



Parent Manual

At Primrose...

We value communities through building a supportive family environment.

We value growth through learning and discovery.

We value relationships through trust and collaboration.

These values will be instilled in the work we do with children, parents, and amongst our team to make the best PRIMROSE we can.

Image of a Primrose Child

When you fail, try again, and ask for help,

We are committed to letting you persist.

When you acknowledge another child's sadness with
a hug,

We adore your caring demeanor.

When you joyfully live in the moment,

We feel the contagiousness of your playfulness.

When you observe, engage and share with others,

We value your participation.

When you are filled with wonderment and questions,

We cherish the way you are constantly seeking.

**All these qualities make you
a strong, capable citizen.**

Image of Our Primrose Families and Community

Together we are building a
Sustainable future for our children.

Together we are understanding each other's
traditions, Cultures, and family practices.

Together we are combining our, wisdoms, strengths,
and innovations to build a healthy community.

Together we role model
Social responsibility and justice.

**All of these qualities make our
community a place of vitality.**

Image of a Primrose Educator

We are creators
Of dynamic and
Diverse relationships.

We are imaginers
of astonishing possibilities.

We are researchers of the
Workings of the world.

We are learners
In harmony
With the children.

**All of these qualities make us
Early Learning Professionals**

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1. Introduction

Statements of Purpose

The policies are to protect both Primrose Place Family Centre and Educators, while providing a high-quality service to the families using the Centre.

The Board of Directors, working within the guidelines of the Province of Alberta and the city of Edmonton, set the policies of the centre. The Board of Directors is responsible for hiring an Executive Director to implement these policies. The Executive Director is responsible for the day-to-day administration of the centre at the direction of the board.

History

Primrose Place Family Centre is a non-profit organization that provides childcare to approximately 94 children, ages 11 months to 6 years. Founded in 1967, the Centre has offered top-quality programming to Edmonton families for over 52 years. In recent years the program proudly opened the doors to Primrose Out of School, providing childcare to 44 children ages 5 to 12 years.

Primrose Place Family Centre is a registered charitable organization administered by a voluntary Board of Directors. The board and its committees are made up of both parents of the children in the centre and members of the community.

Mission

To provide quality early learning and childcare to all families.

Philosophy

Educated and experienced Educators plan a program that is Reggio inspired and focuses on learning through play. We also use the Alberta Early Learning Curriculum Framework as a guideline for all the work we do on a daily basis. We encourage collaboration with parents and the community to make optimal use of all available resources. The service provided are geared to developing individual and group skills needed for healthy and productive community living.

Children are encouraged to make choices when appropriate to do so. Children are guided and challenged to meet their full potential in all areas of development (social, physical, intellectual, creative and emotional). We believe the most important gifts that we can give our children in our care include: a sense of wonder, a sense of belonging, and a sense of empowerment in a supportive environment where they can succeed.

Our Educators are researchers and learners alongside the children. They observe, listen to and expand on the children's interests. Educators are knowledgeable about what young children require for optimal growth at their level of development and seek to provide it.

Diversity & Inclusion

Purpose

- We welcome a diverse range of families and their children at the centre.
- We attempt to educate our educators, who reflect the diversity of the children at the centre.
- We also welcome children regardless of gender identity, family income or differing abilities, and work with community support organizations to help us with inclusion.
- We encourage parents to share information about their home language, culture, religion, important festivals and eating restrictions.

