French at home.
- Don't correct your child if you are uncertain of the correct expression or pronunciation.
- It is helpful to take your children to the library to explore the French section and let them select books and tapes of their own choosing.
- Explore French radio and television programs. Take advantage of local situations and events that increase your child's exposure to French language and culture.
- Read to your child in your first language as frequently as you can.
- If you have concerns, questions or problems, speak with your child's teacher promptly. If the issues cannot be resolved speak to the Principal of Early Childhood Education Mme Amy Murray (amurray@cfis.com; **403-240-1500, ext 117**).
- Encourage your child to speak up if they are uncomfortable with a situation in the classroom. If he/she is reluctant to speak up, please speak up promptly on their behalf. Teachers are available by phone, in person and via e-mail.

STAFF TEAM

Our preschool and JK classes are taught by a lead teacher and designated assistant. In full-day programs, additional assistant teachers rotate through the classroom to provide coverage over lunch breaks. Our before and after-school programming is staffed by members of our assistant teacher team, drawn from all of the early childhood classrooms, the elementary division and library team.

Our preschool and junior kindergarten music and physical education programs are each staffed by a designated teaching team.

In their interactions with the children, our lead and assistant teachers function as equal partners. Like their teaching colleagues in kindergarten through to Grade 12, lead teachers hold primary responsibility for report cards, parent communication and parent meetings.

INFORMATION NIGHT

CFIS hosts a Meet the Teacher Evening and a classroom open house at the beginning of each school year. These events are

key to a smooth start to the new school year and attendance is strongly encouraged. The Meet the Teacher information session is for parents, and children need not attend. Both parents and children are invited to the classroom open house.

Please see the online calendar for dates and details.

SCHEDULES AND ROUTINES

START AND END TIMES

Program	Start time	End time
Before-school-care	7:00 a.m.	8:25 a.m.
Preschool & JK, Half-day AM	8:30 a.m.	11:30 a.m.
Preschool & JK, Full-Day	8:30 a.m.	3:25 p.m.
After-school-care	3:30 p.m.	5:30 p.m.

DAILY SCHEDULE

Sample preschool/junior kindergarten schedule*

7 a.m.	Room opens for before-school program (children must be preregistered for this service)
7 to 8:30 a.m.	Various activities for free play
8:25 to 9 a.m.	Classroom doors are opened; various tabletop centres while children arrive
9 to 9:30 a.m.	Circle time begins
9:30 to 10:30 a.m.	Programming and free play
10:30 to 10:45 a.m.	Snack time
10:45 to 11:15 a.m.	Programming (may include vocabulary development, story time, gym, music, centres, large group games and/or outside time)
11:15 to 11:25 a.m.	Songs; end of half-day AM program
11:30 a.m. to 12 p.m.	Lunch for full day programs
12 to 12:30 p.m.	Quiet play
12:30 to 1:30 p.m.	Nap/quiet time
1:30 to 3:25 p.m.	Programming, free play, and/or outside time
3:25 p.m.	End of full-day program
3:25 to 4 p.m.	After-school program: stories, songs, free play, outdoor play

4 to 5 p.m.	Free-choice play for after-school program
5 to 5:30 p.m.	Departure of remaining children; daily room closing

**Please note that the above schedule is a guideline only.*

YEARLY SCHEDULE

Preschool and junior kindergarten operate on the same school year schedule as the rest of our elementary division. Our school calendar can be found at: <https://secure.cfis.com/calendar/month>.

Like other grade levels, our preschool and junior kindergarten programs do not run during professional development days or school holidays.

GENERAL INFORMATION

COMMUNICATING WITH YOUR CHILD'S TEACHER

Your child's classroom teacher will provide you with a direct phone number to the classroom and an email address for you to use. The classroom is a busy place and teachers are not always able to respond to emails or calls during classroom hours. Teachers check their email several times throughout the school day and you can usually expect a reply within one business day.

At least once per year, students host their families for student-led conferences, which generally occur in conjunction with our report cards. These conferences are an opportunity for students to demonstrate the skills and knowledge they have been developing in class. Although the classroom teacher is present, the children lead these conferences.

You can expect to get a quick, informal update on your child's progress from his or her teacher about once a month. These updates may happen via in-person conversations, on the phone or in an email. If you have a specific concern or question that is best addressed in a formal meeting with your child's teacher, you are welcome to request one at any time.

