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**PARENT HANDBOOK**

**WIGGLES `N` GIGGLES MONTESSORI PRESCHOOL**

**PARENT HANDBOOK**

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**PRESCHOOL STAFF**

Zarina Latif – Preschool Director/Teacher

Zara Sama – Preschool Teacher’s Aide

**WELCOME TO WIGGLES `N` GIGGLES MONTESSORI PRESCHOOL!**

Dear Parents,

Welcome! We would like to thank you for choosing Wiggles `N` Giggles and ensure you that we have a commitment to all parents and children enrolled in our Center. Our commitment is that the children will receive quality and loving care. We will also build up the children's self-confidence and self-esteem with praise and positive redirections.

**INTRODUCTION**

This handbook is designed to acquaint all parents with current policies and procedures of Wiggles ‘n’ Giggles Montessori Preschool.

It is our goal to provide a variety of exciting, stimulating activities each day so that your child can develop socially, emotionally, physically and mentally to the very best of his/her ability. This handbook has been prepared especially for you, the parent of the child enrolled in our Centre. You will find many of our policies and operating procedures explained here. By reading this handbook you will feel more confident in your family's adjustment into our program. We suggest that you keep this handbook for reference throughout the year. Whenever you have questions, please feel free to call or stop by the office. My staff and I look forward to working with you and your child.

Thank you,  
Zarina Latif  
Center Director

**PHILOSOPHY AND OBJECTIVES**

Wiggles `n` Giggles provides a clean, safe, healthy environment where every child can develop emotionally, physically, intellectually, and socially. We are committed to providing safety and security for all children. Wiggles `n` Giggles encourages learning and growth through play in an environment designed so that children may strengthen muscles, build coordination, stretch their imaginations, and have fun. ****

Wiggles ‘n’ Giggles and its staff believe that children learn best in a supportive, loving, home-like environment where they are encouraged by caring adults who observe and learn beside them. We believe that children should be given time, appropriate materials, and engage in meaningful interactions to develop intellectually and emotionally.

The teachers in our center are advocates for children who love and encourage them to develop academically and socially. As they listen and learn with each child, they assess and guide the learning process and empower children to make sense of their world.

Families and culture are celebrated at Wiggles ‘n’ Giggles. The role of parents to our center is vital. The involvement and family connectedness is an integral piece of what makes our program strong. Families are frequently visible in and around the center, sharing life and what they love with the children. Their role in informing and working together with their child’s teacher is the glue that keeps our center in place.

We believe that children should be allowed to grow at their own pace and to learn in ways that help them become confident in themselves as learners. Our goal is to provide all of the children with a clean, safe, comfortable, and nurturing environment. Respect toward self, others and the environment will be emphasized. We believe in the value of both structured and non-structured activities. Structured activities will include the use of a preschool curriculum, regular reading times, circle times, arts and crafts, and musical activities. Outdoor play and center times are some of the more flexible activities we have. It is our goal to create an environment and program where the child’s natural desire to learn is stimulated through meaningful, appropriate, and playful learning experiences, one that meets the needs of each child as an individual.

**MISSION STATEMENT**

Wiggles ‘n’ Giggles embraces the most current practices in Early Childhood Education and values whole child development through interest and project based curriculum. Our teachers are committed to providing a safe and loving environment in which children explore, discover, learn and play.

**THE MONTESSORI METHOD.**

The system of education is both a philosophy of child development and a rationale for guiding such growth. It is based on two important developmental needs of children:

1. The need for freedom within limits.
2. A carefully prepared environment which guarantees exposure to materials and experiences.

Through these developmental needs, the child develops intelligence as well as physical and psycological abilities. The Montessori method of education is designed to take full advantage of the childrens desire to learn and their unique ability to develop their own capabilities. Children need adults to expose them to the possibilities of their lives, but the children must determine their response to all the possibilities.

