



WILDFLOWER LEARNING COMMUNITY

Wildflower School at Belle Vie Farm admits children of any religion, race, color, national, and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to participants in the program. Wildflower does not discriminate in regard to religion, race, color, national, and ethnic origin in administration of its educational, admissions, and scholarship programs.

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Philosophy

Wildflower School is a farm and forest school for ages 2 through 6 that honors children's innate sense of wonder/curiosity and their intense drive to make meaning of all the new experiences they meet. Our school is founded on some of the principles developed by Loris Malaguzzi of Reggio Emilia, Italy. The schools of Reggio Emilia value and are committed to interdependence and creativity as well as lively collaboration between parents, children and teachers. The Reggio Emilia approach is freely available to all educators and families. There are no "Reggio" certifications because this approach values independent thinking rather than mimicking another's ideas. Reggio teachers encourage wrestling with theoretical ideas rather than accepting them blindly.

Our location is an ideal spot for young children (and adults!) to explore, learn and thrive. Indoors, we play and discover in our classrooms, which reflect the philosophy that the classroom *environment is the third teacher*: beautiful toys crafted of natural materials thoughtfully displayed serve as a canvas for the children's explorations and creations. Our school building is sustainably constructed using shipping containers and offers a beautiful, light-filled setting and is located on 34 acres of forest and farmland just two miles from downtown Carrboro and Chapel Hill. Teachers and students play throughout our 34-acre property in our pastures, forests and farmland during the school day.

Wildflower believes that mixed-age learning serves children best in their development; therefore, all of the children work together throughout the day. According to Lilian Katz, a renowned researcher in the field of child development, there are many social, intellectual and developmental benefits to classrooms which blend multiple ages of children. In addition to our nature-based, Reggio Emilia and mixed-age approach, we adhere to developmentally appropriate practices (DAP) for preschoolers. Specifically, we support each child's progress in the following areas:

- Physical health, well-being and movement (fine and gross motor skills)
- Social and emotional development
- Individual learning style
- Cognitive development (constructing and testing theories, collaborating with peers on projects)
- Communication, literacy and numeracy (art, music, drama, movement, mathematics, science)

Prior to enrolling, please be thoughtful and honest with yourself. Our school is an **outdoor** farm, forest and nature school. Your child will get muddy and wet, will climb rocks and roll down hills, will paint with acrylic paints and draw with permanent markers. **He/She will get dirty**. Your child will play outdoors in cold weather, sometimes very cold weather. Children will play in puddles and streams, will climb trees and slide down dry streambeds in the dirt. **We will not tell a child he/she cannot get dirty or play in puddles.**

He/She will need to be dressed appropriately every day. Teachers should NOT be relied on to ensure children are dressed properly for the day, as this is the parents' responsibility.

Academics

Many parents entering our school inquire about academics. Some typical questions include: Will my child learn how to read, learn the alphabet, numbers, how to write his/her name? Will my child be ready for first grade? How does playing all day foster cognitive development and academic success?

Shelley, founder and director of Wildflower, has extensively researched the topics of early academics. This issue is one of her deepest passions. Some of that research is quoted below:

Dr. Arnold Gesell found that all children go on the same path of development; however, some go faster, some go slower, and all have spurts and setbacks along the way. The obvious example is the age that children learn to walk. Some children learn to walk as early as nine months, some as late as 15 months. But that is all normal and we all agree that the early walker is not a better walker than the later walker. A similar example is the age that children learn to read. Some children learn to read at age three or four years, others not until seven years or later. That range is quite normal. The most compelling part of the reading research is that by the end of third grade, early readers have no advantage over later readers. Some later readers even go on to become the top in their class. Reading early is not an indicator of higher intelligence. In fact, children at the top of their class in kindergarten only have a 40 percent chance of being at the top of their class at the end of third grade.

In his doctoral thesis Sebastian Suggate (professor of psychology from New Zealand who teaches at the Alanus University of Arts and Social Sciences in Bonn, Germany) concludes that there is no solid evidence showing long-term gains for children who are taught to read in kindergarten. In fact, by fourth grade and beyond, these children read at the same level as those who were taught to read in the first grade.

