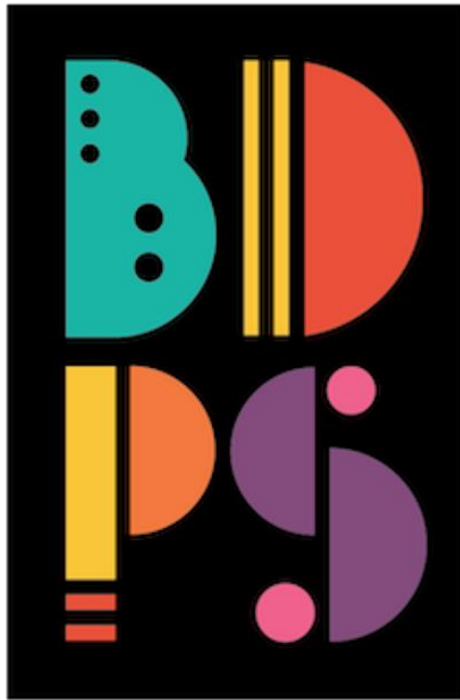




bonnie
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playschool

PARENT HANDBOOK

2025/2026

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Introduction

Welcome to Bonnie Doon Playschool. We are a not-for-profit parent co-operative preschool, licensed under the Alberta Government. As part of the *Early Learning and Child Care Act* and Early Learning and Child Care Regulation, our preschool is supported with the tools and flexibility to meet the needs of our students and their families.

At our preschool, families and teachers work together to provide an exceptional preschool learning environment. The success of our preschool is a result of the caring, dedicated people who help run it, from our devoted staff to supportive parents, guardians, and family members.

This parents' handbook outlines our program and some key policies and procedures of Bonnie Doon Playschool. Parents or guardians of registered students make up Bonnie Doon Playschool's membership. A Board of Directors, consisting of volunteer parents of children currently enrolled at the school, manages the business and affairs of Bonnie Doon Playschool. The Board serves on a volunteer basis, without pay. The Board is guided by Policies and By-Laws that provide parameters for operation. Parents who are not on the Board of Directors assume other volunteer positions as outlined in this parents' handbook.

If you have questions or concerns regarding the Bonnie Doon Playschool programming or policies and procedures, please do not hesitate to bring them to the attention of the Board of Directors. Your feedback is important to us.

Keep this handbook as an easy reference during your child's time in our program. We look forward to making this a memorable experience for you and your child.

1.0 Our Philosophy

Our goal at Bonnie Doon Playschool is to create a positive, safe, loving, and nurturing learning environment where the health, safety, and well-being of our students is of the utmost importance. Our program is designed to promote individuality, while fostering a sense of community and belonging. We encourage kindness, inquisitiveness, patience, and creativity in an inclusive learning environment, while viewing students as competent, capable, curious, and rich in potential. Because all factors of development are of equal importance, our program offers experiences that nurture growth in social and emotional; cognitive; language and

communication; and physical skill development. Providing an inclusive program is a reflection of our belief that all children belong together in a group setting, with the appropriate support required for each individual to succeed. Ultimately, we hope each student feels a sense of belonging to themselves, to their peers, to the adults in their lives, and to the world around them.

Our program uses a purposeful play approach in which learning environments and experiences are intentionally planned and facilitated to achieve intended learning outcomes, including social and emotional growth, cognitive development, and language and literacy skill development. Play promotes the development of executive functioning skills (i.e., working memory, cognitive flexibility, and inhibitory control), emotional regulation, and age-appropriate social skills. Our curriculum is built on play, as it provides many opportunities for interacting with others and exploring the world through discovery, while problem-solving, noticing patterns, making predictions, testing them, and evaluating the results. Play is a natural motivator for students, as it captures their attention and offers challenges that are within the student's capacity to master. Through play, students learn about and discover the world; they hear and use language; they practice emerging numeracy and literacy skills, and they develop interpersonal connections while practicing social skills. Our program is designed to ensure that activities and experiences are balanced and that they allow students the opportunity to explore their environment, ranging from free play to structured play.

Play and Whole Child Development

Through play, the whole child is developed.

Physical Needs

Physical activity is a regular part of our classroom routine. Movement allows children to release energy as they practice existing skills and learn new ones. While considering the importance of children's overall development, experiences for developing gross and fine motor skills can be offered during all routines and transitional periods. Although children with developmental challenges may experience and express physical activity differently, teachers may adapt the classroom environment or activity to support these children, enabling them to succeed.

Social and Emotional Needs

Children are offered a consistent routine and encouragement in an atmosphere of caring, concerned adults who are sensitive to their feelings and needs, modelling successful management of emotions. Under the guidance of the teachers, the program provides countless opportunities for communication and relationship-building, as well as encouraging empathy and kindness among students.

Cognitive Needs

Children are offered a variety of opportunities and experiences to develop the skills, dispositions, and knowledge that can assist them in thinking about and understanding the world around them. Students are provided with gentle guidance and encouragement as teachers foster their cognitive development by providing children with choices and prompting them to make thoughtful decisions. Teachers model patience and understanding as students are encouraged to explore different ways of problem-solving. Their creative abilities are strengthened through exploration, decision-making, and self-expression.

Benefits of Playschool

The student learns to:

- Express thoughts, feelings, and ideas to others
- Show kindness and recognize kindness in others
- Compromise
- Show empathy
- Co-operate and learn to negotiate and problem-solve
- Express themselves through art, music and play
- Make friendships
- Become more independent and develop self-confidence
- Manage behaviour in a group setting

Benefits to the parent/guardian include:

- The satisfaction of participating in your child's preschool experience, understanding their routines, learning about their play
 - Being a part of a strong parent network
 - Witnessing your child's love of learning develop
 - Ensuring the smooth operation of the school through your involvement

1.1 Diversity, Inclusion, and Equity

At Bonnie Doon Playschool, our teachers work hard at creating a school culture that supports diversity, inclusion, and equity in their classroom by helping children feel good about themselves, their families, and their communities, and also by exposing children to differences, things that are unfamiliar, and experiences beyond their immediate lives.

Diversity encompasses many aspects of our lives, taking on many different forms. By advocating and exposing our students to diversity, we learn to recognize and appreciate our differences. Bonnie Doon Playschool teachers actively promote and co-create a culturally responsive, inclusive learning environment that encourages the integration of diverse perspectives, such as religion, culture, family structures, and physical abilities. As families and living situations of our students vary, it is important to teach diversity in our classroom in a way that helps students understand and respect differences between themselves and their peers.

Diversity, inclusion, and equity are celebrated throughout the year by Bonnie Doon Playschool teachers through a thoughtfully crafted curriculum, to foster and reinforce acceptance and respect of all cultural backgrounds and family situations. Our teachers strive to teach diversity in a way that helps students understand and respect the different situations of their peers. Below are some ways our teachers integrate diversity and inclusion into their lessons:

- Differentiating teaching and learning to meet the needs of all students.
- Ensuring all students are respected, supported, and educated by teachers with the resources they require to meet their needs.

- Establishing a respectful and trusting partnership with students and their families.
- Promoting culturally inclusive classrooms and experiences, including but not limited to social and religious diversity.
- Surveying families to get a better understanding of their backgrounds.
- Openly discussing and supporting children's natural curiosity towards important holidays from varying cultures, in a respectful manner.
- Involving families to visit the classroom to share a cultural custom or family tradition, through song, dance, storytelling, traditional food, or art.
- Using a variety of toys, books, and materials that represent a range of people with various racial, ethnic, socioeconomic, and cultural backgrounds and various lifestyles, experiences, abilities, and interests that can be incorporated in daily play and curriculum activities.
 - *Physical & Material Environment*
 - Books, art, videos, or photos in the classroom feature a variety of representations of race, ethnicity, age, gender, and physical abilities.
 - All students' artwork on display, as created by the student.
 - Content displayed avoids depictions of harmful stereotypes.
 - *Toys, Play Environment, and Celebrations*
 - Dolls represent a variety of major cultures or ethnicities.
 - Toys, dolls, and dress-up centre represent gender diversity (including a variety of clothing.)
 - Crayons and other crafting/art materials include a vast array of skin tone colours.
 - Snacks, holidays, and/or celebrations reflect the different racial or ethnic groups present in the classroom (with support from families.)
 - Birthday treats are provided by the playschool to be cognizant of socio-economics and to keep the focus on the birthday child.
- Highlighting diverse perspectives year-round, ensuring that diversity and inclusion are experienced every day, not just during the holidays or special occasions.
- Comparing and discussing family cultural traditions, noting similarities and celebrating differences between how holidays and special events are celebrated in various cultures.
- Encouraging student's cultural identity and boosting self-esteem by creating an environment where children feel safe to share about themselves and their families.
- Having age-appropriate open conversations about stereotypes and biases to reduce the likelihood of adopting or perpetuating biased, stereotypical viewpoints.
- Exposing students to different languages through music, songs, and vocabulary to reinforce the idea of diversity and acceptance.
- Exposing students to basic ASL vocabulary, to reinforce the idea of inclusion and acceptance using a different mode of communication going beyond spoken word.
- Planning experiences and providing resources that broaden student's perspectives and encourage appreciation of diversity.
- Encouraging students to listen to one another and to respect the perspectives, ideas, and thoughts of others.
- Openly discussing and answering questions students may have about different physical characteristics and/or practices among cultures and demonstrating positive responses.
- Engaging in interactions with students that promotes respect for diversity and values differences.
- Exploring the culture, heritage, backgrounds and traditions of each child and family within the context of their community, when possible.
- Showing genuine interest and enthusiasm when students share something about themselves, their values, or their culture.

- Respecting and empathizing with all students, regardless of their background or abilities- seeing all children as competent and capable mighty learners.
- Modelling empathy and displaying enthusiasm for diversity every day to support students on their early path to respect and acceptance.

We endeavour to celebrate cultural holidays and celebrations in a respectful and responsive manner for our students. Please let the teachers know if you have any special celebrations or traditions that you wish to share with us. We aim to provide a secure environment in which our students may flourish and in which all contributions are valued; include and value the contribution of all families to our understanding of equality and diversity; provide positive non-stereotyping understanding about gender roles; diverse ethnic and cultural groups and people with disabilities; and promoting equity in our program. Teachers are always open to learning more about your families and how they may best represent them in the program.

2.0 Programs and Times

Programs

At Bonnie Doon Playschool, we offer an inclusive early learning program that supports children with diverse learning needs. Our curriculum and learning plans are designed to enhance the development of every child, tailored to individual strengths and learning needs.