2. Contact Information

Daycare

Address: 6311 92 Avenue, Edmonton Alberta, T6B 0S3

Phone: 780-469-0663

Website: www.primroseplace.org

Director: Lana Fletcher director@primroseplace.org

Assistant Director: Jennifer Amundson ppfc@primroseplace.org

Board Chair: Leopold McGinnis

Board Email: Boardofdirectors@primroseplace.org

Out of School Care

Address: 6811 92A Avenue, Edmonton Alberta, T6B 2C7

Phone: 780-243-0663

Email: outofschoolcare@primroseplace.org

Website: www.primroseplace.org

Team Lead: Erin Wall outofschoolcare@primroseplace.org

Director: Lana Fletcher director@primroseplace.org

Assistant Director: Jennifer Amundson ppfc@primroseplace.org

Board Chair: Leopold McGinnis

Board Email: Boardofdirectors@primroseplace.org

Primrose Place Family Resource Centre

Address: 6811 92A Avenue, Edmonton Alberta, T6B 2C7

Phone: 780-257-0663

Email: Resourcecentre@primroseplace.org

Website: www.primroseplace.org

Click on the Family Resource Centre tab for upcoming programs and workshops

Family Support Coordinator: Sheena Misenas

Hours and Days of Operation

We provide early learning and childcare from 7:00am to 5:45pm, Monday to Friday.

Closure Dates

Primrose recognizes 11 of the 12 possible statutory holidays.

- New Year's
- Family Day
- Good Friday
- Victoria Day
- Canada Day
- Heritage Day
- Labor Day
- Thanksgiving Day
- Fourth Friday Oct PD day
- Remembrance Day
- Christmas Day
- Boxing Day

Professional Development Days

We are closed the fourth Friday in October as it has been designated by Edmonton's Childcare Association for Resources to Administrators (CAFRA) as Early Childhood Educator Professional Development Day. This is a day where early childhood educators can learn together, unite under the common focus of continuous professional learning and become stronger as a community.

Educational preparation and the ongoing professional development for educators remains central to the quality of early learning and childcare. Substantial research on high quality early learning and childcare programs worldwide clearly demonstrates that the greatest indicator of program quality is the knowledge, education and capacity of the educators who work with children and families.

Enrollment

Primrose Place Family Centre and Out of school Care will accept new children when there are vacancies, on a first come, first serve basis, giving priority to the children of Educators, siblings of children currently enrolled, then to families wishing to return to the Centre and then the community. Parents must complete a registration package for each child enrolled in the program.

Fee Policy

Primrose Place Family Centre and Out of school care collects childcare fees in a consistent manner to ensure the financial viability of the childcare program. Childcare fees cover the operating costs of the daily childcare program.

Fee Setting

The monthly fee for childcare is set by the Board of Directors and reviewed annually in the context of the yearly financial plan. Parents are informed in writing of changes to fees 60 days in advance of the change coming into effect.

Payment of Fees

1. Fees are due on or before the first day of each month.
2. There are no deductions for absences, closures, statutory holidays or partial months.
3. Parents are responsible for paying the full monthly fee unless a childcare subsidy is obtained from the Government of Alberta.
4. Payment can be made by pre-authorized debit or Email transfer

Receipts

1. All parents/guardians will receive an annual tax receipt signed by the Executive Director by the end of February each year.
2. Parents/guardians can request a monthly tax receipt at any time.

Termination

One months written notice must be given upon leaving the centre.

The Centre can terminate services for the following reasons:

Fees are not paid in full and other suitable arrangements cannot be agreed upon.

If a family member harasses, threatens or commits a violent or unlawful act toward an Educator, a child or other families.

Attendance

If your child is not attending, please call the Centre to let us know.

Parents must check their child in and out each day using the computer outside the classrooms.

Release of Children

Children will be released only to parent(s) or persons designated by parent(s) on registration form.

If someone other than a parent/guardian is to be allowed to pick up a child, this person's name(s) must be noted on the child's registration form.

All individuals noted as having permission to pick up a child must be 18 years or older and will be required to show identification to educators. There are no exceptions to this procedure.

The Centre will provide an opportunity twice a year for parents/guardians to update their child's file.

All contacts will be documented and kept in the child's file.

Impaired Pick Up:

If the individual picking up the child appears intoxicated or impaired, the Centre will not release the child to that individual.

The following steps will be followed:

1. The Educator will then first try to contact the child's parent/guardian(s) – if the person picking up the child is not the parent/guardian.
2. The emergency contact listed on the child's file informing them of their concerns.
3. If not successful in making contact, the educator will then contact the Edmonton Police Services with their concerns and the license number of the individual's vehicle and will also contact the Child and Family Service Authority to arrange care for the child.

