

## 4. General Information for Parents

### Attendance

3-year-old classes	Tuesday and Thursday	9:15 – 12:15pm
4-year-old classes	Monday, Wednesday, Friday	9:15 – 1:15pm

Our preschool is closed for all elementary school holidays, plus one day before and after Christmas and spring vacations, and one week prior to summer holidays for cleanup.

Shorter program and gradual intake of children will take place during the month of September. This facilitates the gradual transition from home to preschool. You will be notified of your starting date and time through the mail and at the September General Meeting.

Remember that children have a limited concept of time so avoid too much talk of preschool until very close to the starting date, then casually mention that it will begin soon. Don't oversell!

### Fees

Details for payment deadlines are as follows:

1. Registration fee to the VICPA is to be paid when the application for enrolment has been accepted and is Not Refundable.
2. September fees are paid at the June General Meeting.
3. June fees (for the following spring) are also paid at the June General Meeting.
4. Eight (8) post-dated cheques, dated October through May, are given to the Treasurer at the September General Meeting.
5. See the [Fees](#) section on our website for the current fees.

### Clothing

Please dress your child in comfortable **play clothes** that you won't mind if they get dirty! Please send a spare set of clothing, including sock and underwear, in a plastic bag to be kept at the school. In wet days when your child comes in boots, please remember to send indoor footwear as well. **Put their name in their boots.**

### **Illness**

If your child is not well and you are debating whether to send them to school, ask yourself:

1. “Is my child well enough to participate in the full program, including outdoor play?”
2. “If this was a playmate, would I want my child playing with him/her?”  
(Contagion factor)

### **Communicable diseases (Chicken pox, mumps, measles, etc.)**

For your reference “A Quick Guide to Common Childhood Diseases” by the British Columbia Ministry of Health and Ministry Responsible for Seniors, Reprinted July 2000, is included in the back of this section of the Parent Portfolio.

If your child contracts a communicable disease at any time during the school year, please notify the E.C.E. immediately so that other class members can be informed about the possibility of exposure, symptoms to look for, etc.

If your child has been exposed to someone with a communicable disease, please notify the E.C.E. and a mutual decision will be made regarding the advisability of your child attending preschool during the incubation period.

### **Health Records**

The following checklist is provided to assist you in reviewing the immunization status of your child prior to enrolling in a member school of the VICPA. We recommend that your child be fully protected, in turn protecting the children with whom your child will come in contact.

As it is not unusual to have mothers participating in the school program throughout a pregnancy, we urge you to be especially conscientious about having your child immunized for Rubella, unless medical conditions make this impossible. Your co-operation in this regard is greatly appreciated.

We also recommend that parents participating regularly in our preschools have their immunizations up-dated, so they are fully protected as well as their children. Your local public health office will advise you regarding your immunization needs. It is recommended to up-date your immunizations every 10 years.

A TB test is compulsory for all parents participating in preschool programs. (If the Local Medical Health Officer in Your community does not require a TB test then disregard this item.)

Recommended Basic Immunization Schedule for Infants and Preschool Children prepared by the Capital Regional District Community Health Service:

**Basic Immunization Schedule**

	2 mo.	4 mo.	6 mo.	12 mos.	18 mos.	* 4-6yr
Diphtheria	•	•	•		•	▪
Pertussis	•	•	•		•	▪
Tetanus	•	•	•		•	▪
Poliomyelitis	•	•			•	▪
Measles				•		
Mumps				•		
Rubella				•		

Haemophilus Influenza Type B Vaccine is available to children 24-60 months of age. The vaccines are offered to children in day care centers, as they are believed to be at increased risk of exposure to the disease.

**Food allergies**

A list of names of the children and the food items they must not have is posted at the school.

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## **Snacks**

Each child is to bring a small nutritious snack and a cup in a lunch box or backpack. Please, no peanut butter, peanuts or nuts due to allergy or potential allergy concerns.

Our policy is to serve only water to drink at preschool. We will serve filtered water, or, if your child prefers, you may send along your own water.

Planning your preschooler's snacks is as important as planning their meals. Most young children are grazers, meaning they eat several times throughout the day but may not eat a large amount all at once. Therefore, meals and snacks provide excellent opportunities for providing children with the nutritious food their growing bodies need.