Bonnie Doon Playschool Features:

- learning through play approach
- reflective emergent curriculum incorporating Alberta's Early Learning and Care Flight Framework
- two qualified teachers
- accessible playground
- community partnerships
- in-class special events and out-of-school field trips
- parent-led cooperative with no duty days
- not-for-profit organization

Bonnie Doon Playschool's Education Curriculum goals are:

- to foster joy and love for learning and school;
- to provide children with an enriched environment conducive to exploration and independence by utilizing and developing their senses;
- to recognize play as our main device in teaching our children, as it is an essential part of growth and expression;
- to recognize each child as an individual and encourage cooperation and sharing;
- to encourage problem-solving and patience through independent thinking by giving them opportunities to experiment and problem solve;
- to encourage the self-esteem needed to grow in confidence and to encourage the children's feelings of competence by giving them opportunities to experiment and problem solve;
- to develop the children's self-esteem by ensuring that they feel valued, respected, and cared for as individuals;

- to work in partnership with the child's parents to promote the growth and development of the child;
- to encourage the development of positive social skills and life skills;
- to prepare children for success in their formal education.

Children will be taught foundational skills and knowledge through developmentally appropriate learning opportunities presented through various units and themes. Our curriculum will address key content areas to help children in the academic domains of oral language, literacy, mathematics, and science. Child-initiated free play and structured play-based learning opportunities will aid teachers to purposefully design play experiences to support specific learning goals/outcomes.

Key domains of Child Development and Early Learning addressed are: *Social-Emotional Development, Physical Development and Health, General Learning Competencies, and Cognitive Development*. These domains are not separate of each other and cannot develop or operate exclusively, but rather they overlap and support the learning and development of each domain. Our objective is that students in this program gain an academic, physical, cognitive, and social-emotional advantage when they begin their formal education.

Bonnie Doon Playschool understands that children feel a greater sense of pride and ownership when they can contribute to the decision-making process, that is why teachers plan activities with input from students. Teachers keep students involved through cooperative learning experiences and activities related to chosen topics or themes. Teachers use a variety of observational techniques and discussions to guide students so that every child is included, feels involved, and has their voice heard. Discussions include what types of activities students are interested in, special events they would like to participate in, new toys they would like to see, etc. Teachers plan and encourage group participation and cooperation to help build children's sense of community within the program, while maintaining routines and structure.

Bonnie Doon Playschool offers half day programs for children aged three to five years old. Each class has a maximum of 18 children and 2 teachers. Children must be daytime toilet trained.

Early Learning Foundations

- For 3 old's turning 4 during the school year.
- We offer a 2 day/week half-day program
- Classes run from 9:30am to 11:45am on Tuesdays and Thursdays.
- Children attending this program must be 3 years of age by the time they start the program.
- Students attending this program continue on to the Kindergarten Readiness program the following school year, should families choose to register their child. The Early Learning Foundations program is not a prerequisite for the Kindergarten Readiness Program.

Kindergarten Readiness Program

- For 4-year old's turning 5 during the school year.
- We offer a 3 day/week half-day program
- Classes run from 9:15am to 11:45am on Mondays, Wednesdays, and Fridays
- Children attending this program must be turning 4 years of age by December 31st of the application year.

- Students attending this program will receive a preschool graduation certificate upon completion of the academic school year, celebrating their achievements before entering into kindergarten the following school year.

3.0 2025-2026 Calendar of Events*

*We follow the Edmonton Public Schools (EPSB) calendar, and will be closed for all EPSB school breaks and professional development days. Please see our website calendar for details.

Annual General Meeting: Election of the incoming Executive Board and Volunteer Role sign up will occur at the AGM.

NOTE: All families must have a representative attend this meeting.

September 10 or 12, 2025	First day of playschool for Kindergarten Readiness Class
September 9 or 11, 2025	First day of playschool for Early Learning Foundations Class
November, 2025	1st Bee Clean
January, 2026	Alumni Family Pre-Registration
February, 2026	Bonnie Doon Playschool Open House
February, 2026	Bonnie Doon Playschool Registration
March, 2026	2nd Bee Clean
April, 2026	Spring Fundraiser
June, 2026	Annual General Meeting
June, 2026	Last Bee Clean
June 18 or 19, 2026	Last Day of playschool for 2025/2026 school year

School Closures/Cancellations

In the event Bonnie Doon Playschool has to close due to reasons beyond our control, (including, but not limited to power outages, utility disruptions, extreme weather, teacher illnesses, unable to meet regulated staff to student ratio, licensing/public health officer direction, etc.) families will be notified prior to the start of the program. If the program is in progress, families will be contacted to pick up their children immediately. Program fees will not be reimbursed in the case of these closures.

4.0 Supporting Your Child's Learning

Student Drop Off and Pick Up

The program has a dedicated entrance on the south side of the school by the rink/enclosed field. Parents/guardians, children, and visitors will be informed of the program's designated building entrance and are advised to not seek entry through other locations in the school, unless otherwise noted by the teachers or Board.

Parents/guardians conducting drop-off should assess their children for any signs of illness prior to dropping their child off. Please keep your child at home if they are experiencing any symptoms and refer to the "Sick Children Policy" in the handbook for further information.

Parents/guardians should arrive during designated times. Early or late drop off/pick up will not be permitted unless otherwise pre-arranged with teachers. Please refer to the “Late Arrivals and Absences Policy” in the handbook for information on late fees.

Custody and Court-Related Arrangements

If there is a custody order in place, please provide a copy so we can include this in your child's file. If there are no legal documents, the enrolling parent must provide information on access. Teachers will follow information provided. Parents/guardians are kindly requested to notify the teachers and Registrar if these legal circumstances change.

Drop Off Time: Classes commence at 9:15am MWF and 9:30am T/Th and doors will be locked.

If a child is having difficulty separating from their parent/guardian, they are asked to wait until teachers are finished accepting other students and are in a better position to assist.

For some children who may need a little extra help transitioning into the classroom, we ask that parents or guardians only enter the classroom, if a teacher invites them to do so.

Pick Up Time: 11:45 am, then doors will be locked.

Parents/guardians are asked to (as feasible) limit bringing additional family members or others into the boot room during drop off/pick up times.

Staggered Entry- First Week of Classes

In order to best set students up for success, our first two days of class in each program will be staggered entry days. To help our students feel comfortable in our classroom, and to help them understand the new routines and explore their environment, we will invite smaller groups of students for their first class, before students attend entire classes together. Having a smaller group of students on your child's first day of school will allow greater care and attention to helping everyone acclimate to their new environment. Staggered starts also provide students and teachers a greater opportunity to begin building critically supportive relationships together.

Parents/guardians will be notified of their child's staggered entry date prior to school commencement.

All students will attend their registered class together beginning the third scheduled day of class (i.e., Friday of the first week for the Kindergarten Readiness class and Tuesday of the second week for Early Learning Foundations class).

4.1 Communication

An orientation for caregivers will take place in September before classes begin and provides an opportunity for families to meet the teachers and ask any questions about the upcoming year. Teachers communicate throughout the year primarily through email.

Please advise the registrar of any email updates to ensure you receive all correspondence from the program. You are responsible to regularly check your email so as not to miss important information regarding your child's program.

Teachers send monthly emails with information on the month ahead along with a tentative calendar of activities.

Teachers will also use the Remind app to send pertinent information (i.e., unexpected program closures; field trip transportation delays, etc.) in a timely manner via group text messaging. Phone numbers remain confidential to other classroom group members. Teachers will still use email as the main form of communication, however, the Remind tool will be used in addition to email to deliver messages requiring prompt attention. Installation of the app is not required to access these group text messages.

Teachers observe and assess students and will informally notify families if they recommend additional resources or interventions.

Parents and teachers work as a team to ensure students' success. For any questions, concerns, or other important information you want the teachers to know, please contact them. If requested, teachers will arrange a mutually agreed upon time to discuss any concerns. Parents will be invited to participate in a survey twice a year to provide feedback on the program.

4.2 Late Arrival & Absences

Arrival and Pick-up: Your child must be accompanied to and from playschool by an adult who will remain with the child until the door is open and children are able to enter the classroom. Parents/guardians are responsible for preparing their child for class (e.g., removing their child's outdoor clothing/footwear; encouraging bathroom usage; washing hands prior to entering the classroom) and for helping their child with their dismissal routine following class (e.g., placing their indoor shoes in their cubby; assisting with putting on their outdoor clothing/footwear). Please note that if an alternate caregiver is to pick-up your child, please inform the teachers in writing. Photo identification will be required.

Late Arrivals: Please be prompt when dropping off and picking up your child to and from school. Classes begin at 9:15 a.m. on M/W/F and 9:30am on T/Th **and outside doors to the boot room are locked at that time.**

Being on time allows children to fully participate in the daily routine right from the beginning and ensures a smooth transition into playschool time. When students are late, it interferes with the learning of the other classmates, as well. Being on time prepares students (and their parents/guardians) for the attendance requirements of elementary school.

If you know you are going to be late dropping off your child, please tell the teachers so they are aware and can adjust accordingly. We understand that circumstances outside of our control may occur and ask that parents/guardians do their best to advise the teachers of their expected arrival time, either by email or text to **(587) 594-7414**.

Late Pick-up Policy:

Any pickups that occur in excess of 5 minutes late are recorded with the time of arrival. Late pickups will be addressed by the Board and the Teachers.

In cases of repeated late pickups without notice:

1. You will receive a verbal reminder.
2. Any late pickups following, will result in a charge of \$5 for every 5 minutes the parent/caregiver is late. This will automatically be withdrawn from the account on file.
3. If you are later than 10 minutes the teachers will contact the emergency contact on file.

Absences: **Please notify the teachers when your child will be away** from class whether it is for a single class or extended periods by email to teacherbdps@gmail.com and bdpsteacher@gmail.com. This is extremely important for Field Trip days. This small courtesy prevents teachers from worrying about missing students, and allows them to modify activities or set aside special supplies for the student's return.

4.3 A Typical Day

Each morning includes the following activities; the order and length of time may vary:

Free Play

The students explore the many classroom-learning centres, share stories both from books and telling, or take part in process or project art. A variety of centres are available to children depending on the theme and focus of the day. Centres may include the sensory table, sand and water table, science and discovery, listening centre, puppet theatre, dramatic play, dance and movement, outside exploration and many others.

Welcome Circle

Children and teachers gather together for a welcome circle, music and movement, story, and/or discussion of morning's events. We acknowledge who is present and who is away and sing our Welcome Song together.

Snack Time

In the spirit of community-building, snack time is a time where we gather together and enjoy a small meal together, as it builds communication and relationship skills. Students bring their own snacks from home, except in the event of a celebration day, where our Special Event Helper would supply a communal snack. Hand washing, conversation, practicing table manners, friendships, and clearing up their snack are all part of the available experience.