Late Pick Up

The Centre closes at 5:45 pm. using the clock from the computer. Within each calendar year, parents will be allowed one late pick-up of no more than 10 minutes without penalty. Parents who exceed this allowance will be charged:

1. 5:45 pm to 6:00 pm - \$ 5 for every five minutes, or part thereof
2. 6:00 pm to 6:15 pm - \$10 for every five minutes or part thereof
3. 6:15 pm to 6:30 pm - \$15 for every five minutes or part thereof

If children have not been picked up by 6:30 p.m. and the parents or the emergency contacts have not been reached; educator will contact Emergency Social Services at 1-800-387-5437 to have the child picked up.

Late charges will be collected the next day.

Meals

Nutrition is an essential factor in each child's growth and development. The first few years of a child's life are critical years for growth and brain development. It is also a time when children begin forming eating habits that last a lifetime.

At the Family Center menus are posted on the bulletin boards at the front entrance for the current and following week. Any substitutions will be noted on the posted menus.

A morning snack consisting of at least two different food groups, as well as milk, are offered to the children between 7:30 am and 8:30 am.

Lunch is served daily between 11:30 am and 12:00 pm and consists of 4 food groups, as well as milk.

An afternoon snack consisting of at least two food groups is offered to the children between 2:30 pm and 3:15 pm. Water is offered with snack.

At the Out of School Care morning and afternoon snack will be provided. Each snack consisting of at least two different food groups will be offered between 7:00am and 9:00am and again between 3:30pm and 4:45pm. Families must provide lunch for their children.

Birthday Celebrations

We enjoy celebrating each child's birthday and realize its importance as they embark on yet another milestone. Our priority is to ensure all children's health and safety is maintained including children who are at risk of an allergic reaction. For this reason, we ask that families only provide the following:

Store bought Items only with the ingredients clearly labelled on the packaging.

They are enclosed in sealed packaging

Ingredients are listed on the packaging

The 'use by' date is clearly labelled

They are nut-free

Parents are not required to bring anything for birthday celebrations.

3. Health and Safety

Illness

Subject to subsection (3), where an Educator knows or has reason to believe that a child is exhibiting signs or symptoms of illness as set out in subsection

(2), the license holder must ensure:

1. that the child's parent arranges for the immediate removal of the child from the program premises,
2. that the child does not return to the program premises until the license holder is satisfied that the child no longer poses a health risk to persons on the program premises.

Signs or symptoms of illness exhibited by a child include the child: • vomiting • having a fever over 38 degrees Centigrade/100.4 degrees Fahrenheit

- diarrhea or stools that contain blood or mucus
 - undiagnosed rash or cough • difficulty breathing
 - thick mucus or pus draining from the eye (note: red eye with watery discharge does not require exclusion)
 - mouth sores associated with drooling
 - known communicable diseases as per Alberta Health Services Healthy
 - requiring greater care and attention than can be provided without compromising the care of the other children in the program,
3. if the child's parent provides written notice from a physician indicating the child does not pose a health risk to persons on the program premises.
 4. Children cannot attend the Centre if illness prevents their ability to participate in regular daily routines.
 5. Once sent home from the childcare program, a child will not be permitted to return until the license holder is satisfied that the child no longer poses a health risk to persons on the program premises (typically 24 hours after symptoms subside or the Centre receives a note from the child's physician).

Supervised Care for a Sick Child

Parents will be informed immediately by phone using the emergency contact information provided by the parent that their child is sick and should be removed from the program.

sick children will be provided with a quiet, comfortable environment away from other children to rest until they are picked up from the Centre.

Medication

If a child needs to take medication, the medication must be prescribed by a physician, in the original container and labeled with the child's name, name of the physician, date of issue, and instructions for administration.

Parents are required to complete and sign an Individual or ongoing Medication Record. When Educators administer medication, they will indicate on the Daily Medication Administration Log the date and time of administration, name and amount of medication, their signature and watch for any reaction to the medicine.