The lead classroom teacher is the best source of insight and information about your child's school experience and is your primary contact. You are also welcome to address any concerns or questions to the Principal of Early Childhood Education Mme Amy Murray at amurray@cfis.com or **403-240-1500, ext 117**.

You will receive a short weekly grade-level newsletter for parents including highlights of the previous week, curriculum updates, and dates for upcoming events.

The best up-to-date sources of information about upcoming events and activities are the online calendar (<https://secure.cfis.com/calendar/month>). Please make it a priority to check the calendar at least once per week.

Email is the primary means of communication for school and classroom news. ***It is important that parents read their email daily and ensure CFIS has the correct email address on file.***

Policies of the month are on the parent information board.

ABSENCES

Please call the school at **403-240-1500** or email at elementaryabsence@cfis.com if your child will be absent for any reason. If you are communicating via email, please include your child's teacher in the communication. If your child will have a planned absence such as a dentist appointment or family vacation, please inform your child's teacher in person or via email. If you are taking your child out of school during the day, please sign your child out at the classroom and at the office.

ALTERNATE PICK-UP LIST

Parents submit student pick-up and drop-off information at the beginning of each school year. Car-pool alternatives must also be listed on the 'Alternate Pick-Up List,' which is kept in the child's file in the administrative office. ***If someone new is picking up your child for the first time, please send an email to the teacher and Mme Nancy Lachance (nlachance@cfis.com) at least 1 hr before pickup time. Program staff will ask for identification and check the ID against the alternate pick-up list.*** For the child's safety, CFIS reserves the right to keep a child at school if the pick-up, drop-off, and/or car-pool information is inaccurate or until the parent/guardian is contacted to make confirmation. Any changes to pick-up and drop-off permissions must be reported to the preschool/JK office immediately.

ATTENDANCE AND PUNCTUALITY

Consistent school attendance has a significant positive effect on children's progress, confidence and comfort in the classroom environment. Please help us by making school attendance a priority for your family. ***The most important thing you can***

do to support your child's learning is to ensure they arrive at school on time each day, after a good night's rest and a healthy breakfast.

BIRTHDAYS

Each classroom has special traditions to honour your child's big day. Due to the presence of severe allergies we ask that parents not send edible treats to school in these early years.

Please use e-mail to distribute birthday party invitations. Teachers are only able to facilitate paper invitations if the entire class is invited.

CHANGES TO ROUTINES OR CONTACT INFORMATION

Children are very sensitive to changes in their routines. It is helpful for teachers to know about the following:

- A new nanny or change to childcare arrangements;
- A parent who is out of town;
- A planned extended absence from school; and
- Any notable changes to your child's or family's routine.

For your child's safety, it is **mandatory** that teachers be informed of any of the following and that the appropriate paperwork be submitted or modified:

- How to reach you during the school day;
- If someone different is dropping off or picking up your child;
- If your child is going to someone else's home after school;
- Changes to your child's medical file (i.e. allergies); and
- Changes to your child's personal file (i.e. change of address or phone number).

Please inform Mme Nancy Lachance (nlachance@cfis.com) of any changes, thank you.

CHILD RECORDS

Files are kept for each child, including parent and emergency contact information, consent forms, and information about medical conditions and/or medications. These files are considered legal documents and must be kept up to date according to very specific standards. We thank you for your understanding if you are asked to complete any missing

information. **These files must include a local phone number for parents.**

The children's files are made available to staff to keep them informed about each child in their classroom.

EMERGENCY CONTACT INFORMATION

A parent or guardian is contacted directly in the case of a minor emergency. In the case of a serious emergency (including but not limited to unconsciousness, difficulty breathing and incidents requiring the use of an epi-pen), 911 is immediately contacted before contacting the child's parent or guardian.

EMERGENCY EVACUATION/LOCKDOWN PROCEDURES

Procedures for emergency evacuations (i.e. fire) and lockdown situations are reviewed with students and practiced several times in the school year. Teachers explain these practices in age-appropriate ways. Our evacuation and lockdown procedures are established and reviewed by the CFIS Director of Operations.

EVALUATIONS

CFIS early childhood educators are responsible for classroom evaluation and for documenting children's developmental growth, concerns or issues.