**THE MAIN PREMISES OF MONTESSORI EDUCATION ARE:**

1. Children are to be respected as different from adults and as individuals who differ from each other.
2. Children possess an unusual sensitivity and intellectual ability to absorb and learn from their environment that are unlike those of adult both in quality and capacity.
3. The most important years of childrens growth are the first 6 years of life when unconscious learning is gradually brought to the conscious level.

Children have a deep love and need for purposeful work. They work however. Not as an adult for the completion of the job, but for the sake of an activity itself. It is this activity which enables them to accomplish their most important goals: the development of their individual selves- their mental, physical, and psychological powers.

**Practical life:**

The practical life area teaches him/her to care for self and the envirionment. Exercises such as pouring, polishing, sweeping, folding, washing and a variety of dressing frames such as buttons,zips, laces are very important for the physical and mental development of the child. Repetition and practice increases his muscular co-ordination and concentration and also helps his movements become precise instead of random. This area also includes a number of grace and courtesy exercises to help children learn that courtesy, good manners and consideration for others are important qualities.

**Sensorial:**

The sensorial area allows the children to learn about the world. Here the child learns to identify similarities and differences, to make comparisons based on size, colour, shape, weight, smell, pressure, sound and taste. The child is encouraged to use precise terminology to explore and classify through the use of materials graded from simple to more complex. Reading and writing, arithmetic, history, geography, botany, and science aid the child in his intellectual development. In addition to our regular activities we incorporate music, computers, arts and crafts, games and excursions, cookery, gardening, sports and swimming. Our playground gives children the opportunity to engage themselves in various outdoor activities. The flower and vegetable garden provide opportunities to be in touch with the earth, learn about the life cycle of plants and caring for the environment. The large sandpit provides hours of fun, creating small and large sculptures or just digging holes and using lots of imagination.

**ENROLLMENT/REGISTRATION INFORMATION**

Enrollment is open to all children ages 2 years to 5 years. Enrollment will be granted without discrimination in regard to sex, race, color, religion, or beliefs. The proper paperwork must be completed and submitted for enrollment.

**CONFIDENTIALITY**

All information gathered about a child is kept confidential. Records are kept in a secure area with limited access except by authorized personnel.

• Information obtained and collected by the program will be shared with other staff only on a “need to know” basis.

• Practicum students are not included in discussions of children and assessment/screening results unless the information is relevant to the practicum experience.

• Parents and guardians may ask to view screening and assessment results through asking the classroom teacher or the director.

• All information complied during screenings and assessments will be used to promote the healthy developmental growth of the child. As appropriate the classroom teacher, the parents, and other essential personnel will be involved in making goals for the child or a referral in cases of developmental delays.

• No information shall be shared with an outside agency without the written consent from the parent or legal guardian.

**HEALTH POLICY**

Each child must have a current health form with immunization history signed by a physician on file. Classroom teachers will notify parents when certain communicable diseases are present and we ask that you notify the center when your child is out with a communicable disease.

**ALLERGY POLICY**

When children are diagnosed with an allergy or there is a known allergy at the time of enrollment the parent must notify the Center with a written doctor’s statement. This would include food or other allergies (such as bee stings,nut allergies,gluten intolerant etc). If there is doctor’s plan for care of the child due to the allergy, this must be given to the center and must have the doctor’s signature to meet licensing standards.

**Children with the following may NOT be brought to the Center:**

• Chicken Pox

• Conjunctivitis

• Whopping Cough

• Lice

• Measles

• Scabies

• Mumps

• Rubella

• Scarlet Fever

• Flu

Unusual behaviors will be monitored closely and parent(s) will be contacted if other symptoms develop. These behaviors include, but shall not be limited to:

• Cranky or less active behavior than usual

• Crying more than usual

• Feeling general discomfort or seeming unwell

• Loss of appetite

Wiggles ‘n’ Giggles has limited isolation space. Children developing any symptoms that require dismissal should be picked up by the parent/guardian as soon as possible.