Selections made from the food groups of the Canada Food Guide will contribute to the child's daily nutrient intake as well as provide energy. Please help us encourage healthy snack habits for your children by sending small healthy snacks to preschool.

### **Some Snack Combination Ideas:**

- Soft cheese on celery.
- Dried fruits.
- Fresh fruit slices with a yogurt dip.
- Sliced hard-boiled eggs with vegetable sticks and dip.
- Graham crackers and cheese cubes.
- Mini pancakes with fresh fruit pieces.
- Little sandwiches with a favorite filling cut into fingers.
- Mini muffins and fresh fruit.
- Unsweetened cereals such as shreddies and cheerios with banana and apple chips.
- Mini bagels sliced and spread with soft cheese.

**Please DO NOT SEND:**

- Any nuts, peanuts, peanut butter and or peanut products.
- Foods with high sugar or high salt content.
- Yogurt in a tube (very messy).
- Popcorn.
- Marshmallows.
- Fruit roll-ups.
- Chewy fruit shapes.
- Chocolate bars and/or chocolate covered granola bars.
- Candy.
- Potato or taco chips.
- Cakes, cupcakes, donuts, etc.

Please also be careful about anything that is the right size to become stuck in a child's throat (i.e. grapes, wieners, and cherry tomatoes). Snack time is a very social time and the children are easily distracted from concentrating on eating. These items should be cut up into smaller pieces to reduce the potential for trouble.

**Birthdays**

Parents are welcome to bring a birthday treat to share at snack time. The healthy snack guidelines can be relaxed! Please arrange ahead of time with the E.C.E. to be sure that it's a good day for a treat. You must also check with the parents of children with food allergies regarding the ingredients so that all children may share the same treat.

**Toys to School**

It is generally recommended that "home toys" stay home. Some children have such difficulty leaving their parents that it is helpful to them if you stay for a bit or allow them to bring a special comforting toy (such as a stuffed animal) from home. Please talk to the E.C.E. if you feel your child may need some help feeling comfortable.

**Use of Bicycle Helmets Policy**

There are no government requirements regarding the use of helmets in a preschool setting. Our preschool policy on use of bicycle helmets for outdoor play is that children are required to wear helmets when riding on the tricycles. Parents are encouraged to bring the child’s own helmet from home. Some helmets are available at the preschool for those children who arrive at school without a helmet. The ECE and duty parents will assist the children to put on the helmets, but parents are encouraged to teach children to manage all dressing independently as soon as possible.

**Orientation Requirements**

One or both parents or another designated person (i.e. nanny, grandparent) who will be assisting the E.C.E. in the classroom as the “Duty or Sharing Person” must participate in an orientation or training program for that role which, with an observation of the preschool, totals 10.5 hours. This is a requirement of our government licensing board and ensures that all parents understand the philosophy behind the preschool program and how to function within it for the benefit of their own child and those of other members. As a result of this educational process co-operative preschools are known for the high standards they maintain in regard to safety and quality of their children’s programs.

New Parent’s Night is an evening designed to introduce parents to the Cordova Bay Preschool by providing an overview of the program, the administration and the development of three and four year old children. All parent orientation is intended to aid in your transition as a member of the preschool. The information given to the E.C.E. on the enrolment form and/or during parent-teacher interviews is to enable your child to have an easy transition as well. Such information is confidential unless otherwise specified.

New parents starting in September will attend:

- Observation upon or prior to enrolment 2 hours
- New Parent’s Night 2 hours
- June General Meeting 2 hours
- September Workshop 2 hours
- September General Meeting 2 hours

The Orientation Officer will keep track of the number of hours you have completed. Please help her by signing in each time.

### **Expressing Yourself in a Meeting**

The monthly General Meeting is held on the second Wednesday of each month at 8:00 P.M. Please inform the President ahead of time if you wish to be on the agenda.

- Please be on time.
- Pay attention and refrain from talking to your neighbor.
- Address all remarks to the Chair, not the person across the room.
- When you have an opinion or feeling, state it honestly and clearly. You probably aren't the only one to feel this way.
- Try not to repeat points that have already been made, instead make motions.
- Be first to speak to a motion you have just made.
- Seconding a motion does not mean you agree with it, just that you would like to have it discussed.
- Discuss only the pending question. Try not to introduce other topics.
- Ask pertinent questions and know for what you are voting.
- Participate actively. Do not wait to be asked for your opinion.

