# Morning Garden Preschool Family Handbook

# 2026 - 2027

This Handbook is intended to serve as a
primary resource for our school's programs and guidelines.
We encourage you to seek out other resources, such as the school's website **www.mulberrywaldorfschool.ca**, your child's teacher, other school staff, the Board of Directors and other community members.

Mulberry Waldorf School is situated on the traditional territory of the Anishnaabe, Haudenosaunee, and Wendat peoples. Today, this place is still the home to many Indigenous people from across Turtle Island. We are grateful for the opportunity to live, to learn and unlearn, create, play, make music, and connect with nature in this vibrant neighbourhood and the nearby natural spaces and waterways. We are striving to develop respectful relationships with Indigenous peoples and communities in the Greater Kingston Area and beyond. Mulberry Waldorf School is committed to listening, learning, and taking part in the Truth and Reconciliation journey.

Updated July 2026

## Table of Contents


Welcome to Mulberry Waldorf School 4
- Vision 5
- Mission 5
- Faculty and Staff Statement of Diversity, Equity, Inclusion, Accessibility, Belonging, and Justice 5

Administrative Information 7
- Operating Hours 8
  - Drop-Off: 8
  - Pick-up: 8
  - A Special Note About Your Child's First Day of School: Staggered Start Date 9
  - Inclement Weather and School Closure Policy 9
  - Emergency Management and School Closures 9
- Enrolment 9
  - Age Requirements 10
  - Tuition Fees 2026-2027 11
  - Probationary Period Policy 13
  - Withdrawal and Refund Policy 13
  - Wait List Policy 13

Program Statement 13
  - Philosophy and Vision 13
  - Goals and Approaches 13
  - Implementation and Review 20
  - New Staff Orientation: 20
  - Commitment to Continuous Improvement 20

Rhythm 21
  - Daily Rhythms 21
  - Morning Garden Preschool Afternoons 21
  - Festivals 21
  - Sample Menus 21

Health, Safety, and Development **22**
- Illness and Attendance Guidelines 22

Guidelines for Gear and Clothing 24
  - Outerwear and Gear 24
  - Indoor Clothing 24

Items Needed from Home: 25
Rules for Sending Food to School 25
Electronics and Media 25
Prohibitive Practices 26
Ontario Regulation 137/15 26
Intent 27
Compliance Indicators 27
Sleep/Rest Policy 27
Practices: 28
Volunteer and Student Supervision 29
Communication Guidelines 29
Pedagogical Questions 30
Administrative Questions 30
Parent/Guardian-Teacher Communication 30
School Communication 31
Class Representatives 31
The Mulberry Care Tree: 32
Social, Behavioural, and Academic Integrative Student Support 32
Parent/Guardian Issues and Concerns Policy and Procedures 32
Purpose 32
Definitions 33
General Policy 33
Confidentiality 33
Conduct 33
Concerns about the Suspected Abuse or Neglect of a child 33
Procedures 34
Appendix A - Safe Arrival and Dismissal Policy and Procedures 36
Appendix B: Gear Guideline Infographics 39

# Welcome to Mulberry Waldorf School

*The child forms [their] being not only according to what we say and do, but according to our inner attitude, the quality of our inner thinking and inner feeling. We need no other method than this to become a human being worthy of the child's imitation.*
*~ Rudolf Steiner*

The Mulberry Waldorf School Faculty, Staff and Board of Directors extend a warm welcome to all returning and new families. We respect the trust that you have shown us by enrolling your child in our school and look forward to working together for the benefit of your child.

Mulberry's earliest beginnings in 1992 were the dreams of a small group of individuals interested in the ideals of Waldorf Education. Our school was incorporated and became a not-for-profit and charitable organization in 1996, and moved to our present location in 1999. We are accredited by both the Association of Waldorf Schools of North America (AWSNA) and the Waldorf Early Childhood Association of North America (WECAN). Our independent and community-based school has flourished with the participation of generations of new families who offer diverse ideas, skills and experiences, as well as the continued support of our Founders and alum families. Parents, guardians, and extended community members build and sustain the fabric of the school. Each family's participation is welcome and essential to the continued strength of our school community. Here are a few of the possibilities for involvement:

**Enhance your child's classroom experience:** Parents/guardians and extended family members are welcome to help with classroom laundry, repairs, etc., over the summer; work with the teacher to share a celebration or festival, and/or share knowledge and experience in support of the class curriculum in many different areas. Parents/guardians can also volunteer to be the class representative for their child's class, acting as a point of contact for class parents/guardians, and supporting social and school events.

**Strengthen the school's governance structure:** Parents, guardians, and community members are welcome to join Committees of the Board such as Community Development, Finance and Health & Safety.

**Join an intentional and collaborative community:** Parents/guardians are welcome to all social events such as socials, festivals, class plays, assemblies, class parent meetings and school parent engagement events.

Parents/Guardians often reflect upon how their involvement provides a holistic contribution to their family's experience at the school. Getting involved is a great way to get to know other families, teachers, staff and the wider community. Most importantly, our students sense the meaningfulness that comes with their parents', guardians', or extended family members' contribution to the school. It cultivates in them a sense of belonging that includes not just themselves, but their whole family.

## Vision

To inspire and nurture positive contributions to community, world, and planet.

## Mission

Mulberry Waldorf School nurtures the whole person through hands-on learning that integrates arts, movement, and rigorous academics. Rooted in imagination, connection to nature, and working in community with others, our educational approach fosters a life-long love of learning, a strong sense of belonging, and social responsibility. We cultivate fertile ground where each individual grows to reach their fullest capacities and branches out into the world with purpose and compassion.

## Faculty and Staff Statement of Diversity, Equity, Inclusion, Accessibility, Belonging, and Justice

**We are listening. We are learning. We are open to change.**

***Waldorf Schools Honour And Embrace Human Diversity And Dignity.*** Waldorf schools celebrate the diversity of humankind. Faculty, staff, and board pursue a path of human dignity and equity in organizational, leadership, and pedagogical realms. Schools are engaged in understanding and addressing the current and historical roots of inequity. These endeavors are of spiritual, moral, and educational importance and are rooted in Waldorf education's founding vision, which included addressing contemporary social struggles within the context of the life of the school.

Faculty and Staff are actively engaged in the ongoing evaluation of curricular content, teaching practices, and school policies to improve diversity, equity, inclusion, accessibility, belonging, and justice. Through curriculum, classroom resources, activities, images, festivals and celebrations, Faculty and Staff actively work to provide a "mirror" for each student and family so they see themselves reflected in the classroom and school. Faculty and Staff also actively work to provide students with "windows" into unfamiliar subjects, and histories and lived experiences different from their own, and which may not be met in our small community. We aim to cultivate freedom

in thinking, healthy emotional development, and the compassion and imagination for our students to be active citizens of the world.

School programs such as the Mulberry Care Tree and the Student Social Action Committee support a healthy school environment both proactively and when issues arise. They provide a foundation for student success by addressing the needs of the individual and the class community.

We strive to make our programming financially accessible to the Kingston community by offering tuition adjustment and sibling and staff discounts. We are a charitable, not-for-profit organization that relies on the dedication of our staff and parent community to offer our robust and exceptional educational experience.

We acknowledge that our school building is not physically accessible to all people. If you need help to access our building due to mobility challenges or equipment needs (e.g., a stroller), please call ahead of your visit (613-542-0669) and/or use our front door intercom to ask for help. We will do our best to meet your needs and welcome you into our space.

Working towards true diversity, equity, inclusion, belonging, and justice requires continuous effort. We dream of a world where students, families, faculty, and staff are welcomed, feel heard and valued, and have a strong sense of belonging. We invite all members of our community to join us in our commitment to creating a supportive environment where human diversity can flourish.

## Administrative Information

A very warm welcome to the Morning Garden Preschool program at Mulberry Waldorf School from the Morning Garden Faculty.

**Bek Zolnierczyk, Lead Teacher**, B.A.(Hons.), RECE, Full Spectrum Doula Certificate, Pre- and Perinatal Attachment Psychology Practitioner Training, Foundations in Anthroposophy. Bek has a B.A.(Hons.) in Gender and Sexuality Studies from York University, RECE from Conestoga College and various Early Years Practitioner training. She has been working with children birth to six and their families for over 20 years. She is a returning Morning Garden teacher and a Mulberry parent. Bek enjoys growing food, making herbal medicines and spending time in the woods with her family.

**Claudia Lama, Assistant Teacher**, B.A., Waldorf Early Childhood Certification
Claudia has a B.A. in Psychology from Universidad de las Américas-Puebla in Mexico and a Waldorf Early Childhood Teacher Certificate from Rudolf Steiner College Canada. Claudia became interested in Waldorf Education when she homeschooled her children in a Waldorf-inspired way, which then led her to begin studying Foundations in Anthroposophy and to complete her Waldorf Early Childhood Education in 2022. Claudia and her family joined Mulberry in 2021.

**Julia Miranda, Assistant Teacher**, B.A.H., B.Ed.
Julia has a B.A.H. in History and Spanish from Queen's University, a B.Ed. in Primary/Junior Education also from Queen's University, a certificate in Foundations of Early Childhood Music Pedagogy from the Royal Conservatory of Music, and some Orton-Gillingham training. Julia has been working with young children since 2012. She also runs a piano studio for children and provides literacy tutoring to grade school students.