*Lillian Katz also writes in the new report that “‘earlier is better’ is not supported in neurological research, which ‘does not imply that formal academic instruction is the way to optimize early brain development.’ Rather, she says, the research suggests that **‘preschool programs are best when they focus on social, emotional and intellectual goals rather than narrow academic goals’** and provide ‘early experiences that provoke self-regulation, initiative and ...sustained synchronous interaction in which the child is interactive with others in some continuous process, rather than a mere passive recipient of isolated bits of information for stimulation.’”*

According to Marcon and other researchers, children who are subjected to overly academic environments early on have more behavior problems later and are less likely to be enthusiastic, creative learners and thinkers. “You will frequently get short-term gains with a highly academic approach (in preschool), but they come with long-term consequences,” says Marcon. “A lot of early childhood studies only follow children to third grade. But when you take it into fourth grade

and beyond that's where you see the big difference. That's when children have to be more independent and think."

Wildflower School's developmental goals for students are posted on our website at Wildflower-School.org. These goals provide a framework for parents to understand their children's progress as well as a lens for them to view their children's investigations and play. These goals include the following developmental areas: **cognitive, social, emotional, physical and communication**. We provide an environment that encourages and supports children's explorations in the areas of **literacy, language, math, science, engineering, community integration, art, music, drama and movement**. Additionally, we provide them the tools to understand their own values, to take care of themselves at an appropriate level and to regulate their emotions.

Because we are partly inspired by Reggio Emilia schools, our primary work is observing, documenting and reflecting on the children's work and play. We collaborate with parents and teachers as we reflect on our own documentation and create provocations for the children. **Provocations can be questions posed, materials supplied, purposeful hikes in nature to explore a topic, books presented and more.** The goals of the provocation are two-fold: to see if the teachers' reflections on the children's play is accurate (When reflecting on photos and other documentation of the children, did we hypothesize correctly what the children's inquiry was?) and to provide opportunity for the children to test out their own hypotheses. **In short, we study the children as they study the world.**

2023/24 School Year Calendar

August 28-Sept 1	Wildflower School Teacher Workweek & Home Visits
August 31 (6pm-7:30pm)	Parent Orientation Evening All Classes (at least one parent is required to attend)
September 1 (9am-11am)	Student Orientation Day
September 4	Labor Day (school closed)
September 5	First full day of school
September 13 (8-9am)	Family Breakfast
September 29 (8-9am)	Family Breakfast
October 4	Teacher Workday – No School
October 14	Beeswax Candle Dipping & Potluck (rain date Oct. 21)
October 16 (8-9am)	Family Breakfast
October 25 (7:00-8:30pm)	Parent Collaboration Evening All Classes
November 2 (8-9am)	Family Breakfast
November 10	Fall Parent Teacher Collaboration Meetings All Classes (school closed)
November 20 (12-2pm)	Thanksgiving Family Potluck (Monday)
November 22-24	Thanksgiving Break (school closed) (Wednesday-Friday)
December 19 - January 1	Winter Break (two weeks) (Tuesday-Tuesday)
January 2	School resumes after Winter Break (Tuesday)
January 12 (8-9am)	Family Breakfast
January 20 (6:00-7:30pm)	Parent Collaboration Evening All Classes
January 26 (8-9am)	Family Breakfast
February 9	Teacher Workday – No School
February 23 (8-9am)	Family Breakfast
April 1-5	Spring Break – No School
April 11 (7:00-8:30pm)	Parent Collaboration Evening All Classes
April 29	Spring Parent Teacher Collaboration Meetings All Classes (school closed)
June 7	Last Day of School
June 17-August 9	Belle Vie Farm Summer Camp

Sample Daily Rhythm

8:30-8:40

Families arrive and children settle in for the day in our outdoor classrooms.

8:40-11:30

Children play, socialize, experiment and explore our outdoor classroom; small group projects take place during this time; children are invited to help prepare the morning snack. During this period, classes periodically go to special activities such as yoga, studio time, farm animal time, etc.

10:00

Community Snack (usually outdoors)

11:30

Lunch indoors or out, depending on the weather.