Goodbye Circle

Before going home, children and teachers gather together for story, music, show and tell, and/or reflection activities. We end by singing our Goodbye Song together, prior to dismissal.

4.4 Active Play

Active play is integral to healthy growth and development. Active play, which consists of physical activity with moderate to vigorous bursts of high energy supports body control, develops spatial awareness, improves balance and coordination, as well as improves concentration and learning skills.

When incorporating active play, teachers will implement a combination of structured and unstructured activities, dependent upon group dynamics, such as:

- music and movement
- gross motor circle time activities, games, and/or transitions
- obstacle courses
- free-play activities that encourage gross motor movement
- outdoor play

Teachers will ensure that active play activities are selected to encourage and support physical literacy. Active play will incorporate fundamental movement skills (including agility, balance, coordination, and locomotor skills) and injury prevention.

Teachers make intentional efforts to provide many daily opportunities for active play and limit prolonged sitting activities.

4.5 Clothing

Children must have all of the below-mentioned items every time they attend:

- Labelled Indoor Shoes: All children require indoor shoes that they can put on by themselves (i.e., Velcro or slip on design). Please ensure these are labelled with your child's name. These shoes are to be kept in your child's designated cubby.
- A labelled complete change of clothing: All children require a top, bottoms, underwear, and socks in a labelled Ziploc bag. These items are to be kept in your child's designated cubby.
- A labelled lunch bag and water bottle: All children require a labelled lunch bag that is big enough to store their labelled snack containers and small, labelled water bottle/container inside. Please ensure all items fit inside their lunch bag, including their water bottle.
- Students may engage in messy play or activities, please keep this in mind when selecting clothes for your child
- Students may spend time outdoors, unless the temperature is below -20°C, with a wind chill, based on Environment Canada's current forecast. Please dress your child in weather appropriate clothing.
- Please clearly label your child's belongings, including clothing and outerwear, with your child's name or initials.

4.6 Snacks

Parent(s) or guardian(s) are responsible for providing their child with a snack for every class they attend, unless communicated differently by teachers (e.g., holiday celebrations). Please ensure that all containers, utensils, and snack bags are labelled with your child's name. As we work on gaining independence, we ask that you only send items that your child is able to open

themselves, including water bottles. We are always happy to help your child if they are experiencing some difficulty, however, our goal is for your children to develop self-help skills.

As a learning environment, Bonnie Doon Playschool encourages nutritious snacks in accordance with Canada's Food Guide (www.food-guide.canada.ca). When sending grapes, cherry tomatoes, or any round food item that may pose a choking hazard, please remember to slice them lengthwise. We ask that you do not send in candy or popcorn for snacks. We also ask to not send in fruit cups, as they are hard for children to open, tend to spill and can be messy.

Bonnie Doon Playschool is a nut-free environment. Please do not pack any peanuts and/or tree nuts in your child's snack. Please read the labels of all food items that you send for snack. Look for items that are clearly labelled nut-free and/or made in a nut-free facility. If your child has specific food allergies, please speak directly to the teachers. For more information on food allergies, please visit <https://foodallergycanada.ca/>

Birthdays and Celebrations

The celebration of birthdays and other special events will be celebrated in developmentally appropriate ways for preschoolers. It is important to take into account the many different perspectives on holidays and what they mean to our community. Celebrations are educational, as well as fun.

Birthdays: School birthday celebrations can be fun, academic, and still leave students beaming with birthday delight. The teachers will make each child feel valued and special on their birthday. We will recognize student birthdays with a birthday song and small gift on their birthday, or the program day closest to it. At the end of each month, we will celebrate all birthdays that occurred that month with a special treat provided by the school. June and summer birthdays are combined and celebrated before school ends in June.

End of Year Celebrations: Our end of the year celebrations are meaningful times for our students and their families. It is important to celebrate the growth and accomplishments made by each child. This time also brings closure to our student's time together, as we break for summer, as well as with many students moving on to kindergarten.

4.7 Cubbies

The children all have cubbies where they will keep their indoor shoes and a change of clothes. This cubby also acts as your mailbox. You may also find completed art/crafts and important notices there. Please take art/crafts and notices home each day.

4.8 Washroom Use

All children must be toilet-trained prior to the start of school. Parents/guardians are asked to ensure their child has used the bathroom prior to entering the classroom. The classroom is equipped with a bathroom, for usage as the child may need.

Most preschool-aged children require some level of assistance when using the washroom. At Bonnie Doon Playschool, our teachers will strive to ensure children are comfortable using the classroom washroom, support them in gaining independence and confidence while maintaining their dignity. Students are welcome to use the washroom at any time during our program.

When a child requires assistance in the washroom, Bonnie Doon Playschool will ensure:

- Teacher actions in the washroom are visible to other adults;
- Teachers will assist in the washroom procedures when at all possible, however, there may be situations where someone providing supervision coverage or a volunteer teacher assistant will need to assist children;
- Washroom routines are discussed with those providing supervision coverage or volunteer teacher assistant prior to class;
- Volunteers (excluding volunteer teacher assistants) practicum students, and other guests will not be assisting children in the washroom;
- Children and teachers (including those providing supervision coverage and/or volunteer teacher assistant) wash hands after using the washroom.

We understand that even toilet-trained children will occasionally have accidents or a set-back when in a new environment. By definition, "accidents" are unusual accidents and should happen infrequently.

A toilet-trained child is a child who can do the following:

- Communicate with teachers that they need to use the washroom before they need to go;
- Stop what they are doing to go and use the washroom;
- Pull down their clothing and put them back on with limited assistance;
- All individuals in the washroom will wash and dry their hands

Should a child have a toileting accident during programming time, teachers will remain discreet, comforting, and positive with both the child and their parents/guardians. Neither the child, nor their parent/guardian should ever feel undue embarrassment or shame regarding a child's toileting accident.

If a child has a urine accident at school, a teacher will assist the child in the classroom washroom for clean-up and changing into their spare clothing. All students keep a spare set of clothes in their personal cubby, located in the boot room.

Soiled clothing will be placed in a plastic bag and sent home at dismissal. The child's parent/guardian will be discreetly informed of the toileting accident.

Should a child have a bowel-movement accident a parent/guardian will be called to assist their child at school as our program is not licensed for this level of care.

Parents/guardians are encouraged to discuss any toilet training concerns they may have with the Bonnie Doon Playschool teachers.

4.9 Field Trips

Field Trips are defined for the purposes of this policy as special events that happen either inside or outside of school premises that may require parent volunteer supervisors. When possible, several field trips will be scheduled throughout the year. For off-premises field trips that require transportation, a bus will be chartered, unless otherwise communicated. For off-site field trips, additional parent helpers/supervisors will be required. Parent helpers/supervisors are expected to follow the instructions given prior to the field trip (e.g., cellphone usage; student bathroom usage).

Permission Forms: The teacher will send out a notice and permission form with all important information at least two weeks prior to the field trip. These forms must be filled out, signed and returned by the due date noted on the permission form.

Parent/Volunteer Supervisors: Teachers will use SignUp.com, a free online software tool for volunteer management and event planning to organize volunteers for any upcoming field trips. Supervisors will be sent an email or given a notice that outlines their duties during the field trip. Parents/guardians who sign up to supervise on a field trip may not send in their place a person who is not their child's legal guardian.

The teachers are to be notified immediately if a parent, for any reason, is no longer available to attend a field trip.

Behaviour: If, on a field trip, a child demonstrates a behavioural problem, supervision of that child will be immediately transferred from the parent volunteer to the teacher. Following the field trip and upon returning to the school, the teacher will notify the child's parent(s) of the behavioural incident. They will also issue a warning that a repeat of the behaviour will result in a parent having to accompany the child on future field trips. All behavioural issues will be handled by the teacher using the same **Behaviour Guidance Policy** (4.11) steps as if the incident were to have happened in the classroom.

Bathroom Usage: If, on a field trip, a child needs to visit the bathroom, supervision of that child will be immediately transferred from the parent volunteer to the teacher. Should the child of the parent volunteer need to use the bathroom, the parent is welcome to accompany their child, however, a teacher must be notified so as to provide supervision to remaining students. Should the parent volunteer require the use of the bathroom while on a field trip, supervision of all children in that parent's care will be immediately transferred from the parent volunteer to the teacher.

Cell Phone Usage: Parents volunteers are asked to place their cell phones on "vibrate only" mode. Calls should not be made or answered while supervising in the classroom during in-class special events or when the parent volunteer is supervising students. Photos of students must not be taken by parent volunteers at any time.

Field Trip Day Drop off: On field trip days, children should arrive in the classroom at least 15 minutes before the scheduled time of departure. This allows time for teachers to gather students and parent volunteers to go over any important information prior to departure, to organize

students with their parent volunteer and dress them in their pinny, and for the parent volunteer to collect any disposable snacks from their group, before the bus departs. Please allow extra time in your drop off schedule so the bus can depart on time.

5.0 Parent/Guardian Expectations and Responsibilities

5.1 Parent Code of Conduct

Respect will be shown to all children, families, community members, board members, and teachers at Bonnie Doon Playschool:

- We show respect to the children, families, and community members by being considerate in our comments, and keeping our voices at a respectful level, while using respectful language.
- We, in turn, ask families to have the same respect for children, community members, board members and teachers.
- Inappropriate outbursts of disrespectful language coming from an adult which is directed to a child, family, community member, board member or teacher will result in possible immediate discharge from the program, depending on the severity of the incident.

Parents and guardians play a vital role in the success of Bonnie Doon Playschool and the creation of a healthy, nurturing learning and social community. We expect all parents, guardians and caregivers involved with the playschool to:

- Contribute to a positive atmosphere by modeling respect and by showing consideration of the children, staff, families and volunteers.
- Fulfill the responsibilities they have committed to in becoming a member of the Bonnie Doon Playschool Association.
- Address concerns with the appropriate person, whether it be the teachers, members of the Bonnie Doon Playschool Executive Board. Please see section 6.1 regarding Communication Guidelines with Board members and Teachers.
- We will NOT tolerate inappropriate behaviour. While exact definitions vary in legislation, generally speaking workplace violence or harassment includes:
 - Threatening behaviour – such as shaking fists, destroying property or throwing objects.
 - Verbal or written threats – any expression of an intent to inflict harm.
 - Verbal abuse – swearing, insults or condescending language.
 - Physical attacks – hitting, shoving, pushing or kicking.

Violence or harassment towards students, teachers, Board members or volunteers and families will result in immediate removal from the program. For more information on violence or harassment in the workplace, please visit [The Canadian Centre for Occupational Health & Safety- OSH Fact Sheet](#).

Please be aware that Bonnie Doon Playschool reserves the right to cancel registration if a parent, guardian or caregiver is unwilling to meet these expectations.