**Atallia Burke**, **Assistant Teacher**, RECE, Introduction to Fine Arts Certificate, Pre-Animation and Illustration Certificate. Atallia completed a practicum at Mulberry Waldorf School while a student at St. Lawrence College and joined our Early Childhood faculty in 2025. She is also a Mulberry parent! Atallia is a talented artist and children's art instructor.

The Administration of Mulberry Waldorf School also welcomes you warmly:

- Jenny Taylor (Pedagogical Director)
- Peelu Hira (Administrative Head)
- Lois Bulch (Financial Officer)
- Shay Feuer (Nutritional Coordinator, Early Childhood Support)
- Christine Chapman (Administrative Assistant, Community Development Focus)
- Gema Balderas (Administrative Assistant, Marketing Focus)

The Office is open from 8:15 am to 4:00 pm Monday to Friday. We look forward to keeping in touch with parents/guardians and community members in person, by telephone (613-542-0669) or by email.

For general enquiries: reception@mulberrywaldorfschool.ca
For financial enquiries: finance@mulberrywaldorfschool.ca
For enrolment and administration: administrator@mulberrywaldorfschool.ca
For pedagogical enquiries: jennytaylor.mws@gmail.com

## Operating Hours

The core Morning Garden program begins at 8:45 am and ends at 12:00 noon, Mondays to Fridays. For children staying for the afternoon, the program ends at 3:30 pm.

We are closed for two Parent/Guardian-Teacher Conference days, three Professional Development days, one Health and Wellness day, two weeks over the Winter holidays, two weeks for March Break, and all statutory holidays. Our program does not operate over the summer. Please refer to the school calendar posted on our website at www.mulberrywaldorfschool.ca.

The Morning Garden program takes place in the licensed classroom and the licensed play yard. The daily routine includes a walk around the block on which the school is located.

**Drop-Off:**

Morning drop-off for Morning Garden Preschool students is between 8:45 and 9:00 AM at the Morning Garden Preschool gate off Markland Street. Attendance is confirmed with the office at 9:00 AM. Parents will receive a phone call if their child is absent or late without notice. Arriving by 9:00 AM allows children the opportunity for movement and socializing before teacher-led programming begins and minimizes disruption to work and play.

*****Please phone the Office at 613-542-0669 if your child will be late or absent.*****

Please strive to keep your goodbye routine at the gate consistent and simple. This is a routine you will have all year long so keep it brief for you and your child's sake. Trust the teachers to guide your child through the goodbye once you have said you are leaving. *Rest assured that if your child experiences prolonged upset over separation, we will contact you*. When you show trust in your child's teachers, your child will learn to trust them too. Please meet with the Lead Teacher if you feel that goodbyes are a challenge. We will be happy to find ways to support you and your child in this process.

**Pick-up:**

Students enrolled in the Core program may be picked up at the Morning Garden Preschool classroom door promptly at 12:00 PM. Children staying for afternoon care may be picked up at the Morning Garden Preschool gate between 3:15 PM and 3:30 PM. If parents or guardians are unavoidably delayed at any pick-up time, please call the school. Teachers have duties and meetings after 3:30 and appreciate parents and guardians picking up their child promptly. If a parent or guardian will be early please inform the preschool teachers or the office staff.

During early childhood, our children live in the present moment and are unable to recount the day's events intellectually. If you ask at pick-up, "What did you do today in school?" The response is typically a dreamy gaze and/or the statement, "Nothing." Most likely, you'll learn about your child's day by overhearing a fragment of a song or a line of verse, or the name of a new friend. If you have any questions or concerns about your child's experiences, or are simply curious, please do not hesitate to ask a teacher.

***Please see the Safe Arrival and Dismissal Policy and Procedures (Appendix A)***

**A Special Note About Your Child's First Day of School:**
**Staggered Start Date**

We appreciate that for some students, this will be the first day in a new class or the first experience away from parents/guardians. To ensure a gentle start, we will be staggering the students' start dates and times. Your child's Lead Teacher will contact you with information about when to bring your child to school for the first time.

**Inclement Weather and School Closure Policy**

Typically, Mulberry Waldorf School will remain open on inclement weather days, but an Inclement Weather Day will be declared when driving conditions prevent some students and

teachers from safely coming to school. A message will be recorded on the school voice mail (613-542-0669) and a communication will be sent early that morning. We urge parents/guardians to exercise caution when making the decision about whether to walk or drive to school, and to bring student(s) when they think it is safe to do so. Please be advised that some staff members will not be able to travel and we will switch to alternative programming. If weather conditions become worse during the course of the day, parents/guardians will be called to pick up their students(s) early. The safety of families and staff is our primary concern.

Mulberry Waldorf School will be closed only when travelling conditions are extremely hazardous or in the event of unsafe conditions at the school. The decision to close the school could be made on short notice in the event of a sudden change in the weather or in the case of an unpredicted extreme situation that impacts the health and safety of students, faculty and staff (e.g., loss of heat during the winter months, power outages, water stoppages). If the school is required to close, each family will receive an email.

### Emergency Management and School Closures

Mulberry Waldorf School has an Emergency Management Policy and Procedures to provide clear direction for staff to deal with emergency situations. The procedures set out steps for staff to follow to support the safety and well-being of everyone involved. In the case of any emergency and/or school closure, you will be contacted by telephone.

## Admissions

### Age Requirements

The Morning Garden program welcomes children who turn 2 years, 8 months by September 1. Acceptance into the program will be contingent on developmental readiness criteria other than age such as being on the path to toileting independently and readiness for an independent school experience. If a child falls within the age range above but does not show signs of readiness for a September start, they may join a waiting list for January if they show signs of readiness and if space is available in the program at that time. This may also apply to families who register to join the Morning Garden program after the start date of the school year.

### Admissions Process

Our admissions process provides the opportunity for families to get to know our school, including our Waldorf educational philosophy and curriculum. Our process also provides the opportunity for our faculty to develop a picture of each prospective student to determine whether we can meet their needs while continuing to meet the needs of the students currently enrolled in the class. The process involves the following steps:

1. Explore our website (www.mulberrywaldorfschool.ca) for information about our school, educational philosophy, and curriculum.
2. Schedule a personalized tour of the school by contacting the office.

3. Send a complete application form, copies of health, educational and behavioural reports, and previous report cards.
4. Consider attending an optional visit for grade school students and optional observation day for kindergarten parents/guardians.
5. Attend a scheduled admissions meeting with a teaching team and your family.
6. If admission is offered, the family is invited to complete the enrolment process. Spaces may be limited; families are encouraged to complete the enrolment process to secure their space.

Application forms are available on our website and from our office. Parents/guardians are asked to send the completed form to the Administrative Head. We ask that parents/guardians also share any potential or existing health, educational, or behavioural concerns, as well as any progress reports and assessments (e.g., reports from previous schools and any psycho-educational, speech language therapy, occupational therapy, physiotherapy assessments). Sharing this information is essential to help determine whether we can meet their needs while continuing to meet the needs of the students currently enrolled.

The admissions meeting is an opportunity for the parents/guardians and the student to meet faculty members, and allows the faculty members to observe the student's readiness for the program. For families not able to travel to Kingston, the meeting may be conducted by telephone or videoconferencing. We aim to notify parents/guardians of admission confirmation within two weeks of the admissions meeting.

To complete enrolment and secure space in a program/class, please complete the following steps:

1. Complete and sign an enrolment agreement for each student.
2. If applying for tuition adjustment, please refer to the tuition adjustment section of this Package.
3. Submit the non-refundable registration fee of $400 per child or $600 per family (separate and in addition to tuition fees) with the completed enrolment agreement.
4. Arrange tuition payments in full by July 1st or in equal monthly installments (July 1st through April 1st).
5. Submit a copy of the student's immunization record or applicable "Statement of Conscience or Religious Belief" affidavit. For the affidavit, parents/guardians must bring the original copy to the South East Health Unit.
6. Indicate how you wish to volunteer (e.g., school governance, school events, classroom enrichment) as part of the Enrolment Agreement Form.

***All existing families must have accounts in good standing in order to re-enrol.***

**Trial Period for New Students**

For new students and returning students moving into a new program (i.e., Parent & Child to Preschool; Preschool to Kindergarten; Kindergarten to Grade 1), the first 8 weeks of attendance are a trial period. This can be extended, in writing, at the discretion of the faculty. During the

trial period the family will have the opportunity to become familiar with the school, and the faculty will be able to observe the student's needs and abilities. If a student's needs cannot be met by our program and our faculty, we will meet with the parents/guardians to share observations and discuss options. The school reserves the right to discharge a student if we are unable to meet the student's needs.