### **The Personnel Committee**

Each class has a Personnel Representative (see the current job list for this year's representatives). These are the people who phone to remind you of upcoming events or to pass on notice of communicable disease, etc.

As the Personnel Representatives, these individuals are also available to anyone in the class who has a concern they would like addressed. Please feel free to approach your Personnel Representative with questions or concerns. If the Representative cannot help you to sort out the problem, they will contact the appropriate Executive member. If need be, the Executive as a whole will address the situation. The VICPA Executive can also be called upon should the services of an outside point of view be required. As this is a parent-run preschool, each member's concerns are important and it is hoped that this system will ensure that all issues are satisfactorily resolved.

## **Job Descriptions**

Each family is responsible for a job within our preschool. Executive positions are normally filled at the April General Meeting with vacancies filled by September. Serving on the Executive is considered a job in itself. Sign-up for the remaining jobs takes place at the June General Meeting.

Each job is described on our website under the **Information for Parents** section. In most cases you do not become responsible for your job until September. Time will be spent at the September General Meeting to make you more familiar with the job you have chosen.

We ask that you carefully consider your individual interests and talents as you rank the jobs listed. We have tried to make the time required to do each job as equal as possible. Working together helps our preschool function smoothly, and makes it a true co-operative.

## **Word Picture of a Three Year Old**

### **Social-Emotional Development**

- Needs security of small group.
- Still needs adult as parent substitute.
- Often needs comforting or reassurance.
- Wants to be loved, accepted by significant adults and peers.
- Prefers simple dramatic play with “good friends.”
- Animal play, housekeeping play, fantasy play common.
- Is a “me too-er”—likes what others are doing.
- Tends to parallel or associative play.
- Has difficulty playing in groups of more than two or three.
- Fascinated by co-operative play of “big kids,” but has not yet social skills to take part.
- Often blackmails friends—“I won’t be your friend if...”
- Likes to “help”—washing tables, dishes, etc.
- Seeks, responds to praise, recognition—“Look what I did!”

- Want what they want when they want it.
- Only beginning to become aware of social skills.
- Hit, grab, kick, and bite for what they want.
- Has difficulty waiting for turn (toys, talking, circle games).
- May cry, have tantrums if things don't go their way.

### **Mental Development**

- Words understood much higher than actual vocabulary.
- Practice words (between three and four big spurts in language development).
- Likes to chat informally with friends, adults.
- Learning to “count” (mixing numbers frequently).
- Often recognizes own name, some letters.
- Conscious of own name, age, sex (I'm Matthew, I'm three, I'm a boy / I'm Susan, I'm three, I'm a girl).
- Sometimes begins sentences with “You know what?” or “Guess what!”
- Likes to talk about self, home, family, and pets.
- Attention shifts frequently, needs variety of choices.
- Enjoys no-product activities (water play, sand, finger painting, playdough).
- Beginning to construct things (gluing, stapling, and scotch taping).
- Sometimes name their products.
- Likes to be read to—alone or in small, intimate groups.
- Prefers simple themes, illustrations synchronized with text, nursery rhymes.
- Enjoys looking at book—”reading the pictures.”
- Learns through concrete experiences—finds out with hands, nose, mouth, as well as ears.

## **Motor Development**

- Practices simple skills—climbing, going down slide, hammering.
- Are seemingly tireless in repetition of activities that interest them.
- Have a compulsion to move and explore.
- Needs to be mobile, finds it difficult to sit still too long.
- Likes to “dance”—hop, jump, move about freely to music.
- Beginning simple construction with blocks.
- Likes to transport blocks, etc.—dump out.
- Can manage some uncomplicated puzzles, construction sets, lego, etc.
- Learning to handle tools—hammers, scissors, and shovels.
- Likes to use, but needs some help with some materials (stuck staplers).
- Needs a preponderance of large muscle activities.
- Still unsure of balance—equilibrium.
- Do not yet realize consequence of actions where others are concerned.
- Needs help in routines (transitions, toileting, putting things away, etc.).