5.2 Registration and Fees

Registration for our program commences in January for alumni families and in February for the general public. The Registration Fee is required to hold your spot. Please email registrar@bonniedoonplayschool.ca for details.

Registration Requirements:

As a member of our parent-run cooperative playschool, **you are required to:**

1. Participate in fundraising campaigns. A casino fundraiser is held every second year; **2026/27 is our next casino year.** When it is a casino year all families must participate in the operation of the casino and will be required to work at least one casino shift per child registered in the program. Casino years have 1 additional fundraiser; non-casino years have 2 mandatory fundraisers.
2. Participate in one of three bee cleans, typically held in November, March and June, for each child registered in the program. Note that if you have more than one child registered, one parent (or nominate) can attend more than one bee clean or have more than one parent (or nominate) attend a bee clean.
3. Fill one volunteer position per child registered in the program. Sign-up is done at or prior to the Annual General Meeting (AGM) – please review the Parent Volunteer Descriptions in Appendix A at the end of the handbook prior to attending the AGM meeting.
 - Children must be completely toilet-trained before the beginning of the school year.
 - Children must be registered in the age-appropriate class. Children must be turning 3 years old by September 1, 2025 for the Tuesday/Thursday class or 4 years old by December 31, 2025 for the Monday/Wednesday/Friday morning class.

Note: All additional forms must be handed in and a volunteer position/bee clean date selected *within two weeks of being contacted* in order to guarantee your child's spot in the playschool. If it is not, your child's spot may be given to the next family on the waitlist.

Program Fees (2025/2026 School Year):

Program	Days	Monthly Fee
Early Foundations Class 3 and 4 yr. old's	Tues, Thurs	\$59
Kindergarten Readiness Class 4 and 5 yr. old's	Mon, Wed, Fri	\$80

Other Fees (2025/2026 School Year):

- Registration fee:
 - \$100.00 - due upon registration, non-refundable
- Field trip and classroom/party/supply fee: non-refundable \$100 fee - collected via direct deposit with the September school fees or upon registration if a student enters the program mid-way through the year.

Note: neither of the fees are prorated nor refunded in any prorated amount if your child registers or withdrawals partway through the school year.

Automatic Withdrawal forms along with a void cheque/Authorization Form (2025/2026 School Year) will be collected by the AGM date:

The following fees will be collected via electronic funds transfer if your responsibilities are not met:

- Fundraising fee: \$100 per student per mandatory fundraiser
 - If you opt in and the full family commitment (as defined by the Board) is not met, the \$100 fee will be charged at the end of that fundraiser.
 - If you have contributed less than the required amount for each fundraiser, the remaining amount will be withdrawn to equal \$100.
 - If you opt out of fundraising, \$100 will be withdrawn after each fundraiser.
 - If you have chosen to opt out and you would like to participate, you may contact the Fundraising Coordinator and will be required to raise the \$150 for that fundraiser.
 - There is one mandatory fundraiser in a casino year and two mandatory fundraisers in a non-casino year.
- Bee clean fee: \$150 per student
 - Bee cleans are an important part of maintaining our facility. Plans are made for the number of families assigned to each Bee Clean date. **For this reason, you are not permitted to opt out of the Bee Clean.**
 - Families must select a bee clean date by the beginning of classes.
 - **If you do not attend your designated Bee Clean without an approved absence from the Board you WILL be charged the opt out fee.**
- Volunteer commitment fee: \$150 per student
 - Bee Clean and Volunteer Commitment fee will only be charged if you DO NOT fulfill your cleaning and/or volunteer commitments as determined by the Board.

5.3 Fundraising/Casino

Fundraising is critical to the successful operation of the Bonnie Doon Playschool and helps keep costs low for parents.

For administrative reasons, prorating the fundraising fee will not be possible.

The playschool's major fundraising event is a casino, whose funds contribute to the bulk of the school's operating budget, held every second year. During a casino year, each family **must provide one volunteer for the casino per child** (the volunteer does not have to be a family member). This is non-negotiable and is not covered by the \$100 fundraising deposit. If your family is unwilling to provide a volunteer for, or is not represented at the casino, you will be charged a fine of **\$800**. While this may seem strict, the success of the playschool is almost entirely dependent on funds raised from the casino. It is important for parents to understand that the program fees do not cover the operating costs associated with running the Bonnie Doon Playschool. Participation in casinos and other fundraising initiatives is imperative to keep

program fees accessible while maintaining the high standards associated with the instruction, opportunities and materials available at Bonnie Doon Playschool.

Fundraising campaign(s) and targets will be determined and communicated by the Board. Participation by all playschool families is essential to fundraising success.

The following fees will be collected via electronic funds transfer if your responsibilities are not met.

- Fundraising fee: \$100 per student per mandatory fundraiser
- All families are required to fundraise \$150 minimum per student per mandatory fundraiser. If you do not raise the \$150, you must make up the difference in cash or e-transfer.
- If you opt out of fundraising, you are responsible for paying the \$100 opt out fee (per student per mandatory fundraiser).
- There is one mandatory fundraiser in a casino year and two mandatory fundraisers in a non-casino year.
- If you have any questions, contact the Fundraising Coordinator at fc.bdps@gmail.com

5.4 Bee Cleans

Regular cleaning is required by licensing. A bee clean involves cleaning the entire classroom and all the toys. It is mandatory that you participate in one bee clean during the year per child registered in the program. A family representative can be sent on your behalf or you can trade bee clean dates with another family and inform the volunteer coordinator. It is your responsibility to find an alternate in the case that you cannot attend. As plans are made for the number of adults scheduled, and everyone commits to being there on the same date, it is not possible to opt out of the bee clean. Failure to attend the Bee Clean requires staff and volunteers in attendance to stay longer. Bee cleans typically occur in November, March and June. If you fail to fulfill your bee clean obligation, the playschool will charge you a \$150 Bee Clean fee. People arriving more than 30 minutes late for a bee clean without notice or leaving before all the tasks have been completed will have the playschool charge you a \$150 Bee Clean fee.

Note that volunteering for a Board position will exempt you from the bee clean requirement.

5.5 Board and Volunteer Positions

As a cooperatively run organization, Bonnie Doon Playschool requires each family to fill one volunteer position per child registered in the program. This is in addition to the casino (if your child is registered during a casino year), fundraising and bee clean obligations.

The opportunity to sign up for volunteer positions will be outlined at or prior to the AGM. Board elections occur at the AGM. Please be familiar with both volunteer and board related roles prior to attending the AGM. See Appendix A for a description of the Board and other Volunteer positions.

Failure to fulfil your volunteer duties will result in the charging of your Volunteer Commitment fee. Additionally, failure to effectively transfer any knowledge or materials related to your role to

the incoming volunteer filling the position will result in the charging of your Volunteer Commitment fee.

If you are going to be away, it is **your** responsibility to make prior arrangements to change your duty date or find a replacement to cover your duties. Any changes must be communicated to the Volunteer Coordinator.

The Board's Role

Our Board consists of caregivers of students currently enrolled in the program. These are volunteer positions. They manage the business and affairs of the Playschool.

The Board is guided by the Alberta Child Care Act, Licensing and AHS requirements as well as our Parent Handbook.

Questions regarding playschool operations, registration, payments, or administrative matters should be directed to the board.

Co-operative preschools are democratic organizations operated by the families enrolled. Caregivers are involved in every aspect of the preschool's operation, from the boardroom to the classroom.

This gives caregivers a key role in shaping our policies and making financial decisions. Each year at the AGM in June, a volunteer Board of Directors is elected from within the membership of families who will be attending the following school year. They meet monthly throughout the year to maintain the preschool's business operation.

5.6 Teacher, Staff, Parent Volunteer & Board Member Security Checks

All employees, in-class volunteers and Board members must provide a clear police information check, including a vulnerable sector search, dated not earlier than 6 months prior to the date of commencement with the program and every 3 years after that date. Bonnie Doon Playschool will pay for these checks. Volunteers unable to fulfil this requirement will be reassigned where possible or may be asked to pay the volunteer commitment deposit.

All employees, in-class volunteers and Board Members will also complete a training session on identifying and preventing child abuse.

5.7 Alumni Family Pre-Registration

Alumni families are able to pre-register; however, it is the family's responsibility to contact the school by emailing the registrar at Registrar@bonniedoonplayschool.ca. Pre-registration occurs in January/February every year immediately prior to registration opening to the general public.

6.0 Guidelines and Policies

6.1 Communication Guidelines with Board Members and Teachers

Any concerns that arise during the playschool year need to be dealt with in a professional and timely fashion. Families who voice a concern and request help from the Board in resolving the issue need to submit their concern in writing and be prepared to be part of the resolution process if requested.

If a concern arises for which communication with the Teachers, the Board, or other families is necessary, please use the following guidelines:

- For concerns or issues related to program content and program delivery talk to the Teachers.
- For concerns or issues related to Teacher conduct, talk to the Teacher first.
- For serious concerns or issues related to Teacher conduct, or for other concerns or issues that were not resolved in speaking with the Teacher first, talk to the President.
- For concerns or issues related to Board member conduct, talk to the President.
- For concerns or issues related to other families, talk to the President.
- For concerns or issues related to volunteer roles and commitments, contact the Volunteer Coordinator.

Parent concerns or issues regarding Board policies, Board communication, and fundraising should be communicated in writing directly to the Board.

If parent concerns or issues regarding the Teachers, or the Playschool program content and delivery cannot be resolved to the satisfaction of the parent and/or teachers, then the issue should be submitted in writing to the Board for resolution.

Any concerns or issues should be resolved in an appropriate place and time. Understand that the Bonnie Doon Playschool teachers are doing their best to ensure a happy and enriching (and conflict-free) environment for our children – parents should not disrupt the classroom or attempt to address concerns or issues before or during class. Please use your best judgement in communicating concerns and issues to the Teachers and/or Board members. At no point will raised voices, profane language, etc. towards the Teachers or Board members be tolerated.

6.2 Teacher Absences

In the event of a teacher's absence, the teacher will attempt to make arrangements for a Volunteer Teacher's Assistant, appropriate Board member, or board approved supervision coverage to attend in their place. Supervision coverage refers to a list of individuals approved by both the teachers and the board who may be called on to provide supervision coverage when a teacher is unable to attend classes. This provides the needed ratio of adults to children for licensing purposes. Anyone on the approved supervision coverage list will require a clear Police Info and Vulnerable Sector check. If no suitable replacement with a clear Police Info and Vulnerable Sector check is available, the class will be cancelled.

If both teachers are absent, school will be cancelled.

In the event of any cancellations, parents will be contacted via email with as much notice as is possible in the circumstances. Parents/guardians are asked to ensure that the Bonnie Doon Playschool has the most up to date contact information for the purposes of these types of communications.