## Tuition Fees 2026-2027

| MORNING GARDEN PRESCHOOL (payable in full or monthly installments): | |
|---|---|
| **STANDARD PROGRAM – MORNINGS**<br>3 mornings (Monday, Tuesday and Wednesday)<br>2 mornings (Thursday and Friday)<br>5 mornings (Monday-Friday)<br>*****_includes morning snack_ | <br>$6,180 per year<br>$4,120 per year<br>$10,300 per year |
| **STANDARD PROGRAM – FULL DAYS**<br>3 full days (Monday, Tuesday and Wednesday)<br>2 full days (Thursday and Friday)<br>*****_includes lunch and afternoon snack_ | <br>$10,605 per year<br>$ 7,070 per year |
| **STANDARD PROGRAM – FULL WEEK (5 DAYS)**<br>*****_includes morning snack, lunch and afternoon snack_ | $15,440 per year |
| **TAILORED MORNING OPTION** | $2,370 per morning per year |
| **TAILORED FULL DAY OPTION** | $3,965 per full day per year |

### Tuition And Program Payment Policies

As an independent school, Mulberry relies on tuition revenues to pay operating expenses including modest salaries for staff, school building maintenance, and classroom resources. Since our school opened in 1996, we have strived to keep tuition fees reasonable, including offering sibling discounts and tuition adjustments. This must be balanced with the school's ability to retain outstanding teachers and staff. Tuition revenues fund approximately 80% of operational costs. Donations and grants fund the rest.

Tuition may be paid in full by July 1st or in equal monthly payments from July 1st through April 1st. Equal payments for *enrolment after* July 1st, begin that month, then the first of each month through April 1st.

The non-refundable registration fee ($400 for one child or $600 per family) is in addition to tuition fees. This is due upon registration with completed enrolment forms, except when applying for tuition adjustment.

For separated, divorced, or co-parenting families, please refer to Policy in Appendix A of our Admissions Package.

**Sibling Discount**

Mulberry offers a 20% sibling discount on tuition for a second child and a 50% sibling tuition discount for the third child and each subsequent child for Kindergarten through Grade 8.

*The sibling discount does not apply to extended care programs and is not available in conjunction with tuition adjustment.

**Tuition Adjustment**

Mulberry Waldorf School strives to make our school financially accessible to families who value a Waldorf education for their child(ren). We offer tuition adjustment to families based on financial and personal circumstances and household income.

For new families, please send in the following documents:

1. A completed a**pplication form.**
2. A completed **tuition adjustment application form.**
3. All **Notice of Assessments** (NOAs) from the previous tax year.

For continuing families, please send in the following documents:

1. A completed e**nrolment agreement.**
2. A completed **tuition adjustment application form.**
3. All **Notice of Assessments** (NOAs) from the previous tax year.

*The school will notify the parent(s)/guardian(s) of **tuition adjustment** within one week (except during holidays).* To complete enrolment and secure space in a program/class, please follow the enrolment process.

*Tuition adjustment does not apply to extended care programs and is not available in conjunction with sibling discounts.

**Administration Fees**

A $40 fee will be levied for all declined payments.

Any changes to programming after September 18, will incur a minimum administration fee of $25.

Any changes to payment structure after September 18, will incur a minimum administration fee of $25.

We strive to meet requests for letters, forms or record completion within 7 business days. Each request will incur a minimum administration fee of $25.

**Withdrawal And Refund Policy**

If a family withdraws after July 1, and before March 1, one full month's written notice and payment is required. Amounts owing (if any) will be calculated based on our July 1st through April 1st standard schedule.

If a family withdraws from extended care programming, one full month's written notice and payment is required.

After March 1, no refund will be given.

If Mulberry is unable to meet the student's needs, the school reserves the right to discharge a student. All prior payments are considered non-refundable. If a family is not on a standard payment plan, any amounts owing will be calculated on a July through April schedule.

**Wait List Policy**

We maintain a wait list upon request from parents. This wait list will be made available in a manner that maintains the privacy and confidentiality of the children listed on it, but that allows the position of a child on the list to be ascertained by the families of children on the list.

## Program Statement

The Morning Garden Preschool Program is licensed for full days under the Child Care and Early Years Act (CCEYA). Our preschool serves children between the ages of 2 years, 8 months and 5 years. We provide a nurturing environment that aligns with Waldorf education principles. This program statement outlines our commitment to fostering a safe, healthy and enriching environment for young children, in accordance with Ontario Regulation 137/15.

**Philosophy and Vision**

Our centre views children as competent, capable, curious, and rich in potential, reflecting the core values of "How Does Learning Happen?" Ontario's Pedagogy for the Early Years (HDLH). Our programming and the behaviour of our teachers is consistent with HDLD. We are committed to providing a high-quality independent school experience that promotes each child's growth and development through engaging, inclusive, and supportive environments.

**Goals and Approaches**

*Health, Safety, Nutrition, and Well-being:*

**Goal:** To create a safe and healthy environment that promotes the overall well-being of children.

**Approach:**

- Qualified Staff: We ensure that all staff members have up-to-date First Aid training and undergo thorough background checks, including police checks for working with vulnerable sectors.
- Health and Safety Policies: Our comprehensive policies and procedures focus on maintaining a safe environment. We consistently implement and adhere to safety protocols.
- Health Monitoring: Daily health checks are conducted to monitor the well-being of children and staff, ensuring prompt attention to any health concerns.
- Emergency Preparedness: We conduct monthly fire drills and perform regular safety checks, including daily, seasonal, and annual inspections of the outdoor play areas.
- Documentation: All safety checks and procedures are meticulously documented to ensure accountability and continuous improvement.
- Nutritional Excellence: Our on-site meals are carefully planned and prepared by dedicated staff, adhering to guidelines from the KFL&A Public Health Unit and Ministry of Education. We prioritize whole, locally sourced, and organic foods whenever possible. A vegetarian menu is offered, avoiding excess sugars, artificial flavors, colors, and additives. Our Nutritional Coordinator, certified in Food Safe practices, ensures meals are both nutritious and aesthetically pleasing, served in a home-like setting to foster a sense of community. We celebrate diverse cultures through our food offerings.
- Role Modelling: Educators demonstrate healthy eating and hygiene habits, reinforcing these values for the children.
- Welcoming Environment: We create a warm and inviting atmosphere where children feel secure and valued, supporting their emotional and social development.

*Positive and Responsive Interactions:*

**Goal**: To foster positive interactions among children, parents, educators, and staff.

**Approach**:

- Core Values: Mulberry Waldorf School's guiding principle, "Respect ourselves, respect others, and respect the environment," is demonstrated through inclusion, kindness, and responsibility. We celebrate and recognize the importance of diversity in cultures, abilities, and life stories. Our Faculty and Staff continuously evaluate and refine curricular content, teaching practices, and school policies to enhance diversity, equity, inclusion, accessibility, belonging, and justice. We strive to provide "mirrors" and "windows" through curriculum, classroom resources, activities, festivals, and celebrations—offering reflections of each student's identity and views into diverse experiences beyond our community.
- Open Communication and Active Listening: We encourage open communication and active listening among all members of our school community, including children, parents, educators, and staff.
- Staff Collaboration: We support positive and open communication among staff members, fostering an open, respectful, and honest relationship. Teachers meet daily to discuss children and programming, ensuring a cohesive and supportive environment.
- Proactive Engagement: A trusting relationship between faculty, staff, and administration is cultivated through proactive, rather than reactive, approaches. This creates opportunities for frank and open discussions, supporting both children and families.

- Continuous Improvement: Weekly pedagogical and business meetings are held to discuss issues related to the children, as well as topics aligned with the principles of "How Does Learning Happen?" and the Waldorf philosophy. These meetings provide a platform for ongoing reflection and improvement in our practices.

*Encouraging Positive Communication and Self-Regulation:*

**Goal**: To support children in developing positive communication skills and the ability to self-regulate. To hone and develop the emerging social skills of each child.

**Approach**:

- Age-Appropriate Strategies: We employ age-appropriate strategies, such as guiding problem-solving techniques, to help children navigate social situations and conflicts.
- Role Modelling: Teachers consistently model appropriate behaviour, demonstrating positive communication and self-regulation both with each other and with the children.
- Social-Emotional Learning: We promote social-emotional learning through play and group activities, fostering a sense of belonging and community among the children.
- Encouraging Social Skills: Teachers actively encourage the development of key social skills, including:
- Communicating clearly and politely with others.
- Using kind and inclusive language.
- Understanding and respecting boundaries.
- Practising patience, turn-taking, and delayed gratification.
- Developing and expressing empathy and concern for others.
- Using good manners in interactions.
- Creating a Calming Environment: We provide a beautiful, calming environment that supports young children's development. This includes:
- Establishing a daily routine and predictable rhythm, balancing outdoor and indoor play, active play, and quiet/rest times.
- Maintaining a gentle and calm approach in all interactions with children.
- Offering simple, open-ended toys made of natural materials, encouraging creativity and imagination.
- Minimising clutter and keeping the environment orderly and serene.
- Incorporating frequent use of music and songs, including instruments like lap harps, glockenspiels, and bells.
- Facilitating active, productive play, with children engaged in meaningful activities.
- Providing a balance of energetic play and restful quiet time, allowing children to "breathe in and out" of their day.

*Fostering Exploration, Play, and Inquiry:*

**Goal**: To protect the imaginative state of childhood and to encourage the children’s exploration, creativity, and curiosity.