## **Word Picture of a Four Year Old**

### **Social-Emotional Development**

- Highly imaginative.
- Energetic, participates enthusiastically.
- Can be domineering, bossy, and boastful.
- Highly emotional, strong loves, strong hates, will sometimes fight for what they want.
- Loyalties shift frequently.
- Co-operative play (with two or three).
- Adores new things (people, places, things, and activities).

- Tremendously self-confident.
- Can be assertive, shows off, cocky, noisy.
- Terrific humor, nonsense-loving, silly.
- Loves to make up stories, sometimes as alibi.
- Covers up unsureness with swagger and bravado.
- Loves a lot of things, hates a lot of things.
- Cannot yet pose own limits, often likes to have clear limits set.
- Can still be over-stimulated, excitable, go out of bounds.
- Better in small groups than in large group.
- Very definite on what they want and often insist on it.
- Very loving and affectionate.
- Wild and wonderful.

### **Mental Development**

- Idea-person.
- Likes a variety of materials.
- Accepts changes with preparation.
- A fabricator—confuses fact and fancy.
- Beginning concepts of life and death.
- Discovers forms while using materials.
- Produces recognizable forms—constructive.
- Slap-dash experimentation.
- Dynamic intellectual drives.
- Begins to generalize (not always correctly).
- Understands simple reason for things.

- Age conscious and birthday conscious.
- Recognizes today, tomorrow.
- Can do two things at once.
- Has concept of three but names more.
- Judges which of two are bigger.
- Dramatic in play—uses simple props.
- Attention span of 8-12 minutes.
- Greets people with “Hey” or “You know what?”
- Calls people names.
- Argumentative.
- Enjoys silly words, rhymed without meaning.
- Uses “bathroom” words, even swears.
- Able to talk to solve conflicts.
- Comments, criticizes, compares.
- Vocabulary about 1,500 words average.
- Tells tall tales.

### **Motor Development**

- Beginning sureness and control in finger-hand activities.
- A longer, leaner body-build.
- Vigorous, dynamic.
- A “workman”—builds, drives, pilots.
- Accurate, but rash in body movements.
- Can jump about own height, land upright.
- Acrobatic.

- Throws large balls, kicks with some accuracy.
- Dresses self except for back button, ties.
- Can't set limits—active until exhausted.

## **Word Picture of a Five Year Old**

### **Social-Emotional Development**

- Becoming poised, self-confident.
- Copies adult behavior, acts grown-up.
- Aware of rules, defines them for others.
- Plays in groups of two to five children.
- Beginning to enjoy group play, circle games.
- Generally less combative, more controllable than at four.
- Conscious of sex differences of playmates, sex play.
- Sensitive to ridicule.
- Harbors wounded feelings.
- Likes companionship with adults.
- Persistent, patterned.
- HAS to be right.
- Talks about home, possessions, reveals family secrets.
- A visiting age—sociable.
- Accepts and respects authority, will ask permission.
- Growing competitiveness.
- May get high, wide, wild, but can also play quietly, concentrating on small details.
- Silly, giggling.

- Enjoys pointless riddles and jokes.

### **Mental Development**

- Curious about everything.
- Seeks information on how, why (post office, grocery worker).
- Ready for short trips into the community.
- Most know name and address.
- Talks to get ideas clear.
- Still self-centered thinking.
- Beginning of self-criticism.
- Likes to display his new knowledge and skills.
- Uses big words.
- Vocabulary about 2,200 words average.
- Likes to be busy making “something” industrious.
- Often makes a plan before starting project.
- Attention span of 12 to 28 minutes, depending on interest.
- Can carry over play interest for more than one day.
- Defines familiar objects in terms of their use (broom—sweep).
- Dramatizes house-play on realistic level.
- Enjoys making up songs, dictating own stories.
- Uses complete sentences readily.
- Counts ten objects (and more).
- Assertive in use of language.

### **Motor Development**

- Enjoys activities requiring hand and finger skills.
- Draws a recognizable person.
- Learning how to tie a shoe.
- Skilled and accurate with simple tools.
- Can sit still for brief periods—or longer, depending on interest.
- Enjoys jumping, running.
- Adult-like postures in throwing and catching a ball.
- Surging physical drives.
- Likes dancing, rhythmic, graceful.
- Sometimes roughhouses, fights.