Progress is formally reported to parents in report cards three times per school year and informally throughout the year via face-to-face conversations, email, and phone calls. You are welcome to request an update at any time. We encourage parents to share questions or concerns they may have directly with the classroom teacher.

Several times a year, parents are invited to attend parent-teacher interviews, student-led conferences and special showcases and concerts that highlight children's growth and learning.

GUIDANCE

CFIS's preschool and junior kindergarten programs encourage the development of positive self-discipline within each child. Behavioural standards are based upon respect for self, peers, adults and property.

Any disciplinary action taken by program staff must be reasonable under the circumstances. The emphasis is on the behaviour and not the child. Actions may include:

- Setting limits
- Setting standards of behaviour

- Providing explanations that are fair, objective, consistent and reasonable
- Providing various choices to aid in the continuation of positive play
- Being firm but flexible
- Anticipating the child's needs
- Recognizing and allowing for differences in children's ages, temperaments and experiences
- Distracting and removing the child from the situation
- Providing the child with "alone time" and/or quiet activities, thus allowing the child to refocus and then re-enter group play

Listed below are some of the tools CFIS's preschool and junior kindergarten staff may use to help teach appropriate behavioural and social skills:

- **Modelling:** Teachers strive to model manners, tone of voice, language and actions that set a positive example for children.
- **Speaking respectfully:** When addressing children, teachers strive to use eye contact, physical proximity, tone of voice, language and volume to demonstrate respect of children's emotions, needs and dignity.
- **Setting classroom rules:** With input from the children, teachers set a few necessary, clear and reasonable rules to guide classroom interactions and protect the health and safety of all classroom community members.
- **Noticing positive behaviour:** Teachers strive to recognize and celebrate children's success and progress in ways consistent with each child's needs and personality.
- **Making an investment:** Teachers recognize the importance of building connections with children through one-on-one interactions throughout the day.
- **Asking for appropriate behaviour:** Teachers strive to communicate expectations and reminders using positive language, such as "walk, please" rather than "no running."

ILLNESS

Please help everyone to stay healthy by keeping your child at home if he or she is not well. If you are unsure about whether your child is well enough to be at school, please err on the

side of caution and keep them at home for the day. In addition to the risk of contagion, children who feel under the weather have trouble concentrating on school activities and struggle to participate appropriately in classroom routines. ***If your child requires medication (including Advil or Tylenol) to manage symptoms or keep a fever down, they are not well enough to be in the classroom.***

If your child exhibits any of the following symptoms, we ask that you keep him/her at home until they have been symptom-free for 24 hours. If your child exhibits any of these symptoms while at school, we will contact you and ask that your child be picked up from school and remain home until at least 24 hours after symptoms disappear or a doctor's note confirms that the child is safe to attend school.

- **Fever:** If a child has, or has had in the last 24 hours, a fever of 38.5°C (101.3 °F) or higher (measured orally) or 37.2°C (99°F) or higher (measured under the arm), or is on a fever-reducing medication such as Tylenol.
- **Vomiting:** If the child vomits twice in 24 hours or vomits once and displays other symptoms.
- **Diarrhea:** If a child has two abnormally loose stools, or one loose stool accompanied by other symptoms.
- **Severe coughing and/or sneezing:** If the child makes high-pitched whooping sounds after coughing; if the child turns red or blue in the face; or if the child is coughing or sneezing to a degree that he or she is exhausted and/or struggling to fully participate in the classroom program.
- **Difficult or rapid breathing**
- **Conjunctivitis ("pink eye"):** If a child has tears, redness or eyelid lining irritation or swelling and discharge of pus.
- **Yellowish skin or eyes**
- **Sore throat or trouble swallowing**
- **Infected skin patch or unusual spots or skin eruption:** Crusty, bright yellow, dry or gummy areas of the skin.
- **Severe itching of the body or scalp:** This is possible evidence of head lice, mites or scabies. If a child has scabies, ringworm, lice or impetigo, he/she may only return to school when no longer contagious.
- **Other signs or symptoms** that make it difficult for a child to fully participate in all parts of the school day.