6.3 Parking

We have dedicated parking stalls along the east side of the skating rink. Street parking is also available in front of the hall.

6.4 NSF Cheques and Electronic Fund Transfers

Any changes to your banking information requires 30 days' notice to give ample time for the volunteer board and bank to process any needed changes. Please contact the Treasurer at the email treasurerbdps@gmail.com to submit changes. We are unable to process last minute requests. You will be responsible for any fees associated with these changes through your bank and non-sufficient funds penalties to the Bonnie Doon Playschool. Bonnie Doon Playschool may charge a \$15.00 fee for any payment that cannot be processed due to non-sufficient funds.

6.5 Photo Sharing

The teachers will be using a private Facebook group as a platform to share digital photos and videos of your child's learning journey.

Our Facebook group is a place for us to share pictures/videos, updates, and just "be social". Many alumni parents have used previous groups as a place to get to know each other, as well as to connect for playdates and other social adventures with their children. (This is not to be confused with our public Facebook page, where we often share photos of artwork or activities for all to see- your child's face will NEVER be posted on this public page.)

Our Facebook groups are "Private", which carries the most secure level of privacy. No one from the outside, even your 'friends' can see who is in the group, nor what is going on in the group. No one can search or access the group (even if they have the URL), if they are not part of the group. The teachers will send an email with a link to confirm your consent to joining the group. To ensure children's safety and privacy, we will cross-reference accounts with registration information before accepting requests. Only parents and legal guardians will be given access to the private groups.

Each class will have its own group where photos are only accessible to parents/guardians of that class, with the exception of our school's Slideshow Coordinator who requires access to photos in both groups. If parents/guardians do not grant FOIP consent then your child will not be included in the year-end-slideshow, including their year-end grad photo. When teachers make slideshows for viewing (at the Celebration of Learning) it never leaves their computer. Without FOIP permission, we cannot share files with parents.

The groups are a place for us to share photos or videos of our learning together. They are also a place for parents or guardians to get to know each other, engage, and connect. We

encourage families to comment on photos, ask questions, and have fun. We will do our best to update photos monthly.

The groups will not replace official correspondence. These groups may be used to supplement communication, but any official or important communication will still be delivered through the typical channels (email, letter, phone call, etc.) We ask that communication regarding your child or our program be communicated in person or through our email accounts and not through our Facebook account.

6.6 Change of Information

The playschool must be notified of any changes of address, telephone number and/or custodial/guardian. Also, please advise the teachers of any major events in your child's life, such as a new baby, a death in the family, a move to a new house, etc. This will help them understand any associated behaviour changes.

“Handle With Care”

While the teachers strive to give every child care and attention, sometimes things happen that require an extra helping of love. If families are experiencing difficulty at home, the teachers would like to provide additional support at school for your child. Parents/guardians are welcome to share their child's experience with the teachers for better understanding and support, however, if families choose to not share the details, that is their choice. If a child enters the classroom after a difficult night, morning, or experience outside of the classroom, please email teachers with “Handle with Care” in the email subject line. Nothing else will be said or asked of the family. This lets teachers know that the child may need extra support and love in the classroom.

6.7 Smoking

Smoking or vaping are not permitted on the program premises. The premises are anywhere the children are or will be.

6.8 Withdrawal

A **30-day written notice** is required to withdraw your child from the playschool. In the event that notice is received partway through a month, you will be responsible for the full amount of the next month's fee (in addition to the amount already paid for the month in which notice was received). All written notice is to be given to the President of the playschool. You will be responsible for all volunteer duties and fundraising events during the time your child is registered at the playschool. The field trip/classroom supply fee is non-refundable.

Should a family withdraw from the program during a casino year after casino volunteer assignments have been assigned, it is the family's responsibility to fulfil the casino volunteer assignment. Failure to complete your family's casino volunteer obligations will result in the \$800 casino fee being charged.

6.9 Mid-Year Registration

A family that registers part-way through the school year will be responsible for: all applicable monthly fees, the full registration fee, and the full field trip/classroom supply fee. They will also be responsible for the full fundraising fee, full/missed volunteer Commitment fee, and missed Bee Clean fee if any of these obligations cannot be met during the time in which the child will be registered.

A volunteer position will be assigned based on vacancies and need.

If a new family starts part-way through a month, the full monthly fee will be withdrawn. If there is a waiting list, the full month fee must be paid to secure the spot. We are unable to prorate fees.

The registration fee must be paid within 24hr of verbally accepting a spot at the playschool. All other fees are due on the first day the student attends.

6.10 Emergency Procedures

All staff maintain current first-aid certification and training. Emergency procedures related to fires, lockdowns, and evacuation of the premises are practised regularly. In case of a fire, long term power failure, extreme weather conditions, or an evacuation of the centre (other than for the purpose of a drill), parents/guardians will be notified as soon as possible of the alternate location of where to pick up your child(ren) by a Teacher or Board Member.

The primary concern of the Bonnie Doon Playschool teachers during an emergency is the safety and well-being of their students and personnel. Teachers are trained in case of an emergency and strive to keep their students safe and calm, while following policies based on the emergency. While emergency situations are rare, it is pertinent to have a plan (and to practice these plans in an age-appropriate manner). In the event of an emergency, when safe to do so, teachers or Board member will inform caregivers of what they know of the situation, where/if students and teachers have been relocated, and what procedures are being taken. If caregivers are required to pick up their child(ren), they will be informed with all necessary details.

At Bonnie Doon Playschool, children will learn proper fire drill and lock down procedures, as dictated by licensing. The purpose of these drills is to ensure that in the event of an emergency, students can be evacuated quickly, safely, and easily. The teachers will lead students through drills, in an age-appropriate way, to show them what to do.

In the event of the following emergency situations, teachers will:

- ***Fire and/or Site Evacuation:***
 - Teacher will take attendance sheet, portable records and first aid kit (backpack), and a phone (if easily accessible);
 - Teacher will take any necessary medications, if applicable (i.e., Epi-pens, inhalers);
 - One teacher will lead the students out of the building;
 - One teacher will follow the students, taking a quick headcount;

- One teacher will take attendance when they reach the meeting spot, 911 will be called;
 - If a child is missing, one teacher will remain with students, while the other goes back to look for the child, if safe to do so. Emergency personnel will be immediately informed, if a student is missing;
 - Parents/guardians will be notified by teachers or a Board Member.
- **Lock-Down Emergency:**
 - All doors will be locked;
 - All students will be moved to an area in the classroom away from windows and will be instructed to stay quiet;
 - Lights will be turned off;
 - Teachers will call 911 to alert authorities;
 - Under no circumstances will the door be open to anyone during a lockdown;
 - If the threat is in the classroom, students will be evacuated to an alternate location;
 - This will remain in effect until notification from local police.
 - *Note: If the class is outside, and the imminent danger is not within the classroom, students will be gathered and counted immediately. The group will be led into the classroom, and the above procedures will occur. Children will be counted again once back in the classroom.*
- **Secure & Hold Emergency:**
 - *Secure & Hold is a response to a threat and/or incident in the general vicinity of a classroom, but not on, or near the classroom property. Class time continues as normal inside the classroom, however, as a precautionary measure, exterior doors will be locked, and no one will be permitted to enter or leave the building.*
 - All exterior doors will be locked.
 - Class time will continue to proceed as usual, unless advised otherwise.
 - Under no circumstances will the exterior door be open to anyone during a Secure & Hold measure.
 - Teachers will make every effort to notify caregivers who may be arriving late to class or leaving early.
 - This will remain in effect until notification from local policy or community authority that initiated the Secure & Hold procedure.

Communication Measures for Lock-Down/Secure & Holds:

When it is safe to do so, teachers will notify the Bonnie Doon Playschool Board of the Lock-Down or Secure & Hold measures. Teachers will provide the Board with the details with regard to the advised threat. Either the teachers or the Board will send an email update to families, as soon as it is feasible and safe to do so.

In the event of a medical emergency, teachers will:

- Immediately initiate appropriate first-aid treatment, and where it is deemed necessary, call an ambulance;
- Contact, by phone, the parent/guardian or emergency contact person, if the parent/guardian cannot be contacted;

- If a teacher is leaving the site with a student, or if an ambulance is called, report this to the Board;
- Accompany the student to the nearest hospital emergency room, taking the portable current record of emergency information. Upon arrival, notify the hospital staff that the teacher is not the legal parent or guardian of the child;
- Remain with the child until relieved by the parent/guardian.

6.11 Child Protection Policy

At Bonnie Doon Playschool, our goal is to create a safe environment for our students where children are safe from abuse and in which any suspicion of abuse will be appropriately responded to by following the procedures laid out in the *Child, Youth, and Family Enhancement Act*.

6.12 Air Quality Policy

On days when Environment Canada issues an Air Quality Health Index rating that is at 7 or higher, students should be kept indoors, and school windows closed. Air conditioning and HVAC air systems should remain on.

6.13 Supervision Policies and Practices

All supervision policies and practices are best practices aimed at providing effective student supervision and care to ensure that students are in a safe environment at all times. A safe environment plays an important role in assisting students to reach their potential and enhance their well-being. The teachers have a duty of care to:

- ensure the school complies with the *Early Learning and Child Care Act* and Early Learning and Child Care Regulation as described by the Government of Alberta;
- provide a suitable and safe environment;
- ensure that procedures for child safety are implemented at all times;
- ensure that reasonable precautions are taken to minimize risk;
- provide adequate supervision in all aspects of the school day;
- ensure that medical assistance or care is provided to a sick or injured child;
- ensure the safety and well-being of students in an emergency or critical incident

As effective caregivers, teachers will observe the children's play and behaviour by:

- monitoring and lending support to children carrying out activities that may involve some risk;
- observing play, anticipating what may happen next, and being ready to intervene in the event of potential danger;
- listening to children, including those out of their direct line of sight;
- monitoring children's health to identify early signs of fever, illness, or unusual behaviour;
- watching and participating in the children's play to ensure that children are playing in a safe manner

Headcounts and Roll Call

When students arrive, teachers will track their attendance, noting arrival times that do not fall within the arrival window. Teachers will use head counts to track the whereabouts of students

during daily indoor or outdoor activities. Anytime students, as a group, move from one location to another, teachers will account for students by using a roll call. The roll call requires teachers to visually and verbally identify each student. Students are asked to provide a quick wave or verbal response when their name is called.

Teacher Communication

Teachers will communicate effectively with one another during all activities so that all children are safe and supervised.

Teacher Positioning

It is the practice of teachers to position themselves so as to see all students under their direct care. Those providing supervision coverage (either paid or voluntary) are directed to do the same. A teacher should never have their back to a student(s), unless another teacher is with those students.