Allergies

If a child has allergies, a completed medical form is required which outlines the management of those allergies, what potential symptoms or reactions that program staff should be aware of, and how to handle emergency situations.

Immunization

Parents are asked to ensure that their child has up-to-date immunization shots in accordance with public health regulations.

Emergency Medical Treatment

Parents must provide prior written consent for Emergency Medical Treatment, to obtain immediate qualified medical assistance (e.g.911 in the event of an accident or other medical emergency and the parent or guardian cannot be reached).

Every effort will be made to contact the parent or guardian immediately.

As required by the Alberta Government, all serious injuries will be reported, and you may be contacted as part of their investigation into the incident.

Napping

Naptimes are an opportunity for children to rest. The lights are off; blinds closed and soft music playing. Blankets and soft toys from home help the children settle down and feel comfortable. The educators rub children's backs to help them settle down. As children wake up, wake up toys and books are given to the children to play on their mats.

Smoking

The Centre is a non-smoking facility. There will be no smoking on Centre premises any time or place where childcare is being provided.

As per Edmonton Bylaw 14614: The smoking area is 5 meters away from the doorway on the south side of the building and 10 meters away from the playground on the north side of the building.

Any areas utilized as designated smoking areas (officially or casually) will be kept free of all debris resulting from this use.

Indoor and Outdoor Policy

Primrose considers physical activity an essential component of our daily programming. To ensure children have the opportunity to engage in active play our programming will include daily outdoor excursions, weather permitting. Outdoor activities could include neighbourhood walks; play in our Parks Ottewell, St. Brendan or Clara Tyner Park. In the event of inclement weather, play will be relocated indoors.

It is the responsibility of the parents/guardians to ensure that their child(ren) have the necessary clothing to participate in active play.

For summer

- Hat
- Sunscreen and insect repellent
- Shoes – Runners
- Rubber boots

For Winter

- Winter Hat and Mittens
- Winter jacket and snow pants
- Winter boots

It is understood that if the temperature drops to -21 degrees Celsius or colder including wind chill, 30 degrees Celsius or hotter, or if the air advisories recommending that people remain indoors, children will not be going outdoors to play.

Field trips

Field trips and excursions are planned to enhance the program by taking children out in the community. The value of the experience and the safety of the children are of prime consideration when planning off site experiences.

4. Child Guidance

Purpose

To create a supportive environment where all parties involved are aware of the positive guidance tools used on day to day basis at Primrose Place Family Centre.

Authority

Executive Director/ Assistant Director

Policy

At Primrose Place Family Centre, we will use the continuum framework as a guideline for responding to children. Educators focus on preventative strategies and use various positive guidance techniques when intervention is required to assist children in developing positive social skills. As educators, we know each child has their own learning style, personality, and temperament. This being said, all educators have a variety of tools to implement at a variety of times. We believe the least amount of adult intervention is necessary unless children are at risk or in danger. Educators strive to be warm, caring, nurturing, respectful and supportive of the children's overall development.

Although methods vary depending on children's abilities and each individual situation, key goals of child guidance are to teach problem-solving skills and to instill an intrinsically motivated sense of 'right' and 'wrong'.

Child guidance strategies will always be reasonable in the circumstances.

This policy applies to all children from 11 months to 6 years of age.

The Child Guidance Policy will be included in the Parent Handbook and reviewed with parents at the time of registration. All educators are required to read the Child Guidance Policy and have access to the policy for review at all times. The policy will be reviewed with the educator during the orientation process and the educator will sign the Policy Acknowledgement Form (FORM). The policy will be reviewed periodically thereafter.

Procedures & Approaches for Guiding Children's Behaviour

Approaches NOT to be Used

Using any form of physical punishment, restraining or neglect

Making harsh, belittling or degrading statements or threats

Withdrawing or using items such as food, clothing, shelter, and security items in order to change behaviour

Isolating the child from the group (time out) as punishment

Strategies and Tools Used on a Regular Basis

Consistent

Educators will be consistent in their approaches with the children. They will provide children with a sense of routine, predictability and rationality by being consistent with them. This will help children develop feelings of security, safety and stability in their lives

Observe and Respond to Behaviours

Educators will observe and monitor behaviours, it is often recognized that there is a goal behind how children behave.