**Approach**:

- Stimulating Inquiry: We provide a variety of materials and experiences that spark children's curiosity and stimulate their inquiry, fostering an environment where exploration is encouraged.

- Observational Curriculum Development: Educators closely observe and document children's interests and behaviours, using these insights to inform and shape the emerging curriculum, ensuring it is responsive to the children's natural curiosities.
- Creative Play: Ample time is allocated for free, child-initiated creative play, both indoors and outdoors. This unstructured playtime allows children to express themselves freely and explore their imaginative capabilities.
- Learning by Imitation: Children learn through imitating the teacher, a method that supports natural learning processes and helps them internalise skills and behaviours.
- Experiential Learning in Science and Mathematics: Our approach to science and mathematics is rooted in a phenomenological method, emphasising experiential learning. We recognize that young children learn best by being active participants in their learning experiences. Outdoor time in nature is integral, helping children develop observational skills, understand natural processes, and appreciate the interconnectedness of life. By encouraging exploration and sensory development, we enhance children's overall experience of the world.
- Fostering Will Development: We nurture the development of the child's will through:
    - Encouraging child-initiated play, allowing children to follow their interests and instincts.
    - Promoting self-motivation by avoiding praise and criticism, fostering an intrinsic love of learning and self-driven growth.
    - Recognizing and accepting each child's unique qualities, providing an environment where they feel valued and understood.
    - Finding joy in both work and play, instilling a positive attitude towards all activities.
    - Maintaining a predictable routine, which provides children with a sense of security and stability.
    - Repeating songs, rhymes, and stories, which reinforce learning and provide comfort through familiarity.
    - Cultivating an attitude of awe and reverence in our teaching approach, encouraging children to approach the world with wonder and respect.
- Offsite Activities: As part of our daily routine, our Preschool class enjoys a walk around the block. This walk offers valuable opportunities for community connection and outdoor exploration. During these walks, we make a point to greet our neighbors, fostering a sense of kindness and respect in the children. Additionally, we support our local community by delivering donated food items to the neighborhood food cupboard. These activities are designed to teach the children about generosity, environmental responsibility, and the importance of being active participants in their community. Occasionally we enter Daughters General Store and/or Blaney's Florists on Montreal Street and buy small items for our classroom.

*Child-Initiated and Adult-Supported Experiences:*

**Goal**: To balance child-initiated and adult-supported activities in order to enhance the cognitive and physical development of each child.

**Approach**:

- Child Choice and Guided Learning: We offer opportunities for children to make choices and lead activities, with educators facilitating and extending learning through guided interactions. This balance nurtures independence while providing structured support.
- Oral Tradition and Storytelling: The oral tradition is central to our program, involving storytelling, reciting verses, rhymes, and singing songs. Each day, children gather around the teacher for stories told with puppets over a period of two to three weeks. Teachers learn these stories by heart, fostering a deep connection to the material and enabling children to create vivid mental pictures. This practice is foundational for developing reading skills, abstract and symbolic thinking, and expanding vocabulary. Story and circle times also enhance memory, imagination, and the ability to focus, which are crucial for academic learning.
- Smooth Transitions: We use songs and rhymes to facilitate smooth transitions between activities, helping children move from one part of the day to another with ease.
- Imitative Learning: Children engage in useful work and tasks, imitating adults and learning through these activities. This hands-on approach helps solidify practical skills and understanding.
- Rich Oral Language Environment: Our environment is rich in oral language, including stories, rhymes, fingerplays, and songs. This exposure helps develop language skills and enriches the children's linguistic experience.
- Fine Motor Development: We focus on fine motor activities such as seasonal crafts, painting, drawing, baking, cooking, beeswax modeling, and playdough. These activities enhance hand-eye coordination, concentration, and dexterity.
- Sensory Experiences: We provide a variety of sensory experiences both indoors and outdoors, supporting the development of the children's sensory processing and exploration.
- Encouraging Independence: As children show interest in self-care and independence, we encourage them to undress and dress on their own (assisting with buttons and zippers as needed) and to develop independence in the bathroom. This fosters confidence and self-reliance.
- Developing Responsibility: Children take pride in doing things for themselves and helping with daily and weekly tasks in the classroom and yard. With repetition, practice, and encouragement, they develop the capacity to care for themselves and their environment. The daily rhythm and tasks are essential parts of the children's routine, with responsibilities growing as they do, progressing from guided activities to independent mastery.

*Positive Learning Environments*:

**Goal**: To create inclusive learning environments that support all children's development.

**Approach**:

- Adaptation of Environments and Materials: We tailor our environments and materials to meet the diverse needs of all children, including those with individualized plans. This ensures that every child can fully participate and engage in learning experiences.
- Commitment to Diversity and Inclusion: Our faculty and staff are committed to fostering Diversity, Equity, Inclusion, Accessibility, Belonging, and Justice (DEIABJ). We embrace the principles of Waldorf Education, which emphasize the spiritual nature and

dignity of all human beings. Our goal is to nurture social renewal by cultivating capacities that serve both individuals and society.

- Ongoing Effort Towards Equity: We recognize that achieving true diversity, equity, inclusion, belonging, and justice is an ongoing journey. We envision a community where all students, families, faculty, and staff feel welcomed, heard, valued, and have a strong sense of belonging. We invite everyone in our community to join us in this commitment to creating a supportive and inclusive environment.
- Acknowledgment of Accessibility Challenges: We acknowledge that our current school building has limitations regarding physical accessibility. We are committed to exploring solutions to improve accessibility for all members of our community.
- Financial Accessibility: We strive to make our programming financially accessible to the Kingston community. This includes offering tuition adjustments, as well as sibling and staff discounts, to ensure that more families can access our educational offerings.
- DEIABJ Working Group: We have established a Diversity, Equity, Inclusion, Accessibility, Belonging, and Justice Working Group (DEIABJ WG). This group comprises faculty and staff members, board members, and parents who are dedicated to supporting diversity, equity, and inclusion in all aspects of Mulberry Waldorf School's operations.

*Incorporating Various Types of Play*:

**Goal:** To include a variety of play experiences, both indoors and outdoors.

**Approach**:

- Balanced Daily Schedule: We schedule regular times for active play, rest, and quiet activities, ensuring that each child's individual needs are met. This balanced approach supports their overall well-being and development.
- Unstructured Movement and Gross Motor Play: We prioritize free, unstructured movement and gross motor play, providing daily opportunities both outdoors and indoors. Purposeful creative movement is vital for wiring a child’s nervous system, contributing to the development of the proprioceptive and vestibular systems.
    - Proprioceptive System: Activities that engage the proprioceptive system help children develop posture, motor control, a sense of personal boundaries, and a sense of self. These activities also play a role in literacy development by enhancing children's ability to navigate and understand their physical space.
    - Vestibular System: Movement-based activities support the vestibular system, which is crucial for muscle tone, balance, coordination, gross motor skills, auditory processing, and visual/spatial perception.
- Opportunities for Movement: The Morning Garden program offers numerous opportunities for movement, incorporating both fine and gross motor activities. These experiences are designed to strengthen the children's physical development and enhance their sensory processing abilities.

*Engagement with Parents*:

**Goal**: To engage parents in their children's learning and development.

**Approach**:

- Maintain open communication through regular updates, meetings, and involvement in activities. Provide resources and support for parenting.
- We support positive, respectful and responsive interactions between parents/guardians and teachers through:
    - Ongoing open communication with parents/guardians is essential for us to work as a team in the best interests of their children.
    - Teachers strive to communicate verbally daily with parents/guardians. Conversations of concern will be held outside of core programming hours.
    - Teachers keep records of daily observations and provide regular newsletters to parents.
    - Two Parent/Guardian-Teacher Conferences are offered throughout the year: one in the fall and one in the spring. Parents/guardians are encouraged to speak directly to teachers with any questions, concerns and/or suggestions.

*Involvement with Community Partners*:

**Goal**: To involve local community partners in supporting children, families, and staff.

**Approach**:

- We actively collaborate with various community organisations to provide additional resources and opportunities for our children, families, and staff. This includes engaging guest speakers, and offering support services, and educational programs. As an integral part of our community, we are committed to partnerships with community agencies and professionals to enhance the overall well-being and development of those we serve.
- Our key community partners include the City of Kingston, KFL&A Public Health, St. Lawrence College, Maltby Centre and Community Living. We work closely with these agencies, receiving funding from the City of Kingston and fulfilling requirements such as budgetary and attendance reporting.
- Annually, we submit enrollment information to KFL&A Public Health, and our facilities are inspected by Health Inspectors to ensure compliance with health and safety standards. We adhere to Public Health guidelines to maintain the highest standards of health, safety, and well-being for our children, their families, and staff.
- We also support the professional development of future educators by offering placements for St. Lawrence College ECE and Queen's B.Ed students. Additionally, we partner with the Child Development Centre, Pathways, and Community Living as needed, such as hosting presentations from occupational therapists on sensory integration and other relevant topics

*Professional Learning for Staff:*

**Goal**: To support continuous professional development for staff and educators.

**Approach**:

- Our school is committed to fostering the growth and development of our staff and educators. Each year, teachers complete an assessment of their personal and professional development needs, which is reviewed by the Human Resources Committee. This process helps identify areas for growth and align professional development opportunities with individual goals.