12:00-12:25

Children continue their play.

12:30

Families arrive for pick-up.

Restroom breaks are built into the day's schedule. Although we have a scheduled time for Community Snack, children who are hungry may eat on their own schedule. Circle Times (story, song, project discussion, etc.) are always spontaneous gatherings, typically outdoors, initiated by teachers or children. Our school does not force students to attend Circle or Reading Times, as we are firm believers in Malaguzzi's declaration, "Nothing without joy!" Forced activities are not joyful.

Wildflower strives to offer a variety of enrichment activities, which change each year. In previous years, teachers have offered yoga, music and Spanish.

What to Bring

At the start of the school year, you should bring **two changes of LABELED clothes, a pair of LABELED rubber rain boots and a labeled rain suit**. You may choose to leave items unlabeled; however, if they are lost, please do not expect staff to search for them. All children must have school-specific rain gear that will remain at school for the duration of the school year.

Cold-Weather Gear

The ideal cold-weather gear is the one-piece snowsuit! This reduces the number of zippers, clothing items, etc. that may get lost. [Lands' End](#) has great one-piece suits. Mountain Warehouse (<https://www.mountainwarehouse.com/us/kids/toddler/snowsuits/>) has something very similar for less than \$90. LL Beans' [Kids Northwoods Boots](#) come with two sets of warm liners that can be removed to dry - this is a game-changer! The boots come in kids and toddler sizes. Polarn O. Pyret has some great [outdoor school "hacks"](#). One of my favorites is this glove combo: rain gloves on top of merino wool gloves! Also, for kids who don't like wool long underwear, they sell merino wool tights. The price is right for both - wool items last a long time!

Your child should must the following to school each cold day:

- Waterproof boots
- Wool or poly socks (NO COTTON)
- One piece snow suit (waterproof)
- Base layer (***synthetic or wool long underwear to go under their clothes***)
- Fleece layer - stretchy and warm (jeans are tough to move in with all these layers)

- Hat and gloves

Warm-Weather Gear

Lightweight clothing is ideal (knitted rather than woven shirts, shorts, pants, etc.). Light colors are best to keep kids cool. Shoes should be lightweight and closed toe. Please do not send your child to school in shoes that have excessive laces (high tops and such) or are challenging to put on. We want their shoes to be easy-on and easy-off. Save the fancy shoes for another activity.

Native Shoes (<https://www.nativeshoes.com/bestsellers-for-kids>) has some great kid's shoes similar to Croc shoes but much more stable on the feet. Canvas or cotton shoes will get wet every morning because of the ground dew. Then the children will *wail* about their wet socks and cold feet. They really will, and they will not have as much fun as they would with dry socks and happy feet.

Sun Hat and Swim Gear

If your child will keep a sun hat on throughout most of the day outdoors, we highly recommend them. Be honest with yourself about whether or not your child will be willing to wear it, otherwise, we end up with lots of sunhats by the end of the school year!

During the warmer months, please plan to keep an extra swimsuit and towel (not a beach towel – too big to store all of them) for your child at the school. We often play in the sprinkler/rain wall when the temperature rises.

Rain Gear

When choosing rain gear, keep in mind that PVC and Gortex will offer the most protection, and anything else won't really cut it. AVOID COTTON! It will absorb every drop of water and make your child very cold. Cotton is not appropriate outer wear when the forecast calls for rain. Fleece does not repel rain.

Please do not use fleece as a raincoat. Children simply cannot play well when they are wet. Raincoat and rain pants are a must! LL Bean sells some great rain buntings, rain pants and jackets. Polarn O. Pyret also sells great stuff for rainwear (<https://www.polarnopyretusa.com/child-unisex-outerwear/>) Teachers have very little time to dig through clothing left behind by previous students to find rain gear for children. Send your child to school prepared for the weather.