If your child becomes ill at school:

- He or she will be assessed by the staff and the Coordinator of Accreditation and Licensing.
- If it is assessed that the child needs to leave the classroom, parents will be contacted for immediate pick-up.
- The child will be moved to an isolated supervised area (for example, the coordinator's office or in class away from other children) where a staff member will monitor the child's condition until the parent or guardian arrives.
- The staff member will fill out an Illness Report, which the parent will sign upon picking up the child. This document will be kept in the child's file.
- If a sick child has not been picked up within two hours, the other parent or guardian will be called, followed by the emergency contact, then Alberta Child and Family Services.

Alberta Health Services maintains a list of communicable diseases on their website. If you know or suspect that your child has a communicable disease, please do not bring the child to the school for the course of the disease. If your child has a confirmed case of a disease on this list, please notify the school as well as Alberta Health Services.

INJURIES/ACCIDENTS

If a **minor** accident occurs, the CFIS staff member who observed the incident will:

1. Apply first aid as required (may also be done by the Coordinator or Acting Coordinator).
2. Call the child's parent or guardian by phone if applicable.
3. Complete an accident/incident form to the greatest extent possible.
4. Inform the Coordinator or Acting Coordinator of the accident and provide him or her with the accident form for signature.
5. Have the child's parent sign a copy of the accident form for school files.
6. Photocopy the accident form for the child's parent if requested.

It is our policy to inform parents of any injury that occurs above a child's shoulders, no matter how minor. This includes small scratches, nosebleeds and minor bumps to the head.

In the case of a major injury or sudden life-threatening illness (including but not limited to loss of consciousness or mobility, compromised airway, seizure, anaphylactic allergic reaction, broken bones), CFIS will first contact EMS to request an ambulance and then contact parents.

LABELLING

Please mark your child's name on all items he/she brings to school including lunch bags, water bottles and clothing. This helps ensure lost items find their way back home.

LUNCHES AND SNACKS

Children attending half-day programs will need a small, nutritious snack each day. Children attending full-day programs will need two snacks and a lunch. Eating healthy foods throughout the day enhances a child's ability to learn. We know that each child has unique eating patterns and preferences; our priority is for students to be consuming adequate calories to sustain their energy level for the duration of the school day. Please send foods that are familiar to your child and that he/she enjoys. All children need a water bottle daily.

Foods that are not permitted due to allergies and/or choking hazard:

- All nuts, including peanuts
- Hard candies
- Popcorn
- Caramels, toffee and gum

Foods that require modification to reduce the risk of choking:

- Whole grapes*: sliced lengthwise
- Hot dogs: sliced lengthwise
- Hard vegetables: chopped into small pieces
- Stone fruit (cherries, peaches, etc): pits removed
- Fish: bones removed

**or other foods of this size and shape*

Please provide any dishes and utensils your child may need in his/her lunch bag. We do not have refrigeration facilities for their lunches. Due to the risk of breakage, please do not send glass or ceramic containers.

All the full-day classrooms are equipped with microwaves. Staff members do not prepare the children's meals other than warming anything that requires a quick reheating.

If teachers have a concern about the quantity or variety of food being provided for a child's snacks and/or meals, these concerns will be addressed directly to the parents. In a situation where a meal or snack is forgotten at home, staff may supplement a child's food at the parent's expense.

MEDICATION

(including auto-injectors, inhalers, over-the-counter medication, prescriptions of any kind, and all herbal remedies)

If your child has a condition requiring emergency medication be kept at school, it must be provided in its original container, clearly labeled with the child's name, required dosage and time period between dosages. Emergency medications are kept accessible to staff, but inaccessible to children. No medication can be stored in a child's backpack or lunchbag. Prescription medications must also show the physician's name and date of issue.

If medication must be administered at school:

- All medications must be in the original container, clearly labeled with the child's name and required dosage. Prescription medications must show the physician's name, date of issue and time period between dosages.
- All medications must be turned over to a CFIS staff member for safekeeping at the time of the child's arrival at the school.
- No medication (including Tylenol and cough syrup) or herbal remedies (including vitamins) will be administered to a child without the parent's written consent. **Verbal consent is not adequate.**

When a parent indicates to CFIS staff that medication must be given to his or her child, staff will:

- Have the parent fill out the Medication Form and review the form with the parent to ensure it is filled out properly and fully, ensuring that the dosage noted on the bottle or container corresponds with the amount written by the parent on the medication form. Staff must ensure that the medication is in its original container.
- Post the Medication Form on the school's Medication and Allergy Board. Ensure the medication is stored and locked in the medication box located in the

classroom.