Deciphering these messages will help educators to understand what children want or need because children may lack the communications skills to tell us.

Educators will spend a great deal of time reviewing the behaviours of children in order to derive messages behind them

Responding in a way that children are able to understand depending on children's development and age

Proximity

Being near the situation to assist/facilitate if need be

Example: Child is starting to put sand on the floor. You may go closer to the situation to see if the child will change his behaviour before having to use other tools

'A Word'

These words are known as cue words, act as a simple reminder

Help children realize they should change their behaviour or action

Example: Child is starting to push sand on the floor you may say "Sand" or "Uh-oh and point to the sand"

Active Listening

Is a form of communication that allows you to communicate that you've understood

Often can be seen as a reflect and repeat

Shows the child/children your invested and care

Example: Friend takes a toy from a child. Child is crying. Educator's response: "It seems like your sad that your friend took your toy". Give time for child to respond. Educator: "Let's go get your toy back."

Example: Child states "I drew some spaghetti: Educator response: "Wow. You drew some long spaghetti!"

I Messages

Express feelings, what's happening, and the reason they need to change it

Ensure it's real and tangible

Role modeling care of feelings, and a trusting relationship

Example: "It scares me when I see you climbing on this table because it's not strong and you could get hurt."

Diagram of an I Message to Demonstrate the Three Parts

<i>It scares me... (your feelings)</i>	<i>when I see you climbing on this table.... (what's happening)</i>	<i>because it's not strong and you could get hurt. (The reason)</i>
<i>When kids throw sand, (what's happening)</i>	<i>I worry that... (your feelings)</i>	<i>It will hurt someone's eyes. (The reason)</i>
<i>It upsets me... (your feeling)</i>	<i>to see a book on the floor (what's happening)</i>	<i>because it might get torn. (The reason)</i>

Descriptive Feedback

Describes what children are doing, or how they appear

Can be seen as positive reinforcement

May be a large part of the educator's day

Example: Child arrives to daycare smiling. "It is so exciting to see all your friends in the morning. You have a big smile."

Positive Reinforcement

Positive communication is a tool to reinforce desired behaviours and diminish undesirable behaviours; it builds self-esteem and inspires confidence in children

Children's feelings of esteem are very highly influenced by their interaction and relationship with the educators

Tone of voice conveys comfort and sense of belonging

The educator will make a point of giving positive reinforcement and encouragement to children who are interacting with each other positively.

Example: "You're holding hands. That helps us stay together as a group." "Wow. Look at all the lines on the paper. You are working really hard!"

Redirection

Redirection is a technique that helps children learn appropriate behaviour but still maintains their sense of exploration and discovery. Educators can use redirection to prevent personal injury, promote desirable behaviour and reduce negative interactions between the children and themselves.

Tell children what they are able to do, and can do

Verbal redirection tells the children what is or is not acceptable. When used appropriately, verbal redirection is a way to direct the child's attention and behaviour to more acceptable activities.

Example: "I see you climbing on the table. I'm afraid you might fall. Let's go find the climber."

Natural Consequences

Educators will apply natural or logical consequences to help children gain self-confidence and opportunity. Educators will assist children to recognize what outcomes will naturally occur for behaviours they choose. Once they know what the natural consequences are, then educators allow the children to make their own decision to do or not do the targeted behaviours. If they do the behaviours, then allow the children to experience the natural consequences.

Example: A child doesn't want to take his coat outside even though it is cold. "I see you are not putting your coat. I am afraid you might get cold. You can take your coat with you, and if you get cold put it on." The natural consequence is he is cold.

Problem Solving

Children are encouraged and assisted to use a problem-solving approach to resolve their conflicts (for example: they are assisted/supported to identify the problem, to talk about it and to develop a mutually acceptable solution).