Boots

We highly recommend Croc rainboots. They stay on when kids are running, are lightweight and make playing in a wet forest lots more fun! Your child would be well-prepared in a pair of thin Smart Wool socks and some Croc rainboots. No need for any other shoe unless they insist. While I recognize the expense, if you can swing it, wool socks really are best (Smart Wool is what I wear all year round). They keep feet cool in the summer (I swear!) and keep sweaty stuff at bay. In the winter, they are great inside a wooly boot for keeping warm. Cotton socks are never fun! They get really dirty, sweaty, stretchy and gross! They are not warm in the winter, and they don't wick away moisture in the summer. Polyester socks are horrid. Imagine wearing coke bottles wrapped around your feet inside your shoes on a hot

summer day. That is the feeling of polyester socks in a forest school in the summer. Items without labels will be donated.

Tuition Agreement

Wildflower's yearly tuition varies depending on the number of days your child attends. Tuition is typically divided into 10 equal payments, payable at the beginning of each month, September through June. **Tuition is due on the 1st of each month beginning September 1.** Families will receive electronic tuition billing statements each month. **Each family pays an additional non-refundable fee of \$250/year for supplies and newly enrolling families pay a \$500 initial non-refundable enrollment fee per family (not per child).**

Please make sure your family has been thoughtful about choosing attendance days for your child. Our school relies on families' commitments, and mid-year changes that unexpectedly reduce our income impact the entire community. Your family has been offered a spot at our school, putting other families on the waitlist or preventing them entirely from attending. We take our enrollment contracts seriously and ask that you do the same.

Late Payments: Tuition payments are due on the first of the month. A late fee of \$25 per month, shall be applied on the outstanding balance as of the fifth of each month. Any payment received shall be on account of any outstanding balance due, and not be payment of any specific amount due on the date of payment. **If your family is experiencing financial hardship, please speak with Shelley about the possibility of delayed tuition payments or scholarships.**

Withdrawals: Please be aware that once you sign the Tuition Agreement, you are obligated to pay the tuition in full, regardless of whether your child actually attends WLC for the entire year.

Arrival and Departure

School begins outdoors at 8:30am each morning. Prompt arrival allows your child's class to begin the day. When you arrive with your child, please make sure to sign in. **Please help your child change into his/her outdoor play gear (boots, raincoat, rain pants, etc.)** . We will spend a good deal of time tromping around the farm/forest and exploring! Boots are essential exploring shoes! Feel free to arrive earlier than 8:30 if you would like your morning preparations with your child to move along at a relaxed pace.

School ends at 12:30pm each day. Parents arriving late (after 12:40) will incur an automatic late pick-up fee of \$20. Please remember that staff meet to collaborate on the children's activities and to prepare documentation and activities for the next day. If parents do not arrive on time, staff do not have the time they need for those preparations. **However, parents are free to hang out after school, play on the playground, socialize or hike in the forest.**

For your child’s security and your peace of mind, we require that you indicate in writing those adults approved to pick up your child (if you plan on someone other than yourself/your spouse picking up).

Parent-Teacher Collaboration

Like schools in Reggio Emilia, Italy and American democratic schools (Sudbury School & Mosaic School), Wildflower operates from the principle of collaboration. As such, we have chosen to govern our school collaboratively. Only in this way can we authentically grow and develop as a healthy, thriving community. Holding this philosophy is quite easy compared with practicing this philosophy! As the school grows, each member of the school community contributes to its development by sharing his/her ideas, perspective and desires for change. Operating collaboratively is a complex endeavor, requiring patience, tolerance, compassion and kindness. Our vision is that each voice can affect positive change and growth in our school community.

Outside of the governance of the school, we value parent involvement in all areas. We want your family to experience school as an extension of your family life, not something separate. If you would like to visit the classroom for the day, we welcome you! If you have a special talent that you would like to share with the children, please come share!

Additionally, parents, teachers and children collaborate on the children’s explorations and projects. Sharing documentation as a group allows us to listen deeply to the actions of the children and respond in a supportive, nurturing way. The school community gathers regularly to view documentation, discuss what we see in the children’s play and make decisions about how best to help the children extend and deepen their learning.

Communication Between Parents and School Staff

Communication is the foundation of our school’s approach: building and supporting community. We view communication as ongoing, flowing readily between parent, teacher, child and community. Using StoryPark, classroom and community documentation, children’s journals and more, our community interacts with one another daily. In this way, we help create connections and establish bonds between one another that we hope will endure well beyond a family’s preschool years.