- Administer the medication according to the labeled directions. Expired medication will not be administered.
- If, at the time of administration, the dosage noted on the bottle does not correspond with the dosage noted by the parent on the medication form, the medication cannot be administered and the parent will be contacted immediately.
- When the child has received the medication, the staff member who administered the medication will make an entry onto the Medication Form and observe the child carefully for any allergic reactions after receiving the medication.
- All medications are returned to the parent when the authorized medication period has ended. The Medication Form is marked "Complete" and filed in the child's file.

OFF-SITE ACTIVITIES

Children in preschool and junior kindergarten attend various field trips during the school year. We require that parents give written consent for each activity. Verbal consent cannot be accepted.

A field trip permission form will be sent home a few days before each field trip. Please read these forms carefully and send them back. Children who do not return a signed permission form must remain at the school.

Each CFIS preschool and junior kindergarten classroom has a parent classroom representative who arranges volunteers for each field trip. Each field trip will require a certain number of volunteers based on the number of children participating. Additional adults (above the required ratio) accompany the group. Most outings have a 1:4 adult-to-child ratio.

OUTDOOR PLAY

Preschool and JK students play outside daily for at least 30 minutes in all but the most extreme weather conditions. They make use of our early childhood playground at the south end of the school building, our outdoor classroom and our playing fields, as well as taking walks in the immediate neighbourhood to explore natural areas.

Please ensure your child is well-prepared for these outdoor adventures with weather-appropriate outdoor clothing and footwear. Given Calgary's easily changeable weather, you are welcome to leave extra sets of snow/rain pants, mittens, etc. at school for easy access.

Sunscreen must be applied at home and will be reapplied in the afternoon should children go outside. Please check the expiration date on any sunscreen sent to school. Sunscreen is stored out of children's reach.

PARENTAL INVOLVEMENT AND VOLUNTEER OPPORTUNITIES

Parent volunteers are essential and valuable assets to the school. CFIS is always looking for parent volunteers who can offer their help and expertise in many areas including assisting with field trips, sports days, fundraising events, open houses and lunch days, or by serving as a classroom representative (liaising between the staff members and the parent body of their child's class). In the classroom, there are opportunities to read stories, attend celebrations and share presentations about topics ranging from world cultures to favourite hobbies.

All volunteers must have an up-to-date Police Information Check and Vulnerable Sector Search check completed through the Calgary Police Service **prior** to volunteering at CFIS. This must be renewed every five years. This can be completed using an online form. Our office staff can provide instructions about how to do so.

PROGRAM FEES

Tuition fees can be found on our website at <http://www.cfis.com/apply/tuition-and-fees>.

PUNCTUALITY AND LATE FEES

Arriving on time for school sets the tone for the day and helps your child settle into the classroom environment more smoothly. Entering the classroom at the same time as peers may also help ease any separation anxiety your child may have. Please help us make the best use of every minute of the school day by arriving slightly before the morning bell rings. Children who arrive after 8:40 a.m. will be marked as late.

In order to maintain commitment to staff contracts and ensure appropriate coverage for all the children, CFIS preschool and junior kindergarten programs close at the following times:

- 11:30 a.m. for half-day morning programs
- 3:25 p.m. for full-day programs
- 5:30 p.m. for after-school care

Parents are requested to be punctual when collecting their children. In the rare situations when a parent is unavoidably late for pickup, there will be a late fee indicated (6-15 minutes

late: \$20 fee; 16-30 minutes late: \$50 fee) on the monthly invoice from the school. To maintain accuracy for the accounting department, parents are required to sign a document recording the late departure. Repeated late arrivals of less than five minutes may also be documented at staff's discretion. Frequent late pickups may result in a written warning from the Principal of Early Childhood Education and/or the program coordinator.

When a parent is late and cannot be contacted, the staff member will call the listed emergency contacts and/or other parties listed on your child's alternate pick-up list. If the child is not picked up and contact has not been made with the parents or guardian, Alberta Child & Youth Services will be notified.