Story time, puppets dramatic play and or other experiences are used to help children develop an understanding of how people may feel in a range of social situations and how to respond positively. When a child's behaviour with another child is unfair or hurtful, the educator will point out in a non-blaming way that the child's actions or words have hurt the other child. In the course of daily activities, educators will assist children to respect the rights of others allowing children to express his or hers opinions.

Example: A child is playing with three cars and a friend goes up to them and states "I want a car". Educator's response: "It sound like one of your friends is asking for a car."

What can you do to help him out?" Child may just respond and give the car. Child may respond and say, "five minutes and I will give him the blue one." Child may state "no. I'm playing with my cars." Educator may respond: "It sounds like he is still playing with them. Let's go see if there is any more cars."

Choices

Giving children choices will empower them to have a sense of control, gain autonomy and be involved in the process.

Children will always be exposed to a variety of experiences indoors and outdoors which allows them freedom and a sense of ownership in everyday experiences.

When limits are being set with children, they must be allowed to have choices within those limits. Educators will need to be careful what choices they are giving children. They need to be able to live with either choice that the child is choosing. (Even if it is not what the educator wanted them to choose.) Children need to have the freedom to make those choices and not be burdened by guilt, fear of loss of approval or rejection if their choices do not please you. The use of natural and logical consequence (choices) will assist children to become good problem solvers capable of making decisions in a rational way.

Responding to the Many Reasons for Biting

Biting is common among toddlers. It happens for many different reasons with children and under different circumstances.

Exploration -toddlers learn by touching, smelling hearing and tasting.

Teething – swelling gums can be tender and can cause a great deal of discomfort. Sometimes the object that gets chomped on is a person.

Cause and Effect – a toddler may discover that when they bite someone, they get a loud reaction.

Attention – toddlers may sometimes bite to get attention. If they aren't receiving enough attention, they often find a way to make others sit up and take notice. Biting is a quick way to become the Centre of attention – even if it is a negative attention.

Imitation – toddlers love to imitate others. Watching others and trying to do what they do is a great way to learn something new. Sometimes children see others bite and decide to try it themselves.

Independence – toddlers are trying so hard to be independent. "Mine" and "me do it" are favorite words. Learning to do things independently is part of growing up. Biting is a powerful way to control others.

Stress – a toddler's world can be stressful if there is a lack of routine interesting things to do, divorce or changes in their lives. Biting is one way to express feelings and relieve tension.

If educators are aware of these different causes of biting, then it is easier to deal with:

When biting occurs and the cause is exploration or teething, you may provide the child with a cloth or teething ring to gnaw on.

If the child seems to bite when tired or hungry, you may want to look at your daily routines to be sure that he is getting enough sleep and nourishment.

If biting occurs when two children are fighting over a toy, you may want to purchase extra toys. It doesn't work when you make very young children share. Toddlers don't have the skills to negotiate or understand another child's perspective.

If attention seems to be the main reason for biting, try to spend time with the child when she is doing positive things.

If the child is experiencing a stressful situation you will want to make everyday life as supportive and normal as possible. Routines and lots of support often help. Providing sensory experiences and gross motor activities are a great way to relieve tension.

When biting occurs, a child needs to hear with a firm voice that biting is unacceptable. Speak firmly and look directly into the child's eyes. "Biting is not ok. That hurts my friend. I can hear Johnny crying." Go to the child who was bitten and comfort the child. You may get the two children to use words such as "That hurts" or "stop." If the child cannot speak then you can use sign language along with the word. The child who bit can help comfort the other child by holding the ice pack on the other child.