Specific Situations and How to Communicate

You need copies of required paperwork to complete before the school year begins	All Beginning of the Year Forms are on Storypark starting June 1
Your child will be late to or absent from school or, due to an emergency, you will be late picking up your child	Text 919-260-6859 with your child’s full name and the information you would like his/her teacher to have (i.e., James will arrive at 9am today)
Your child has a symptom related to Covid (fever, sore throat, cough)	Using StoryPark, go to your Child’s Notes tab and send Shelley and Marie a note listing all symptoms AND any exposure your family has had

	with a Covid positive person. Also, please let us know what your child's vaccination status is. This helps us communicate with children who may have been exposed.
A person who lives in your family's home has tested positive for Covid	Before bringing your child to school, please call Shelley or Marie at 919-260-6859.
Your family is going on vacation and your child will be absent for several days	Using StoryPark, go to your Child's Notes tab and send Marie a note with the dates your child will be absent
You have a concern you want to share with your child's teachers	Using StoryPark, go to your Child's Notes tab and send your child's teachers a note regarding the concern. Always include Shelley and Marie on <i>this type</i> of teacher communication.
You have a complaint or concern that cannot or has not been resolved by talking with your child's teachers.	Contact both Shelley and Marie via Storypark with your complaint or concern.
You want contact information for other parents	Storypark has the Parent Contact List
You want to know if school is canceled due to weather	Check StoryPark by 6am for announcements about school closings
What the school's EIN number is	81-5381792
How to enroll in Summer Camp	Visit www.belleviefarm.org
How to re-enroll for the upcoming school year	Re-Enrollment Forms are located on the Families Only page of the Wildflower website (password is WildChild22). This form is active during the month of January.
Where is the lost and found?	All lost items belonging to families will be returned to your child's backpack IF the item is labeled. If the item is not labeled, each Friday, we will place a bin labelled "Lost & Found" on the front porch of the school with items. Whatever is left over at the end of each month will be donated to PTA.

Referrals and Recommendations

From time to time, families need Wildflower staff to write referrals or recommendations for other schools, doctors and mental health professionals. **Please be aware that Wildflower requires a one-month notice for school recommendations.** Be sure to plan ahead, as we are very thorough about these recommendations and will not be able to rush them.

Meals

Parents should send snack, lunch and a FILLED small water bottle (under 10 ounces if possible) for your child to carry to the playground and on hikes. If you accidentally forget your child's water bottle, lunch or snack, please make a run to Weaver Street or Wal-Mart for a replacement.

Meals sent to school should be healthy. **Please enjoy sugary treats at home rather than sending them with your child to school.** DO NOT BRING SUGARY TREATS FOR BIRTHDAY CELEBRATIONS. FRUIT, MUFFINS AND OTHER SNACKS ARE APPROPRIATE FOR CELEBRATING BIRTHDAYS.

Behavior Policy

At Wildflower, we believe that children are intellectually curious and continually seek to make sense of the world in which they live. At times, expressions of this curiosity can create behavior that is apparently unkind (to others or to the classroom). However, children exhibiting these behaviors are often merely experimenting: *what happens if...?* Because we spend a great deal of time observing children's activities and conversations, we usually quickly discover the underlying question driving the behavior. We can then offer ways for the child to investigate this question -- ways that are loving to himself, others and our classroom.

We do not use time outs at school. Instead, we seek to model patience, kindness and empathy for the children and to provide them with tools for handling their emotions and the emotions of others. We agree with Mary Lou Casey that "what most people really need is a good listening to". Listening mindfully to children as they express their thoughts and feelings about challenging situations is critical to supporting them as they learn conflict resolution skills.

The foundation of the joyful atmosphere in our classroom is respect and value. Teachers deeply respect and value (and are valued by) each student and family. Children are guided to respect and value themselves and others. Parents are supported in their ongoing journey to respect and value their children.