RATIOS

Children in CFIS's preschool and junior kindergarten programs are placed into groups, the size of which is based on staff/child ratios determined by the Government of Alberta's Child Care Licensing Regulations.

Preschool and Junior Kindergarten Program Educator/Child Ratio

Age of child	Educator/child ratio
Three years or over, but under four and a half years	1:8
Four and a half years and over, but under six years	1:10

REST TIME AND NAPS

The schedule for full-day preschool and junior kindergarten includes a rest time in the early afternoon. Children are provided with cots. Please send a pillowcase and **small** (receiving blanket size) blanket for rest time. Bedding will be sent home each Friday for laundering.

SIGN-IN AND SIGN-OUT

Children **must be signed in and out each by a parent/guardian or an alternate pick-up/drop-off person.**

Our sign-in/out procedures are a critical step in ensuring the safety and supervision of our youngest students. We thank you for your diligence in helping us ensure we have complete and accurate records each day.

SUPPORT SERVICES

Through community partnerships and CFIS' Student Support department, students and families have access to specialist

services including speech therapy, occupational therapy and psychological referrals. Your classroom teacher can share more information if you are interested in a referral for any of these services.

TECHNOLOGY AND MEDIA USE

In alignment with the Alberta Education Learning and Technology Policy Framework, and the American Academy of Pediatrics' recommendations on young children and media, CFIS preschool and junior kindergarten students do not have access to individual screen-based technology devices at school. Teachers may use technology to document children's activities using photos, video, or audio recordings, to plan learning activities and to create classroom materials.

Non-screen-based technologies, such as listening centres, age-appropriate robotics toys or remote-control toys, may be provided as part of children's play experiences. "Retired" technology such as old desktop computers, or disabled cordless phones, may also be integrated into children's dramatic play, for pretend use.

Our classrooms are equipped with digital projectors, and teachers may occasionally use pre-approved video clips to support student learning and inquiry. Children whose parents have declined our media consent will not be included in any public social media posts.

Parents are invited to follow the CFIS ECE division on Twitter and Instagram, at @ECEatCFIS.

TOILETING AND BATHROOM USE

All preschool and JK students have access to the bathroom within their own classroom or in an immediately adjoining room.

Although we require that children be reliably daytime toilet trained before beginning at CFIS, we do understand that accidents happen. Should your child have a toileting accident at school:

- The child will not be reprimanded or punished.
- A staff member will assist the child to get cleaned up and into clean dry clothing.
- The accident will be reported to you via email or at pick-up.
- Wet or soiled clothing will be wrapped in plastic bags and sent home in your child's backpack.

Note that for reasons of hygiene we cannot thoroughly rinse or launder clothing that has been extensively soiled after a significant bowel-movement accident. In the case of such an accident, staff may contact you by phone to ask if you prefer that soiled underwear be wrapped up and sent home or disposed of.

In a case where there is a pattern of multiple toilet accidents, teachers will work with parents to create a plan to reduce the accidents while ensuring the safety and hygiene of the classroom.

TOYS FROM HOME

As a general rule, we ask that children's personal toys remain at home and not be brought to school. This helps prevent the sadness when a precious toy is lost, misplaced or broken at school. On specific days throughout the year, children are invited to bring a toy or special item as part of "show and tell." These days are communicated in the weekly newsletters.

Some children find it helpful to have a small, familiar stuffed animal that stays at school as a comfort object and/or for rest time. If this is something that may be helpful to your child, please discuss it with the teacher.

UNIFORMS AND SHOES

The most current uniform standards for preschool and JK students are posted on our website at: <https://cfis.com/support/uniforms>.

Please leave an extra complete set of clothing (including uniform pieces, socks and underwear) at school in case of spills or accidents.

Students require two pairs of shoes to remain at school: Black uniform shoes and sturdy, comfortable, clean running shoes for physical education.

Children also require appropriate outdoor footwear to and from school and during recess. Depending on the season and weather, these may be sturdy shoes, rain boots or winter boots. Due to the surfacing of our playground, sandals, flip-flops and crocs are not appropriate or safe outdoor footwear options.

We request that children not wear tie-up shoes until they are able to confidently and independently tie the laces themselves.

When selecting footwear and outdoor clothing for your child to wear at school, we strongly encourage shoes, boots, coats, mittens, etc., that children are able to put on and take off independently.