5. Classroom Schedules

Ammolite Room Schedule

7:00 Start in Shale room

7:30 Move to Ammolite room

8:00 Open snack begins

8:45 Diaper changes begin; diaper checks begin

9:15 Snack ends, and intentional programming begins along with free play.
Outside weather permitting

10:30 /10:45 Come in from outside. Diaper checks begin

11:00/11:15 Morning gathering begins

11:30 – 12:15 Handwashing and lunch

12:15- 2:30 Naptime/ Quiet time

2:30 – 3:15 Snack and open diapers

3:15-4:30 Intentional programming along with free play and outside time.
Children to come inside by 4:30

4:30 Free play. Remaining children move to Shale at 5:00

5:45 Facility closes

*Routine subject to change according to children's needs

Shale Room Routine

- 7:00 - 8:00 Free play
- 8:00 - 9:15 Morning snack and free play
- 8:30 Diaper changes/toileting begin
- 9:15 -10:00 Morning intentional experiences (art, sensory, gross motor, etc.)
- 10:00 -10:15 Clean-up time
- 10:15 -11:00 Outside time (Weather permitting)
- 11:00 - 11:15 Transition to Morning Meeting
- 11:15 - 11:30 Morning Meeting
- 11:30 Lunch
- 11:45 Diaper changes/toileting, and transition to beds
- 12:30 - 2:30 Nap time
- 2:30 - 3:15 Afternoon snack and diaper changes/toileting begin
- 3: 15 - 4:15 Outside time or intentional experiences
- 4:15 - 4:30 Clean-up time
- 4:30 Diaper changes/toileting
- 4: 30 - 4:45 Circle time
- 4:45 - 5:00 Snack
- 5:00 - 5:45 Free play

Quartz Room Daily Routine

7:00 Shale room opens for Ammolite, Shale and Quartz children. Free play

8:00 Morning snack begins

8:30 Sandbox/Water table opens

8:45 Diapering/Potty training begins

9:15 Snack ends. Small group experiences begin

9:30 Meeting time/ Transition for outside

9:45 – 10:00 Get ready for outside (Weather depending)

10:00 – 11:00 Outside or small group experiences

11:10 Come inside/Transition for circle

11:15 – 11:30 Circle time

11:30 – 12:00 Lunch

12:00 Transition to nap begins. Diapering and toilet training resumes until completed

12:30 – 2:30 Nap time

2:30 Afternoon snack begins. Diapering and toilet training begins. Free play

3:15 Snack ends. Small group activity. (Weather permitting)

3:30 Dressing for outside play begins, followed by small groups outside play

4:45 First small groups come inside, followed by additional small groups. Free play until end of day.

5:15 Quartz children join Shale.

5:45 Daycare closes

Sandstone Daily Schedule

7:00 – 9:30 Free play

8:45 Bathrooms

8:15 – 9:15 Snack

9:30 Small group experience (out of room)

9:45 Clean up room and first group outside (followed by reminding groups)

11:10 First group inside by Morning meeting (when all groups are inside)

11:30 – 12:00 Lunch

12:00 – 12:30 Clean up lunch, followed by: Bathrooms and books on bed

12:30 – 2:30 Naptime

2:30 – 3:15 Snack

3:15 First group outside (followed by remaining 2 groups)

4:45 – 5:45 All inside, followed by quiet activities

Jasper Routine

7:00 Jasper room opens, intentional play programming begins and goes through the morning

8:30 Open snack, ends at 9:15

9:45/10:00 Clean up and begin transition routine to outside play

10:00 Outside intentional play programming

11:15 Clean up and begin transition routine to inside for team time

11:30 Lunch

12:00 Transition routine to brain break (nap or quiet play)

12:30 Brain break begins

1:45/2:00 Transition routine to table time or brain break bags

2:30 Open snack, ends at 3:15

3:30/3:45 Clean up and begin transition routine to outside play

4:00 Outside intentional play programming

5:00 Jasper room closes and combines into sandstone room

** Routine is fluid and may change daily based on play programming, needs of the children or the interests of the children

6. OSC Schedule's

Daily Schedule

Please note: Our schedule has times listed; however, times may fluctuate slightly throughout day to follow more closely with the individual group of children's needs.

**Schedule is adjusted yearly around September based on school hours and enrolment

7:00 a.m.

- Primrose OSC opens.
- Open-ended play begins.

7:15 a.m.

- Open A.M. snack begins.

8:10 a.m.

- Walk children to St. Brendan's (8:25 a.m. bell)
- Bus pick up for Holyrood A.M. Kindergarteners

8:15 a.m.