Biting is a common behavior among children birth to three years of age. Our staff recognizes that biting is a form of communication and, therefore, we do not view children that bite negatively. Biting signals that a child's needs are not being met or that they are coping with a challenge or stressor. As a Reggio Emilia-inspired school, observation is an important tool that our staff uses. Through observation, we seek to understand the cause of a biting behavior and to discover, with the child and family, a more effective means of communication. Sometimes, the only cause is that the child is curious or biting has become a habit. In such a case, we work with families to set boundaries both at home and school.

If a biting incident does occur, we will work closely with families to ensure that each child at our preschool feels (and is) safe from biting behavior. We set clear boundaries for the students about how to handle big feelings and we model those behaviors ourselves. We also spend a good deal of time observing, nurturing and supporting all children involved. At times, we may bring the parent community together to discuss possible resolutions to challenging behavioral issues. Often, hearing others' perspectives and solutions can help move a challenging situation closer to resolution.

Physically Aggressive or Violent Behavior

Aggressive behavior in very young children, when it is either recurring or intense, can be very disruptive in a small school setting. Aggressive behavior is defined as oppositional or destructive behavior, especially when caused by anger. It is an act or threat to act in a way that intends to harm someone. Violence is defined as emotional agitation or dysregulation that escalates to the point of physically harming or attempting to harm someone. Aggression and violence have a different quality than developmentally common anger and tantrums.

Anger/tantrums cross the line into aggression/violence when a child threatens to or actually does physically harm staff or children and continues doing so (either in subsequent episodes or in one episode lasting longer than five minutes).

At our school, we approach each child's situation on a case-by-case basis when children engage in intense physically aggressive behavior. If the physical aggression is recurring or if a physically aggressive episode continues for more than 5-10 minutes, staff will contact a parent or guardian and request that the child be picked up from school. **Parents will need to schedule a conference with staff in order to develop a plan for supporting the family and child in such a way that intense aggressive and/or violent episodes do not recur at school.** The decision to release a student from the school lies solely with the director, who will determine how the school community will best be served. **This is never an easy decision, and we hope that you will trust our choices.**

Of paramount importance is the safety of staff and *all students*. Please be aware that our school does not have counselors or extra staff on hand to assist teachers. **If you feel your child would best be served at a school with auxiliary staff available, please speak with Shelley about your options.** There are schools in the area that may be a better fit for your family.

Our school feels that setting boundaries with young children and consistently holding those boundaries is the most loving way of being with children. After all, children do not *really* feel good when they are unable to regulate their emotions or tolerate distress. Think of the times when you have had an emotional "whoosh" of anger or sadness. Even as adults, these moments can feel very uncontrollable. For children, these "whooshes" are frightening. We can support children's emotional regulation and distress tolerance by consistently offering them skills to practice: **words** to use in moments of conflict or anger/sadness, **actions** to take to handle sudden urges to hit/push or otherwise physically act out, and **tools** to continue to practice working with emotions. These skills are invaluable and deeply needed/desired by children. Again, they *want* to be able to handle their feelings. As adults, we are responsible for offering them a way to do so. Our school takes this job very seriously, as we recognize that a lifetime of joy can come from a child's confidence in his/her own ability to handle whatever comes his/her way.

Saying "no" to children is a critical part of family and school life. Our school believes that children can and should be redirected initially; however, when behavior continues to threaten the child's safety or

relationships, we will step in and use the word “no” in a very matter of fact, firm, consistent manner. Hearing “no” in a setting like ours - small, warm, loving and supportive - is a very different experience than hearing “no” in a large public-school classroom in which the teacher may not have time to assist a child in walking through the pain of hearing “no” (and it *is* painful for children to hear no). Hearing “no” in the setting of a loving and supportive home is also very different from a large classroom setting.

We encourage parents and teachers to use “no” when necessary (and not overuse it - this requires mindfulness, self-reflection, and integrity about one’s motives) so that children have opportunities to build their emotion regulation and distress tolerance skills while in a warm, loving preschool and kindergarten such as ours. Imagine that your child enters first grade able to handle strong emotions and social challenges with finesse! That is our goal at Wildflower.

Caring for Our School

If your family is playing on our campus during times when parents rather than teachers are the caregivers, parents are responsible for making sure their children are caring for our campus, school building, materials and animals. We have some basic guidelines we practice during the school day that we expect parents/caregivers to also enforce (please also inform extended family and babysitters of these guidelines).