- In their first three years, new teachers participate in a comprehensive evaluation process. This includes a written self-evaluation, peer reviews, feedback from parents, and in-class observations. The Human Resources Committee documents these evaluations and shares the findings with the individual teachers, providing valuable insights and guidance for their professional growth.
- We strive to support each staff member's development within our budgetary constraints by offering regular training sessions and access to professional learning opportunities. We also encourage reflective practice among staff, fostering a culture of continuous improvement and self-awareness.

*Documenting and Reviewing Impact*:

**Goal**: To assess the effectiveness of strategies and approaches.

**Approach**: Implement pedagogical documentation to track children's progress and evaluate program effectiveness. Use this information to continuously improve practices.

### Implementation and Review

*New Staff Orientation*: All new staff, students, and volunteers will review the program statement before interacting with children.

*Annual Review*: The program statement will be reviewed annually.

*Morning Garden Preschool Family Handbook*: The program statement will be included in the family handbook and updated as needed. Parents will be informed of any changes.

### Commitment to Continuous Improvement

Our program statement is reviewed annually to ensure it reflects the evolving needs of our children and community. We are committed to continuous improvement, informed by regular feedback from staff, parents, and community partners. This program statement is a living document, reflecting the evolving understanding of best practices in early childhood education. Engaging staff and parents in the development and review process helps create a shared vision and commitment to high-quality care and education for all children.

## Rhythm

Children thrive when their activities mirror the natural rhythms of life. The Waldorf approach integrates daily rhythms, reflecting the cycles of nature, with activities alternating between active and quiet moments. The day begins with outdoor play, followed by snack, creative indoor play and story time. Songs ease children through transitions, creating a balance of calm and activity.

### Daily Rhythms

8:45 AM: Drop-off & outdoor play, walk
10:00 AM: Circle, indoor transition, washroom

10:15 AM: Snack
10:30 AM: Washroom, indoor play/fine motor activities
11:30 AM: Clean up, story
12:00 PM: Morning dismissal (inside)
12:00 PM: Washroom and lunch for full-day children
12:15 PM: Washroom & rest time
2:15 PM: Wake up & snack
2:30 PM: Outdoor play
3:30 PM: Afternoon dismissal (outside)

**Morning Garden Preschool Afternoons**

Children staying for lunch eat in their classroom. The school provides food and bedding. After lunch, there is rest time, a gentle wake-up, and outdoor play until pick up between 3:15 and 3:30 PM.

**Festivals**

We celebrate seasonal and cultural festivals, providing children with joyful preparation activities like decorating, baking, and learning songs and verses.

**Sample Menus**

| | AM Snack | Lunch | PM Snack |
|---|---|---|---|
| Monday | Crackers, peanut butter, cheese, bananas, cucumbers | Brown rice, veggies, tofu, and soy sauce | Granola bars and apples |
| Tuesday | Crackers, hummus, peppers, clementines | Quinoa, chickpeas, roasted sweet potato, carrots and cauliflower | Yogurt and granola and berries |
| Wednesday | Crackers, peanut butter, cheese, carrot and apples | Macaroni and vegan cheese | Peanut butter bars and bananas |
| Thursday | Crackers and hummus, cheese, cucumbers, and melon | Lentil soup, homemade bread and apple butter | Tofu scones and frozen mango |
| Friday | Oatmeal, crackers and hummus, celery and clementines | Quinoa, black beans, and cheese | Applesauce muffins and pears |

# Health, Safety, and Development

Please communicate any dietary or allergy restrictions to us for necessary adjustments. Inform the Administrative Head and Class Teacher of all allergies and medical issues, and update them promptly if there are changes.

Staff generally do not administer medication. Exceptions can be made for physician-prescribed medicine in the original container, accompanied by completed Medication Information and Parent/Guardian Consent forms available in the Office.

All classroom volunteers (including parents, guardians, and grandparents) must provide a current CPIC criminal record check (including a vulnerable sector check) and record of immunizations to the school Office.

Mulberry Waldorf School aims to provide a healthy environment. To avoid common illnesses, teach children to wash their hands properly, especially before eating and after using the toilet.

Considering children's developmental needs, we encourage balancing vigorous play with quiet time, maintaining a regular bedtime with 10-12 hours of sleep, limiting or eliminating screen time, and ensuring children are well-rested, dressed appropriately, and fed a wholesome diet for optimal participation and health.

## Illness and Attendance Guidelines

***Please phone the Office at 613-542-0669 if your child will be late or absent.***

When a student becomes ill during the day, parents/guardians will be contacted to make arrangements for their child to be taken home if the symptoms:

- prevent the student from participating comfortably in program activities
- result in greater needs for care than the staff can provide without compromising the care of other students
- may be contagious

Mulberry Waldorf School's Illness and Attendance Guidelines (below) outline expectations regarding illness. Please keep in mind that lively classrooms are not a soothing environment for a student who is not well. Please keep your child home when they are exhibiting symptoms of illness to prevent germs from spreading through the class (more details below). Additional information can be found at Infections and infectious diseases - KFL&A Public Health**.**

Keep your child home if any of the following are present to avoid spreading illness to other children or staff:

- ***Unusual behaviour*:** including extreme lethargy or irritability, persistent crying, difficulty breathing, or other signs of possible illness.
- ***Diarrhea:*** An episode of diarrhea within the past 24 hours. Children should stay home until symptom-free for 48 hours.
- ***Vomiting:*** An episode of vomiting during the previous 24 hours. Children should stay home until symptom-free for 48 hours.
- ***Fever:*** Oral/tympanic temperature equal to or greater than 38C (100.4F). Auxiliary temperature equal to or greater than 38C (100.4F). Temperature above 102F is likely a sign of influenza or infection. Children should stay home until fever-free without medication for 24 hours.
- ***Rash:*** A rash appearing with fever or behaviour change. Exclusion from school should continue until the child is evaluated by a healthcare professional. (See Impetigo)
- ***Colds and Coughs:*** We request that a student be kept home for the first 24 to 48 hours of a cold if it is accompanied by a fever, extreme lethargy or irritability or a runny nose that is persistent and/or of a clear colour. In the case of a severe or 'chesty' sounding cough exclusion could be required until a healthcare professional has been consulted. Teachers should be informed when cold- or cough-like symptoms are due to allergies, asthma or other non contagious conditions.
- ***Impetigo:*** Rough, cracked reddened area, commonly on face or legs. Itching lesions (pinhead to bean sized); fluid filled blisters form and change to honey coloured crusts; fluid from blisters spreads a highly contagious infection.
- ***Pinworms:*** Itchy and irritated anal area. Persistent scratching; difficulty sleeping. Wash hands often and see a physician. Notify school if there is any possibility of pinworms as it is highly contagious. Children **must be treated** before returning to school to avoid an outbreak.
- ***Lice:*** Child complains of itchy head; persistent scratching. Check for adult lice or nits (eggs). Notify school if there is any suspicion of head lice as it is highly contagious. Children **should be treated** before returning to school to avoid an outbreak.
- ***Pink Eye:*** Itchy, red, weepy or watery eye(s) with or without mucous. Highly contagious. Children **must be treated** before returning to school to avoid an outbreak.

## Guidelines for Gear and Clothing

PLEASE LABEL ALL CLOTHING, GEAR, AND PERSONAL ITEMS! Mulberry has an ongoing fundraiser through Lovable Labels: Lovable Labels - Mulberry Fundraiser

The Morning Garden Preschool classrooms and yards are places of active work and play. Based on our years of experience working with children in our programs, we offer the following guidelines to ensure that your child is comfortable, safe, and fully able to participate in all our activities. For all clothing and accessories (e.g., lunch bags, backpacks, hats), we ask that you choose items that are free of distractions and support unselfconsciousness for your own child and the other children in the class (e.g., items that are free of logos, advertising, or images from electronic media); images that may disturb some members of the class (skulls, dinosaurs, monsters, sharks); shoes without lights, wheels or sound effects, shirts without reversible sequins. A central value of our Preschool program is to protect young children from the influence

of consumerism and commercialism. We also strive to protect our children from the premature awakening of vanity or envy related to their appearance and/or clothing. If your child has favourite clothing items that do not meet these guidelines, it may be helpful to explain that some clothes are for school, and some clothes are for home. Thank you for your support.

**Outerwear and Gear**

The Morning Garden Preschool children play outside every day in many kinds of weather, except for extreme conditions. They run, climb trees, jump in puddles, dig in sand, skip, and play in mud and snow. To allow the child to experience nature and the elements in an enjoyable, open way, clothing is extremely important. We encourage you to:

- Send your child in layers to allow for unexpected temperature changes during the day (the yards are often much cooler in the morning). Note: Natural base materials improve breathability and warmth.
- Dress your child in rain pants or splash pants on days when the ground is wet or it is raining.
- Include an appropriate hat in every season.
- In the warmer months, provide a bottle of labelled sunscreen for your child to use.
- Send mittens rather than gloves in cold weather. Fingers stay warmer when together. Always send an extra pair of mittens.
- No Crocs, flip-flops, open-toed shoes or sandals as they do not provide enough support, traction, and protection for play in our yards.