- Walk children to Clara Tyner (8:25 a.m. bell)
- Bus pick up for Forest Heights Kindergarteners
- Intentional Programming begins for the day.
 - Provocations
 - Outdoor Experience (Walks/Parks/etc.)
 - Intergenerational Programming when available

9:00 a.m.

- Open A.M. Snack ends.

11:35 a.m.

- Walk to pick up Clara Tyner Kindergarteners (11:40 a.m. bell)

11:50 a.m.

- Bus drop off for Forest Height Kindergarteners
- Bus pick up for Holyrood P.M. Kindergarteners

12:00 p.m.

- Open lunch begins.
- Intentional programming continues.

12:45 p.m.

- Bus drop off for Holyrood A.M. Kindergarteners

1:15 p.m.

- Open lunch ends.

2:45 p.m.

- Walk to pick up children at St. Brendan's (3:05 p.m. bell)

3:15 p.m.

- Walk to pick up Clara Tyner OSC's (3:23 p.m. bell)
3:45 p.m.
- Open P.M. snack begins.
3:58 p.m.
- Bus drop off for Holyrood P.M. Kindergarteners
4:15 p.m.
- Open P.M. snack ends.
- Intentional programming continues.
5:45 p.m.
- Primrose OSC closes.

OSC Thursday Schedule

Please note: Our schedule has times listed; however, times may fluctuate slightly throughout day to follow more closely with the individual group of children's needs.

**Schedule is adjusted yearly around September based on school hours and enrolment

- 7:00 a.m.
- Primrose OSC opens.
- Open-ended play begins.
7:15 a.m.
- Open A.M. snack begins.
7:50 a.m.
- Holyrood bus pick up.
8:15 a.m.
- Walk children to St. Brendan's and Clara Tyner
8:20 a.m.
- Bus pick up for Forest Heights Kindergarteners
- Intentional Programming begins for the day.
 - Provocations
 - Team Time
 - Outdoor Experience (Walks/Parks/etc.)
 - Intergenerational Programming when available
- 9:00 a.m.
- Open A.M. Snack ends.
11:30 a.m.
- Walk to pick up Clara Tyner Kindergarteners
11:45 a.m.
- Walk to pick up St. Brendan Kindergarteners and OSC's
12:00 p.m.

- Bus drop off for Forest Height Kindergarteners
- Bus pick up for Holyrood P.M. Kindergarteners

12:30 p.m.

- Open lunch begins.
- Intentional programming continues.

1:30 p.m.

- Transition to outdoor days begins
- Educators will bring their picked up groups to an agreed park

2:05 p.m.

- Walk to pick up Clara Tyner OSC's

2:40 p.m.

- Bus drop off for Holyrood P.M. Kindergarteners

2:45 p.m.

- Open P.M. snack begins. At the park.

4:15 p.m.

- Open P.M. snack ends.
- Intentional programming continues.
- Children will head back to the OSC around 430 – time dependent on weather

5:45 p.m.

- Primrose OSC closes.

OSC PD Day Schedule

Please note: Our schedule has times listed; however, times may fluctuate slightly throughout day to follow more closely with the individual group of children's needs.

**Schedule is adjusted yearly around September based on school hours and enrolment

7:00 a.m.

- Primrose OSC opens.
- Intentional Programming begins for the day.
 - Provocations
 - Outdoor Experiences (Park/Walk/etc.)
 - Intergenerational Programming if available.
 - Field Trip if planned.
 - Team Time

7:15 a.m.

- Open A.M. snack begins.

8:15 a.m.

- Intentional Programming continues.

9:00 a.m.

- Open A.M. snack ends.

12:30 p.m.

- Open lunch begins.
- Hot Lunch provided if available.
- Intentional Programming continues.

3:00 p.m.

- Open P.M. snack begins.
- Intentional Programming continues.

4:15 p.m.

- Open P.M. snack ends.
- Intentional Programming continues.

5:45 p.m.

- Primrose OSC closes.