If, for any reason, your child cannot eat a certain food, please provide a written notice from your physician and discuss this issue with your child’s teacher or the director.

**MEDICATION AUTHORIZATION**

All medication will be given to the child only with the dated, written permission of the parent(s) stating the length of time the medication may be given.

Prescription medication shall be in the original container and labeled with the child’s name, instruction for administration, including the times and amounts for dosages, and the physician’s name. This may include sample medication provided by the physician.

**ATTENDANCE**

Parents should notify the school if a child will not be attending or will be late on a particular day.

**ARRIVAL AND DEPARTURE**

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During arrival it is very important to set up a routine that your family can follow every day. This provides your child with a sense of security. Please keep teachers informed about your child’s health, mood, eating habits, family situation, or anything you think might affect your child’s behavior at school. We recommend that you help put away items in their cubby, walk your child into the room, greet the teachers and friends, help wash their hands and assist your child in selecting a toy or joining an activity.

Our school day starts at 8:00 am and ends at 11:30 am

It is important that your child arrive by 8:00 a.m. (8:30 a.m. latest). Latecomers disrupt the classrooms and cause distraction for the children already engaged in an activity or in circle. Children who arrive late miss out on special classes and academic lessons given during the morning. If your child arrives late on a regular basis we will request a conference. Children need to be brought into the school by a parent or an authorized adult.

** SEPARATION**

Children sometimes have difficulty separating upon arrival. This is typical behavior which, over time, should decrease as children become more secure in their new environment.

Separation can be stressful for both the parent and the child, especially in the early days. Please help us to make this time less stressful by adhering to the following guidelines:

* Please do not attempt to sneak out without saying goodbye to your child.
* Give your child a good-bye kiss and explain that it is time for you to leave and you will return later.
* As difficult as it may be, make your good-bye short and sweet, even if your child is crying. The longer the goodbye, the longer the child will cry.
* Wiggles `n` Giggles Teachers are trained to handle these difficult, but normal occurrences. They will comfort your child and involve him/her in an activity. Ninety percent of the time, your child will have stopped crying before you get out of the parking lot of the facility.
* Do not linger around after you have said goodbye, this can confuse your child and prolong the crying.

**DEPARTURE**

During departure, it is also important to follow a set routine. We recommend that when you arrive, you greet your child and the teachers, and let your child know how much time he or she has to wrap up the ongoing project or activity. While your child is finishing up is a good time to talk with the teachers to discuss your child’s day, but this is not the time to have a full conference with the teachers. If you feel you need a conference, please ask the teacher to set a separate time for you to meet. On the way out, check your child’s mailbox. Be sure and say, “Good-bye” to your child’s teachers, so they know you and your child are leaving.

Once you have reunited with your child and begun departure, Wiggles ‘n’ Giggles is no longer responsible for your child’s safety. Please be sure he/she remains with you both inside and outside of the premises. Please use the sidewalk when going to your vehicle in the circle drive.

Please do not leave children unattended in cars while dropping off or picking up children. Walk with your child on the walkway at all times. Walking in the driveway behind cars is dangerous. Help your child learn “parking lot safety” and avoid accidents. If you are transporting several children and need help, call the office and ask us for assistance.

**AUTHORIZATION TO RELEASE**

Children will be released only to those persons listed on the Authorization and Consent Form. Identification will be required of any person picking up the child. The Director/Lead Teacher should be notified in advance, in writing, if someone other than the parent is to pick up your child. In the event of a discrepancy, the child will be detained until the Director/Lead Teacher can contact the parent by telephone. Temporary changes for the child's release cannot be authorized over the telephone.

**OUR CLASSROOMS**

Children are provided with appropriate materials in our beautiful sunlit rooms. The environment is carefully thought out and room arrangement reflects a child centered view. Materials are displayed in a functional yet inviting manner which nurtures the child’s inner creativity. Children’s varied abilities are accounted for in the preparation of the centers. Tools and props are rotated frequently to reflect the needs and interests of the group.