Please see Appendix B for illustrations of indoor and outdoor clothing recommendations.

**Indoor Clothing**

In the Morning Garden classroom, the children sing, dance, stretch, jump, draw, paint, and help with a variety of classroom tasks, just to name a few of the ways in which we move! In order that your child can participate without hindrances in all our activities we ask you to:

- Provide slip-on indoor footwear: supportive, soft soled slippers or light shoes with flexible bottoms (traditional running shoes are too heavy for inside).
- Choose clothing made of natural fibres when possible (more breathable, insulating and flexible)
- Dress your child in layers for inside play as well (our classrooms are heated with radiators and the temperature fluctuates)
- Choose clothing that allows freedom of movement and independent changing (we suggest avoiding jeans and belts)
- Save makeup, nail polish, temporary tattoos, jewelry and watches for home (we have observed these items to be distracting and/or unsafe during our activities).

**Items Needed from Home:**

- Indoor shoes to be left at school (please see above guidelines).

- A complete change of clothes including pants, socks, three pairs of underwear, and shirt, **all labelled**, to be left at school. We will provide labelled bags for the Morning Garden Preschool extra clothes.
- Extra fleece or sweater to be left on coat hook at school for use as necessary
- One small comfort item for rest time to be left at school (e.g. stuffed animal, blanket)
- We are pleased to have children bring in treasures from nature to share. These will be returned home. Toys, collections, books and other 'special' items are best left at home (no matter how dear). These may get lost or broken, distract the children, or disrupt the social dynamics of play.

**Rules for Sending Food to School**

Wholesome daily snacks and lunches are provided by the Morning Garden Preschool program. We have a designated Nutritional Coordinator and a licensed kitchen. **If your child has any food allergies or intolerances, please make sure that the school has all pertinent information.**

If you need to send alternative food for your child, please note the following excerpt from our anaphylactic policy:

- If parents bring food to the Preschool program, it must be labelled with the child's full name and if applicable, the date the food was brought into the program.
- Parents must advise the Preschool program teachers of all ingredients in food supplied by the parent or any ingredients to which children may be allergic.

## Electronics and Media

At Mulberry Waldorf School, we are striving to create a culture of consciousness within our community around the use of digital media devices. We endeavour to honour and protect the wonder of childhood and nurture each child's capacity for creative expression in a supportive environment.

Mulberry Waldorf School recommends reducing or eliminating screens during early childhood, and limiting access for older children (e.g., no screens on school nights). We strongly support delaying personal digital media device ownership (e.g. smartphones, tablets) as long as possible. The core of Waldorf education is imaginative, pictorial teaching and learning. Limiting screen exposure supports your child's ability to create mental images, and allows them to derive the maximum benefit from their learning experience at our school. We are not anti-technology; rather, we are pro-connection--human connection between teachers and students and between peers. Screens and talk about what we do or see on screens gets in the way of this. Whatever one child is exposed to through social or entertainment media may affect the rest of their class.

The strong influence of television and other electronic devices in a child's life is often observed in the classroom. A child may speak or move in the manner of a certain character or machine. A child may seem "stuck" in their play, unable to play anything but a superhero, transformer, or other character. Other children seem to lose their ability to engage in imaginative play. There may be an expectation on the child's part to be entertained rather than to co-participate in

learning. Subtle changes may be noted in a child who cannot sit still during a story, making it a distressing time instead of a time of wonderment and delight. Our Digital Media Policy is also intended to protect the childhood of our students and decrease pressure felt by students and parents over having personal media devices and access to social media. In our experience, whatever one child is exposed to may affect the rest of their class.

News broadcasts heard from either the radio or television go deep within the child, affecting their inner beings. Please help us protect our youngest children from the stress associated with upsetting world and local events.

We firmly believe that there is a developmentally appropriate time for the introduction to screens and their uses. Our upper year's curriculum includes keyboard skills, digital literacy, and building a healthy relationship with technology, including social media. For more information, please ask to see a copy of our Digital Media Policy. For additional information about digital media and screen use for children, please follow this link from the Canadian Paediatric Society. Digital media and screen time | Canadian Paediatric Society

## Prohibitive Practices

Our program is licensed under the Child Care and Early Years Act and complies with regulations outlining Prohibitive Practices as follows.

**Ontario Regulation 137/15**

With respect to a child receiving child care in our program, we **do not** permit the following:

(a) corporal punishment of the child;
(b) physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
(c) locking the exits of the child care centre or home child care premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures;
(d) use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
(e) depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
(f) inflicting any bodily harm on children including making children eat or drink against their will.

**Intent**

This provision forbids physical punishment and other harmful disciplinary practices to protect the emotional and physical well-being of children. It sets out clear direction regarding prohibitive practices to support the overall well-being of children. These practices are never permitted in a child care centre.

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behaviour.

**Compliance Indicators**

1. None of the following practices are observed in the program:
a. corporal punishment (which may include but is not limited to, hitting, spanking, slapping, pinching); b. physical restraint of children, including but not limited to confining to high chair, car seat etc. for discipline or in lieu of supervision unless for the purposes described in the regulation (to prevent self-harm, harm to others and only until risk of harm/injury is no longer imminent);
c. locking the exits of the child care centre for the purpose of confining the child, or confining the area or room without adult supervision, unless such confinement occurs during an emergency;
d. use of harsh, degrading, measures or threats or derogatory language directed at or used in the presence of a child that would humiliate, share or frighten the child or undermine their self-respect, dignity or self-worth;
e. depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
f. inflicting any bodily harm on children including making children eat or drink against their will.

Teachers verbally confirm that these practices are not allowed and do not occur in the program.

## Sleep/Rest Policy

Sleep or rest times are essential for healthy development and an important part of the children's busy day. Sleep or rest procedures shall be safe and meet the needs of all the children.

Mulberry Waldorf School will ensure:

- That all children sleep in a clean and safe environment.
- Teachers consult with families to meet the individual sleep/rest requirements for each child.
- All sleep procedures and equipment are purchased and maintained in accordance with the Child Care and Early Years Act.

**Practices:**

- At the time of enrolment and at any other appropriate time, staff will consult with parents about their child's sleep preferences, required accommodations, and precautions.

- The Supervisor will review the Sleep policy with each parent at the time of their child's enrolment and parents are informed about the Sleep policy by being provided with a copy of the policy in the parent handbook.
- This information on each child's sleep preferences will be documented and shared with all staff, students, and volunteers.
- Each child's sleep preferences will be documented with their enrolment forms.
- Parents will be consulted about their child's sleeping arrangements at each parent-teacher interview and upon a parent's request.
- Each child will have their own cot and all cots meet the Child Care and Early Years Act's standards and are used in accordance with the manufacturer's recommendations.
- Two hours of sleep time from 12:30-2:30 pm are provided.
- Cots will be positioned away from blind or curtain cords and heaters.
- Staff will ensure that cots are arranged so there is easy access to every child and that accessibility to an exit is maintained always.
- Cots are cleaned with disinfectant regularly.
- Clean sheets and blankets are provided to each child. Each child's bedding is to be stored separately and washed regularly.
- A staff person remains in the room always. Children are always monitored during sleep/rest time. Teachers will perform periodic direct visual checks of each sleeping child every fifteen minutes by being physically beside the child while the child is sleeping and looking for indicators of distress or unusual behaviours. There is documentation of these direct visual checks being conducted on every child in the daily health/sleep assessment document kept in the Supervisor's binder.
- Observance of any significant changes in a child's sleeping patterns or behaviours during sleep will be communicated to parents by the Supervisor and will result in adjustments to the way the child is supervised during sleep.

**Review**
This policy will be updated when:

1. Changes are made to regulations or legislation.
2. We become aware of information indicating that best practice requires us to make alterations to our existing policy.
3. As part of the policy review cycle of three years.

## Volunteer and Student Supervision

Every child who is in attendance in the Morning Garden Preschool Program is supervised by a teacher always, and

- No child will be supervised by a person under eighteen years of age.
- Direct unsupervised access (i.e. when an adult is alone with a child) is not permitted for people who are not employees of the centre.
- Placement students are not counted in the staffing ratios of the centre.
- Volunteers are not counted in staffing ratios of the centre.

Volunteers and students will meet the following Child Care and Early Years Act requirements;

- Behaviour management policies and procedures will be reviewed with and signed off by volunteers and students who will be providing care or guidance at the centre before they begin and at least annually afterwards;
- The individual plan(s) for a child with anaphylaxis and the emergency procedures will be reviewed with and signed off by volunteers and students who will be providing care or guidance at the centre before they begin and at least annually afterwards;
- The supervision policy for volunteers and students will be reviewed with volunteers and students who will be providing care or guidance at the centre before they begin and at least annually afterwards;
- Criminal reference checks are required for all volunteers having direct contact with children in the centre.

## Communication Guidelines

Healthy communication between parents/guardians, teachers, and the school community is important to all of us and vital to our school's success. We strive to use parent/guardian-teacher communication to support learning and strengthen relationships. We have found that overuse of certain forms of communication, email in particular, can be draining and time-consuming for both teachers and parents/guardians, and can take away from the important work of lesson planning and teacher-student interactions. We have created these guidelines in the interest of fostering healthy relationships among all members of our school community.

