

DAE COMMUNITY PRESCHOOL



The Druze Association of Edmonton was established in 1978 to be a place of unity and gathering for our community members. Through our gatherings, we establish bonds with each other and develop relationships of trust and respect that are at the foundation of our faith. The goal of the preschool is to bring the youngest community members together in an ever-growing, ever-expanding world where communication and personal relationships become increasingly challenging. Through this preschool, we plan to teach the Arabic language and the ethical code that grounds our religion.

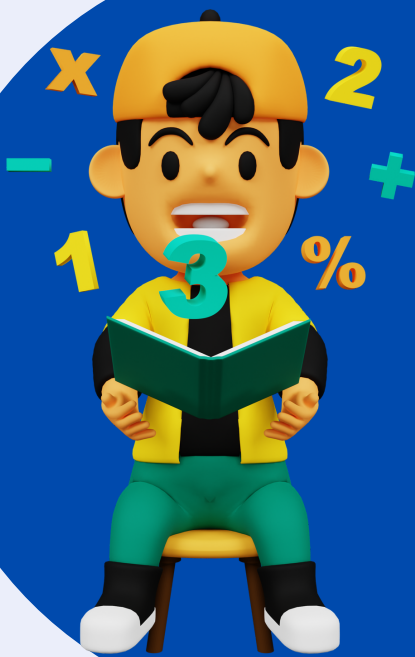
Curriculum



The DAE Community Preschool will follow [Flight-Alberta's Early Learning and Care Curricular framework](#), focusing on foundational community culture, language, and traditions as the core guiding principles.

The ages of the students will be between 3 and 4. Any students older than 4 will be allowed up until they are admitted into kindergarten. At that point, they will no longer be of preschool age.

Hours of Operation



- **Morning Class:**
Monday to Thursday 9:00am – 12:00 pm
- **Afternoon Class:**
Monday to Thursday 12:30 pm – 3:30 pm

Fees

The DAE community preschool is operating a nonprofit program

The monthly fee is \$200

SUBSIDY: Albertans can benefit from subsidy offered by the government. Apply on the website.



Program Plan

Mental Needs: We believe that positive experiences can add up to shape the development of children and can have lifelong effects. Our preschool program works on building the child body and mind in a healthy way through:

- Unconditional love from family and staff
- Building self confidence and self esteem
- Providing a safe environment and secure surroundings
- Age-appropriate guidance and structure from staff
- Play, story time, monthly Indoor/Outdoor field trips (at the hall), and daily crafts which all together will provide opportunities to develop thinking and language skills
- Engaging students and sharing ideas through show and tell (Parents and elders will be invited to volunteer to share cultural folk tales that teach different social skills)

Emotional Needs: Children's needs should be met. Activities are planned to show students how to be kind to one another, honest and helpful. Teachers model that behavior throughout the day by:

- Reading meaningful storybooks
- Creating daily routines that are predictable and flexible for children to know what will happen next
- Developing generous behavior by giving opportunities to play and interact with other children and to explore the world and get to know people in it
- Acknowledging children's feelings
- Creating activities to support their emotional needs in playing, singing, reading, and talking
- Assigning "teacher helpers" to boost their confidence
- Children are allowed structured and non-structured play time with each other where they can develop friendships and learn how to express their emotions and develop self-esteem

Spiritual Needs: In our preschool, we create a safe, open, and welcoming environment for children to explore the foundation of the Druze faith and cultural practices associated with it, such as:

- Honesty
- Forgiveness
- Acceptance
- Being grateful for the good in our lives
- Encouraging children and families to share aspects of important family traditions and celebrations (such as Adha Eid)
- Encouraging children to bring items that are reflective of their lives and families
- Engaging families through "Show and Tell"; sharing spiritual and cultural traditions
- Getting the children to understand their uniqueness, their likes and dislikes, and the concepts of good and bad, all through the right activities in a nonjudgmental safe environment.

Physical Needs: Our program provides a safe and warm space with plenty of fresh air and indoor and outdoor activities.