The classrooms will be rich in language opportunities and experiences. Such opportunities include but are not limited to: stories, finger plays, poems, labeling of items in the classroom, visiting with the students during free play, family style dining, special times for children to share ideas and thoughts. The children will have opportunities to have a special time to share things from home. The children will be given classroom responsibilities. Children will have opportunities to give their desires for topics to be studied.

**CURRICULUM**

Curricular decisions are closely linked and are shaped by the on-going assessment gathered by the staff daily. Such decisions are based on the fundamental concepts of being age-appropriate, individually-appropriate, culturally relevant, and use of anti-bias practices reflected in the program in dialogue with the families of the children. Theory and research in child development, family studies, early childhood, and early childhood special education guide the curriculum and assessment practices of the programs.

**DAILY SCHEDULE**

Each classroom has a daily schedule that is posted in the class. Here are some components that will be incorporated into each day:

|  |  |
| --- | --- |
| **Activity** | **Staff Responsibilty** |
|  |  |
| **Arrival -**wash hands |  |
|  |  |
| **Choice Time/Indoor Explorations** – children select from a variety of activity areas including: Art, House/Dramatic Play, Reading, Science, Math, Writing, Sand and Water Table, Games and Puzzles or Project work. | **Supervise all areas, assist children with choices when necessary, discuss and motivate cooperation, creativity and peer interactions. Encourage children to help keep choice time areas organized and neat.** |
| **Circle Time** – Circle time provides the children with the opportunity to interact with each other as a group. During this time, we will learn calendar skills, weather skills, sing songs, play games, read stories and learn about each other. During this time, the teacher will prepare children for the day and review the letter, number, theme, and color of the week. | **Participate in singing, focus children’s attention on teacher directing activity, and encourage participation of all children.** |
|  |  |
|  |  |
| **Outdoor Explorations –** Outdoor play on playground with a wide variety of age appropriate equipment, games and materials. | **Check that all children are properly dressed before going out. Check all equipment and toys prior to use. All areas of playground must be supervised. Avoid personal conversations with other staff. All equipment must be stored in proper places.** |
| **Arts and Crafts** – The majority of our projects are focused around the holidays and theme units. Arts and Crafts projects stimulate a child’s mind to be creative. These activities also assist in the development of fine and gross motor skills. Children also achieve a sense of pride and accomplishment through the development of projects. Our program is filled with hands-on learning activities as well as open-ended art activities. Open-ended art allows the child to explore the use of various materials and processes and enjoy what happens. Craft projects are designed to help the children develop their creativity and the use of specific skills. Uneven or lopsided projects are to be expected from children of this age. The children are in the process of learning. It is the “process not the product” that is important. Please keep this in mind and treat all of your children’s projects as masterpieces! | **Encouraging the children with difficult tasks and letting them discover and develop their creative mind. We also encourage them to use the skills been taught throughout like cutting, painting and sticking.** |
| **Letters andNumbers–** Children will learn to recognize, identify, and eventually write the numbers and letters. During this time, many of our songs, crafts, and games will focus on the letter and number of the week. Our school uses the jolly phonics scheme that teaches children the alphabetical code of english. | **Assisting the children with number and letter recognition by incorporating different methods to help understanding as well as remembering.** |
|  |  |
| **Choice Time/Indoor Explorations** – children select from a variety of activity areas including: Art, House/Dramatic Play, Reading, Science, Math, Writing, Sand and Water Table, Games and Puzzles or Project work. | **Supervise all areas, assist children with choices when necessary, discuss and motivate cooperation, creativity and peer interactions. Encourage children to help keep choice time areas organized and neat.** |
| **Primary Readiness** – Children will be taught the necessary skills to ensure success for primary school. | **Aiding in development using appropriate strategies that meet the requirements and the understanding of every child’s ability.** |
| **Gardening***-* Gardening is a way of teaching the children about nature and our environment but at the same time allowing them to explore and have fun.children will have gardening once a week.Bring a pair of gum boots. | **Talking to the children about plants, and their importance. Asking questions and encouraging the children to develop curiosity and allowing them to enhance the use of their senses.** |
| **Swimming**- Swimming is a fun, sporting activity that will help the children in muscle development. A Swimming costume and towel will be needed to be sent from home. | **Assisting children into the water and out off the water making sure every child is safe and well spaced.** |
| **Sports***-* Physical education for the young child usually takes place on the playground in the form of vigorous play & loosely structured games. Children should come in a pair of white shorts, white t/shirt and trainers when they have P.E. | **Supervision during the whole lesson, making sure the children stay hydrated at all times.** |