Environment Surveys

Prior to students entering both indoor or outdoor environments, teachers shall survey the environment to ensure that no hazardous materials are present. All hazardous materials are to be removed before students are permitted to enter any indoor or outdoor environments.

Volunteer Teaching Assistant

Bonnie Doon Playschool welcomes and appreciates our Volunteer Teaching Assistants. In the event that one of the teachers is away, a volunteer teaching assistant may be asked to help the teacher on duty in class. In order to make your visit both helpful and beneficial to our students, yourself, and the teachers, the following guidelines for volunteer assistants have been developed:

- Volunteer Teaching Assistants work under the direction of the teacher. The teachers will let you know which activities you will be assisting with prior to class commencement. Activities will vary depending on student and/or class needs.
- All Volunteer Teaching Assistants are required to have a Criminal Record Check and Vulnerable Sector Search which must remain on file at the school.
- When volunteering in the classroom, cell phones must be placed on “vibrate only” mode. Calls should not be made or answered in classrooms during instructional times or when the volunteer is supervising or providing support for students.
- Absolutely no photos may be taken while in the classroom, for the protection of all students, as there are privacy laws in place.
- As we may have many students who are in unique situations, confidentiality is important both within the school and the community.
- Understand that your own child may exhibit behaviours in the classroom that are not found in a typical day. They may be excited and/or may act out of character. This is okay and to be expected. Changes in routines can present some challenging behaviours and your patience and understanding is appreciated.
- Siblings may not accompany Volunteer Teaching Assistants when they are acting as volunteers in our classroom.
- All supervision policies and procedures listed above must be adhered to by the volunteer teaching assistant.

- Remember you are in class to assist all students and due care and attention should be extended to all children present.
- The Parent Code of Conduct is in effect while performing volunteer duties within the classroom. We appreciate your help and time as part of our students' learning team.
- In order to establish effective communication, any questions or concerns should be discussed with the teacher as soon as possible, after they arise.

6.14 Sick Children Policy

Promoting A Healthy Environment

For the wellbeing of each student and teachers, caregivers are asked to keep their child at home should they display any of the following symptoms:

- Complains of not feeling well
- Persistent pain
- Temperature above normal/fever (ensure temperature is normal, without the use of medication, for 24 hours prior to returning to class)
- Excessive coughing
- Sinus or nasal infection (indicated by green or yellow discharge)
- A cold with uncomfortable congestion, listlessness and/or fever
- An undiagnosed skin condition or rash (conjunctivitis; hand, foot, and mouth disease; chicken pox, measles, lice, etc.)
- A communicable disease – Please see [Alberta Health](#) for a list.
- Gastrointestinal illness (vomiting and/or diarrhea)- child may return 48 hours after symptoms resolve, as per [AHS guidelines](#).)
- Any COVID-19 symptoms - Please follow the guidance provided by the Government of Alberta (<https://www.alberta.ca/coronavirus-info-for-albertans.aspx>), as symptoms and isolation requirements may change from time to time.

If your child is experiencing symptoms or signs of Hand, Foot, and Mouth Disease (HFMD) outlined below, we ask that you keep your child at home, as it is a highly contagious virus:

- has a fever
- is not feeling well enough to participate in class
- Is experiencing excessive drooling from mouth sores
- Is exhibiting open blisters (even if fever isn't present) It usually takes about seven days for the blisters to dry up.)

During outbreaks of illnesses such as rotavirus, gastroenteritis, norovirus, etc., students will be required to be symptom free for 48 hours prior to returning to school.

It is important that you contact the teachers if your child is going to be absent so they may adjust the class schedule accordingly.

A child, who becomes ill during the school day, will be separated from the rest of the class with a teacher and made as comfortable as possible while a teacher contacts a parent or guardian to come immediately and pick them up. **At no time** will the teachers diagnose a potential illness of any student.

All items used by the child while separated will be cleaned and disinfected as soon as the child is picked up. Items that cannot be cleaned and disinfected, e.g., books, will be stored in a sealed container for a minimum of 72 hours.

If a child develops symptoms during a field trip, the child will be isolated from others as much as possible. Parents or guardians will be notified and asked to pick the child up as soon as possible.

The playschool will keep a record of all children's known pre-existing conditions. If a child develops symptoms that could be caused by COVID-19 or by a known pre-existing condition e.g., allergies, it is recommended that the child be tested for COVID-19 to confirm that it is not the source of their symptoms.

In general, a child needs to be symptom free for 24-48 hours before returning to class. Any child with COVID-19 symptoms should be following current Alberta Health guidelines for isolation.

If warranted in an emergency situation, Bonnie Doon Playschool reserves the right to send a child by ambulance to the hospital at the parents' expense. In such a case, a teacher will immediately notify the parents and a teacher will accompany the child in the ambulance.

Masks

Masks are not required to be worn by staff, volunteers or students. However, they may be worn at the discretion of staff, volunteers or students and we encourage acceptance of everyone's right to choose.

Head Lice

Head lice are an ongoing problem, but are not a major public health concern, as they do not spread disease. They can be a community concern because of the nuisance and discomfort surrounding infestations and spread.

The following policy has been developed based on Alberta Health guidelines:

- The primary responsibility of control of head lice rests with the family.
- Public health nurses or doctors can answer questions about the management of head lice.
- Let your child's teachers know your child has head lice, so that others can be checked and treated, if necessary.
- If a teacher discovers head lice on a child at school, they will phone the child's parent/guardian, and let them know that they suspect their child has lice and that they should be picked up as soon as it is convenient, as it is best to begin treatment as soon as possible.
- All other families will be emailed a "Head Lice Alert" letter when a case of head lice is noted in a classroom. This letter will contain information on how to do a lice check at home. Teachers will not disclose the name of the child that was found to have a case of head lice.

Room materials

Each day, the classroom space is cleaned. Toys that have been in contact with saliva are immediately removed and sanitized at the end of the day. Frequently used toys are sanitized weekly using an industrial dishwasher. All high-traffic surfaces are cleaned in between classes.

Play dough and sensory tables (e.g., water tables and sand tables) will be used at the teachers' discretion to do so safely. Individual sensory bins are permitted (e.g., play dough in a container labelled with a child's name).

Singing and wind instruments will be used at the teachers' discretion to do so safely. Wind instruments will not be shared between students.

We ask that students do not bring items from home, excluding clothing, food and drink.

Hygiene

Children will be encouraged to practise proper hand hygiene and respiratory etiquette (wash hands frequently, sneeze/cough into inner elbow, put used tissues into a waste receptacle and wash hands immediately after).

6.15 Allergy and Medication Policy

Please consult the playschool regarding specific chronic health conditions and allergies. All known allergies should be noted on your child's registration form. A discreet note of children and their allergies will be posted in the classroom so the teachers and helping parents can help in providing a safe environment.

If your child temporarily requires medication to be administered throughout the school day, please keep the child at home. The staff and volunteers of Bonnie Doon Playschool **will not** be responsible for the giving, storing and/or dosing of prescription or over-the-counter medications to students in this type of situation.

The exception to the above policy is medication required for immediate treatment of allergic reactions, such as Epi-pens or inhalers, or for diagnosed long-term medical conditions. If your child requires such medication you will need to fill out a specific form that will be kept with the medication. The medication and form **must** be on site while your child is at school. The form gives permission for teachers to assist in administering the medication if an emergency arises.

6.16 Behavioural Guidance Policy

We believe that children are the most successful when they know how they are expected to behave, and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to encourage acceptable behaviour where our students learn to respect themselves and others.

We require all staff, parents, volunteers, students, and visitors to provide a positive role model of behaviour by treating one another with friendliness, care, respect, and kindness. We expect all adults to apply these rules consistently.

We use positive strategies for managing any conflicts by helping students find solutions in ways that are appropriate for the children's ages and stages of development, for example, discussion, redirection, and praise. We praise and endorse desirable behaviour, such as kindness and willingness to share.

When students display unwanted behaviour, we help them to understand what went wrong and how we can do things differently. We manage student's unwanted behaviour in ways that are appropriate to their ages and stages of development.

We never use, or threaten a child with the use of physical or emotional punishment. We will not single out children, humiliate, or embarrass them. We will not shout at children or raise our voices in a threatening way in response to their behaviour.

We work in partnership with all parents. If patterns of unwanted behaviour persist, we will work with parents to address the recurring unwanted or unacceptable behaviour, using objective observations to help us to understand the cause and to decide jointly how to respond appropriately. With your consent, we may engage the assistance of outside agencies.

The following methods and strategies are used at Bonnie Doon Playschool to guide students, according to their ages and stages of development. Teachers will:

- **Relationship Building** is key. Strong teacher-student relationships are essential to creating positive classroom environments. Having trusting and safe relationships between teachers and students increase student motivation, encourage self-efficacy, and improve academic achievements.
- **Use proximity and touch** to ensure each child knows and feels the love, kindness, and acceptance of their teachers. Teachers are involved in children's play and conversations, building connections with them to better anticipate their needs and ensure they feel understood and valued. Knowing the unique needs of each student is the gift of a well-informed teacher. Hugs are always welcome.
- **Model** problem-solving skills- consistently demonstrating positive interactions.
- Use **solutions** to assist students through the problem-solving process. Students will practice using solutions with the help of a teacher to choose suitable solutions such as: setting a timer, sharing, turn taking, trading, playing together, taking a break, etc.
- Use **emotions charts** to help students identify emotions with the help of visual references. These tools assist children in gaining an understanding of their own feelings and the feelings of their peers.
- **Encourage** positive behaviour- accentuating positive behaviour assists in diminishing negative behaviours. Teachers continually seek opportunities to provide honest and specific encouragement to students. This encouragement can be done publicly or quietly, depending on the situation and needs of individual children.
- **Proximal praise** is used strategically to identify students displaying desired behaviours as a method of encouraging their peers to display the same behaviours.
- **Teach social skills and values**- the Bonnie Doon Playschool curriculum and philosophy teacher's social values such as kindness, respect, and helpfulness. Each month, a new value is added and highlighted with the use of stories, songs, conversations, and games.

- **Remain alert-** diligent observation is required and allows teachers to anticipate potential difficulties and step in to prevent problems. Teachers scan the classroom regularly and exceed the licensing requirement for staff: student ratios.
- **Create an environment of kindness and playfulness-** we know children live and learn best in this type of environment. Teachers create a joyful and playful environment through careful, diligent, thoughtful planning and practice, ensuring they approach each class well-prepared intellectually, socially, physically, emotionally, and spiritually. We believe that an environment of kindness and playfulness is also best supported when teachers:
 - establish clear, consistent, and simple limits/rules;
 - give straightforward explanations for limits/rules;
 - state limits/rules positively, rather than negatively;
 - provide choices;
 - take into consideration age and developmentally-appropriate accommodations.
- **Be respectful of the needs of each student-** this includes having an understanding of each student's developmental abilities and making every effort to understand the catalyst of the behaviour. Teachers will recognize and acknowledge the child's feelings, choice of words, allowing time for a response, and ensuring that the child does not feel judged, guilty, or shamed for their behaviour.