Our program provides children plenty of opportunities to engage in physical activities. The Druze Association of Edmonton has a very large newly renovated indoor and outdoor facility, that children can use for gross motor activities such as walking, dancing, exercise, crawling, running, playing, kicking, throwing, and passing balls depending on the daily planned activities given.

Our daily program encourages fine motor development through open-ended activities and supplies available at all times for children to use and engage with. The activity centers support children to grow their social, emotional and physical skills such as: Cutting, Writing, Coloring Center, Dramatic Play Center, Art and Craft Center, Building Center, Sensory Center, Reading Center, and Science Center.

We will provide a monthly indoor field trip.

Our program also focuses on exploring the Arabic letters – how letters look, how they compare to each other, how they combine to form words, and how they sounds out to keep our language alive.

We implement transition strategies to ensure that all children feel prepared for the next day's program such as music, songs, and clapping.

We provide quiet time where children can rest their bodies without sleeping.

And finally, we provide safe and positive eating environments as we encourage families to provide healthy snacks (fruits, vegetables)

Inclusivity



We believe children are unique and have different needs and different personalities, so we make sure to implement daily activities to meet every child's strengths and needs that lead to developing and building their social and emotional skills in a positive way.

We focus and understand every child individually and plan ahead to meet and support that child's needs socially, emotionally, physically and cognitively.

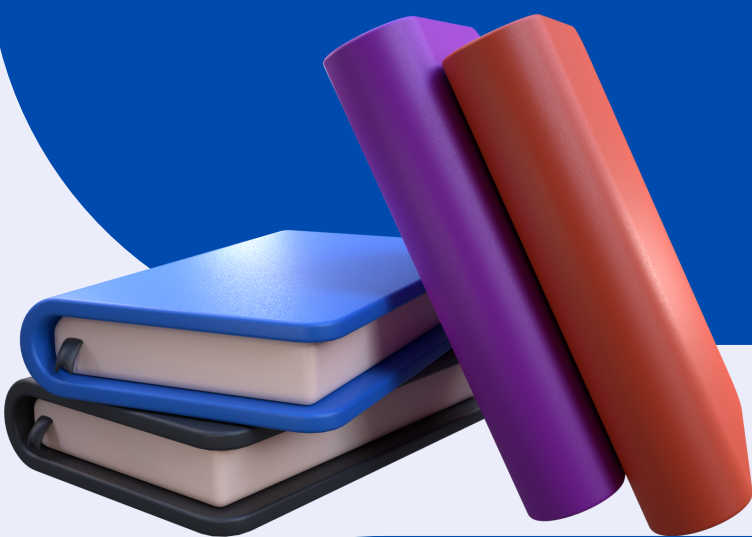
The transition from home to preschool to kindergarten can be overwhelming for students and their families. Our caregivers plan catered strategies for smooth transition in order to decrease their anxiety and prepare them for success.

We welcome families to our (weekly, monthly) events to learn more and to be involved more in our programs.

Children are free to choose their activities at anytime.

Our caregivers support the children as they experience different emotions; model appropriate responses and guide them through proper expressions of emotions.

When needed, we will access support using the [Getting Ready for Inclusion Today \(GRIT\) program](#), [Access Support & Participation \(ASaP\)](#), and/or the Autism Society.



Role of the Community

Since our preschool is nonprofit and serves our community, parents are involved in every decision the pre school takes by:

- 1-Establishing a parent council
- 2- Creating a monthly newsletter/ email that reflects on the preschool goals and directions
- 3-Develop a 2-way communication channel to hear parent feedback and support through volunteering
- 4- Involving parents through career day, reading week, and other holidays and occasions that reflect family values
- 5- Parents are part of the program planning and plan fundraisers to support preschool operations
- 6- Parent Orientation at the time of registration and a monthly parent night throughout the year

Child Guidance Policy

We value our children and our DAE family works hard to develop a positive relationship between teacher and child. We believe that positive child guidance gives children a sense of security and protection and creates positive, safe and appropriate environments for children. Positive guidance should rely on explanation, reinforcement, and modeling rather than punishment. Using this method with the children will lead us to the loving and warm environment the children deserve to grow in.