**CHILD DEVELOPMENT**

Children do not just grow in size. They develop, evolve, and mature, mastering ever more complex understanding of the people, objects, and challenges in their environment. There is a general pattern or sequence for development that is true of most children. However, the rate, character, and quality of development vary from child to child. Culture influences development in different ways, and the goals for children differ from culture to culture.

Quality assessment looks not only at what is happening within the child, but also to the care that the child requires in order to thrive. For a child to develop and learn in a healthy and normal way, it is important not only to meet the basic needs for protection, food and health care, but also to meet the basic needs for interaction and stimulation, affection, security, and learning through exploration and discovery.

1. **Learning the letter sounds**

In Jolly Phonics the 42 main sounds of English are taught, not just the alphabet sounds. For each sound there is an action which helps the children remember the sound the letter makes. As the letters are taught, they are stuck into a Sound Book which is brought home. If possible, go through the Sound Book with your child everyday.

The letters are not introduced in alphabetical order. The first group ‘s a t i p n’ has been chosen because they make more simple three letter words than any other six letters. Sounds with more than one way of being written are first taught in one form only. For instance, the sound ‘ai’ (rain) and ‘ay’ (day) will be taught later.

1. **Letter Formation**

It is important that your child holds the pencil correctly. If the hold starts incorrectly it is very difficult to get it right later on. The correct formation for each letter can be seen on the bottom of each Sound Sheet. Many of the letters have a joining tail at the end to make it easier to transfer into joined up writing.

1. **Blending**

Blending is a process of saying the sounds in a word and then running them together to make a word, e.g. **c**-a-t is cat. It is a technique your child will need to learn, and it improves with practice. Some children take longer to do this than others. To start with you should sound out the word and see if your child can hear it. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder e.g. **b**-u-s.

To give your child practice at blending she/he will bring home Word Boxes. Please listen to your child blending the sounds to read the words, and then send it back to school. Once your child has been through the Word Boxes they will bring home a reading book. Please listen to him/her regularly.

It is important that your child understands what she/he has read. You can help by talking about the story with your child.

1. **Identify sounds in words**.

If your child is going to be able to write independently she/he will need to be able to hear the sounds in words and to write the letters for those sounds.

When your child is able to hear the sounds in words he/she may bring home words with which to practice their new writing skill. These words are for you to call out. He/she has to listen for the sounds, and write down the letters for those sounds. This is the first step towards your child becoming an independent writer.

1. **Tricky Words**

Some words cannot be sounded out or spelt correctly by listening for the sounds in them. These are called ‘Tricky Words’ and have to be learnt. As your child becomes more fluent at reading and writing, she/he will be taught how to cope with the Tricky Words.

All staff is trained in the use of assessment in an early childhood program which includes the purpose and value of assessment and appropriate assessment tools.

This all sounds a great deal of work, but it goes in stages and is spread over a considerable period of time. Little and often is best. Your child may be tired after school but don’t worry. It is better to leave it than push too hard. There is no doubt that the effort on your part, at this stage, is well worth it.