- Staff may share brief information, but will not discuss student issues in-depth via email (this is due to a number of reasons, including confidentiality and the potential for misunderstanding).
- Staff will respond to emails within 24 – 48 hours. When emails are sent after school hours or on weekends, teachers will respond within 24 hours - 48 hours of the next working day.
- Families are requested to avoid sending emails that are longer than one paragraph. If there is a need to communicate more information, please outline the issue briefly and arrange a time to speak in person.
- Emails that are sent to the class list will be sent blind carbon copy (bcc).
- Other forms of communication are encouraged: giving the teacher a note at drop-off, or speaking briefly at pickup time. For non-urgent issues, waiting a day or two can allow time for the issue to surface in class and be dealt with by the teacher in the classroom.
- At pick-up and drop-off times, teachers are supervising children and are unavailable at that time for in-depth discussions. You may use email or a written note to schedule a time to speak with your child's teacher by phone or in person.
- Parent/Guardian-Teacher Conferences with teachers are scheduled twice a year. In the event that an additional meeting is necessary, we ask everyone to be considerate of each other's time, to keep meeting lengths within the agreed upon timeframe and to consider other forms of communication first.

The Mulberry Waldorf School Faculty, Staff and Board of Directors are committed to ongoing improvements in the area of communication as our school continues to grow. We are committed to working in partnership with parents/guardians in order to build and strengthen bridges

between home and school. All pedagogical, administrative and financial questions are treated with respect and confidentiality.

**Pedagogical Questions**

Please speak to your child's teacher directly on matters concerning the curriculum, discipline, social relationships, schoolwork and academic standards.

For further advice, please contact the Pedagogical Director, who will pursue concerns in collaboration with the parent and teacher. If an additional step is desired, the Administrative Committee (Pedagogical Director, Administrative Head, and Board Chair) will strive for a satisfactory resolution. If parents/guardians feel that objectivity is a concern, the Administrative Committee will appoint an agreed upon party to facilitate communications.

**Administrative Questions**

If you have questions concerning school policies and/or procedures, please contact the Administrative Head. Parents/guardians seeking further resolution with any concern may submit a letter to the Administrative Committee. If parents/guardians feel that objectivity is a concern, the Administrative Committee will appoint an agreed upon party to facilitate communications.

## Parent/Guardian-Teacher Communication

Honest, respectful, and timely communication is the key to our success. We will contact you immediately if there are any concerns about the safety, development, or well being of your child. In turn, we encourage you to speak to us about your concerns or questions. If you have concerns that involve another child or family please speak first to your child's Lead Teacher. Please inform us as soon as possible of any significant changes in home life or routine so that we can be sensitive to your child's needs.

When you send an email to a teacher, please allow 24-48 hours for a response. Teachers will respond in a timely manner and within working hours. If you have an urgent concern, and a teacher cannot be reached, please connect with the Pedagogical Director or Administrator.

If it is necessary to leave a message for a teacher or arrange changes regarding your child's routine (e.g., going home with someone else) *please write it down* and give the note to a teacher in the morning. Although we try to remember everything, it is always best to have it in writing. If your child is going to be late or absent, please contact the office as early as possible.

Please read **class letters** that are sent by email (let your child's lead teacher know if you would prefer to receive a hard copy).

**Parent/Guardian-Teacher Conferences (Fall and Spring)**
Conferences provide an opportunity for strengthening the parent/guardian-teacher relationship, allowing your child's teacher to share observations about your child, and deepening the teacher's understanding of your child. Dates and times will be posted in the Office and/or sent in a google

doc. If the times listed are not convenient, please speak to your child's teacher to find an alternative.

**Parent/Guardian Engagement Evenings**
These events provide a valuable opportunity to learn about Waldorf Education and child development, what is happening in your child's class, and to share our experiences. They strengthen the loving circle of adults around each child. Thus, there is both a social and a pedagogical aspect. Parents/guardians are strongly encouraged to attend.

**Student Support Plans**
Student Support Plans are created for students when the need for extra academic, social/emotional, or physical support is identified by a teacher or parent. These plans are created jointly by the teachers, the Student Support Coordinator, and the parents/guardians.

### School Communication

Please read the **Mulberry Week at a Glance** and **seasonal newsletters** that are sent by email and let us know if you are not receiving regular communications.

We encourage parents/guardians to review the Mulberry Website – www.mulberrywaldorfschool.ca, Facebook, and Instagram pages for updated school events.

## Class Representatives

A Class Representative acts as a point of contact for the parents/guardians of a class. Class Representatives may help to support the class and school community in a variety of ways, e.g.,

- create a class social contact directory and/or social media group (e.g. WhatsApp) for social communications
- connect parents/guardians within the class
- introduce new families to the class and school community
- connect with Community Development Committee to help coordinate volunteers for festivals or other school events
- help with class fundraisers
- consult with class teacher about topics for class meetings and field trip ideas
- help to organize potlucks or other social gatherings for the class families (e.g., meeting at the park)
- organize thank yous/celebrations/sympathies
- direct parent/guardian questions/concerns/feedback to the appropriate staff member

If you would like to volunteer for this position, please speak to your Class Teacher and Christine Chapman, Administrative Assistant.

## The Mulberry Care Tree:
## Social, Behavioural, and Academic Integrative Student Support

At Mulberry Waldorf School, it is our intention to build healthy human relationships and create a safe, inclusive and accepting school environment, which is essential for student well-being. This will be achieved through continuous collaboration and communication between faculty, staff, parents/guardians, and students.

Our current Healthy Relationships policy refers to relationships between "children" or "students," but the spirit of the policy applies to relationships between all members of our community, including faculty, staff, and parents/guardians. Our policy strives to promote healthy relationships and prevent bullying behaviours, harassment, and aggressive behaviours.

The vision of Mulberry Waldorf School as a loving and compassionate environment is reflected in the ways that Faculty and Staff guide and respond to children at all times. Behaviours that are troubling to adults, intrusive to other children or are harmful to the child call for the deepest understanding from adults. They model in words and deeds how best to solve disputes, valuing and protecting the fragility of children's self concepts and each child's efforts to explore how their world affirms them.

The Mulberry Care Tree is a team of staff members who volunteer their time to provide support for students and teachers. Teachers or parents may bring concerns to this group by contacting the Pedagogical Director. When responding to any social, emotional, behavioural, or academic concerns we will act promptly, follow-up with appropriate communication between teachers and parents/guardians, and follow through with ongoing monitoring of behavioural issues.

## Parent/Guardian Issues and Concerns Policy and Procedures

### Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, Mulberry Waldorf School's Morning Garden Preschool program (the child care licensee) and staff to use when parents/guardians bring forward issues/concerns.

### Definitions

*Licensee*: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates.

*Staff*: Individual employed by the licensee (Morning Garden Lead Teacher, Assistant Teachers, Kinder Care Lead Teachers and Administration).

### General Policy

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program

statement, we support positive and responsive interactions among the children, parents/guardians, and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Mulberry's Staff and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within two business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial, and respectful to parties involved.

**Confidentiality**

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students, and volunteers, except when information must be disclosed for legal reasons (e.g., to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

**Conduct**

Our agency maintains high standards for positive interaction, communication, and role-modelling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, and/or staff feels uncomfortable, threatened, abused, or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

**Concerns about the Suspected Abuse or Neglect of a child**

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

For more information, visit http://www.children.gov.on.ca/htdocs/English/childrensaid/reportingabuse/index.aspx.

**Procedures**

| Nature of Issue or Concern | Steps for Parent and/or Guardian to Report Issue/Concern: | Steps for Provider, Staff and/or Licensee in responding to issue/concern: |
|---|---|---|
| **Program-Related**<br>E.g., schedule, toilet training, indoor/outdoor program activities, menus. | Raise the issue or concern to<br>- One of the teachers directly or<br>- The Lead Teacher. | - Address the issue/concern at the time it is raised; or<br>- Arrange for a meeting with the parent/guardian within two business days.<br><br>Document the issues/concerns in detail.<br>Documentation should include:<br>- the date and time the issue/concern was received;<br>- the name of the person who received the issue/concern;<br>- the name of the person reporting the issue/concern;<br>- the details of the issue/concern; and<br>- any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.<br><br>Provide contact information for the appropriate person if the person being notified is unable to address the matter.<br><br>Ensure the investigation of the issue/concern is initiated by the appropriate party within three business days or as soon as reasonably possible thereafter. Document reasons for delays in writing. |
| **General-, Agency- or Operations-Related**<br>E.g., fees, placement. | Raise the issue or concern to:<br>- The Administrative Head. | |
| **Staff-, Supervisor- and/or Licensee-Related**<br>E.g., conduct of provider, agency head office staff. | Raise the issue or concern to<br>- the individual directly or<br>- the Lead Teacher, Administrative Head or Pedagogical Director.<br><br>All issues or concerns about the conduct of the provider or staff that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation. | |
| **Student- / Volunteer-Related** | Raise the issue or concern to<br>- the Lead Teacher or Pedagogical Director<br><br>**Note:** All issues or concerns about the conduct of students/volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation. | |

| Nature of Issue or Concern | Steps for Parent and/or Guardian to Report Issue/Concern: | Steps for Provider, Staff and/or Licensee in responding to issue/concern: |
|---|---|---|
| | | Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern. |

**Escalation of Issues or Concerns:** Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to Jenny Taylor, Pedagogical Director or Peelu Hira, Administrative Head

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act., 2014* and Ontario Regulation 137/15must be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g., local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers) where appropriate.