Teachers:

- Model and encourage problem solving and conflict resolution
- Acknowledge appropriate behavior displayed by the children
- Promote the developmental needs of the children
- Provide feedback on any behavioral issue in a positive and timely manner



Parents:

- Work with the teachers to understand the experiences of the children and how that may impact their behavior
- Monitor for abusive, or inappropriate language

Children:

- Teaching children that making mistakes is a natural part of learning and that they can learn from their mistakes.
- Teaching children the expectations and skills required to develop healthy self-esteem, respect for themselves and others, reduce the frequency and severity of negative behaviors, and build executive functioning and self-regulation to manage an array of potential stressors.

Supervision

Staff supervise students at all times and perform head counts and attendance as students arrive to the school.

Supervision during snack time: watching for food allergies, choking hazards, etc.

Supervision during indoor and outdoor playtime: lining up and head count, ensuring a class list is updated and readily available. Prior to outdoor playtime, one staff member scans the area for harmful substances such as glass or rubbish.

Supervision in bathrooms: health and cleanliness check.

Effective caregivers are always aware of the physical environment of the child care program:

- conduct regular safety checks of the program premises and equipment to remove hazards;

- position equipment and arrange the environment to allow caregivers to supervise the children's play, rest, and toilet areas;
- know which individuals have been authorized to pick up a child from the program in place of a parent;
- notice when children arrive and leave the program, ensuring that both arrival and departure times are accurately recorded;
- remember where emergency medications, first aid kits, and emergency contact numbers are kept; and monitor children are at all times.
- Caregivers do not carry out administrative tasks, cleaning, texting, reading, or using the phone while supervising children.
- directing and closely monitoring children when carrying out activities that may involve some risk, such as playing near water, near doorways, or during transition times when children may gather in larger groups;

- observing play and anticipating what may happen next in order to provide caregivers with the opportunity to assist children and intervene in the event of potential danger;
- listening closely to children, even those who are not in the caregiver's direct line of sight (such as those in outdoor play spaces)
- positioning staff to allow for the supervision of the entire group of children;
- monitoring children's health to identify early signs of fever, illness, or unusual behaviour;
- watching and participating in children's play to ensure that children are playing in a safe manner.

(emergency exit and classroom door will be locked from the outside at all times).

Fire Drill

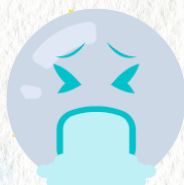
Preschool staff teach the students about the purpose of the fire drill and fire drill procedures. Once every month, the preschool participates in a fire drill where the students are taught to walk and not run, leave everything behind and walk down the stairs to the nearest exit and towards the muster point (back parking lot by storage units). Students remain with teachers until it is all cleared by the fire department. Any students who are in washrooms are supervised at all times and follow the same path to the muster point. Teachers meet after every fire drill and debrief. Fire Drill Logs are available in the Fire Safety Binder.

During weekly staff meetings, staff regularly review fire procedures "in case of fire" found in the Fire Safety Binder.

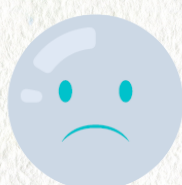
Illness Policy



Fever of 100 in the last 24 hours without medicine



Vomit or diarrhea in the last 24 hours



Un-Identified Rash



Lice or nits in hair



Red eyes or mucus draining from eye

POLICY

Parents are required to complete and submit medical information prior to their child's admission into the program, including up-to-date immunization records and any pertinent medical information such as allergies and other medical conditions.

Communication is very important. Staff and parents need to share health information daily in order to minimize illnesses, germs, and diseases. Staff will make general observations about the child's health and wellbeing and record them on the daily attendance sheet.