**SAFETY AND SECURITY**

Your child’s safety is a top priority at Wiggles `n` Giggles. The doors to our facility remain locked throughout the day. Children must be signed in and out upon arrival and departure. Children may be released only to those persons authorized in writing by the parent/guardian. Identification will be required when someone other than the parent or guardian will be picking up your child.

**EMERGENCIES**

First aid will be administered if your child is injured while at preschool.

When treatment by a doctor is needed, we will make every effort to contact you and /or the doctor you have chosen to treat your child. In the event of an emergency we will make sure that your child receives the necessary emergency treatment until we can reach you. The authorization for emergency treatment on the Information Form and Emergency Card must be signed.

**DISCIPLINE**

**USE OF CORPORAL PUNISHMENT AND HARSH LANGUAGE**

The use of corporal punishment is forbidden in the center. The discipline philosophy of the center is to help children develop a positive self-image. We hope to encourage children to be self-directed, exhibit self-control, and become problem-solvers. A philosophy based on providing a positive, supportive environment that focuses on prevention and the teaching of appropriate behaviors guides the staff in their interactions with children. Children are re-directed and given choices to encourage appropriate behaviors. The use of threats and derogatory language by staff is not accepted behavior in handling children that misbehave.

When there is an ongoing behavior concern, teachers will contact the child’s parents. Communication may be in the form of informal or formal parent-teacher conferences or written behavioral reports. If a conference is scheduled, the parent and teacher will discuss strategies to promote appropriate behavior, and develop a plan for change. If the behavior concern continues after implementation of the plan, a child may be asked to leave the program for a short period of time (1-5 days). If the problem is not resolved, the child may be removed from the program. It is our intent to work together with families to promote a positive experience for their child. However, we do realize that there may be circumstances that keep a child from being capable of fully participating in a group program, and recognize that the program may not be equipped to deal with all circumstances underlying certain behavioral issues.

Discipline will always be carried out in a positive, appropriate manner. Undesirable behavior will be carefully pointed out as something separate from the child and discussed, rather than making the child feel “bad”.

One of the following techniques will be used to best deal with the situation.

**D**istracting the child.

**I**gnoring the undesirable behavior used to get attention.

**S**tructuring the environment to promote positive behavior.

**C**ontrol the environment not the child.

**I**nvolve the child through choices and consequence.

**P**lan time for special attention for each child.

**L**etting go to promote self-sufficiency.

**I**ncrease consistency.

**N**otice positive behavior.

**E**xclude from problem area.

If the undesirable behavior persists a special conference will be arranged with a parent to discuss possible solutions. Please feel free to contact the teacher if anything has changed in your child’s life that could require some special support at school.

**MEALS AND SNACKS -** Children are asked to bring in a healthy snack everyday in a lunch box clearly labelled with your childs name**.** A bottle of water or juice should also be sent. Please note – no fizzy drinks, sweets or chocolates will be allowed.

Although nuts are healthy-we discourage you to send them in your childs lunch box due to allergies.

**WHAT TO BRING**

Please provide your child with a backpack to carry his/her belongings. It makes for a much easier departure. Children may only bring in small toys from home on his/her designated day, limited to a size that will fit inside the backpack. Please keep in mind that teachers will help the children to be careful, but cannot be responsible for loss or damage to items bought to school. Toy guns and weapons are prohibited.

**CLOTHING SUGGESTIONS**

Our playground is used as an extension of the classroom, and daily programs are conducted outside. In order for your child to enjoy participation in the program, please have him/her dress for the weather. If it has just rained, please send boots for the puddles. In general, durable clothing that can withstand the energetic activity of young children is the best bet. If the day is extremely cold, send an extra sweater and hat. We will probably be outside for a brief time. Children need to run around, have some large muscle activity, and get some fresh air. If the child is well enough to come to school, he/she should be able to play outside as long as he/she stays dry. Also, if a child is newly toilet trained, it is helpful to keep an extra set of underwear on hand. When buying indoor or outdoor clothing for school, make sure the child can put them on himself/herself. We expect to do a good deal of painting and messy projects, so we suggest clothing than can wash easily. This way your child can enjoy the Program without being concerned about his/her clothes.