**Contacts:**

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Bek Zolnierczyk, Morning Garden Preschool Lead Teacher; Julia Miranda, Morning Garden Assistant Teacher and Afternoon Care Assistant, Claudia Lama, Morning Garden Assistant Teacher and Afternoon Care Lead; Atallia Burke, Morning Garden Afternoon Care Assistant and Licensing, Jenny Taylor; Pedagogical Director; Peelu Hira, Administrative Head and Licensing

# Appendix A - Safe Arrival and Dismissal Policy and Procedures

**Purpose**

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the school as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

**Policy**

**General**

- Mulberry Waldorf School will ensure that any child receiving child care is only released to the child's parent/guardian or an individual that the parent/guardian has provided written authorization the child care centre may release the child to.
- Mulberry Waldorf School will only dismiss children into the care of their parent/guardian or another authorized individual. The school will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

**Procedures**

**Accepting a child into care**

1. When accepting a child into care at the time of drop-off, program staff in the room must:
    - greet the parent/guardian and child.
    - ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on the Permissions and Releases section of the Enrolment Form or where the individual is not listed, ask the parent/guardian to provide written authorization for pick-up (e.g., note or email).
    - document the change in pick-up procedure in the daily written record.
    - sign the child in on the classroom attendance record.

**Where a child has not arrived in care as expected**

1. Where a child does not arrive at school and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must inform the office and they must commence contacting the child's parent/guardian no later than 9:30 am. Staff shall leave a phone message inquiring about the child's absence and requesting confirmation by phone or email.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

**Releasing a child from care**

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the school may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
    - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
    - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

**Where a child has not been picked up as expected (before the end of their school day)**

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up within 10 minutes, the office staff shall contact the parent/guardian by phone and advise that the child is still in care and has not been picked up.
2. Where the staff is unable to reach or has not heard back from the parent/guardian, staff must phone the alternative contacts listed on the child's Enrolment Form. Where the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.

**Where a child has not been picked up and the centre is closed**

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 3:40 pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall phone the parent/guardian and then phone the alternative contacts listed in the child's Enrolment Form.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall phone the alternate contacts listed on the child's Enrolment Form.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 4:15 pm, the staff shall proceed with contacting the local Children's Aid Society (CAS) at (613) 545-3227. Staff shall follow the CAS's direction with respect to next steps.

**Dismissing a child from care without supervision procedures**

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

**Glossary**

*Individual authorized to pick-up/authorized individual:* a person that the parent/guardian has advised the school staff in writing can pick-up their child from care.

*Licensee*: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the licensed Preschool program.

*Parent/guardian:* A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

Regulatory Requirements: Ontario Regulation 137/15

Safe arrival and dismissal policy

50. Every licensee shall ensure that each child care centre it operates and each premises where it oversees the provision of home child care has a policy respecting the safe arrival and dismissal of children that,

(a) provides that a child may only be released from the child care centre or home child care premises,

(i) to individuals indicated by a child's parent, or

(ii) in accordance with written permission from a child's parent to release the child from the program at a specified time without supervision; and

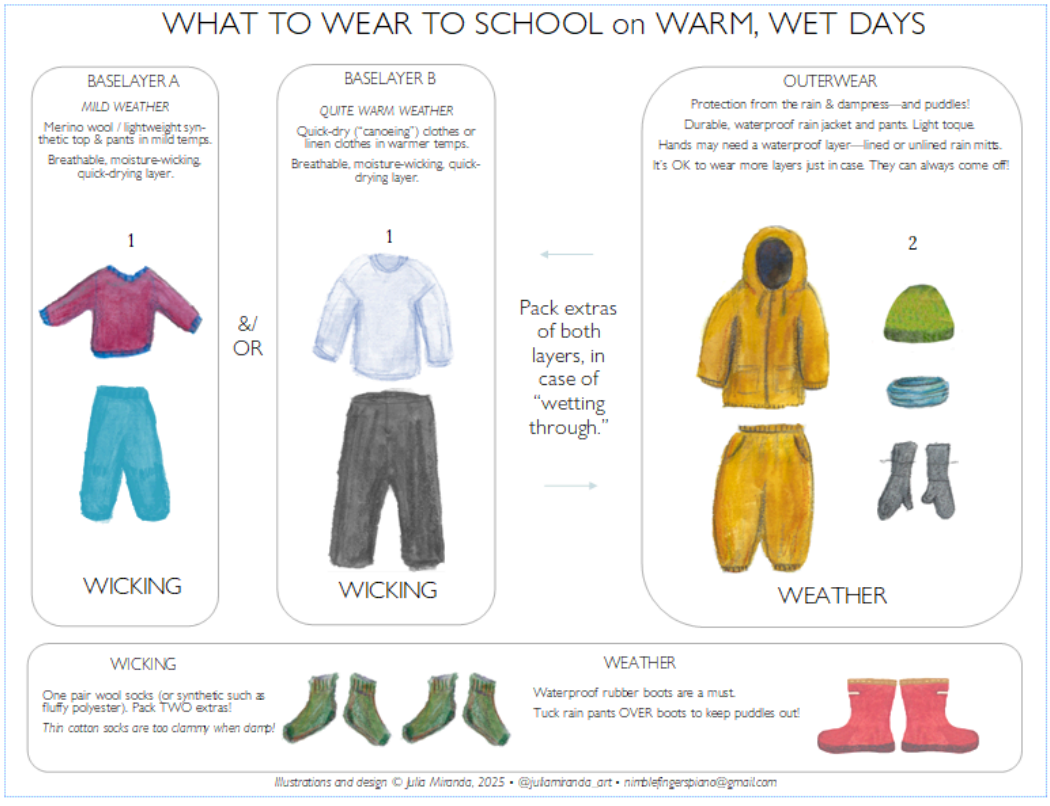
(b) sets out the steps that must be taken if,

(i) a child does not arrive as expected at the centre or home child care premises, or

(ii) a child is not picked up as expected from the centre or home child care premises.

# Appendix B: Gear Guideline Infographics

WHAT TO WEAR TO SCHOOL on COOL, DRY DAYS
BASELAYER
For everyone, any chilly day!
Slim fit to wick sweat from body. Must be breathable!
Wool (e.g., merino), silk, or synthetic thermal underwear.
Never cotton (gets wet & cold).
1
WICKING
MIDLAYER
Comfortable, roomy fit
Wool, fleece, thick flannel, comfy cozy sweatshirt/pants, soft corduroys, etc.
Breathable is best!
2
WARMTH
EXTRA MIDLAYER
For everyone on more wintry cold days, or on any day for children who play less vigorously.
Wool, fleece, down jacket, vest, etc.
Don't let extra layers get too tight.
3
EXTRA WARMTH
OUTERWEAR
Protection from the wind & mud. (Dry days can be muddy too.)
Warm jacket. Rain pants to break wind (and for kneeling in mud).
Hands need a warmth + a weather layer, too! Wear wool/fleece mitts AND waterproof, lined rain mitts. Pack 1-2 extras of each.
It's OK to wear more layers just in case. They can always come off!
4
WEATHER
WICKING & WARMTH
One pair thick wool socks (or synthetic such as fluffy polyester). Pack TWO extras!
Thin cotton socks are TOO COLD.
WARMTH & WEATHER
Waterproof, insulated boots are best.
A roomy fit is best for blood flow / heat retention.
Tuck rain pants OVER boots to keep mud out!
Illustrations and design © Julia Miranda, 2025 • @juliamiranda_art • nimblefingerspiano@gmail.com


WHAT TO WEAR TO SCHOOL on WARM, WET DAYS
BASELAYER A
MILD WEATHER
Merino wool / lightweight synthetic top & pants in mild temps.
Breathable, moisture-wicking, quick-drying layer.
1
WICKING
&/
OR
BASELAYER B
QUITE WARM WEATHER
Quick-dry ("canoeing") clothes or linen clothes in warmer temps.
Breathable, moisture-wicking, quick-drying layer.
1
WICKING
Pack extras of both layers, in case of "wetting through."
OUTERWEAR
Protection from the rain & dampness—and puddles!
Durable, waterproof rain jacket and pants. Light toque.
Hands may need a waterproof layer—lined or unlined rain mitts.
It's OK to wear more layers just in case. They can always come off!
2
WEATHER
WICKING
One pair wool socks (or synthetic such as fluffy polyester). Pack TWO extras!
Thin cotton socks are too clammy when damp!
WEATHER
Waterproof rubber boots are a must.
Tuck rain pants OVER boots to keep puddles out!
Illustrations and design © Julia Miranda, 2025 • @juliamiranda_art • nimblefingerspiano@gmail.com