Note that guidance methods will be selected based on the age and stage of development of each individual child. Not all guidance methods are suitable for every scenario.

Even with all the above methods of discipline, inappropriate behaviours may occur. While it is the role of a teacher to ensure all students feel loved, valued, and understood, it is also the role of the teacher to maintain a safe and orderly classroom. In a situation where safety or order has been compromised by unwanted behaviour, teachers may use the following intervention techniques, depending on the unique situation:

- assess the environment and timing to ensure intervention is likely to be helpful, and to ensure the intervention will not cause the child to feel embarrassment or shame;
- assess the needs of the child and possible triggering events (addressing and modifying, as required);
- ensure resources are available to best support the child (e.g., use of timers, visuals);
- gain the child's attention in a gentle, supportive manner;
 - get on the child's eye level, but will not demand eye contact;
 - speak in a clear, gentle manner;
- ensure words are kept to a minimum;
 - believe in the child's ability to succeed and thrive;
 - conclude any intervention with a clear demonstration of their belief in the goodness of the child;
- as soon as possible after an intervention (within minutes), find an opportunity to provide genuine, positive encouragement to the child.

Intervention Techniques

Using the interventions above, teachers will select the appropriate strategies, depending on the needs of each student. A student may benefit from several reminders, or may need an

immediate opportunity to regroup (particularly if their behaviour is potentially harmful to themselves or others.)

Remind: To clarify and reinforce limits, simple reminders are helpful to all students. In general, preschoolers have a short attention span and can become easily distracted when engaged in exciting activities. Teachers provide lots of gentle, patient, repeated reminders throughout the day, as needed.

Redirect: Often, small or incidental situations can be moved past quickly by a simple redirection from the teacher. Offering choices may quickly resolve problems or conflicts. Redirecting involves changing the circumstances that are causing unwanted behaviour. When necessary, students are redirected towards activities that are in line with their needs. Teachers assess whether this is required on a large scale (e.g., redirecting group to gross-motor play opportunities.)

Redirection is discussed with the student. As students mature, this strategy enables them to recognize their own emotions and how they may affect their behaviour, with the goal of learning how to redirect themselves away from an over-stimulating situation, activity, or location before unwanted behaviours occur or escalate.

Regroup: Some students, in some situations, will not successfully respond to reminders and/or redirection. Typically, this occurs when a child's brain has become overwhelmed with input (e.g., emotional or sensory) and their ability to access the reasoning centre of their brain (prefrontal cortex) has been compromised. In these instances, children are biologically unable to self-regulate and require guidance for their decision-making. This is often best supported when the student is given the opportunity to calm their bodies, and if the triggers are known, to have those removed. This allows their mind to settle, regroup, and respond to what is being asked of them. The intent is to provide students with the opportunity to find and develop self-direction as their bodies settle. Accommodations may be required to allow students the space and/or environment to regroup. An encouraging discussion always follows a regroup, to ensure the student is part of this learning process and gains understanding from it.

There are three main goals for the “regroup” technique:

- safety (both physically and emotionally) for all students (accounting for the needs of other students, as well);
- quiet and calm for the student, with opportunity and encouragement to self-regulate;
- understanding, for both the student and the teacher, of what circumstances and stimulants contributed, as well as what best helps regulate the student. The parent(s) will be notified of the behaviour at the end of class, and of the strategies involved in helping the child cope with the situation.

Should the problem continue and become disruptive or unsafe to the classroom, parents/guardians will be called to come pick up their child immediately. The board will be notified and a solution will be determined between the board, teacher(s) and parent/guardian(s).

A simple, “I will help you” implies teamwork between the student and the teacher. The exact nature of this work is determined in accordance to the unique needs of the student. Here are some examples of how a teacher regroups with a child:

- brainstorm solutions together
- visit the emotions charts together
- read a story together (social story related to incident or the student’s choice);
- allowing the student some quiet time to unwind, doing something they find calming;
- empowering students to identify their feelings and discuss self-care strategies.

Emotional Accommodation

The choice of technique and specific action is also dependent on the emotional state of the student. Bonnie Doon Playschool teachers are knowledgeable in identifying emotional regulation needs. Emotions are discussed regularly with children during class time, with emphasis that there is no emotion that is good or bad, and that everyone experiences different emotions throughout the day, every day. Teachers assist students to identify their feelings and the source of them, using different techniques (e.g., visuals, zones of regulation, and various books, including *The Color Monster*). Teachers also help students develop an awareness of their feelings, the independence to control their emotions and impulses, including the ability to manage their sensory needs and improve the skills they need to resolve conflict.

Specialized Care Plans for Students

For some students, additional accommodations may be required to best support their individual needs. Strategies or modifications may need to be considered to ensure the student’s safety and wellbeing and/or the safety and wellbeing of other students in the program. In these situations, a care plan must be established between Bonnie Doon Playschool teachers and the child’s parent/guardian(s) and shared with BDPS Executive Board members.

Caregiver-Teacher Communication Regarding Behaviour

The goal of Bonnie Doon Playschool’s Behavioural Guidance Policy is to ensure all students receive excellent, nurturing, life-enhancing care while in the classroom. Teachers strive to “catch children being kind” to promote positive attitudes and social interactions. Teachers will often share positive social interactions and behaviours with caregivers, involving them in the encouragement and learning process.

Teachers will share behavioural observations with a student’s caregiver if there is an emerging pattern. This information then encourages increased dialogue regarding self-regulation strategies (as applicable) and allows teachers and caregivers to work together to best meet the needs of the child.

Teachers will also share behavioural observations if, at any time, a child appeared upset by their actions, or the actions of their peers.

If a caregiver is particularly concerned about an observed behaviour, they are encouraged to speak to the teachers.

One of the main goals of Bonnie Doon Playschool is socialization, with the recognition that the process of socialization takes time, patience, and love.

Bonnie Doon Playschool reserves the right to withdraw a student from the program, at any time, if the teachers and the BDPS Executive Board determines that the student is unable to thrive in our environment, if the student's behaviours represent a danger to other students, or if caregivers are not following our policies. Our policies are in place to protect all of our students, our teachers and Board, and our families.

6.17 Pet Policy

Bonnie Doon Playschool is a pet friendly classroom. As part of our curriculum, we may have, at times, a small, contained pet and may choose to have a day when pets come to visit the classroom. With regard to pets in the classroom, please note the following:

- If a student in our program is allergic to a certain type of pet, we will choose to not have any visits of that pet type during the student's time with our program;
- To accommodate any allergies or concerns, families will be informed if a pet visit is being considered in our classroom. Pets will not be permitted to visit a classroom where a pet allergy is present;
- No pet will have open access to our classroom space. Students will only be provided access to pets in a controlled setting, and only upon their expressed interest;
- Students and teachers will practice proper hygiene practices before and after contact with any pet;
- Any areas accessed by pets will be thoroughly cleaned, including regular cleaning and maintenance of enclosures.

6.18 Outside Agency Policy

Bonnie Doon Playschool (BDPS) recognizes the important role that outside agencies play in supporting students who access their services. We will work to partner with these agencies when we have the opportunity.

When partnering with an outside agency we ask that they:

- Abide by BDPS's philosophy when on site and in the classroom;
- Remain observers in the classroom and discuss any interventions and strategies to be used with students prior to engaging;
- Limit interactions that may disrupt the program or interrupt the progress of other students;
- Discuss any questions or concerns with teachers after the visit and not in the presence of students;
- Limit their visits for additional support workers to once a month (we recognize that an aide may be present most classes);

In the event the teachers are concerned about the interactions or presence of a support person, then that support person may be asked to limit or cease their interactions with students and/or leave the program.

Our Philosophy

At BDPS, we are dedicated to providing a safe and nurturing environment for our students. Our positive behavioral strategies and interventions are available to all students to support their social-emotional development by teaching expected behaviours and teaching various social skills. In order to help our students learn to express their feelings and problem-solve in socially acceptable ways, we believe it is best to use a positive approach led by warm, caring, nurturing, and respectful guidance. Among the practices used to promote positive social behaviours and minimise challenging behaviours are:

- Age-appropriate activities planned based on student interest;
- Daily routine to provide predictability and balance, and visual aides to support in routine;
- Transitions carefully planned to ensure positive experiences between activities;
- Focused attention on students, with moments for observations and listening, using “teachable moments” to facilitate learning, guiding their behaviours, and encouraging problem-solving techniques to overcome challenges;
- Clear, basic age-appropriate expectations, with reasons for these expectations to guide their behaviour;
- Limits and expectations are consistent between teachers and adult helpers in the room;
- Positive reinforcement is used to draw attention to and encourage positive behaviours;
- Positive communication is used to explain reasons for concerning behaviour and to help students practise alternative behaviours;
- Students’ feelings and emotions are acknowledged to validate and support their emotional development;
- Teachers and adults’ model compassionate, caring behaviours towards others that set examples for children to follow.

Our teachers strive to be cognizant of classroom dynamics, as well as to each individual student’s frustration levels at all times, so that they may intervene before an incident occurs. Should a behaviour issue arise, teachers may use a variety of strategies, such as:

- Redirection to change the focus from what they can do, rather than what they cannot do;
- Offer choices to give students some control over situations, when appropriate;
- Natural consequences when safe and appropriate, in a non-judgemental way;
- Non-judgemental conversations to explain how a particular behaviour may impact them or others;
- Logical consequences when relevant or appropriate for the situation;
- Passive intervention is used when appropriate to allow students time to problem-solve, offering support as required;
- Problem-solving and conflict resolution are modelled and supported, as required.

Our main goal for our classroom is for our students to feel safe and secure during their time with us, and to work together to problem-solve should challenges arise. We work hard to keep BDPS a safe space where students can learn, build friendships, and feel loved.

Students who require support from a CDA or support person in the classroom will only be admitted to the classroom when their support person is present. In the event that an agency does not have an available support person, that student will be unable to attend class. The agency will communicate this to the family.

6.19 Community Involvement, Relationships, & Visitors Policy

As learning and development takes place in a social context, children's ever-evolving learning occurs not only within their family, but also within the community and society. Bonnie Doon Playschool believes that one of the key elements of community involvement is the importance of making connections with services and organizations that serve the local community and that it is important to establish ourselves as part of the community we serve.