**PLEASE LABEL ALL CLOTHING WITH YOUR CHILD'S NAME**. The teachers are not responsible for lost or damaged articles.

**PARENTAL INVOLVEMENT **

**KNOWING AND UNDERSTANDING OUR PRESCHOOL FAMILIES**

Families and culture are celebrated at Wiggles ‘n’ Giggles. The role of parents is vital. Family involvement and connectedness is an integral piece of what makes our program strong. Families are frequently visible in and around the center, sharing life and what they love with the children. Their role in informing and working together with their child’s teacher is the glue that keeps our center in place. It is important to us that we develop skills and knowledge to work effectively with our diverse families. Our staff will use a variety of formal and informal strategies (including conversation) to become acquainted with and learn from families about their family structure, their preferred child-rearing practices and information families wish to share about their socio-economic, linguistic, racial, religious and cultural backgrounds. Program staff will actively use information about families to adapt the environment, curriculum and teaching methods to the families we serve.

**PARENT PARTICIPATION**

You are invited to observe anytime. Observing allows you to note age and individual related behavior patterns and to watch your child as he/she interacts in a social environment.

There will be many times and ways you can get involved in your child's preschool / daycare experience. You are welcomed and encouraged to participate in any or all of these. Some examples of ways to be involved include:

**BIRTHDAY PARTIES**

Birthdays are a special time and we like to celebrate them by holding birthday parties for each child. You are welcome to bring a special snack for your child to share at school. You are welcome to join your child during his/her birthday party. If you choose to send party bags to school, please make sure there is one for every child in the class. Gifts for the birthday child are strictly optional. If you choose to provide a gift for the birthday child, please make it an inexpensive one.

**COMMUNICATION**

Communication between home and school is extremely important in order to ensure the success of your child. Please feel free to discuss any concerns you have with your child's teacher or the Centre Director. It may not be possible for you to have a long conversation with your child's teacher at drop-off or pick-up times as the teachers are responsible for supervising all of the children in their care. If you have a special concern, a meeting or phone conference may be arranged. Wiggles `n` Giggles provides many opportunities for parents to receive information on the progress of their child as well as the activities and events at our Centre.

**HOW TO HANDLE A PROBLEM OR COMPLAINT**

If you have a problem with your child’s teacher you should talk about it with the appropriate staff person. Concerns about children or a child’s teacher should first be discussed with the teacher. If this does not take care of the matter, it is then discussed with the director. NEVER discuss problems you have with a staff member with another staff member. All problems with staff must be discussed with the director or assistant director.

**REQUIREMENTS WHEN ENROLLING YOUR CHILD:**

**Crawling caterpillars & Little lady birds Beautiful Butterflies**

|  |
| --- |
| Passport sized Photo of your child  2 \* tissue rolls  2\* tissue box  Apron  Hat  Extra clothes( incase of an accident) |

|  |
| --- |
| Passport sized Photo of your child  2 \* tissue rolls  2\* tissue box  Apron  Hat  Hard cover book  Glue stick  2\* white board markers  1 pack of plastic pegs  Pair of scissors  1 Ziplock bag |

**Busy Bees:**

|  |
| --- |
| Passport sized Photo of your child  2 \* tissue rolls  2\* tissue box  Apron  C:\Users\user\Desktop\handbook pics\download (2).jpg  Hat  2 \* Hard cover book  Glue stick  2\* white board markers  Homework folder  1 box of HB pencils  1 pack A4 Clear book covers  Pair of scissors  Sharpener  1 big eraser  Box of colouring pencils-preferable Staedtler, crayola or faber castle1 \* 30cm ruler |

**Children in Busy Bees will be given reading books. A fine will be charged for any damage or loss of books. Reports will be handed out at the end of the year.**