- **Children must wear shoes at all times when on campus, even in the sandbox.**
- **Children must clean up all materials prior to leaving a playground.**
- **Children must care for the school’s materials and art supplies in ways that show respect and kindness toward Wildflower.**
- **Children must always be seated when eating.**

Sickness Policy

If your child has a temperature of 100 degrees or above, has vomited even once or has had diarrhea twice in a 24-hour period, we require that you keep him or her home until symptom-free for 24 hours without medication.

If your child becomes sick at school, we will contact you for pick up. **Your child may not return to school the following day.** Wildflower is very strict about this policy. Staff and parents alike have many responsibilities outside of school. When each of us respects the sickness policy, we support a healthy school environment. Bringing a child to school who is sick puts everyone at risk for becoming sick. **Please deeply respect this policy and do not bring a sick child, or a child who has not fully recovered, to school.**

Wildflower requires all enrolling children to be fully vaccinated *unless* the family submits to Shelley a *medical* waiver signed by a pediatrician. Additionally, Wildflower requires families to comply with CDC

guidelines regarding Covid-19. If your family does not believe in following these guidelines, we are not the school for you.

Child Abuse & Neglect

North Carolina law requires anyone who suspects child abuse or neglect to report their suspicion to the Department of Social Services of the county in which the child lives. A report is simply a request for an investigation. Anyone who makes a report in good faith is protected from civil and criminal liability. When you suspect child abuse, when a child tells you that she/he is being abused, or when another child tells you about a child being abused, please make a report. Educators and other professionals are legally required to make a report.

It is our policy that when a teacher suspects a child is suffering from child abuse or neglect:

Staff will inform the director immediately. The director and the teacher together will decide if enough information has been gathered to warrant the suspicion and if so, the director will make a report to Social Services.

Our staff receives training in from the Orange County Rape Crisis Center. **Recognizing, Reporting and Beyond is a workshop “designed for professionals and volunteers who interact with youth.”** This program meets the training requirements of the Department of Health and Human Service. Additionally, Wildflower School has in place policies and protocols designed to protect both students and staff, including rules about bathroom visits, diapering and guidelines regarding respectful interactions between students as well as between teachers and students.

Injury/Accident Policy

Accidents sometimes happen at preschool. Teachers hold certifications in pediatric CPR and First Aid. In the event of an emergency, they will administer those skills appropriately. We will notify you of any action taken and contact you as soon as possible.

Medication

If your child needs to be given a prescription or over-the-counter medication, please be sure to complete the **Medication Dispense Form** in the appendix. The medication must be provided in the original container, or a container accompanied by the doctor’s directions. All medications will be stored in a locked container and dispensed by staff. We are not able to give a child medication that is not specifically prescribed to that particular child.

If medication is to be kept at the preschool for treatment of a chronic condition, please send only one month's supply at a time. **Please apply non-prescription medications such as creams, ointments, bug spray or sunscreen at home.**

Inclement weather procedures

We follow our own schedule when responding to snow/ice days. **We will post a note in StoryPark by 6am if we intend to close school** for the day due to driving conditions.

We have a policy of no outdoor time during periods of lightning. We will wait 30 minutes from the last lightning/thunder before returning outdoors. If the weather is rainy only (and not cold), we will still play outdoors! These are some of our best days!

Appendix

Photo Permission Form

Wildflower **may** OR **may not** use my child's photo in community documentation panels and in other materials meant for professional development of educators and for sharing our school activities with the community on our website. (Please check one).

Parent Signature

Name of Student

Date

Please return this form to Shelley either in person or electronically by the first day of school.

Medication Permission Form

Child's Name: _____

Birth date: ____/____/____

Parent/Guardian Name: _____

<u>Medication</u>	<u>Prescribed Dosage</u>	<u>Time to be Given</u>	<u>Side Effects</u>
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REQUEST FOR AUTHORIZATION I hereby request and authorize the administration of the above medication to my child by non-medically trained staff at Wildflower School/Belle Vie Farm.

Print Name of Parent or Guardian

Signature of Parent or Guardian

Date