Some ways we connect with our community:

- Sourcing community resources and making these available to families;
- Acting as liaisons with other children's services, local businesses, school and health services and organizations working with families and children in the local area;
- Participating in community events;
- Inviting local community members to participate or share in events or activities;
- Inviting visitors into the program as part of the student's learning and leisure (i.e., members of the police or fire department, medical or nursing professions, trade workers, etc., with the purpose of sharing aspects of their work that are of interest to children);
- Inviting members of our community with a skill, art, or experience from which students will gain experience or enjoyment;
- Partnerships with families;
- Showcasing art or activities to the broader community via art displays or social media

Bonnie Doon Playschool partners with many organizations which provide and support services to families.

Some ways we work with organizations:

- Collecting food bank donations during specific events;
- Partnering with local animal rescues to educate and inform the community and supporting their endeavors;
- Sharing information on clothing drives;
- Partnering with local schools to support community involvement and/or leadership opportunities;
- Partnering with local family support services to provide services for students in our program who require additional supports;
- Partnering with universities, colleges, high schools and community agencies to provide rich opportunities related to practicum support, shadowing opportunities, volunteer opportunities, and support services

Please note that all visitors to our program will not have unsupervised access to students and are not included in ratio counts.

6.20 Monthly Expense Reimbursement Process

As a parent cooperatively run program, members of the Bonnie Doon Playschool parent community may incur expenses in their volunteer roles, in particular board members, supply shoppers, and special event helpers.

The monthly expense reimbursement process is as follows:

1. Expense receipts and completed expense reimbursement forms are to be completed and submitted to the teachers.
2. Receipts must be signed by a teacher for approval before being submitted to the Treasurer.
3. Approved expenses and associated forms will then be sent to the Treasurer by the teachers.
4. Cheques will be issued on (or about) the 15th of the following month for expense holders to retrieve at the Playschool.

*Note: All expense reimbursement submissions must include the receipts, and an identification of the expense type to be approved.

2025-2026 Volunteer Position Descriptions

Note: Hours are an estimate and can change each month

Volunteer Board Positions (Elected)

The Board is responsible for the operations of the playschool. Board members are expected to attend monthly board meetings to maintain the functioning of the program and vote on motions.

Chair

Time Commitment: 15-20 hours per month. Some daytime availability is helpful.

Special Requirements: Familiarity with group email techniques, contracts and strong problem-solving skills would be an asset.

Expenses: This role may involve expenses from time to time. All costs will be reimbursed.

Duties: You are required to attend and chair the monthly board meeting which is 1-2 hours. You will oversee the program: chair executive and general meetings; liaise with outside agencies such as licensing, and vet general inquiries about the program. You have signing authority on all bank accounts. You must manage all escalated, program-related issues in consultation with the Board, Teaching Staff, and Parent Community. You are responsible for employee contracts and lease negotiations. These generally don't change much year over year, but require updates and some negotiation as required.

Co-Chair

Time Commitment: 12-15 hours per month.

Expenses: This role may involve expenses from time to time. All costs will be reimbursed.

Duties: You are required to attend the monthly board meeting which is 1-2 hours. This position would ideally involve a transition to the position of President. With guidance from the Registrar and Volunteer Coordinator, you will coordinate the Criminal Records Checks (CRC) through the Edmonton Police Service for each volunteer teacher assistant and board member as required by the Playschool and Child Licensing policy. You are responsible for some limited advertising and marketing. You will work closely with the President and Fundraising Coordinator and have signing authority on all bank accounts. You will assist with the renewal of teacher contracts and teacher evaluations and assist the president throughout the year as required.

Treasurer

Time Commitment: 10-15 hours per month.

Special Requirements: Some experience with book-keeping or accounting an asset.

Expenses: This role may involve expenses from time to time. All costs will be reimbursed.

Duties: You are required to attend the monthly board meeting which is 1-2 hours. You will work closely with the bookkeeper and be responsible for banking, balancing monthly statements, employee payroll, ROE's, bill payments, financial statements, audits, income tax returns, casino report, and be responsible for collecting monthly reimbursements from the Treasurer mailbox. You have signing authority on all bank accounts.

Secretary

Time commitment: 3-4 hours per month

Special Requirements: Organization skills an asset.

Duties: You are required to attend the monthly board meeting which is 1-2 hours. You will develop monthly meeting agenda and email it to board members one week prior to meeting. You will email teachers requesting monthly update for board meetings and insert into agenda after receiving. You will take minutes at all meetings and note all action items for follow-up. You will post copies of agenda, minutes, reports and attachments to Google Drive and create/maintain a new annual folder in Google Drive at the beginning of each school year.

Volunteer Coordinator

Time Commitment: 3-5 hours per month.

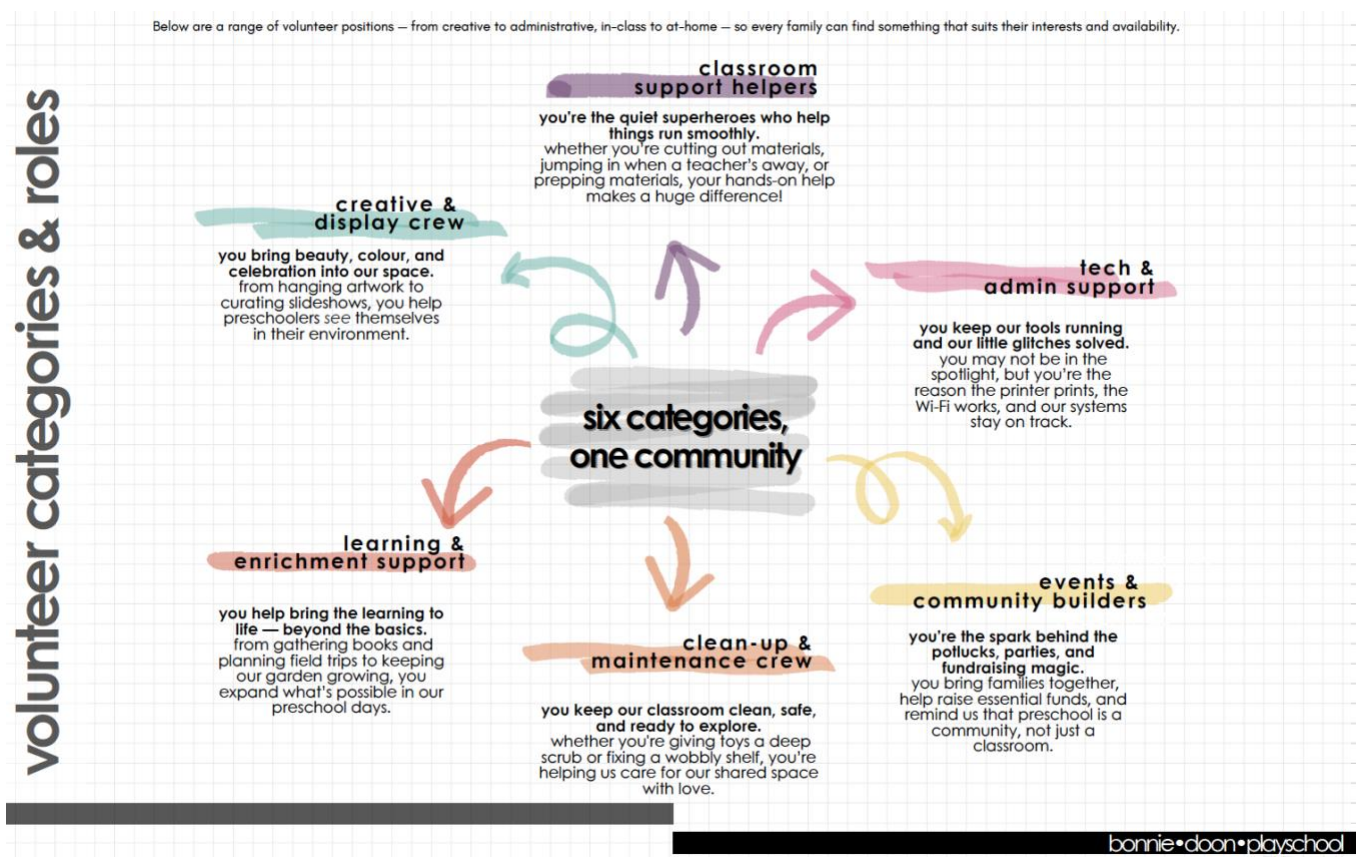
Special Requirements: Ability to work well with others and good problem-solving skills. **Duties:** You are required to attend the monthly board meeting which is 1-2 hours. You will coordinate parent volunteers and bee cleans and are responsible for: 1) ensuring that all families have a volunteer position, understand their duties, and completes their tasks as required; and 2) organizing the three annual bee cleans through SignUp and attending them. The teachers will assign jobs to each volunteer at the bee clean and you will ensure all tasks are completed, helping as necessary. You will maintain the volunteer and bee clean roster, send reminder emails/notices as required, and communicate with the Board and Teachers regarding matters related to parent volunteers and bee cleans.

Fundraising Coordinator

Time Commitment: 2-6 hours per month

Special Requirements: Some experience with book-keeping or accounting an asset.

Duties: You are required to attend the monthly board meeting which is 1-2 hours. You are responsible for two fundraisers per school year. You will need to research and source suitable businesses to fundraise through, as well as facilitate the process. On alternate years you will be responsible for the casino fundraiser - our biggest source of revenue for the playschool. You will be communicating a lot with the playschool families and keep the treasurer/assistant treasurer up to date with funds and fees, etc.



Summary of 2025-2026 Volunteer Positions

Group 1: Volunteer Board Positions (Elected)	
Chair	Co-Chair
Treasurer	Fundraising Coordinator
Secretary	Volunteer Coordinator

Group 2: In-class and Out-of-class Volunteer Positions (Assigned)
In-class Volunteers <i>Daytime availability is essential. Siblings are not permitted to accompany parents on in-class activities.</i>

- Art Display Assistant (1 per class)
- On- Call Classroom Assistant (1 per class)
- Bee Clean Assistant (1 role)
- Classroom Maintenance Helper (1 role)

Out-of-class Volunteers

*These positions can **primarily** be completed at home outside of Playschool hours. However, some aspects may require parents (or a designated person) to visit the classroom during daytime hours from time to time.*

- Playdough & Sensory Chef (1 per class)
- Journey Book Assistant (1 per class)
- Year End Slide Show Creator (1 per class)
- Class Room Prep Helper (2 per class- may need to have minimal in class involvement)
- IT Support (1 role- may need minimal in class involvement)
- Class Room Library Curator (1 role)
- Program Supply Coordinator (1 per class)
- Field Trip Planning Assistant (1 role)
- Educational Garden Helper (1 role)
- Laundry & Recycling Helper (1 per class)
- Celebrations Assistant (1 per class)
- Fundraising & Casino Assistant (1 per class)
- Community Engagement Organizer (1 per class)