A child will be excluded from care if they have any of the following symptoms:

- o 2 episodes of diarrhea and or vomiting within a 24-hour period
- o A fever AND a combination of other symptoms (e.g. nausea, vomiting, body rash).
- o A fever over 39.4°C
- o Eye discharge – yellow or white.
- o Head lice
- o Severe cough (the cough is uncontrollable preventing the child from participating fully in the program).
- o Yellowish skin or eyes, or jaundice.
- o Child presents signs of ongoing irritability, displays continuous crying, or requires more attention than can be provided (accompanied by other health-related symptoms).

ILLNESS PROCEDURES

DIARRHEA and VOMITING: If a child has one episode of diarrhea or vomiting within a 24-hour period/while in attendance at the preschool, the staff will watch for other signs of illness and will inform the parents of the episode at the end of the day. If other signs of illness are present or a child has two or more episodes of diarrhea and/or vomiting within a 24-hour period the child will be separated from his/her group and the parents will be contacted and asked to come to pick up their child. It is extremely important that parents are expected to notify staff if their child has experienced diarrhea or vomiting within the 24-hour period prior to their attendance. Parents are required to keep their children at home until they have not had an episode for 24hrs. In the event of an outbreak, the exclusion period may be increased to 48 hours.

FEVER: A fever is a sign of underlying illness, not an illness itself. How a child acts is the best indicator of how they are feeling. If the child is showing signs of irritability, drowsiness, or not being able to fully participate in the program, the parents will be contacted and asked to pick up their child. A child will be separated from his/her group when the fever is accompanied by other symptoms (e.g., nausea, vomiting, rash).

Our preschool will use the contactless forehead thermometer to check for fever in children while in attendance, but it's not as accurate as a rectal temperature. If forehead temperature does not show a fever but a child feels warm and seems unwell, parents will be informed. The above information combined with the following degrees shows the procedure staff will follow when determining if a child should remain in care:

- 36.5°C to 37.5°C – Normal using the forehead thermometer
- 38.3°C Low-grade temperature – Call parents so they are aware their child has a fever
- 38.9°C Call parents to prepare for pick up (parents' choice)
- 39.4°C Pick up IMMEDIATELY – Call emergency contacts if not able to get a hold of parents

Parents should not send their children to preschool if they have a fever greater than 39.2°C prior to their attendance, nor should they administer medications to mask a fever/illness in order for their child to attend.

COMMUNICABLE DISEASES: The DAE Community Preschool is required to report to Alberta Health Services if a person has or may have a reportable disease or may be infected with an agent of a communicable disease. Each communicable disease has its own guidelines for exclusion/treatment;

We will implement the following practices and exclusion periods for the listed communicable diseases.

COVID-19 OR RELATED VIRUSES – We will follow the recommended procedures of Alberta Health Services. Please use the [daily health screening questionnaire to guide your decision-making](#).

CONJUNCTIVITIS (PINKEYE) – When Bacterial Conjunctivitis (pinkeye) has been diagnosed and antibiotic drops are started, a child is to remain out of the preschool for 24 hours after starting treatment. A child who displays signs/symptoms of Pinkeye (runny, teary red eyes and/or pus-like discharge) while in attendance will be asked to be picked up from the preschool to seek a medical diagnosis. If the discharge is still present after the 24-hour treatment period a child may return to care unless there is an outbreak (3 or more cases). If a child has viral Pinkeye, they can return to the preschool once seen by a doctor (a doctor's note will be required).

CHICKENPOX – Children with mild Chickenpox may return to the preschool as soon as they feel well enough to participate in normal activities, regardless of the stage of the rash. They do not need to stay home. Children with more severe cases or those who have a fever or infected lesions must stay home. Research shows that by the time the rash appears, it is too late to stop the spread of the disease. Chickenpox is most infectious one to two days before the onset of the rash and when the child feels most ill.

HEAD LICE – Once evidence of head lice has been found on a child's head, the child will be excluded from child care until appropriate head lice treatment has been applied. Parents of uninfected children within the group will be asked to confirm that they have checked their child's head thoroughly for any evidence of head lice, and if necessary an appropriate treatment has been applied.

In order to reduce the spread of infections children should stay home if they are unwell and unable to fully participate in the program.

Staff, students, and volunteers are required to follow the same procedures.